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THE IMPACT OF FAMILY INFLUENCE AND INVOLVEMENT
ON CAREER DEVELOPMENT

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the College of Education
at the University of Central Florida
Orlando, Florida

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ABSTRACT

Career decidedness at early stages produces positive effects on student performance, college completion, and professional development. Emerging adults are taking 5 to 10 years longer to make career decisions than non-emerging adults (Lehmann & Konstam, 2011). The purpose of this study will be to use quantitative and qualitative research methods to obtain a deeper understanding of parental involvement in college students' career decision-making and its influences on their career readiness and development. College students will provide information on their parents' involvement and influence during their secondary education. Ultimately, this research will identify how family influences the career decision-making processes and will educate professionals about how to incorporate the family as a way to avoid delays in the desired career paths of emerging adults.

This mixed methods study investigated the influence of family on the career decision-making process among emerging adults attending a metropolitan university in the southeastern United States. It also sought to identify the nature of parental involvement in activities, academic achievement, choosing a major, and career choice in college students. The first two questions formulated the basis for quantitative research methods, and qualitative methods aided in exploring the third question. The Career Involvement and Influence Questionnaire (CIIQ) and the Career Development Inventory (CDI) provide the source of data collection for this study. The study yielded no significant relationship or differences among caregivers' (mothers, fathers, and other caregivers) involvement in career decisions (CIIQ) or future influences and level of career

decidedness (CDI). The qualitative results provided clarity as to some of the commonalities and differences that existed among responses of the participants. Implications of the findings refer to counselor education, clinical practice, and future research.

To my parents, Lornette and Leopold Joseph, thank you for always believing in me. Your encouraging words and constant support and prayers made this all possible. I love you.

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on this sometimes dark journey. With each step, I heard all your voices and knew I could not give up no matter how much easier that option seemed. I hope I have made you all proud.

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CHAPTER I – INTRODUCTION

Problem Statement

School Counseling provides career guidance and development for students as one of the major goals or missions in servicing the community. Yet there appears to be inadequate research on the development of career among high school students. Often, the assumption is that students can identify their abilities and understand how to integrate them into choosing a career. Another assumption exists which proposes that students possess knowledge of colleges and universities that can meet their needs.

The American School Counselor Association (ASCA, 2003a), in the ASCA National Model, advocates that school counselors foster collaborative relationships with administration and teachers to support caregivers with early adolescents' academic achievement. The Contextual Dimensions of the Council for Accreditation of Counseling and Related Educational Program (CACREP) (1994) school counseling standards consist of studies that provide an understanding of the coordination of counseling program components as they relate to the community. The Knowledge and Skills for the Practice of School Counseling section is divided into three subsections: (a) program development, (b) implementation and evaluation, and (c) counseling guidance and consultation. These three subsections require competencies in (a) individual and group counseling, (b) group guidance and approaches, (c) developmental approaches to assist students at points of educational transition, (d) methods of consulting with parents, (e) methods of consulting with teachers and other school personnel, (f) approaches to peer assistive programs, and (g) methods to enhancing teamwork in the school environment.

Adolescents tend to have difficulty identifying their career interests. Research identifies that how career interest can be linked to students' academic achievement. Counselors and educators need to help students develop skills for their job search in careers that are congruent with their individualized career plan (Teng, Morgan, & Anderson, 2001). This involves a great deal of career and vocational education. Career education requires that students explore activities associated with career choices over a life span considering family, work, and leisure. This includes (a) job preparation, (b) awareness of careers and occupations, (c) the identification and examination of different life roles, and (d) understanding various types of biases in occupations. As a result, the primary focus becomes identifying the best possible career options. In addition, career education seeks to teach people job skills or to help individuals improve job skills.

Parents prove to be an essential part of adolescent career development. Family ties provide positive effects on student performance. Researchers defined a family-school collaboration "as a cooperative process of planning and problem solving involving school staff, parents, children, and significant others to maximize resources for students' academic achievement and social-emotional development" (Amatea, Daniels, Bringman, & Vandiver, 2004). Specifically in the area of career development, adolescents tend to use their family environment as a point of reference. Therefore, parents need to be equipped with the necessary information or resources so that they can provide feedback and opportunities for career exploration.

As students move towards high school, families often assume that children and counselors will work together to establish a career and post-secondary education plan, so they believe their

role as parents decreases (Amatea, Daniels, Bringman, & Vandiver, 2004). High school counselors face the difficult task of working with a large number of students. Therefore, many students complete high school and are ignorant to college choice and career processes and decisions. These students tend to enroll in colleges or universities, hoping that time will allow them to make a decision and solidify their future. As a result, these students waste time, money, and effort, unsure of what to expect from life (Amatea, Daniels, Bringman, & Vandiver, 2004). Hence, school counselors must recognize the needs of their students and provide information to parents so that the family assumes a more involved role in developing their child's or children's career path.

Traditionally, counselors educate parents on how to continue the therapeutic process at home with their children. Hence, another essential goal of this project focuses on amplifying the positive effects family ties have on student performance by determining the impact parental involvement and influence has on the career development process. It cannot be over-emphasized that parents prove to be an integral role to adolescent development (Zellman & Waterman, 1998). Adolescents experience difficulty identifying their career interests. Career interests have been linked to positive student achievement (Lehmann & Konstam, 2011). This research attempts to engage parents in the creation of healthier schools and community activities by improving decision-making skills and self-regulation. As parents' knowledge of career development increases, it will encourage youths to remain in school while supporting healthy norms.

Social Significance

Adolescents who lack direction about career goals and decision-making become emerging students at universities and colleges around the nation. These emerging students appear aimless and unfocused in making their career and post-secondary decisions. They present themselves as unprepared for life-changing decisions and make poor and uniformed choices (Arnett, 2007). Career decidedness at early stages produces positive effects on student performance, college completion, and professional development. Emerging adults are taking 5 to 10 years longer to make career decisions than non-emerging adults (Lehmann & Konstam, 2011). Adults participate in the career decision process as a primary developmental task of emerging adulthood. Persons in this age group tend to have feelings of aimlessness and experience a lack of direction or purpose (Shearer, 2009). In particular, their career indecisiveness stems from dysfunctional beliefs, lack of information about the self, internal conflicts, and external conflicts. Internal and external conflicts occur through inconsistent information from parental or other guardian interactions (Shearer, 2009). This research seeks to identify how parental involvement and influence aid in the development of career decisions.

The delayed process of decision-making wastes both time and money in the lives of emerging adults. These persons enroll in college undecided about their majors (Arnett, 2007). Although they complete general education requirements in the process when the time arises for them to decide on their major, they may not have met the requirements. These individuals may not take particular courses seriously due to their failure to see the application of certain courses to their life goals. As a result, the completion process continues to be delayed, and money is spent on retaking courses that were not successfully completed at the initial stage (Arnett, 2007).

Sometimes students select majors and are unaware of how these majors translate into the workforce or the career options that are available with these degrees. Additionally, students' failure to do well in undergraduate school limits their opportunities to attend graduate school, which may ultimately help them achieve their long-term desired career goals.

The quest for the perfect job, the perfect mate, and the perfect life are associated with the developmental period of emerging adulthood (ages 18 to 30 years). The setting of high personal standards leads to well-being, high performance, and career rewards (Lehmann & Konstam, 2011). In contrast, maladaptive perfectionism may consume individuals with "doubts and concerns about one's decisions and the perception that others hold unreasonable expectations for one's performance" (Page, Bruch, & Haase, 2008, p. 811). Student attrition and failure to enter a career path are complex phenomena that have many causes and affect different types of students who experience career development problems (Shearer, 2007). Lack of information continues to perpetuate the difficulty in making a decision. Exposure, knowledge, and support provide a point of reference for possible decisions.

Professional Significance

Professional school counselors in high schools encounter a great deal of scrutiny from the school administration, students, and parents for students to show improvement in various academic and career areas. Instead, another question needs to be asked. How can addressing our students' social/personal needs also affect their academic and career goals? School counselors become inundated with addressing the manifestation of emotional struggles due to the pressure of testing, scholarships, school improvement programs, classroom management strategies, and

discipline (Culbreth, Scarborough, Banks-Johnson, & Solomon, 2005). In addition, how do we get students and families to be attentive to the issues? How do faculty, staff, and administrators develop respect for the counseling process as an effective method in addressing classroom situations? How are the issues and needs of students in urban settings different from other students? The primary role of a high school counselor should be to encourage student interaction with the school and family units that leads to increased involvement in social/personal areas. Occasionally, parents ask school counselors to provide information and resources for them to assist their student in making preparations for post-secondary decisions. It is important for school counselors to be able to utilize parents and become facilitators in this process (Zellman & Waterman, 1998). Through this research, counselors can target the needs of their students as they prepare them for the future. This research will also be resourceful in demonstrating to parents how essential their role is in the lives of their children. This research will assist school counselors in finding appropriate techniques to motivate students who seem to lack motivation and direction. It will also encourage other counseling professionals to utilize techniques in assisting clients in the career decision-making process.

This research will amplify the positive effects family ties have on student performance. It is quite clear that there is very little collaboration between the school and family (Adams & Christenson, 2000). A perception exists that children live in two separate entities. School counselors try to tackle the task of merging both entities. Research shows that there are significant changes in the family-school involvement between elementary and secondary schools (Adams & Christenson, 2000). During elementary school, professionals encourage parent involvement tremendously through various classroom activities. Parents and teachers also feel

more connected because there is one teacher with whom they are able to express concerns or ideas about their child's development. This involvement quickly decreases by middle school and is further diminished by the time they enter high school (Adams & Christenson, 2000). As students move to secondary schools, they collaborate with several teachers as opposed to one teacher during elementary level. Initiating communication with all teachers can be an intimidating process for the parent. Difficulties arise with high school teachers in maintaining open communication with the parents of all their students (Zellman & Waterman, 1998). Schools, home, and social networks are charged with the task of preparing students to function effectively as adults. They should obtain skills necessary for them to earn a living for themselves and their families to become responsible and competent citizens. The families as well as the school become initiators of the need for assistance in developing an opportunity for change.

Parents prove to play an integral role in adolescent development. Counselors and other educators consciously examine the beliefs that bolster adolescents' growth, which supports family-school relations. In doing so, they propose a co-expert or collaborative paradigm to replace the "sole-expert" model that has traditionally characterized family-school relationships (Amatea, Daniels, Bringman, & Vandiver, 2004). Educators recognized the importance of developing a partnership with families and no longer interact with them as a separate entity. Amatea, Smith-Adock, and Villars (2006) propose that the family-school relationship becomes a collaborative one in which the educator recognizes that successful interventions to enhance children's learning depend more on tapping into a family's resources rather than focusing on

specific change techniques. Similarly, the development of career and post-secondary goals cannot be ignored as an essential element of a family-school network.

People typically make their first career-related decisions during adolescence. Adolescent students have to make decisions concerning their choice of high school and their high school elective courses. These decisions affect the students' educational and vocational opportunities (Gati & Saka, 2001). Adolescents experience difficulty identifying their career interests with associations to positive student achievement. Parents and additional significant others explicitly or implicitly affect the adolescent's decision. Therefore, parents and adolescents need to develop a clear plan for examining post-high school occupational and/or educational plans.

School counselors need to be equipped to assume various roles to facilitate changes that will be evident at school and in the home. Schools and families need to provide a social network for students where they receive (a) support, (b) teaching, (c) nurturing, (d) disciplining, (e) reinforcing and (f) incentives (Peeks, 1993). Consistency becomes imperative between both entities. A family-system approach to school counseling produces a theoretical approach in assisting families where many educational and familial goals can be met. One must agree that when students believe that there is support and resolutions to their problems, they are more capable of learning and achieving their goals. As parents become included in the problem-solving team, student morale improves; consequently, the family dynamics are also improved (Peeks, 1993). One author states that students will learn at their optimum potential when the two most important influences in their lives—home and school—cooperate to create a positive relationship (Peeks, 1993). Utilizing the family as a resource means working to empower

parents through counseling to initiate the desired changes. School counselors must be catalysts for the desired transformation.

Theoretical Foundation

This section provides a review of the Career Construction theory as the basis for this study. Career Construction provides a comprehensive theoretical background that illustrates the importance of career development and how it will contribute to career and vocational behaviors and ideas. The Career Construction theory describes interpretive and interpersonal processes through which individuals impose meaning and direction on their vocational behaviors. This theory provides a perspective to address multicultural societies and a global economy. Career Construction theory paradigm will be effective and easy for counselors and clients to comprehend and remember while remaining strong enough to appropriately explain the career decision-making process. Secondly, it will draw counselors and clients' attention to essential client characteristics and decision-making needs. Third, Career Construction theory will provide a conceptual framework for teaching clients about the components and process of career choice. Lastly, this theory will provide a standard for monitoring and evaluating client progress in career problem-solving and decision-making. This theory establishes the procedures to address (a) the career world, (b) the meaning of vocational behavior and occupational experiences, (c) implementation of vocational self-concepts, and (d) life themes.

The Career Construction approach addresses how the career world is designed through personal constructivism and social constructionism. By this, we construct representations of our reality, but we do not construct reality itself (Brown & Lent, 2005). This theory also proposes

that development is determined by adaptation to an environment rather than by maturation of inner structures. Therefore, as careers are constructed and individuals make choices that express their self-concepts, they substantiate their goals in the social reality of work roles (Brown & Lent, 2005). In addition, Career Construction's key concept emphasizes that individuals construct their careers by imposing meaning on their vocational behavior and occupational experiences. Through Career Construction Theory, career refers to the patterning of work experience into a cohesive whole that produces a meaningful story (Brown & Lent, 2005). Persons use past memories, present experiences, and future aspirations to impose personal meaning by weaving them into a life theme. Counselors using this theory will allow clients to create narratives for the story lines of their vocational personality type, career adaptability, and life theme.

Career Construction theory concentrates on the implementation of vocational self-concepts. This provides a subjective, private, and idiographic perspective for understanding. The life theme and self-concept perspectives of career construction theory complement the objective perspective by eliciting and interpreting clients' subjective conceptions of themselves and their world (Brown & Lent, 2005). These personal ideas and feelings about self, work, and life reveal purpose. Purpose composes life themes that control behavior, explain behavioral continuity, sustain identity coherence, and foresee future action. Additionally, life themes, another component of Career Construction, take into account their ideas of the kind of people they are as they enter into an occupation. Clients also seek to implement a concept of them and realize their potential and preserve self-esteem. Work provides a context for human development and an important location in each individual's life (Richardson, 1993). Career Construction theory

assists most individuals in creating a deeper understanding of their daily work and in finding better ways to implement their self-concepts and advance their life projects despite painful pasts and social barriers to career adaptation. Counseling for Career Construction aims to help clients understand how their life projects matter to themselves and to other people (Richardson, 1993).

Career Construction seeks to be comprehensive. The essential meaning of career and the dynamics of its construction are revealed in self-defining stories about the tasks, transitions, and traumas an individual has faced (Brown & Lent, 2005). Therefore, studying vocational personality and career adaptability provides understanding for the dynamics of the open system. Career tells stories of an individual's dispositional continuity and psychosocial change. These attitudes, competencies, and behaviors that individuals used in fitting themselves to work that suits them refers to the third central component in Career Construction theory. The theory focuses on neither the person nor the environment in the P-E symbol. However, it does focus on asserting that building a career is a psychosocial activity that synthesizes one's self and society. This adaptability creates an occupational role that substantiates and validates the individual's self-concept.

Purpose of Study

The purpose of this study will be to use quantitative and qualitative research methods to obtain a deeper understanding of parental involvement in college students' career decision-making and its influences on their career readiness and development. College students will provide information on their parents' involvement and influence during their secondary education. To determine how effective familial support can be influential in career development,

the information will be cross-referenced with students' career decidedness. Ultimately, this research will identify how family influences the career decision-making processes and will educate professionals about how to incorporate the family as a way to avoid delays in identifying career paths among emerging adults. When professionals are educated about services they can provide to families, it empowers them to transfer the information to parents. Therefore, parents become better equipped to guide or enhance their children in making appropriate career choices.

Counselors can utilize this information to assist parents in defining the needs of their students. It provides a means for students to identify their career goals early and clarify their needs when entering high school. Students who are unclear of their career goals might lose interest in school and education during middle school. If students' education can be geared toward helping them to discover careers or interests early, then students can find motivation and direction in completing their high school education. This process will also empower parents and students to discover that their skills, interests, and values can turn into a valuable career.

Parents prove to be an essential part of adolescent development in career choices. One of the goals is to amplify the positive effects family ties have on student career performance. Specifically in the area of career development, emerging adults tend to use their family environment as a point of reference. As parents become equipped with the needed information or resources, they can provide feedback and opportunities for career exploration. As information in this field is gathered, it will assist future students in adequately defining their needs. Career education also provides a means for them to identify their career goals early and clarify their needs throughout their academia. Students tend to lose interest in school and education because they are unclear of their career goals. If students can be directed toward careers or interests early,

then they will be motivated and have a sense of direction in completing their education.

Consequently, this process will also empower students to discover that their skills, interests, and values can result in a valuable career.

Research Questions & Hypotheses

This study seeks to identify how family influences the career decision making processes of emerging adults and to educate professionals about how to incorporate the family as a way to avoid delays in emerging adults identifying desired career paths.

As aforementioned, a mixed method approach with qualitative and quantitative methods will be used. The following three research questions and eight hypotheses will be examined to address the studies focus:

Research Question 1: What relationship exists among parental and other caregiver involvement in career decisions and career decidedness?

Null Hypothesis 1: No relationship exists among caregivers' (mothers, fathers, and other caregivers) involvement in career decisions and level of career development as measured by the Career Development Inventory.

Null Hypothesis 2: No difference exists among caregivers' (mothers, fathers, and other caregivers) involvement in career decisions.

Research Question 2: What relationship exists among influences in the process of constructing career decisions?

Null Hypothesis 3: No relationship exists among influences in career decisions (income, status, and making a difference) and level of career development as measured by the Career Development Inventory.

Null Hypothesis 4: No differences exist among the three areas of influence on career decisions (future income, status, and making a difference) reported on the Career Involvement and Influence Questionnaire.

Research Question 3: What is the nature of parental high school involvement in activities, academic achievement, choosing a major, and career choice in college students?

It is vital to identify how influential parents or family are to the process of students' identifying their academic goals. This research will enable school counselors and caregivers to obtain the knowledge necessary to continue to impact adolescents' lives. School counselors work to build a network with parents, but oftentimes at secondary levels we shut parents out of the process of career and post-secondary decisions. Quantitative data falls short of providing details or needed information to identify specific areas for growth. The qualitative elements of this research can substantiate what students determined to be support and involvement, which would otherwise not be specified. Students' responses will receive a voice in determining their familial needs and desires. I will also collect demographic data to help examine any differences among groups. With challenges of ignoring potential ethnicity influences, I will examine for relationships between the career potential and ethnicity and what differences actually exist.

The Career Development Inventory (CDI) is substantiated by norm-referenced tests; hence, providing pre-test and post-test results will assist in identifying changes, will solidify thoughts regarding career decisions, and will provide clarification to students who have been

otherwise unable to focus thoughts and interests. The CDI seeks to measure how well someone is engaged in the process of constructing their career. It allows the person to visualize whether or not they are making wise career choices.

Methodology

Participants will be involved in this research through convenience sampling. The students enrolled in the four sections of MHS 2330 during Fall 2011 will be the respondents for this research. The instructors will provide students with research packets. Each packet will include IRB approval and the Career Involvement and Influence Questionnaire as their consent to participate in this study. Instructors typically give several assessments to students throughout the semester. The participants enrolled in MHS 2330 who choose to participate will complete the CDI and CI IQ placed in the packet and return them to the instructor by the end of the semester. Participant responses to the assessments will be recorded and prepared to be analyzed. Participant answers to the surveys will also be linked to career assessments to determine how influential family involvement and influence have been to their academic performance and career decision-making.

Instruments

Several assessments will be administered to the participants of this study, the Career Involvement and Influence Questionnaire (CI IQ) and Career Development Inventory (CDI).

They will be used to identify familial involvement and influence, career decidedness, and thoughts of undergraduate emerging students.

This study is based on a Career Construction theoretical approach to career development and career services, and a narrative therapy theoretical approach to mental health and mental health services. This inventory can be quickly administered, promptly scored, easily interpreted, and integrated into counseling homework. The CDI has five-point Likert-type scale, from 1 (not much) to 5 (a great deal).

The CDI is a 120-item inventory that measures how well a person is engaging in the process of constructing his or her career. It shows whether or not one is making choices wisely in the process of career building.

The Career Involvement and Influence Questionnaire (CIIQ) used for this research was revised form of Andrew Daire's version of the questionnaire utilized in a research study mentioned in *Career Development Quarterly*, 2007. The CIIQ will evaluate parental or familial involvement and influence on college students' academic and career development. Respondents rate their parents' or guardians' level of involvement or influence on a Likert Scale from 1 to 6. Responses reflect parental involvement or influence on completing high school, attending college, and making career decisions in the lives of respondents. A qualitative element added to this questionnaire provides respondents with an opportunity to identify which parent has been more involved in school activities, academic achievement, selection of a major, and career choice. They are also asked to describe type of parental involvement.

Participants

Participants in this research project will include undergraduate students enrolled in Career Planning course MHS 2330 at University of Central Florida during the Fall 2011 semester. These students enroll in this course as a means to assist them in defining career thoughts, decisions, and plans. Throughout the process, students engage in career assessments and career planning to solidify ideas and selecting a major.

Data Analyses

Data will be received through mixed method collection. Participants will respond through assessments. I will record the data from the assessments in Microsoft Excel format and then import into SPSS. The Excel and SPSS data will contain no identifying participant information since the study will be anonymous. Participant responses will be entered into the database.

To address the first research question examining the relationship that exists among parental involvement in career decisions and levels of career development, a multiple regression analysis will be used to examine the first null hypothesis. An ANOVA test will be used to examine the other hypothesis regarding the differences among the mothers, fathers and other caregivers involvement.

Similarly, to address the second research question examining relationship that exists among influences in career decisions and level of career development, a multiple regression analysis will be conducted for the third hypothesis. To analyze hypothesis four, an ANOVA test will be used to identify whether differences exist among groups.

I will record responses to the qualitative portion of the CIIQ to examine the nature of parental involvement in school activities, academic achievement, selection of a major, and career choice. The responses will be used to provide consistencies among respondents about their feelings and perceptions of their parent involvement and influence. Responses will be recorded to generate trends among the students. After looking at each response, I will identify themes produced that are applicable to the responses given. Excerpts from the questionnaire will also be included.

Definition of Terms

Career Decision: describes the exploration process that helps individuals find their way toward longer-lasting careers. As students explore careers, decisions can be made on their interests, personalities, abilities, and skills.

Career Influence: a term used to define factors that have an effect on the development of an individual's career decisions. Society and people can provide a great influence on how career identity develops.

Emerging Adulthood: defined as a phase of life span between adolescence and adulthood. It refers to young adults who do not have children or began a lifelong career in their early twenties. The five standard milestones used to define "adult"—completing university, leaving home, getting married, having a child, and establishing financial independence—are being achieved later, or not at all.

Norm-referenced tests: a test where test performance (or score) is interpreted in relation to the performance of others who have taken the same test. Tests are often developed so that results fall along a normal curve, with most students scoring near the middle and fewer scoring low or high.

Parental Involvement: this involves behaviors or actions by mothers, fathers, or caregivers who impact the career decision-making process of their children or care recipients. Various behaviors can be termed as parental involvement, but particular interest will focus on how parents show interest in their children's academic and career performance.

Limitations

It is anticipated that some participants have received familial support and exposure to career decision-making and its process. However, these students may not have utilized the opportunities to broaden their knowledge or consider their place in the world. Although the cliché says, "knowledge is power," the application of the information is what causes empowerment.

The information collected from the participants will only reflect and collect a snapshot of the student's life. Life's circumstances and situations may alter a student's perceptions or career goals. This study is a self-reported study, and, as is the case with other studies of the same nature, its validity is dependent on the participants' understanding and honest response to the questions.

Summary

Professional school counselors provide academic, social/personal, and career development to their students so they can achieve success and feel prepared to lead fulfilling lives as responsible members of society. School counselors help students obtain and maintain the attitudes, knowledge, and skills needed for academic success in the present and for the future. In personal/social development, school counselors engage students in activities to promote positive interpersonal knowledge, attitudes, and skills. These assets prove to be central in helping students make healthy decisions, set realistic personal goals, cope with difficult and stressful situations, and consider their personal safety inside and outside the school setting. School counselors help students understand their personal skills and talents in areas that allow them to acquire skills for exploring the world of work and for making informed career decisions. Ideally, this would be a major focus of every school counselor. However, conflicts arise as they try to balance their professional responsibilities with the desires of their schools. Therefore, school counselors must recreate their roles as coordinators to develop opportunities for parents and students to empower themselves and experience the developmental process.

Providing support, nurturance, and growth in order for children to become productive members of society proves essential in family involvement. Parents and guardians assume several roles in the lives of their children. They embody care providers, economic supporters, and educators. Children expect their parents to care about their daily activities and inquire about their needs and desires. Likewise, they anticipate that parents will meet their basic needs as well as their desires. Parents also assume the role of educators because children learn most of their life lessons from home or from other familial adults. Children model their behavior based on

adult relationships and interactions. School counselors prove to be central players in assisting children in developing and utilizing the relationships and knowledge students develop in the home as well as in school. It is difficult for parents to provide all their children's needs every time. School counselors assist in providing the support families need in order to meet their children's needs.

CHAPTER II – REVIEW OF THE LITERATURE

Both high school and college students experience great difficulty. Parents assume that school counselors provide most of the necessary information to their children. Considering all the different pressure school counselors face, it is essential for them to utilize all their additional resources. Parents and primary caregivers provide the greatest influence and support in their children's lives. This research study proposes to help caregivers and counselors by providing the necessary information to assist students in defining the needs. If parents and school counselors work together, students can be directed toward careers or interests early. Then, students can find motivation and direction in completing their high school education. Parents and students can also work together to discover that their skills, interests, and values can result in a valuable career.

Career Development Process

One must establish the need for understanding the career development process. The career development process plays an essential role in interpreting how career decisions are made and what can be done to facilitate this process. This section reviews essential elements to the career development process. Hence, this section presents information about the (a) impact of career development, (b) decision-making skills, (c) lack of information and inconsistencies, and (d) the cycle of emerging adults.

The career development movement in the United States resembles other factors critical to the nation's growth. Within the past few years, career selection strategies selected by school counselors have been called into question (ASCA, 2008). Career development exemplifies long-

term and inestimable impact on young persons (Larson & Majors, 1998). Thereby, this process of career development allows an individual to fashion his or her work identity. The ideal career decision maker displays awareness of his or her need to make a career decision (Larson & Majors, 1998). The individual exhibits willingness to make such a decision and is capable of making the decision “right.” Adolescent students make decisions concerning their choice of high school and their elective courses. These decisions affect the students’ education and vocational opportunities (Gati & Saka, 2001). Parents and additional significant others explicitly or implicitly affect the adolescents’ decisions (Gati & Saka, 2001). Although some of the adolescents make these early career decisions relatively easily, many others face difficulties before or during the actual process of decision-making (Gati & Saka, 2001). These difficulties lead them to attempt to transfer the responsibility for making the decision to someone else, delay the process, or even avoid making a decision altogether. Ultimately, this results in a less-than-ideal decision (Gati & Saka, 2001). The way students handle these decisions also affects the way they deal with future career decisions (Gati & Saka, 2001). Finally, the stress involved in the process contributes to adverse effects on various aspects of adolescents’ daily lives (Gati & Saka, 2001).

Decision-making skills provide benefit to adolescents trying to clarify and consolidate their world. Indeed, Taveira, Silva, and Rodriguez (1998) found that adolescents reported fairly high stress levels associated with career exploration and decision-making activities in general. On the other hand, a certain degree of decision-specific affective distress among adolescents can also be adaptive because it increases their motivation to seek help and thus decreases the chances for poor or ill-informed decisions (Larson & Majors, 1998). These adolescents in turn become adults

who remain unable to make concrete decisions about their careers. Therefore, school counselors have the task of identifying the difficulties that adolescents face and providing them with guidance on how to overcome, or at least minimize, these difficulties. Previous research categorizes the types of problems that are often associated with indecision. Gati (1996) proposed a taxonomy, which includes three major difficulty categories: (a) lack of readiness, (b) lack of information, and (c) inconsistent information. Consequently, these categories are subdivided into 10 specific categories of difficulty: (a) lack of motivation, (b) indecisiveness, (c) dysfunctional myths, (d) lack of knowledge about process, (e) self, (f) occupations, (g) ways of obtaining information, (h) unreliable information, (i) internal conflicts, and (j) external conflicts. The first major category, lack of readiness, is signified by three categories of difficulties that may arise prior to the initiation of the career decision-making process. They include lack of motivation to engage in the career decision-making process, general indecisiveness as it relates to all types of decisions and dysfunctional beliefs (i.e., irrational beliefs) concerning the career decision-making process.

Lack of information and inconsistent information includes categories of difficulties that may arise during the actual career decision-making process. Lack of information includes four categories of difficulties: (a) the steps involved in the process, (b) lack of knowledge about the self, (c) the ways of obtaining additional information, and (d) a lack of information about various alternatives (Gati, 1996). Unreliable or contradictory information perpetuates inconsistent information. These individuals battle with internal conflicts regarding preferences or difficulties concerning the need to compromise. External conflicts arise when significant others influence one's decision. All these factors can contribute to a delayed process in career decision-making,

which presents additional problems as students move from high school into post-secondary institutions (Gati, 1996). The career decision-making process overwhelms adults, so, it can be even more daunting for adolescents (Staff, Harris, Sabates, & Briddell, 2008). Indifference often results from career indecisiveness. Those working with students who are having difficulty can confront student's difficulty by identifying inconsistencies in their information and their lives. By addressing the inconsistencies, individual will be able to sift through their life and how their future plans fit into their world.

Distinctive experiences occur in the lives of emerging adults in the area of career development regarding the world of work (Arnett, 2004; Hamilton & Hamilton, 2006). During this period in one's life, previous socialization combines with current experiences to shape career choices and long-term goals. Parents and other influential family members or friends actively influence the career opportunities of emerging adults (Arnett, 2004; Whiston & Keller, 2004). To further research this issue, Messersmit, Garrett, Davis-Kean, Malanchuk, and Eccles (2008) examined the career path of emerging adults entering into Information Technology careers and those who could enter these careers but chose not to because of socialization influences that often contribute to occupational choices. Researchers sought to examine the socialization processes and experiences that influence emerging adults' career development. They also recognized that many aspects of career development are unexplained, especially the contextual and social influences on emerging adults' choices to reject one career path in favor of another. In this mixed methods study, Messersmit et al. (2008) understood the context of such an issue and therefore examined the supportive and obstructive career-related experiences of 13 men and 13 women (modal age 25). Data used in this study came from a subsample of a longitudinal project

that began in 1991. Participants completed several surveys and face-to-face interviews at home as they went into the 9th grade and the 11th grade as well as at ages of 19 and 21. Interviews focused primarily on the pathway toward or away from an information technology (IT) career. Thematic coding indicated that parents were mostly supportive, while experiences in school and work occasionally made individuals reconsider their career plans. Social influences often changed developmentally as participants entered full-time jobs (Messersmit, et.al, 2008). Gendered participation in IT was often attributed to women's perception that it is a male-oriented field.

Thus, the career development process allows students to learn more effective techniques to facilitate the decision-making process. Encouraging students to identify important elements in their world leads to motivation and interest in how those skills and abilities contribute to the world of work. Emerging adults utilize socialization and life experiences that aid in their career choice and decisions. Recognizably, parents and other important people actively influence the career opportunities of emerging adults by providing accurate information and a source to give additional guidance.

Overview of Career Theories

Several theories exist to explain the concept of career development and how it affects people's lives. Differences among people are inevitable. Therefore, various approaches try to meet those needs while working with clients. Developmental and postmodern theories try to address the current career trends within our society (Brown, 2005). These theories give voice to the needs, demands, and changes of our growing world. Career development theories take

approaches that address people's learning styles. The way individuals think can drastically affect the way they develop their career and select occupations. Another major theoretical approach is trait and factor models, which are strongly rooted in the work of Frank Parsons (Brown, 2005). Although many theories on career development have evolved over time, these few continue to dominate thinking and research within the field related to the career development process. The following section provides an overview of (a) developmental and postmodern career theories, (b) career development theories, (c) trait and factor career models, and (d) constructivist.

Developmental and Postmodern

In the United States and most modern democratic societies, career choice is both an option and a responsibility. The task of identifying a career is never easy for any person. It affects the welfare of individuals, families, and communities. Developmental and postmodern theories attempt to assist persons in discovering their career path and how they fit into society. The developmental and postmodern theories of interest here include Gottfredson's Theory of Circumscription, Compromise and Self-Creation and Career Construction.

L.S. Gottfredson's Theory of Circumscription, Compromise and Self-Creation (Gottfredson, 1969) helps people prevent or reverse unwanted constriction early in their career development. As a result, people find the most appropriate fit within their needs. Career psychology's primary assumption states that people embody inherent characteristics that distinguish them from others and that help make them who they are (Gottfredson, 1996). Criticisms exist about this theory because of the lack of necessary information to support the idea that individuals are products of other people's actions, including parents, or that they were born

into the world with already unique and particular qualities that drive them toward some careers rather than others (Bouchard, 1998).

One of the major concepts of this theory begins with self-concept, which refers to one's view of self. It includes (a) appearance, (b) ability, (c) personality, (d) gender, (e) values, and (f) place in society. The self-concept is the object of cognition, but it also reflects the person as actor (Gottfredson, 1996). People maintain images of occupations, occupational stereotypes, based on the perception of people that traditionally work in those occupations, the lives they lead, the rewards and conditions of the work and the appropriateness of that work (Brown, 2005). People use these images to form a meaningful shared cognitive map. Adolescents and adults make distinctions about occupations by categorizing them by masculinity-femininity, occupational prestige level, and field of work.

Individuals identify the occupations they most prefer by assessing the compatibility of different occupations with their images of themselves (Funder, 2001). If the occupation does not match with the individual's core element of their self-concept, it is rejected. The theory suggests public presentation of masculinity-femininity will be most carefully guarded. Protecting social standing among one's fellows will be of considerable but lesser concern, and ensuring fulfillment of activity preferences and personality needs via occupation will be of least concern (Gottfredson & Lapan, 1997). There are many hindrances that prevent people from implementing their preferred occupation. Therefore, individuals must also examine the accessibility of occupations as they consider what vocational alternatives they plan to pursue. The zone of acceptable alternatives may be large or small but reflects the individual's view of where he or she best fits into society.

The circumscription of aspirations from early childhood through adolescence can be described by several principles, which play themselves out in four stages of development (Armstrong & Crombie, 2000). Each successive stage requires and reflects a higher level of general mental development and personal integration. Each of these stages leads to further narrowing of the potential social space, relative to a culture's full menu of possibilities. Stage one occurs between ages three to five. It is marked by one's orientation to size and power. Children organize people in the simplest way and recognize occupations as adult roles. Children at this age do not have stable or coherent concepts of sex roles or an abstract concept of male versus female (Bouchard, 1998). They do, however, begin the foundation for such concepts. Stage two is represented by orientation to sex roles during ages six to eight. During this stage, children begin to think in concrete terms and to make simple distinctions. They understand the concept of sex roles but focus primarily on their most visible cues, such as overt activities and clothing. Stage three, *orientation to social valuation*, is evident by 9-13-year-olds' ability to be very sensitive to social evaluation, whether by peers or by larger society (Armstrong & Crombie, 2000). They start by being able to recognize the most concrete symbols of social class and then progress to being able to rank occupations in order of prestige the same way adults do, and they understand the tight links among income, education, and occupation. During their early teen years, adolescents' broad social identities may cause some level of confusion, which leads to indecisiveness about which particular occupation they prefer. Finally, individuals aged 14 and above experience stage four, known as *orientation to the internal*, unique self. Adolescents take their desired place in society for granted (Gottfredson, 1996). A focus on the external similarities between themselves and others becomes adjusted in direct relation to their own unique attributes.

The first three stages are devoted to rejecting unacceptable alternatives, whereas the fourth stage is devoted to identifying which of the acceptable choices are most preferred and most accessible (Gottfredson, 1996). As young people experience shifts in their lives, they learn more and reflect on their personality, values, special aptitudes, and family needs. Shifts also occur as they consider probable barriers and opportunities in implementing different choices. As stage four ends, the process of compromise begins (Gottfredson, 1996). The principles of compromise cover four principles. Developing conditional priorities, opting for “the good,” staving off the “not good enough,” and accommodating to compromise all emphasize the greater importance for individuals of protecting their visible, social selves rather than their more private psychological selves (Gottfredson, 1996). These principles apply to people just beginning their adult lives. As adults establish their life path, secure a public self, and discharge most of their family responsibilities, they begin to reflect on compromises they have made.

A developmental perspective on vocational behavior explores the theory of Career Construction. Generally speaking, this approach to vocational guidance identifies a few stable traits or personality types that differentiate people in meaningful ways relative to occupational requirements. This approach to Career Counseling elicits work autobiographies that form individuals and then identifies the schema that shapes the narrative (Betsworth & Fouad, 1997). It uses patterns of meaning to encourage individuals to implement their vocational self-concepts in work roles, including movement to increasingly more congruent occupational positions. This theory provides the theoretical orientation of this research and will be discussed further on in this paper.

The Contextualist Explanation of Career interprets the world in terms of the complexity and interrelatedness of context. The theoretical explanation of career covers several aspects of contextualism (Brown, 1996). Initially, the goals of actions, rather than their causes, are emphasized. Secondly, actions are embedded in their context, which has implications for the client-counselor relationship and the interpretation they engage in together. Additionally, change has a prominent role in career. Finally, events take shape as people engage in practical action with particular goals; analysis and interpretation are always practical (Brown, 1996). Career behavior and associated contexts only gain substance and importance when understood in relation to the person's intentions.

The fluid relationship among theory, research, and practice describe one of the strengths of the contextualist action approach. The principle that underlies this fluidity describes action, project, and career as everyday concepts that are close to human experience, not abstracted from it (Brown, 1996). One of the primary purposes of career research from a contextualist action theory approach assists in describing career processes more fully. This approach provides a greater potential to identify the phases or sequences involved in action and thus address people's everyday career experience better than many methods based on a prior constructs. Researchers found that action-related strategies supply efficient means for planning and managing occupational and partnership challenges of adult life (Wicse, Freund, & Baltes, 2000).

Young and Valach (1996) make it clear that career is primarily a practice construct. It represents the actions that people take in the world as they engage in projects and realize their goals. In working with clients, practitioners should look to their clients' everyday experiences and constructs in creating their own understanding and practice of counseling. The career

counselor deals with a range of client behavior, from the cognitive adaptive regulation of a specific action to long-term life planning (Young & Valach, 1996). Hence, counseling occurs as an interpersonal communication between the counselor and the client in which interpretation plays a central role. In this instance, interpretation refers specifically to a constructionist sense by making of one's experiences and goals. This theory suggests that the counselor approach interpretation by becoming aware of client conceptualizations, concepts, and constructs, helping clients become aware of their constructs and recognize those that are workable, supporting clients in their use of these constructs, and not abandoning the use of these constructs in favor of other "more scientific" or "more therapeutically oriented" ones.

Career Development Theories

A trend or focus amplifies the emphasis placed on cognitive variables and processes that help govern people's behavior. Those who study career behavior rediscover what career counselors typically accept as self-evident. Thereby, people help construct their own career outcomes, and their beliefs play an essential role in the process. Awareness exists among career development professionals about career development being not just a cognitive or volitional enterprise but recognizing that there are often potent barriers to choice, change, and growth. This section discusses the Social Cognitive Career Theory and Cognitive Information Processing Approach.

The Social Cognitive Career Theory represents a position that attempts to trace some of the complex connections between persons and their career related context, between cognitive and interpersonal factors, and between self-directed and externally imposed influences on career

behavior (Brown & Lent, 1996). This perspective goes on to build conceptual linkages with other theorists' development. SCCT was designed to address the relationship among values, needs, aptitudes, and interests as well as help construct useful conceptual bridges and identify major variables that may compose a more comprehensive explanatory system (Brown & Lent, 1996). Additionally, SCCT highlights certain experimental and learning or cognitive processes linking these variables together.

SCCT asserts that people form enduring interest in an activity when they see themselves as competent at the task and when they anticipate that their involvement will result in something beneficial (Brown & Lent, 1996). As people develop an attraction for an activity at which they feel successful and expect positive outcomes, they form goals for sustaining or increasing their involvement in that activity. SCCT also acknowledges that abilities and values are important parts of the process that gives rise to vocational interests, but in their scheme, their effects on interests are primarily funneled through self-efficacy and outcome expectations (Brown & Lent, 1996). Hence, interests become a joint function of self-efficacy beliefs and outcome expectations. Having positive experiences in career-related activities and the aptitude to do well in specific careers makes it more likely that people will develop robust efficacy expectations and positive outcomes for these career pursuits. The choice model of the SCCT asserts that interests relate to the choices that people make and to the actions they take to implement their choices. The model also states that choices directly relate to contextual influences and other person variables (Brown & Lent, 1996). People will be more likely to compromise their interests in making career choices if they perceive significant barriers to entering and prospering in careers that most interest them.

Much like the SCCT, the Cognitive Information Processing Approach aims to provide a parsimonious conceptual framework for helping individuals become skillful career problem-solvers and decision-makers throughout their lives. Frank Parson (1909) identified three key factors in making career choices: (a) clear self-understanding, (b) knowledge of occupations, and (c) the ability to draw relationships between them. He believed that individuals possessing these attributes make appropriate choices and would serve society by promoting greater efficiency in matching persons to their occupation. The three factors representing CIP theory include (a) self-knowledge, (b) occupational knowledge, and (c) career decision (Lyddon, 1995). The CIP approach aims to help individuals learn how to solve career problems and make career decisions for the present while also helping them apply these improved problem-solving and decision-making skills to the many career decisions they will face in a lifetime. Key CIP concepts include the following: (a) problem, (b) problem solving, (c) decision making, (d) the Pyramid of Information Processing Domains, and (e) the Communication, Analysis, Synthesis, Valuing, Execution (CASVE) Cycle. In CIP theory, a “problem” is defined as a gap between existing and desired states of affairs. In other words, a gap is the difference between where a person is and where he or she wants to be (Lyddon, 1995).

To solve the problem, individuals must acquire information and learn cognitive strategies that enable them to remove the gap between their existing and desired situations (Cochran, 1994). The problem-solving process attempts to close the gap between where a person is and where he or she wants to be. The Pyramid of Information Processing Domains illustrates the content of career problem-solving and decision-making (Cochran, 1994). For example, it provides a demonstration of what individuals need to know as they attempt to solve problems

and make decisions. Specific domains of information processing in the pyramid include knowledge of self (e.g., values, interests, and skills) and options (e.g., occupations, programs of study, and jobs); decision making skills, and metacognitions. The CASVE cycle explains the approach to the problem solving and decision making process. During the Communication (C) phase, individuals become aware that there is a gap between an existing and desired states of affairs as a result of external or internal cues. During the Analysis (A) phase, individuals create a mental model of their problem and establish relationships among the elements for them to better understand the attributes of a preferred occupation, program of study, or job. During the Synthesis (S) phase, individuals broaden and narrow their options that they are considering. During the Valuing (V) phase, individuals evaluate the costs and benefit of each of their options to themselves, significant others, their cultural group, and their community or society in general. Through this process, the individual begins to make tentative first choices. During the Execution (E) phase, individuals initiate the process by creating and then committing to a plan for implementing their tentative choice (Cochran, 1994). Therefore, the CIP theory, Pyramid of Information Processing Domains, and the CASVE Cycle can be used to help students monitor and evaluate their progress in career problem-solving and decision-making processes.

Trait-Factor Theories

Interest exists in the study of human beings as it relates to how an individual lives and interacts. Person-environment interactions provide the foundation for the study of human behaviors. This section on Trait-Factor theories reviews Holland's theory and the theory of Person-Environment correspondence.

The principal proponent of the person-environment interaction position in vocational psychology has been John Holland. Holland (1997) revealed six types based on characteristics, preferred activities, self-descriptions, and competencies. Holland's theory characterizes individuals as (a) Realistic, (b) Investigative, (c) Artistic, (d) Social, (e) Enterprising, or (f) Conventional. Based on these categories, people search for environments that allow them to exercise their skills and abilities while expressing their attitudes and values and take on agreeable problems and roles (Holland, 1997). This theory teaches that many people resemble more than one type and in some cases a varying degree of all types. Holland (1997) believed that the types originate in heredity and in direct activities that result in interests and competencies. A large number of occupations would result in a diffuse identity (Holland, 1997).

People find environments reinforcing and satisfying when environmental patterns resemble their personality patterns (Holland, 1997). This situation makes for stability of behavior because persons receive a good deal of selective reinforcement of their behaviors. When interactions are incongruent, they stimulate change in human behavior. Likewise, congruent interactions encourage stability of behaviors. Therefore, a person will seek congruence by finding new and congruent environments or by changing personal behavior and perceptions (Holland, 1997). Holland sought to bridge this gap by developing the Theory of Work Adjustment under the theory of Person-Environment correspondence. TWA could be generalized to other environments besides work and numerous populations. In the P-E theory, the two world view is reduced to the interaction between person (P) and environment (E) (Brown, 2002). Interaction means that P and E act on and react to the other. Both P and E have characteristics that are influenced in the interaction. Consequently, PEC theory's adaptation assists in dealing

with a nonsocial E or a strictly physical E. P and E are able to interact because each has capabilities to bring the interaction (Brown, 2002). Success or failure results in satisfaction or dissatisfaction for P, E, or both. Satisfaction brings about maintenance behavior, whereas dissatisfaction will bring about adjustment to behavior. Satisfaction in PEC theory comes about as a feeling that is produced when one perceives that a need is filled. The goal of both P and E in their interaction is to achieve satisfaction. Achieving satisfaction is the motivational force that powers the P-E interaction (Brown, 2002). Therefore, satisfaction is the dependent variable and P-E interaction is the independent variable responsible for producing it.

Brown (2002) identified six dimensions referred to as values. These values embody achievement, altruism, autonomy, comfort, safety, and status. This list of values will continue to grow as more needs are studied. In career choice, the client's abilities and values may be used as the initial criteria for selecting an occupation. Consequently, each occupation being considered can be rated as to its degree-of-fit to the client's abilities and values. The roles of work values and cultural values operate on several basic assumptions. Many occupational choices do not relate to the actual occupation but occur as a result of chance or external variables and circumstances. When persons engage in informed occupational decision, rewards can ensue if various occupations develop through exploration of personal characteristics (Carter, 1991). The cultural and work values of individuals develop a value system, which provides the basis of perception, cognition, and affect. An individual's values mirror the assignment of positive and negative properties. Carter (1991) believed that all decisions regarding occupations occur under conditions of uncertainty. Lastly, continuing to apply the existing theories based on white,

Eurocentric perspectives without modification proves to be inappropriate and insensitive because these theories do not take into consideration the unique worldviews of minority groups.

Constructivist Theory

Career development in the United States mimics other factors related to the growth of the nation. Within the past few years, school counselors have come to understand the impact of career development on an individual's life. Through the process of career development a person is able to create their work identity. Career construction theory provides a way of thinking about how individuals choose and use work (Savickas, 2005). The theory presents a model for understanding vocational behavior throughout the lifecycle. Counselors utilize various methods and materials that help clients make career choices and maintain successful and satisfying work lives. Career Construction theory seeks to be comprehensive by addressing three perspectives on vocational behavior: the (a) differential, (b) developmental, and (c) dynamic. From the perspective of individual differences psychology, it examines the content of vocational personality types and what different people prefer to do (Savickas, 2005). The developmental psychology perspective examines the process of psychosocial adaptation and evaluates how individuals cope with vocational development tasks, occupational transitions, and work traumas. Narrative psychology provides a perspective as one examines the dynamics by which life themes impose meaning on vocational behavior and why individuals fit work into their lives in distinct ways (Savickas, 2005). In coordination, the three perspectives enable counselors and researchers to survey how individuals construct their careers by using life themes to integrate the self-organization of personality and the self-extension of career adaptability into a self-defining

whole that (a) animates work, (b) directs occupational choice, and (c) shapes vocational adjustment.

Neither the counselor nor the client should view the career stories as determining the future. The stories guide adaptation by evaluating opportunities and constraints as well as by using vocational personality traits to address tasks, transitions, and traumas (Savickas, 2005). In telling their stories, persons remember the past in a way that assists in constructing a possible future. Clients recall and tell stories to their counselors that support current goals and inspire action. Rather than reporting historical facts, individuals reconstruct the past so that prior events support current choices and lay the groundwork for future moves. Savickas (2005) states that narrative truth often differs from historical truth because it fictionalizes the past in order to preserve dispositional continuity and coherence in the face of psychosocial change.

In attempting to discern the life theme while listening to an individual's career stories, counselors and researchers can become disoriented by the numerous particulars of a life. To prevent becoming confused by a client's complexities and contradictions, counselors can listen for the elements of the story that hold the facts together (Savickas, 2005). In the meantime, counselors are trying to hear the theme or secret that makes a whole of the life.

Career construction theory proposes that the listener try to hear the sentiment of the stories a client tells. Counselors and researchers approach this task by assuming that the standard theme of career construction involves turning a personal interest into an occupation (Savickas, 2005). As they listen to a client narrate his or her stories, they concentrate on identifying and understanding his or her personal paradigm for turning essence into interest, tension into intention, and obsession into profession (Super, Savickas & Super, 1996). Career construction

theory in their counseling application assists clients to fully inhabit their lives and become more complete as they sustain themselves and contribute to their communities.

Career Assessments and Measures

Many assessments measure or assess various aspects of career. Career assessments assists in exploring interests, skills, values, and preferences as they relate to choosing a major or career. No singular assessment can perfectly describe a person or what his or her ideal career is. They are, however, valuable in helping people narrow their searches and consider options they may not have previously considered. Despite the plethora of assessments/measures that exist, I will discuss (a) interests, (b) personality, (c) abilities and values, and (d) career development measures with examples of assessments.

Interests

Interest assessments/surveys can ensure that one is on the right career path. Interest assessments assist persons in learning about themselves and their true job interests while directing them towards careers where they can explore those interests. Several types of interest tests exist and are administered through several means. This section explores the person-object theory of interest as a basis for understanding the interaction between a person and his or her interest. Additionally, information will be presented on the Self Directed Search, the most widely used interest inventory.

Krapp (2007) developed the person-object theory of interest (POI), which suggests that the interest construct is between a person and object in his or her life requiring some interaction or engagement between the person and the object. Krapp (2007) continues by discussing that it is possible to analyze the conditions and their effects on interest-based activities. Along with the cognitive components of interest, Krapp (2007) suggests that emotional and value-laden characteristics also be included. Additionally, Low and Rounds (2007) commented on the interest change and its continuity from early adolescence to middle adulthood. The authors provide five types of longitudinal change and continuity of career interests, which include rank order stability, profile stability, mean level stability, structural stability, and congruence stability of fit between one's interests and the environment (Low & Rounds, 2007). They continue by stating that the indecisiveness of interest can inform decisions in educational and occupational training and perhaps retirement planning.

Tracey (2007) bolstered the body of work, noting the importance of interest as a key component of person-occupation fit, which is pivotal in career counseling. He adds that greater congruence between interest and occupations leads to greater job satisfaction, stability, and achievement (Tracey, 2007). Over time, vocational identify, interest profile differentiation, interest level, variance in environments, and differences in interests can all serve as moderators of interest and occupational congruence.

Athanasou and Aiyewalehinmi (2007) presented three case studies of 60 judgments of interest in a course that utilized six Holland vocational interest types. Researchers found personal interest proved to be more distinguishing than previously understood or reported. They continued to mention that interests might be assessed through manifest involvement in activities in addition

to inventoried interests. Holland's theory and research greatly contributed to the field of counseling psychology. The theory's core idea expresses that most people resemble a combination of six personality types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC). A Holland code, usually the first letters of the three types that resembles the person, is characterized by a constellation of interests, preferred activities, beliefs, values, and characteristics (Nauta, 2010). Holland conceptualized the RIASEC types as broad expressions of personality, encompassing associated abilities, self-views, preferences, and characteristics. Consequently, the types should correspond to other individual difference variables. Noting the importance of the RIASEC structure, others have created similar inventories. Nauta (2010) mentioned that Rayman (1976) used Holland's RIASEC types as the organizing framework for the Unisex Interest Inventory and the ACT Interest Inventory (Swaney, 1995). In doing so, they provide researchers a new framework for studying interest aside from the customary interest inventory (Athanasou & Aiyewalehinmi, 2007). How individuals respond to any variety of cues can create a greater understanding about which cues are most influential in connecting to interests.

The Self-Directed Search is a widely used interest inventory designed to be self-administered and self-scored. Typically used with additional materials, the SDS was generated by Holland's theory and redesigned to assess persons and their environments. The SDS can assist an individual in making more appropriate career decisions regardless of where a person may be in their life. People who tend to choose careers that match their own type have a higher probability of being more satisfied and successful. An SDS report can also provide

recommendations about how to proceed through the career development and decision-making process.

Personality

On a daily basis, we describe and assess the personalities of those around us. Consider what it takes to understand a person's personality. Personality can be seen in thoughts, feelings, and behaviors and remains fairly constant through life. This section discusses the following personality assessments: (a) multidimensional personality questionnaire, (b) Strong Interest Inventory, and (c) NEO Personality Inventory-Revised. It also addresses the roles these assessments play in career decidedness.

Larson and colleagues (2010) conducted a study that examined the role of personality traits as measured by the Multidimensional Personality Questionnaire (MPQ) in selecting educational majors. Larson et al. (2010) selected a personality model developed by Auke, Tellegen and colleagues in their efforts to find one that was comprehensive and parsimonious. It consists of 11 comprehensive non-overlapping personality traits. Three hundred sixty eight undergraduate students from a large Midwest university participated in the study. Researchers noted that decidedness on an educational major was a criterion for inclusion. Among the participants, were 171 males and 197 females of which 88.9% were Caucasian Americans, 2.7% Hispanic Americans, and 2.7% Asian Americans, 1.9% African Americans, and 3% international students.

First, Larson et al. (2010) examined personality traits alone. Then, they combined personality traits with the combination of Holland's hexagonal confidence domain and found that personality traits significantly contributed to the discrimination of nine educational groups of

majors (Larson, 2010). The findings of Larson and his colleagues (2010) establish consistency with the concepts of SCCT that self-efficacy and interests are a more proximal determination than personality in the choice. It also supports the notion that interests drive people to seek out activities while personality may be more prominent after the choice is made (Larson et al, 2010). Consequently, counselors can be assured that assessing self-efficacy and interests are essential when assisting vocational clients with their choices of major.

Duffy, Borges, and Hartung (2009) saw the importance of interests, personality, and values on work motivation. They examined the interrelationships of vocational interest, personality, and work values to determine how these variables might overlap. Secondly, Duffy and associates (2009) examined these variables in a sample of medical students who have already made the occupational choice to be a physician but still need to choose a specialty within that occupation. Therefore, Duffy et al. (2009) conducted a study examining 282 medical students, 169 women and 113 men, who responded to the Strong Interest Inventory, NEO Personality Inventory-Revised, and the Physicians Values in Practice Scale. Regression analysis indicated that personality and vocational interests predicted between 2% and 14% of the variance in each of six work values measures (Duffy et al, 2009). The strongest correlation occurred between openness to experience and artistic interests and between agreeableness and social interests. Hence, findings suggest that students who are intellectually curious and have a vivid imagination seem more likely to pursue artistic careers and may seek medical specialties. Additionally, researchers found that students who are assertive and talkative and who derive energy from being around others may have a greater propensity for working in jobs of high levels of social interaction and jobs that involve leading or persuading others.

The NEO Personality Inventory-Revised, used to measure personality type, is based on the five factor model of personality and contains 243 items rated on a 5 point scale ranging from strongly disagree to strongly agree. It focuses on a five factor scales, including Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness, each of which is comprised of six 8-item subscales. This assessment can be self-administered and takes approximately 30 to 40 minutes to complete.

Abilities and Values

When making career decisions, people should consider their abilities and values as factors in determining life plans. Values provide self-motivation that enables an individual to put into perspective important aspects in life (Sukiennik, Bendat, & Raufman, 2010). Therefore, a chosen career path may reflect one's values and may cause conflict if they do not match. A similar experience takes place as our skills reflect specific attributes, talents, and personal qualities (Sukiennik, Bendat, & Raufman, 2010). Successful career decisions include recognition of abilities and skills as well as the other previous topics discussed earlier. This section on abilities and values presents information about the Strong Interest Inventory, its history, and its role in the decision-making process.

E.K Strong and colleagues (1927) came together and created what is now known as the Strong Interest Inventory. In the 1920s, they noticed that people belonging to different professional groups are systematically different in their likes and dislikes. The first instrument created was the Strong Vocational Interest Bank, which was later changed into the Strong-

Campbell Interest Inventory (Nauta, 2010). Campbell was later removed because of his lack of involvement in revisions. It is now called the Strong Interest Inventory.

The SII provides support to clients in their decision-making process, particularly long-term career planning, studies, future occupation, or profession (Hansen, 1992). The inventory comprises six general occupational themes and 23 scales of basic interests. Created for 207 occupations, about a third of the occupational profiles involve intermediary levels of education. Although the SII is an effective assessment for high school or college students, Jespen (1991) has specific recommendations for its implementation. He believes it is best used for clients who have a high level of education, have no emotional problems, and have a rich life experience that allows them to give justified answers to items. Additionally, they must be determined in their feelings, accustomed to giving yes-no answers, and must accept the general interpretations and predictions and not necessarily the specific or concrete ones.

Career Development

Major differences exist between the concept of a job and a career. Sukiennik, Bendat, and Raufman (2010) define a job “as a series of tasks or activities that are performed with the scope of what we call work” (p. 8). They also define career as “the integration of our personality with our job activities” (p. 8). Career development cultivates the process it takes to move an individual from considering employment opportunities more as a career and less as a job. This section reviews the importance of career development and the elements essential to successful career development.

Career development describes the interactive progression of internal career identity formation and the growth of external career significance. Individual career development experiences constraints by biological factors through difference in health, temperament, personality, and mental ability. Researchers expressed the need for a content model of career development because the field is dominated by process theories (Hoekstra, 2011). Therefore, a career development theory focused on crystallizing the acquisition of career roles. The new concept of career roles is outlined as a descriptive tool for careers, and a model of six universal career roles is presented. Hoekstra (2011) uses the term career roles as units to describe careers.

A first study on self- and peer-reported career roles in relation to career success and career satisfaction is reported. Career roles operationalize career identity as a dual construct based on interaction of personal and environmental forces (Hoekstra, 2011). They were measured and distinguished reliably, whereby indicating that combining different career roles predicts success as well as satisfaction. Career roles' construct may contribute to the prediction of job performance, leading to a better fit between nature and number of career roles with job demands.

Kim (2010) set out to identify the needs and preferences of high-achieving high school students. In terms of career-related programs in high school, students listed AP courses and mentoring as their preferred career-related programs. Also, students stated that career guidance by counselors, workshops or sessions, and tech prep were the top three least-preferred career-related programs in high school. As important factors influencing students' career choice, students listed their own interests and the family environment (Kim, 2010). Most students mentioned their own interests and their parents' expectations together, indicating that parents

tended to develop students' talent and career interests based on the students' interests. The study suggested that parents, teachers, and guidance counselors should recognize their own critical roles in shaping high-achieving students' career development and provide tailored, career-related services to meet different needs of high-achieving students.

Measurements exist identifying how individuals go about the career development process. The Career Development Inventory measures how well a person engages in the process of constructing your career (Hansen, 1985). It is not an interest inventory that indicates whether or not a particular occupation is a wise choice for someone; instead, it shows whether or not in the process of building a career the client is making choices wisely. This assessment assists clients as they think about how they engage in their decision-making process.

Interests, personality, abilities and values, and career development play an essential role in how practitioners assist clients in determining the career path that is the best fit for them. A number of things should be considered since people are complex individuals bringing their past, present, culture, beliefs, and values into the decision-making process. It is crucial that the persons in the appropriate positions give guidance and information needed to increase the likelihood of an appropriate match.

History of School Counseling

Dahir (2001) conducted an evaluative study on how the role of school counselors has changed over the years. The school reform agenda of the 1990s prompted the American School Counselor Association (ASCA) to focus efforts and resources to advocate for the establishment

of school counseling programs as an integral component of the educational system. School counseling programs went unrecognized as a means to improve student achievement and help students prepare for the future (Dahir, 2001). Since the educational reform agenda maintained a vested interest in accountability and student results, school counseling research may not have offered enough support to gain attention. This continues to promote the need for school counselors to ascertain ways of determining their effectiveness and value to students and their community.

Bryan (2005) established clear roles for an urban school counselor as a team facilitator, collaborator, and advocate. He also explores specific types of partnership programs that can be promoted to foster academic achievement and resilience in minority and poor students. This provides support for the idea that school counselors must have a proactive leadership style, which engages all stakeholders in the delivery of activities and services to help students achieve success in school in accordance with ASCA (Bryan, 2005). They must increase administrator and staff awareness of the benefits of school-family-community partnerships for student achievement through staff development trainings. Two types of partnership programs are successful in facilitating educational resilience and academic achievement: (a) family-centered partnerships such as family centers, parent education programs, and family outreach and (b) extracurricular enrichment partnership programs such as tutoring, mentoring, and after-school enrichment program. Urban school counselors can become overwhelmed by the suggestions this article makes to promote their effectiveness.

In an article submitted by Taylor and Adelman (2000), the authors presented the idea that school counselors' roles are no longer static. They acknowledge that there must be a way to

provide support not only to schools but to families and communities as well. Taylor and Adelman (2000) propose that schools can better address barriers to learning and teaching and promote positive development when they are an integral and positive part of the community. It is important for counselors to become involved in roles as advocates, catalysts, brokers, and facilitators of reform and to provide various forms of consultation and in-service training. The article also recognizes that this process begins with the policy makers (Taylor & Adelman, 2000). They must revise policies related to school-linked services because initiatives that exist are inadequate and do not respond to all the issues that interfere with development, learning, and teaching. If school systems and resources continue to go unrecognized, then a holistic change will not be evident, but partially interventions will exist.

Many youth in the United States lack clear occupational aspirations. Staff, Harris, Sabates, and Briddell (2008) state that if uncertain career ambitions reflect aimlessness, early uncertainty may lead to prolonged schooling without the completion of a post-secondary degree and no-standard work arrangements in low-quality and low-wage jobs. As a result, youth may gain a variety of work experiences or college credits that do not accumulate into a useful whole. Consequently, this impedes their long term socioeconomic attainment. Strategic planning for future educational and work careers and the pursuit of these goals coincides with age; gender; race/ethnicity; socio-economic origins; historical circumstances; institutional connections between work, school, and family; stable, preexisting orientations; abilities; and character traits (Staff et al., 2008). Uncertainty may increase the risk of labor-market instability among disadvantaged adolescents/emerging adults, who already pay a wage penalty for their low socioeconomic backgrounds. They proposed that uncertainty may diminish attainment if it

instead leads to “aimlessness,” involving prolonged education without the acquisition of a degree, residential dependence, and frequent job changes.

Researchers use nationally representative data from the National Education Longitudinal Study (NELS) to examine how uncertainty in occupational aspirations in adolescence (average age 16) affects wage attainments in young adulthood (average age 26). The NELS employed a two-stage stratified sampling design during the spring of 1988 to select a nationally representative sample of either grade. Data collection happened in two stages. The study selected over 1,000 schools from a national sampling frame stratified by region, school type, urbanicity, and minority concentration. More than 24,000 students in those schools completed the surveys. Results suggest that youth with undecided career ambitions earn significantly lower hourly wages in young adulthood than youth with more certain aspirations, supporting the view that uncertainty heightens the risk of labor-market problems (Staff et al., 2008). During the first year, the survey included an in-school student survey and interviews with respondents’ parents. At two-year intervals, the first and second follow-up surveys were conducted when respondents were in the 10th and 12th grade. Both teachers and students completed the surveys. Researchers collected information on current school, family, work roles, education attainment, and occupational ambitions and work, as well as work histories and family formation behaviors in the years immediately following the scheduled date of high school graduations from ages 18 to 25 (Staff et al., 2008).

Consequently, the researchers found that uncertainty about career aspirations at age 16 does affect wage attainments 10 years later (Staff et al., 2008). Staff et al. (2008) found that 10 percent of young men and women did not know what job they want in young adulthood. Girls

and boys who reported uncertain occupational aspirations at age 16 have significantly lower wages 10 years later than those with professional aspirations. These associations lessen when controls for academic ability, school effort, SES and race/ethnicity, and measures of educational attainment and family formation in young adulthood are taken into account, but the effects of uncertain aspirations remain strong and statistically significant. They also found that career uncertainty is negatively associated with school effort only among young men (Staff et al., 2008). Lack of motivation, ability, self-esteem, or confidence to secure a high-paying job can be found among young men who are uncertain about their future.

Kenny, Blustein, Chaves, Grossman, and Gallagher (2003) also contributed to this body of research by publishing an article investigating the role of perceived barriers and relational support in the educational and vocational lives of urban high school students. They provided a clear outline describing how key contextual factors can be influential in school and work success among urban youth. The first study demonstrated that perceived barriers and support from family or kin represented an association with youth commitment to school and aspirations for success in their future careers. The second study revealed that perceived barriers, general perceptions of support, and kinship support were associated with behavioral and attitudinal indexes of school engagement, as well as with aspirations for career success, expectations for attaining career goals, and the importance of work in one's future. Kenny et al. (2003) illustrated how familial support has a significant positive relationship with school engagement and work role salience, whereas perceived barriers have a negative relationship with these same variables.

School Counseling and Career Development

Initially focused on career and vocational preparation, school counselors tracked students into various fields in order to prepare them for work and life. Counselors would typically place students into various fields to prepare them for work and life. A shift took place in school counseling programs, which also in turn affected how school counselors tend to the career needs of their students. Career/vocational preparation and education are very much a part of the American School Counselor Association's mission but may differ among professionals and schools. As a result, the School Counseling profession must find ways to incorporate their stakeholders by allowing them to recognize their contribution to a child's career development. This section examines studies that evaluate the roles, responsibilities, and limitations of school counselors. This section also reviews the history and changes of school counselors over the years.

Dahir (2005) conducted an evaluative study on how the role of school counselors has changed over the years. The school reform agenda of the 1990s prompted the American School Counselor Association (ASCA) to focus efforts and resources to advocate for the establishment of school counseling programs as an integral component of the educational system. However, they failed to recognize school counseling programs as a means to improve student achievement and help students prepare for the future. Since the educational reform agenda showed an interest in accountability and student results, school counseling research may not have offered enough support to gain attention. This continues to promote the need for school counselors to ascertain ways of determining their effectiveness and value among schools to students and their community.

In examining the comprehensive developmental guidance unit, Schlossberg (2001) suggests that the career domain be explored with high school students starting from the ninth grade. Ninth graders involvement in career exploration increases their awareness of educational and career opportunities. Professionals help students define personal values as they relate to career aspirations while assisting students in the development and implementation of post-secondary and vocational plans. It is also difficult for students to think past their current situation. An additional goal in preparing students for their careers involves helping them research and examine the transition into the world of college and/or work.

Beyond the expectation of counseling, School Counselors provide career guidance to their students. One cannot forget the shift that has taken place in the profession from tracking students into their vocational fields to the present focus on addressing all elements of student development. Therefore, school counselors must be aware of the information and resources that are available to better prepare students for their futures.

Roles and Responsibilities

Counseling models have been established to assist counselors in providing effective services to students. Eschenauer and Chen-Hayes (2005) re-conceptualize counseling as a collaborative act of advocacy and accountability used by professional school counselors and researchers to close achievement and opportunity gap. The realities and needs of urban students, families, and educators have outgrown traditional individual counseling models. The Transformative Individual School Counseling model utilizes a functional behavioral assessment approach to define problems; systemic, solution-focused, and narrative counseling approaches to

address problems; and single-case study designs to document the effectiveness of interventions. It is important that counselors build rapport with these students. Cultural opposition to counseling may still exist, causing students to be resistant to receiving services.

Amatea, Smith-Adcock, and Villares (2006) shift the focus from a family deficit perspective to a family strength outlook. The authors build on the family's ability to overcome difficulties and highlight specific details or skills that make the student and his or her family resilient. The article was written to look at four domains that the authors considered essential elements to children's academic success. They review four domains: (a) family's beliefs and expectations, (b) the family's emotional connectedness, (c) the family's organizational style, and (d) the quality of family learning opportunities (Amatea, Smith-Adcock & Villares, 2006). This is an intense role for counselors to assume in creating effective family communication and problem-solving through existing school-wide prevention programs that model effective communication and problem-solving, provide opportunities for students and parents to work together toward educational goals for the child, and encourage parents to share their hopes and fears concerning their children's education. This article does create a positive perspective on family empowerment by focusing the family on their own success.

Limitations of School Counselors

Although counseling expectations have been studied in late adolescent and adult samples, not much is known about younger adolescents' openness to counseling and perceptions of the counseling process. Moore-Thomas and Lent (2007) evaluated the thoughts and perceptions of middle school students' expectations about counseling. Because counseling represents an

interaction between themselves and an adult figure, young adolescents may base their expectations about counseling on obvious dimensions that differentiate adult and adolescent responsibilities. Their thought processes may lead adolescents to think about the counselors' expectation of them and not their expectation of the counselor (Moore-Thomas & Lent, 2007). Hopefully, as their cognitive development increases and exposure to counselors increase, students may develop more complex expectations about what counselors do for and with clients. If not, as students move from middle school and high school, these perceptions may continue and become a hindrance to students' receiving services.

Additionally, many persons take for granted the work school counselors contribute to the school environment. Culbreth, Scarborough, Banks-Johnson, and Solomon (2005) surveyed school counselors in an attempt to determine level of role conflict. Elementary school counselors were found to have lower levels of role conflict and role incongruence than high school counselors. This may be because their jobs matched their initial perception, they appeared to be adequately trained, and that peer supervision was available (Culbreth et al., 2005). These were all factors that assisted in reducing their role stress within the group and for various school level subgroups. There is not much support given to the school counseling profession. Counselors still appear to struggle with promoting the significance of clinical supervision as a means of support and professional growth for its practitioners (Culbreth et al., 2005). When compared with other counseling professionals, school counselors seldom receive clinical supervision as part of their counseling work. Counselors become very involved in providing services to a number of people and require ongoing feedback about techniques and practices.

As a result of the struggles school counselors face with pressures from students, parents, and the school staff, they must prove their efficiency and effectiveness. Gysbers (2004) traced the evolution of accountability as documented in professional literature to assess the profession of school counseling. The author compiles a sampling of literature in each decade from 1920 through 2003. Gysbers (2004) attempted to identify evidence of expressions of concern about the need for accountability. He also looked for any recommendations that school counselors could follow to be accountable. In the 1920s, much of the work on accountability focused on establishing standards for judging the completeness of guidance and counseling program. By the 2000s, school counseling models formed to include an emphasis on accountability continues as school counseling models become established (Gysbers, 2004). Therefore, stakeholders must be involved in the processes and activities of school counselors' day-to-day routine.

Career Curriculum in Schools

A debate exists as to when is an appropriate time to introduce career develop to students. Research exists that discusses the effectiveness of career development on academic performance, the reason such programs are important, and the types of activities that should be used to address students' needs (O'Brien et al., 2000; Rivera & Schaefer, 2009). However, there appears to be a gap in the research, which explores the effectiveness of career development programs on career decidedness among high school students. The following information presented reviews of one of the most noted school programs, Upward Bound. A review of additional programs initiated in middle school provides additional information about the formulation or lack of career curriculum in schools.

Currently, a number of students across the country participate in programs that assist in developing their interest in attending universities or colleges as a means to boost academic achievement. One program strongly utilized in the school system is the Upward Bound Program. In 1965, the United States Department of Education appropriated funding for Upward Bound. The program focuses on encouraging underprepared, economically disadvantaged high school students to maximize their full academic potential, graduate from high school, and enter post-secondary institutions. Despite the focus on academic achievement, addressing issues related to career development seems critical to enhance motivation for academic achievement and to ensure vocational success. O'Brien et al. (2000) submitted an article that reports on the development of an innovative career exploration program instituted in the Upward Bound program to assist students identified as at risk for academic and vocational underachievement. They found that individuals served by the Upward Bound program have limited their occupational choices and underestimated their ability to succeed. As a result, they found that it was critical to institute career exploration interventions that would expand vocational alternative or vocational underachievement. They proposed that the 601 Upward Bound programs in the United States have the potential to be expanded to address the lack of information about vocational interventions and to enhance the career decision-making self-efficacy of thousands of students who are at risk for academic and vocational underachievement.

To test this theory, O'Brien et al. (2000) launched a pilot program for Upward Bound Students. The circumscription of career choice among at-risk students and self-efficacy theory formed the theoretical foundation for the career exploration program. They sought to provide students with hands-on, interactive experiences that would help them learn more about

themselves and the world of work and, in turn, enhance their career decision-making self-efficacy for making career decisions and broaden their career opportunities. The group facilitators provided positive feedback to the participants and worked to alleviate some of the anxiety associated with the process of career choice. The project carefully solicited role models and guest speakers to enhance learning. As a result, the researchers hypothesized that participants would demonstrate an increase in the number of occupations they considered as well as higher levels and career decision-making self-efficacy at the conclusion of the program. The sample comprised 34 students (18 females and 16 males), whose mean age was 15.42. Students attended five 2-hour small group sessions that were facilitated by two graduate students. No significant differences were found between the pre- and post-test conditions on the measures of career decision-making self-efficacy and number of careers considered. The qualitative data suggest that this pilot career exploration program assisted the students in their career decision-making self-efficacy.

After the pilot program, O'Brien et al. (2000) expanded their study to include a longer and more intensive program that allowed students to participate in a career exploration class that met for 50 minutes, five times a week for five weeks. Based on the feedback received from students and instructors during the pilot, the researchers revised the intervention material to specifically address concerns about the expense of college and how to select a major or occupation. They found that students who feel more confident may actively engage in the career exploration process. Additionally, they may seek volunteer or internship opportunities to investigate career options and may commit to nontraditional careers that match their abilities and interests. The article recommends that additional research is needed to investigate the efficacy of

this program with a greater number of Upward Bound programs. If students can feel confident about their ability to investigate, select, and implement a vocational choice, they may also be motivated to achieve academically and pursue post-secondary educations to realize their career dreams.

Other researchers discuss implementation of career development programs from as early as elementary school (Evans & Burck, 1992), while others discuss implementation from middle school and on through high school (Rivera & Schaefer, 2009; Trusty, Niles, & Carney, 2005). Evans and Burck (1992) conducted a meta-analysis on 67 studies of the impact of career education on academic achievement. This research study utilized empirical literature on the effect of career education interventions on student academic achievement for grades 1 through 12. Their criteria for inclusions depended on if the studies provided an identifiable career education intervention for the experimental group and an alternative or no career education for the control group. Additionally, studies selected must have utilized a standardized or criterion referenced test to measure student academic achievement after treatment was administered. This resulted in a sample size of 159,243 participants. Of those 159,243 students, 82,268 students received career education (experimental group) and 76,975 received no career education intervention or received an alternative treatment (control group) (Evans & Burck, 1992).

Evans and Burck (1992) sought to answer two basic questions. First, what statistical statement can be made about the overall effect size produced by the career education interventions of the 67 studies? Second, what is the relationship between student characteristics and study effect size results? The evidence offered a small positive effect. Career education interventions appeared to improve academic achievement levels on an average of .16 standard

deviations over alternative or control conditions. Therefore, the results of this study supported the value of career education as a contributor to academic achievement. Their study provided further evidence that an elementary student of average ability gained the most in their academic achievement. Evans and Burck (1992) proposed that there was greater success among elementary classes because student classes are more likely to be self-contained, with one teacher preparing for a variety of subjects. As a result, there is more consistency and uniformity in the context of career education strategies, as opposed to one in which students are changing subjects and teachers each period. The attitudes and perceptions of the students receiving the information may also have an impact on their learning experiences. Elementary students may be more open to new experiences because they have not developed negative attitudes toward school.

Contradictory information is presented by Trusty, Niles, and Carney (2005) in their article on education career planning and middle school counselors. Trusty, Niles, and Carney (2005) researched the need for a comprehensive and development view of education-career planning while focusing on middle schools. In their efforts to do so, they found research that underscored the need for effective education-career planning along with additional information that focuses on the need for planning. As a result, middle school counselors have become an integral part in the implementation and design of such programs.

Trusty, Niles, and Carney (2005) believed that education-career planning in middle schools should be viewed in relation to elementary school, high school, and post-secondary education. Thus, the researchers aimed to provide an education career planning framework for middle school that was both supported by outcome research and practically useful for middle school counselors and students. With middle school being identified as a crucial developmental

point for school engagement, Trusty, Niles, and Carney (2005) proposed that education-planning will academically and socially engage students in school. To best accomplish this task, the researchers insist that a collaborative process take place between the teachers, school counselors, parents, and students. Parents can assist by expressing expectations about their children's post-secondary education and home-based involvement in their child's education. Kotrlik and Harrison (1986) found that students perceive parents to have more career development influence than teachers, counselors, school administrators, friends, or people working in the field.

Trusty, Niles, and Carney (2005) based their framework for education-career planning systems on (a) the outcome research presented in their article, (b) career-planning tasks presented by Niles and Harris-Bowlsbey (2005), (c) a general education planning framework by Brown and Trusty (2005), (d) the career assessment priority matrix presented by Trusty and Niles (2004) and (e) the ASCA National Model (2003). The researchers further proposed that the planning products and processes should differ based on the students and their families. Additionally, middle school counselors should develop several products for use in their particular school. Every stakeholder (parent, teachers, students, and middle school counselors) involved should provide a collaborative effort in developing a plan and demonstrate commitment by signing appropriate parts of the plan.

Education planning works best when included as a part of the school counseling program. Trusty, Niles, and Carney (2005) recommend that education-career planning be interconnected to various part of the program such as the guidance curriculum, academic and career interventions, and events and programs. Various academic or career interventions can contribute to education-career planning. Education-career planning also can be connected with events and programs such

as middle school career day. This process can also be easy for school counselors if teachers become an additional resource in student education-career planning.

Similarly, Rivera and Schaefer (2009) conducted a review of the literature on career development in schools and present a school-wide career development program that is integrated into the school curriculum in collaboration with teachers and begins in the sixth grade. As discussed earlier, the lack of attention to career development is attributed to the need to address pressing issues that arise within schools, with preparing students academically, and with other demands that are placed on school counselors (Amatea & Clark, 2005). Through their research, Rivera and Schaefer found that as students engage in career development interventions that are geared toward identifying their interests, skills, and aspirations, the activities will also assist in developing their decision-making skills, create an understanding of the consequences of their decisions, and identify and begin to implement short- and long-term goals. The article acknowledges the role career development plays from a lifespan development perspective. Therefore, Rivera and Schaefer proposed that by attending to students' career development, school counselors, in collaboration with other school personnel, can facilitate students' ability to achieve academically while also attending to their social-personal development.

The article describes the Career Institute, a collaboratively designed and implemented career development intervention program integrated into the academic program of an early college school. The goal is to provide career development interventions in the sixth grade and continue through the other grade levels. The model further promotes a pattern that allows school counselors to have a profound impact on achieving positive change within a school. Regardless

of the appropriate age group or grade level, researchers encourage school counselors to be the catalyst for the career development process.

Hughey and Hughey (1999) acknowledge the vital role school counselors play in the career development of their students. They further implore school counselors to not only focus on students with college/university career paths but to be sure to include others that plan to complete their formal education without a bachelor's degree. In their article, Hughey and Hughey (1999) present information about the changes taking place in the workplace and the implications of their changes in a way that is relevant to school counselors. They discuss activities that assist in addressing the career development of students.

Hughey and Hughey (1999) recommend that counselors attempt to help students be informed and knowledgeable about the workplace and implications of these changes. They suggest that potential employees develop different types of skills needed to be successful in the emerging workplace. This involves being able to demonstrate skill in managing and using resources, information, systems, and technology (Hughey & Hughey, 1999). Therefore, it is important to encourage and help students develop these kinds of skills and abilities.

The researchers present ideas on the implementation of career development activities to better facilitate the career decision-making of students and to develop the necessary skill to prepare them for the changing workplace. They proposed that one goal of career development activities involves facilitating career decision-making and assisting students in the process of making career decisions. To do this, school counselors should provide opportunities for students to learn about their skills, interests, values, etc. Additionally, students need to learn about the

various occupational and educational options that can result in selecting particular career pathways.

Hughey and Hughey (2005) also encourage school counselors to help students develop the skills needed to be successful in the workplace. Effective written and verbal communication skills, flexibility, and adaptability will make students desirable to potential employers and equally help students deal with situations as they go through their careers. Students must also be taught that learning is a lifelong process that is necessary to enhance and develop one's knowledge that can prove to be beneficial.

To developing the skills needed, the individual must be prepared to learn about himself/herself. Hughey and Hughey (2005) recommend that students be engaged in activities that enable them to learn about themselves and the world of work, to learn how to make and implement career decisions, and to develop and implement action plans based on decisions made. Counselors should also be willing to address topics such student interests, values, strengths, and areas of improvement. To do so, students can complete interest inventories, assessments, which assist in self-understanding and appropriate components of computerized career guidance systems. Students also need to be taught decision-making skills and given opportunities to apply these skills as they progress through high school. These techniques or skills can be implemented through classroom guidance lessons or structured career courses. Other strategies such as career days, college days, and career shadowing can be used to show students various educational and occupational options. In order for all of these strategies to be implemented and effective, school counselors must solicit the input of parents, teachers, administrators, students, and the community.

Family Involvement

Some form of family involvement proves to be integral in a child's development. Oftentimes, this involvement begins at birth and ends when the child graduates from high school. The American School Counselor Association commissions school counselors to provide support to their students and their families in specific areas. This section on family involvement reviews (a) family involvement in academic concerns, (b) family involvement in personal/social growth, and (c) family involvement in career development and the research that supports those areas.

Family involvement in academic concerns

School systems attempt to take an active role in their children's academic concerns. This typically involves a parent communicating with teachers or the appropriate school personnel, and supportive comments, attitudes, or behaviors towards academic and career decisions. This section identifies these concerns which are essential to addressing academic concerns.

Simmons (2008) recognized that concern exists over parental involvement in students' academic lives on the rise. In this article, Simmons (2008) examined student-parent interactions about academic and career decisions. Students attending Brown University and Brown University Office of Institutional Research participated in semi-structured interviews. In the interviews, students reported that they rely on their parents for general support and for advice about academic and career decisions. Attachment theory and Baxter Magolda's self-authorship model of adult development supported these findings. Analysis of the findings draws on

implications for advising practice as well as suggestions for fostering constructive parent involvement.

Amatea, Daniels, Bringman, and Vandiver (2004) introduced various approaches for the counselors to strengthen teacher-family connections to their students' academic performance. The researchers provide a four-step approach to encourage coordination and collaboration on the part of the school counselor. One of the goals encourages counselors to amplify the positive effects family school ties have on student performance. A family-school collaboration was clearly defined as a cooperative process of planning and problem-solving involving school staff, parents, children, and significant others to maximize resources for students' academic achievement and social-emotional development (Amatea, et al., 2004). This concept supports the need for school counselors to take a more active role in their students' lives and schools. This article emphasizes that counselors must consider whether they are willing to invest the time and commitment it takes to see the desired results.

Family involvement in social/personal growth

The relationship between the family and the school system is often ignored. Recently, educators shifted their attention to finding ways to actively to support families' efforts to prepare their children for life's tasks (Amatea, Smith-Adcock & Villares, 2006; Bryan, 2005; Mullis & Edwards, 2001). Families typically want what is best for their children. Evidence supports that using a family approach in school counseling increases academic performance (Zellman & Waterman, 1998). When change in thinking about the family-school relationship occurs, the long-standing overemphasis on negative effects shifts to a more constructive process (Taylor &

Adelman, 2000). As one examines what fosters positive development among students, one must evaluate those who do well in determining their needs. This section in family involvement in personal/social growth targets the positive effects of family involvement and influence and the success that occurs through positive parental feedback.

Recognition of the positive effects that family involvement and influence can have on the life of students proves to be essential. Parents can positively reinforce at home what schools and educational institutions try to instill in the lives of students. An evaluation of the family's contributions on their children's learning experience noted that across socioeconomic levels, family members of high-achieving students tend to display a distinctive pattern of beliefs and expectations characterized by (a) a strong sense of purpose, (b) a positive outlook, and (c) a high level of personal efficacy (Amatea, Smith-Adcock, & Villares, 2006). Focus on setting goals and taking realistic steps to see them actualized promotes a sense of purpose among students. Students build on their successes and use their failures as an opportunity for growth. Within such families, students' possess strong commitments to their family life, and their parents assume a very active parenting role. Parents believe that their children can become productive citizens and encourage them to do so.

Questions also arise for parents as to how important parental involvement can be in their children's education. Zellman and Waterman (1998) conducted a study on elementary students and their mothers in which they evaluated parent enthusiasm and parent-child interaction. Participants in this project included second and fifth grade students who were present in the library at the time of the survey. The information gathered does not provide sufficient feedback on the entire family unit. Zellman and Waterman (1998) noted that how a parent interacts with a

child was more significant in predicting child academic outcomes than how much they involve themselves in their child's school. This indicates that these students may be academically motivated.

A positive outlook on life and its circumstances contributes to successful outcomes. The family enables the individual to develop a hopeful and optimistic view of life, maintaining a strong sense of confidence in their ability to overcome odds. Research shows that they accept what cannot be changed while mastering potential skills (Amatea, Smith-Adcock, & Villares, 2006). Through the child's courage and encouragement the focus shifts onto the individual's strengths and potential. This leads to an awareness of self and their abilities, which bolsters self-esteem and self-efficacy.

With a strong family support system, students/individuals develop a sense of efficacy. Individuals develop confidence in themselves and their ability to learn, persevere, and overcome odds. They develop a "can do" spirit which leads them to use such skills in other areas of their lives. Such persons consider adversity normal and work through their limitations as an opportunity to learn and grow.

Parents ponder about what must be done to support their children's developmental needs. Parental involvement can be explored through school-home communication, parental involvement at school, and involvement in the student's learning activities, and in-school decision-making and governance provide opportunities for parents to become involved (Amatea, Smith-Adcock, & Villares, 2006). The types of activities that support achievement include monitoring homework, social activities, and children's school performance. Parents also engage in enriching learning activities and utilize parent-child conversations about current school

performance as well as long-term goals (Amatea, Smith-Adcock, & Villares, 2006). Parents also need to seek knowledge of their children's current school performance in order to explore their strengths and weaknesses in learning (Zellman & Waterman, 1998). Children need to be given an opportunity to become oriented to academic and social skills.

Parents/caregivers of high achievers reported a strong sense of purpose and demonstrate in their own lives the necessity of setting goals, committing themselves to meet these goals, and persisting at difficult tasks (Clark, 1983; Edin & Lein, 1997; Furstenberg et al., 1999; Jackson, 2000). In return, parents also set a standard for their children to set goals for themselves and to encourage them to work hard to achieve these goals (Amatea, Smith-Adcock, & Villares, 2006). Parents make children aware of this expectation for purposeful action in several ways. Parents typically initiate the process through frequent talks with their children about future life goals and the necessary steps to getting there (Zellman & Waterman, 1998). Consequently, they encourage their children to dream, to make plans for the future, and to seek "a better life." Parents use themselves as examples or a means to encourage their children to do better in educational and occupational attainment (Amatea, Smith-Adcock, & Villares, 2006). These parents will also teach their children how to set goals and act purposefully by systematically stressing that their children commit themselves to purposeful schooling.

Educators acknowledge and reinforce parental involvement in school activities and their student's schoolwork as an integral part to successful student academic performance. A number of studies confirmed this relationship between parental expectations and students' school achievement. Griffith (1996) examined the relationship of parental involvement and empowerment to student academic performance. He reported that positive relations of parental

involvement to student test performance have little effect by school characteristics or the socioeconomic, racial, and ethnic composition of the student population. Comer and Haynes (1991) concurred, finding that parental participation in a child's education encourages effective teaching and learning. They also suggested enhancing parental involvement through parents' participation in school events and activities, help in the classroom, and participation in parent groups. These findings facilitate the development of career interests among students. Through parental involvement, the student receives the necessary feedback to positively explore career options as additional opportunities for growth.

Researchers should acknowledge that social support networks are an essential aspect to career development among adolescents and emerging students. Available support networks through family, school, or the community represent potential resources that can be accessed in overcoming perceived barriers and developing vocational interests, goals, and actions. Researchers identified the presence of a positive relationship with a caring adult as an important protective factor in reducing the impact of environmental risks (Blustein et al., 1997). Most recently, research initiated documents the role of perceived support network on the career development and attainment of youth. As mentioned earlier, Blustein et al. (1997) identified perceived support from family members as an important source of guidance in the transition from school to work. Other studies provide support for this position, using both qualitative and quantitative methods with samples ranging from college students to adults.

Family involvement in career development

Researchers attempted to highlight the effects of family involvement and influence on career development among adolescents (Brown, 2004; Dietrich & Kracke, 2009; Noack, Kracke, Gniewosz, & Dietrick (2010). All researchers conclude that families have some type of influence. Therefore, it is essential that families understand how to provide the guidance their child or children need. Several researchers recognize familial variables and their influences on career development or lack thereof. Unbeknownst to parents, they provide a great deal of influences on their children's career choices.

Brown (2004) reviewed the analytical piece written by Whiston and Keller (2004). In doing so, Brown discovered that little attention was given to the relation between race/ethnic group membership and key family variables. Additionally, the analysis also suggests questions about whether the most important family-of-origin variables have been investigated through other research opportunities. Brown recognizes that Whinston and Keller (2004) failed to acknowledge family variables as vocationally effective in their influences as expected. He also mentioned that the authors did not evaluate the influence of family based on social and material resources or patterns/rules that determine priority use of family resources in terms of access to opportunities and experiences.

The article also critically questions Whinston and Keller's (2004) look at the influence of the family on individual career behavior as the result of the behavioral models available in the family. Brown (2004), therefore, identifies family variables and correlates of likely importance in understanding the career development of persons from diverse racial/ethnic group minorities and diverse social strata. He found that a number of empirically and conceptually significant

family variable relations to career development have not been explored. Of the nine relationships mentioned, two were parental attachment/separation variables and career-related decidedness and the role of extended family members and educational/occupational aspirations and attainments. The author recommends that future scholarship might be advanced by considering race and class in an integrated, psychologically relevant framework. Brown (2004) acknowledged that the lack of research may be attributed to the limited racial/ethnic persons as well as those from disadvantages backgrounds entering the ranks of research psychologists and studying issues of intrinsic significance.

Dietrich and Kracke (2009) aimed to create a questionnaire about parental career-related behaviors for use in survey research and probe for its validity. Additionally, the researchers sought to examine associations with aspects of adolescents' career development. Three facets of parents' career-related behaviors were derived mainly from previous qualitative research: (a) support, (b) interference, and (c) lack of engagement. They examined the relations between these parental behaviors and two crucial aspects of adolescents' career development, such as career exploration and decision-making difficulties.

Dietrich and Kracke (2009) hypothesized that career explorations would relate positively to parental career-related support and relate negatively to the lack of engagement. Researchers studied the interactions of the dimensions of parental career-related behaviors in relation to adolescents' career development (Dietrich & Kracke, 2009). Finally, they investigated whether girls and boys differed in their perceptions of parental career-related behaviors and in the associations between parental behaviors and career exploration or decision-making difficulties. They surveyed 359 German adolescents (158 female and 201 male) between the ages of 15-18

years old. Those students were in the eighth to tenth grades in Thuringia, Germany. Students find themselves tracked into education from the fifth grade. After eight years of schooling, students in the higher track transition to the university. Students in a lower track get a non-college bound diploma.

The results of Dietrich and Kracke's study provided evidence that the PCB is a reliable and valid measure of parental career-related behaviors. The results corroborated the assumed three-factor structure of support, interference, and lack of engagement. There was no evidence indicating that parents' pressure may result in an abrupt stop of exploration activities and a premature career decision according to the parents' wishes (Dietrich & Kracke, 2009). The study also yielded two significant interactions of interference and career-related support and lack of engagement and support. The positive linear relationship between parents' career-related support and adolescents' exploration increased with higher interference (Dietrich & Kracke, 2009). This pattern could indicate that higher levels of parents' pressure, when combined with support, function as a motivator for engaging in career exploration rather than as a negative interference. Support assisted in balancing the association between interference and decision-making difficulties. Likewise, interference and lack of engagement moderated the relationship between support and exploration. Researchers resolved that parental interference is a reaction to either adolescent's passivity in career preparation or inability to commit to a career goal. Dietrich and Kracke (2009) further explained that the associations between a delay in career decision-making and parental lack of engagement may be explained in two ways. First, indifference from parents may coincide with indifference among adolescents. Secondly, adolescents and parents may both attribute little importance to preparing the career choice earlier rather than just before the

transition. Adolescents who show little interest in the process of career preparation probably commit rather late to one career option. Therefore, if parents adapt a more inclusive way to collaborate with the school, then doors of communication can open. As a result, students will see a united front between the school and family and feel more pressure to conform to their influences.

Similarly, Noack, Kracke, Gniewosz, and Dietrick (2010) examined family and school effects on adolescents' occupational exploration. Researchers collected two-wave longitudinal data from students in both low tracks and high tracks who attend three grade levels in Thuringia, Germany. Noack et al. (2010) expected to see an increase of exploration among low-track students from the eighth to ninth grade when instruction addressing occupational exploration increased. Additionally, they believed more general aspects of experiences in class such as an open classroom climate and encouragement of participation would foster exploratory activities among all students. They also assumed child-oriented parenting that involves warmth, support, and experiences that foster adolescents' participation and self-direction will encourage exploration. This assumption is in line with findings which suggest that authoritative parenting on adolescent psychosocial adaptation yields positive effects (Steinberg, 2003).

The sample of complete data included a total of 1,266 students with an equal share of males and females. Students involved were randomly selected from 18 low-track and 18 high-track schools. Students from two classrooms participated in the study. Researchers mentioned that high-track students were slightly overrepresented in the sample size. Researchers administered a scale of occupational exploration that consisted of six items that address internal and external exploratory activities. Additionally, respondents completed an assessment of five

scales that explores different aspects of parenting. Lastly, they used seven scales to record the quality of the school context. The scale examined (a) open classroom climate, (b) transparency, (c) justices, (d) community, (e) social climate, (f) participations, and (g) achievement orientation (Noack et al., 2010).

Analyses of data highlighted the need for more extensive exploration among students closer to the school-to-work transition. Female students reported more exploratory behavior than males. Strong exploration was evident among tenth graders as compared to the other groups. Besides cross-sectional effects of parenting and achievement orientation at school, acceptance and openness that students experienced in class predicted increases in their exploratory behaviors (Noack et al., 2010). Students reported higher exploration if they perceived the school climate as accepting and open. Multilevel analyses showed, however, that school effects operated on the level of individual subjective perceptions but not on the level of inter-subjective reality (i.e., classroom level) (Noack et al., 2010).

A great deal of research collected also highlights other ethnicities, cultures, and gender differences. Koumoundourou, Tsaousis, and Kounenou (2011) explored the influence of family characteristics (family function and parental authority styles) and core self-evaluations (CSE) in adolescents' career formation. Researchers built their work on the relational framework of Cutrona and Russell, whose study examined the mediating role of CSE on the relationship between family and parental variables and adolescents' career decision-making (CDM) difficulties.

Koumoundourou and his colleagues utilized a sample of 289 Greek students. They found that for male students, the permissive and authoritarian parenting styles and the family cohesion

contributed significantly to the prediction of CDM difficulties. Males' decision-making difficulties were not influenced by Core Self-Evaluations. This outcome differed for the female participants. Parents' authoritarian style negatively influenced females' decision-making difficulties. Contrary to males, CSE fully mediated the relationship between the authoritarian style and females' decision-making difficulties. The specific findings in reference to gender differences focus on adolescents' personality development (Koumoundourou, et.al, 2011). This research suggested that Counselors consider gender as an individual factor that may differentiate the parameters. Counselors should use self-efficacy enhancing procedures and other techniques to enhance female students' CSE.

Oftentimes, person's perceptions of income, status, and level of influence determine their career decisions. In addition, increasing the number of women who reach higher-level positions within SME would help reduce the still-present salary gap between genders (National Science Foundation, 1996) and ensure that new generations of young women have visible female role models in these traditionally male fields. For these reasons, career professionals show a greater interest in understanding more about the factors that draw women to SME fields and, once women are in these fields, the factors that influence their decisions to reach positions of leadership.

Natau and Epperson (2003) conducted a study among 204 high school girls who attended a science, math, and engineering (SME) career conference. They utilized a four-year longitudinal design to predict the choice of an SME college major and SME self-efficacy and outcome expectations in college. Given that the women in the study believed in engaging in Science, Technology, Engineering, and Mathematics (STEM) academic and career tasks resulted in

favorable consequence, the researchers found that they were more likely to report plans to reach upper-level or management positions. It may be useful for professionals to design interventions that highlight the rewards associated with STEM fields in general and with upper-level careers in particular. Because some research (Lips, 1992) showed women to be especially drawn to careers they believe will help people or society, helping women understand the facilitative effects that they, as leaders in STEM, may have on improving the welfare of others might be especially valuable. In addition, interventions might focus on helping women become aware of the financial benefits of reaching upper-level STEM careers (National Science Foundation, 1996). Finally, it may be useful for women to realize that the unique and diverse perspectives they bring to STEM fields could help the United States remain competitive in technological development (Wilson, 1992).

Dietrich, Kracke, and Nurmi (2011) recognized that little has been explored about adolescent engagement in academics and how their success is complemented and affected by what significant others do, specifically parents. In their study, Dietrich and others (2011) examined how youths' engagement in terms of career exploration fluctuated in the transition period between the end of school and the beginning of university studies and how the adolescents perceived their parents being involved in this process. Therefore, they employed a weekly diary intensive longitudinal design with adolescents making the transition from high school to college in Germany. They began by looking at the extent to which adolescents' and parents' engagement fluctuated from week to week. Then, they studied how adolescent engagement was complemented by parent involvement on a general level, as well as on the level of specific situations. Finally, they investigated whether youth's engagement paid off in terms of

higher satisfaction with the choice process and whether parents' involvement also contributed to it.

This study examined 39 adolescents during their transition to university. In standardized weekly diaries over several weeks ($M=8.13$) adolescents reported on engagement in career exploration (in-breadth and in-depth self and environmental exploration), their parents' transition-related involvement (frequency of conversations, support, and interference), and their satisfaction with how the transition progressed (Dietrich, Kracke & Nurmi, 2011). The results showed that exploration largely fluctuated across weeks, whereas parent involvement showed evidence of being more stable. Family members' engagement varied according to the phase of the application process the adolescent was involved in. The more adolescents explored during a given week, the more they talked to their parents, and the more supportive parents were. Associations between interference and exploration differed by type of exploration. Both exploration and support contributed to higher satisfaction. Research suggests that the nonlinear and dynamic patterns of exploration and parent involvement, such as testing the existence of exploration cycles with in-breadth exploration preceding in-depth exploration and parents' role, be examined (Dietrich, et al., 2011).

Jung and McCormick (2011) developed and confirmed a new model of the occupational decision-related processes of adolescents. They evaluated the extent to which adolescents may be "amotivated" about choosing a future occupation. Jung and McCormick (2011) defined "amotivation" as a lack of purpose or expectation regarding one's ability to change the course of events, or as the inability to identify any association or contingency between actions and their outcomes (Jung & McCormick, 2011).

A theoretical framework of self-determination theory guided the study. Therefore, a proposal was made to examine “amotivation” with occupation decision as a means to allow a clearer and more complete understanding of phenomenon related to vocational decision-making. To conduct this research, a questionnaire that had previously been administered to an Australian adolescent sample was adjusted and then administered to a sample of 566 Australian eleventh-grade students. Through stratified random sample, 16 government high schools in the Sydney metropolitan area provided subjects for this research.

Through this research, Jung and McCormick (2011) made several discoveries. It suggested that based on the study the social influences from the family may allow adolescents to see the relationship between making an occupational decision and its consequences. They discovered occupational “amotivation” may be associated with a lack of decidedness about a future occupation, a non-expectancy for occupational success, and a non-valuing of interest/enjoyment in occupations (Jung & McCormick, 2011). Those who value recognition are likely to expect success in future occupations. Finally, those with expectancy for occupational success are likely to be undecided about their future occupation (Jung & McCormick, 2011). Psychologists, career managers, counselors, educators, and families may be able to use the findings to assist “amotivated” adolescents in their occupation-related decisions.

Research also highlights aspects specific to various racial groups and ethnicities. Through this research, information identifies commonalities which exist among all groups. Osakinle (2010) examines in-school adolescents and career choices in Ekiti State, Nigeria. Osakinle hypothesized that there is no significant difference between parental influence and in-

school adolescent choice of career and there is no significant difference between gender in-school adolescent choices of career.

The sample consists of 200 randomly selected parents and in-school adolescents from four local government areas in that state. Participants completed a self-constructed instrument, Career Choice among Adolescents and Parents (CCAAP). The instrument consisted of three sections: A, B, and C. Section A collected information of the bio-data of the samples, adolescents completed Section B, and parents completed Section C. It was tested at 0.05 level of significance. Although the researcher found that there were no significant differences between parental influence, as well as gender influence, of in-school adolescents in choice of career, there were recommendations for parent involvement (Osakinle, 2010). Therefore, the study concluded that parents need to give adequate career information to their adolescents and have positive job values. Females also needed to decide whether to start their family first or settle on a career and start their family later. Additionally, information needed by in-school adolescents should be given to them in such a way that they would be able to decide which of the careers they would want to pursue.

Hwang and Vrongistinos (2010) sought to examine (a) parents' motivation for their children's career choice, (b) their perceptions of education, and (c) informal means of education at home. This study examined the perception of education of 32 Hispanic parents with a child or children between the ages of 7 and 18. Participants volunteered or were recommended by teachers to participate. The interviewees range from 25 to 44 years old with an average of 14 years of education. The researchers used open-ended questions and analyzed the responses using content analysis.

Findings in Hwang and Vrongistinos' (2010) study provide evidence that the Hispanic parents' motivations for their children's education were not solely based upon either intrinsic or extrinsic elements. Instead, their motivations created a combination of intrinsic responses, extrinsic responses, personal, social needs, and future goal orientations. Many of the extrinsic responses focused on motivational factors such as a better future, emotional support, or intrinsic motivational factors. All Hispanic parents in this study had some form of informal education at home that allowed them to assist with their children's transition into the formal educational system. There were three themes that focused on the informal means of contributing to their children's learning at home. These included (a) assisting in their children's homework, (b) being a good role model, and (c) family activities or emotional support. About 85 percent of the families believed in the importance of their children's education and their future success.

Lee and Yi (2010) studied the relationships between family systems and high school students' career development. The researchers identified family adaptability and family cohesion as indicators of family function. To conceptualize adolescents' career development, they used career attitude maturity as a representative factor. Lee and Yi (2010) hypothesized that the family systems variables would be significant predictors of career attitude maturity of Korean high school students. They also recognized that cultural context needs to be considered in measuring family systems variables.

A total of 634 high school students participated in this study. Participants completed the Korean version of the Family Adaptability and Cohesion Evaluation Scale III (FACES III). The respondents were 50 percent male and 50 percent female. When evaluating parental educational background, a majority of the respondents had mothers or fathers that graduated from high

school. A smaller percentage of mothers than fathers had college degrees, and this gap was even more prominent when comparing who earned graduate degrees. About 95 percent of the students reported that they were living with both parents.

Overall, the results showed that family adaptability and family cohesion were both significant predictors of tenth graders' career attitude maturity. The effects of parents' educational backgrounds on career attitude maturity were negligible (Lee & Yi, 2010). However, the relationships were inconsistent across gender. For female students, family cohesion was a more influential predictor of career attitude maturity than family adaptability, while the opposite pattern was observed for the male students.

The family's influence on its individual members cannot be underestimated. An individual's values, beliefs about self and others, and typical patterns of behavior develop within the family system. Dwyer and Hecht (1992) suggested that parental involvement and student school performance may be inversely related or unrelated. The authors also hypothesized that parents who perceived their involvement as unnecessary if their child was doing well resulted in low parental involvement. Parents refrained from being involved if they viewed the school as primarily responsible for their child's education. To combat the lack involvement Kraus (1998) proposed that school counselors "embrace the idea of children's problems being viewed in the social context of their families and a family being understood as a system" (p. 14) in working to facilitate student growth and developing healthier families. School counselors understand their students' social context by maintaining a family systems perspective when consulting with parents.

Parents desire to gain the approval of grandparents, siblings, or other family members and, therefore, endeavor to compel their children to participate in favored activities or follow a particular career path. When appropriate to the issues being discussed during consultation, asking about family activities and occupations is one way to assess this influence. Counselors pose direct questions, such as, “What do other family members think about the career your child is planning?” Members of the extended family pressure parents to follow a particular parenting path. Discipline methods endure from generation to generation. Sometimes these methods are helpful; other times, they need to be replaced by more successful strategies. School counselors become aware of these issues by statements such as, “My mother says I should,” or, “My sister says my son need.” When parents make statements such as these, school counselors can ask, “What do you think?” or “What do you feel you should do?” or “What does your son want?” Helping parents understand that they are the experts when it comes to their children’s needs can be a very difficult task. Behavioral changes occur when parents feel empowered. To combat such issues, counselors need to assume an intense role in creating effective family communication and career problem-solving (Kraus, 1998). School-wide programs that model effective communication and problem-solving provide opportunities for students and parents to work together toward educational goals for the child (Dwyer & Hecht, 1992). It also encourages parents to share their hopes and fears concerning their children's education and future aspirations.

Families face many challenges as they try to encourage children to be successful. The aspirations of the family may strongly differ from the thoughts of the student. Despite this fact, some students may lean towards pleasing their families in their career decisions. Therefore, school counselor must recognize those dynamics and try to navigate through these challenges

(Kraus, 1998). Parental indifference portrays the idea that the school is the expert and primary source for their child's development (Lee & Yi, 2010). School counselors need to push past the lack of communication on behalf of the parent and move toward engaging the parent.

Summary

Chapter two provided an extensive review on (a) the career development process, (b) an overview of career theories, (c) career assessments and measures, (d) the history of school counseling, (e) school counseling and career development, (f) career curriculum in schools, and (g) family involvement. The career development process impacts decision-making skills. The lack of information and inconsistencies often causes ambivalence as persons attempt to set life goals. Making career decisions proves to be an even more difficult task for emerging adults. Therefore, the role of counselors becomes vital in assisting individuals in identifying their interests, abilities, values, and personality traits. School counselors provide academic and career advisement to students and parents. If students receive an introduction to career development during their secondary education, it could possibly increase their chances in identifying possible career options. School counselors also need to share the importance of parental involvement with family members. This produces open communication between the student and their parental units. Programs exist in some schools that support such ventures. Unfortunately, these programs set limitations as to who can be involved and leave many students uncertain about career occupations.

Consequently, clarification of the nature of an individual's career problem creates the initial step in delivering a career intervention. A key component of assessing a student's need

involves the assessment of readiness for career decision-making. A readiness assessment can be used in screening, intervention planning, and program planning and career intervention outcome evaluation. In screening, preliminary decisions utilize readiness assessments about the level of practitioner support. Spokane (1991) noted that individuals with minimal indecision and goal stability benefit more from self-directed career intervention. On the other hand, individuals with low readiness, low self-esteem, low sociability, and goal instability require more individualized career interventions. All of these elements work together to effectively provide the career development and support necessary for further career development and support.

Career education requires that students explore activities associated with career choices over a lifespan considering family, work, and leisure. This includes job preparation awareness of careers and occupations, the identification and examination of different life roles, and understanding various types of biases in occupations. As a result, the primary focus is on identifying the best possible career options. The primary focus of vocational education is to find individuals jobs. It seeks to teach people job skills or help individuals improve job skills. School counselors need to take a more active role in their students' lives and schools. In doing so, they must consider whether they are willing to invest the time and commitment it takes to see the desired results. So, this study will bridge the gap between the family and the school to provide support needed for the student to identify their career goals. Additionally, parents will recognize that their involvement and influence does not diminish during adolescence but remains equally important throughout their child's development. School counselors can also receive support while they educate parents on the career development process. Consequently, adequate preparation will be given to students as they prepare and enroll into post-secondary institutions.

CHAPTER III – METHODOLOGY

Introduction

This study examined parental involvement in college students' career decision-making and influences on their career readiness and development through the use of qualitative and quantitative research methods. Students enrolled in the Fall sections of MHS 2330 participated in this research through assessments and written responses of their experience with parental involvement and influence. The literature review discussed the importance of school counselors as catalysts for the introduction of career development into the life process of students and parents. It also explored the importance of parental involvement in all aspects of a student's life while acknowledging a diminished involvement as students move from elementary school to middle school and then to high school. Oftentimes, this involvement is non-existent in college as evidenced by the limited research conducted on parental involvement on career development among college students.

Research Questions & Hypotheses

This study sought to identify how family influences the career decision-making processes and educate professionals about how to incorporate the family as a way to avoid delays in emerging adults' desired career paths. As aforementioned, a mixed method approach with qualitative and quantitative methods provided the means for data collection. The following three research questions and four hypotheses were examined to address the study's focus:

Research Question 1: What relationship and differences exists among caregiver involvement in career decisions as measured by the Career Involvement and Influence Questionnaire (CIIQ) and the students' career decidedness as measured by the Career Development Inventory (CDI)?

Null Hypothesis 1: No relationship exists among caregivers' (mothers, fathers, and other caregivers) involvement in career decisions (CIIQ) and level of career decidedness (CDI).

Null Hypothesis 2: No difference exists among caregivers' (mothers, fathers, and other caregiver) involvement in career decisions by gender.

Research Question 2: What relationship and differences exists among influences on career development (future income, status, and making a difference) as measured by the CIIQ and career decidedness as measured by the CDI?

Null Hypothesis 3: No relationship exists among future influences (future income, future status, and making a difference) on career decisions (CIIQ) and career decidedness (CDI).

Null Hypothesis 4: No differences exist among the three areas of influence on career decisions (future income, status, and making a difference) reported on the Career Involvement and Influence Questionnaire by gender.

Research Question 3: What is the nature of parental involvement in school activities, academic achievement, selection of a major, and career choice in college students?

Research Design

This research utilized a mixed method design combining quantitative and qualitative research. By conducting a mixed method study, data analysis consists of both qualitative and

quantitative data. The use of both qualitative and quantitative research approaches provides a better understanding of the phenomenon under study (Creswell & Clark, 2006). Triangulation design formed the basis of data collection and analysis for this study. This process allows the researcher to collect different but complimentary data on the same topic to better understand the research problems (Creswell & Clark, 2007). This design provides the opportunity to directly compare and contrast quantitative statistical results with qualitative findings or to validate or expand quantitative results with qualitative data. The cross-sectional method was used because measurement occurred at one specific time. The cross-sectional aspect of this mixed methods design allowed for greater understanding of the relationship between parental involvement and career development. Participants selected for this research were collected through purposive sampling. Each instructor for the four sections of MHS 2330 received instructions on how to give the informational packets to their students. The timing of the quantitative and qualitative methods was concurrent. Both qualitative and quantitative methods received equal weight. With a triangulation design of a convergence model, conclusions can be drawn about the research problem after the two sets of results are converged during interpretation. This technique is best suited for the research problem.

To collect the data, the following survey and evaluation instruments were used: the Career Development Inventory (CDI) and the Career Involvement and Influence Questionnaire (CIIQ). The Career Development Inventory (CDI) allowed the researchers to collect quantitative data regarding the various associated subscales. The Career Involvement and Influence Questionnaire (CIIQ) provided an opportunity for the researcher to collect qualitative data. The researcher used SPSS to examine the quantitative research questions.

Measurement Instruments

The following section will discuss the instruments used in this study, the Career Involvement and Influence Questionnaire (CIIQ) and the Career Development Inventory (CDI). They will be used to identify familial involvement and influence, career decidedness, and thoughts of undergraduate emerging students.

The Career Development Inventory

The Career Development Inventory (CDI; Glavin & Savickas, 1996) is a 120-item inventory that measures how well individuals are engaging in the process of constructing a career. It shows whether or not one is making choices wisely in the process of career building. This scale incorporates two attitudinal subscales, Career Planning and Career Exploration, and two general cognitive subscales, Decision Preferred Occupational Group and World of Work. Typically, the Career Planning and Exploration subscales are summed to provide a composite attitudinal score (Career Development Attitude), and Decision Making and World of Work Information are summed to provide a composite cognitive score (Career Development Knowledge). The Career Planning scale measures the amount of thought and planning individuals utilize towards making a career decision. The Career Exploration scale measures the degree to which persons employ resources in their career exploration. The Decision Making scale measures one's ability to make rational decisions based on case studies of individuals also needing to make career choices. The World of Work Scale measures the quantity of information

about the work world and occupations. The CDI has 5-point Likert-type scale, from 1 (not much) to 5 (a great deal).

In their article, Glavin and Savickas (2010) discussed reasons that support their use of various assessments on vocopher.com. In their investigation, administrators found the CDI School form to be the most popular instrument. Glavin and Savickas (2010) also noted that the CDI represents a popular instrument for measuring the development of attitudes toward and competencies for making career choices. They agreed that CDI focuses on how persons create career decision, rather than the decision itself. The CDI scores indicate an individual's readiness to make educational and vocational decisions.

The Career Involvement and Influence Questionnaire

The Career Involvement and Influence Questionnaire (CIIQ) used for this research is a revised version of Andrew Daire's questionnaire utilized in a research study used in *Career Development Quarterly* (Daire, LaMothe & Fuller, 2007). This tool consists of two sections. The first section asked respondents to rate their parent or guardian's level of involvement or influence on a Likert Scale from 1-6. Respondents rated the influence the level of involvement their mothers, fathers, or other caregivers had on them completing high school, attending college, and choosing a career. They also rated the influence of future income, future status, and making a difference on completing high school, attending college, and choosing a career. The variables of interest reflected to sum total of the three areas of influence (e.g., completing high school, attending college, and career choice) for all areas of involvement and influence.

The second section covered the qualitative element to this questionnaire where respondents identify which parent has been more involved in school activities, academic

achievement, selection of a major, and career choice. Here are the four questions: (a) Which parent was most involved in your school activities? (b) Which parent was most involved in your academic achievements? (c) Which parent was most involved in your choosing a major? (d) Which parent was most involved in your career choice? The researcher requested further detail by asking respondents to describe their parents' type of involvement.

Population

The population in this study consisted of undergraduate students attending the University of Central Florida (UCF). UCF, a major metropolitan university in the Southeastern United States, is the second largest university with 12 colleges supporting over 58,000 students. The university offers 200 bachelor's and master's degrees and 24 doctoral programs. Students enrolled in an undergraduate career planning course (MHS 2330), Career Planning, gain an opportunity to be introduced to career and life planning theories and concepts that assists in applying them to their lives. Students register for MHS 2330 as an elective course to encourage undecided students to identify a major through career exploration. All undergraduate students interested in MHS 2330 may register for the course.

Procedures

Before data collection began, the researcher obtained Institutional Review Board approval from the university's Institutional Review Board for Human Subjects Research Committee. Data collection occurred during the Fall 2011 semester. Participants involved in this research gained knowledge of it through convenience sampling. Initially, the researcher

contacted the instructors of the sections and gave specific instructions about how to present this study to their students. The instructors provided students with research packets during the Fall semester and advised them to submit their packets at the following class session if they were willing to participate. Each packet included the informed consent and the Career Involvement and Influence Questionnaire. Instructors typically give several assessments to students throughout the semester. The participants enrolled in MHS 2330 interested in this study completed the CDI and CIIQ placed in the packet and return them to the instructor. By returning the assessments at the next class session, students provide consent. Participant responses to the surveys and career assessments determine how family involvement and influence have affected their academic performance and career decision-making. Due to particular elements of the course, respondents will represent a large majority of freshmen and sophomores. A few juniors and seniors also participated in this study.

After the researcher received minimal response from potential participants, the researcher revised the recruitment process. The researcher attended the MHS 2330 sections during Fall 2011 to present the study and outline the purpose of the research and to discuss confidentiality, anonymity issues, and the procedures of collection. Students received a packet and were given time to complete the assessment during their class session. After, the researcher compiled the assessments, recorded the responses, and then prepared them for analysis.

Data Analysis

I developed three research questions for this study. This study examined two quantitative research questions and one qualitative research question. I utilized qualitative approaches to examine the third research question. Multiple linear regression analysis investigates whether one

dependent variable can be predicted based on one or more independent variables. A multiple linear regression will investigate the first and third null hypothesis by identifying whether or not parents and caregivers had an effect on career decision and career development. An Analysis of Variance (ANOVA) test will be used to examine null hypotheses two and four regarding the differences between mother, father, and other caregiver involvement. Student responses to the CIIQ will provide the necessary information to conduct this evaluation.

Research Question 1

The first research question asked the following: What relationship and differences exist among caregiver involvement in career decisions as measured by the Career Involvement and Influence Questionnaire (CIIQ) and the students' career decidedness as measured by the Career Development Inventory (CDI)? The first null hypothesis states no relationship exists among caregivers' (mothers, fathers and other caregivers) involvement, the independent variable, and level of career decidedness (CDI), the dependent variable. The analysis used will be a linear regression, which begins with a bivariate correlation. The second hypothesis purported no difference exists among caregiver (mothers, fathers and other caregiver) involvement, independent variable, in career decisions by gender, dependent variable. An analysis of variance is the statistical analysis that supports this hypothesis. The dependent variables, career decision and career development, were examined using the CDI. They identified whether or not relationship exists among parental involvement in those areas. Students self-reported their CDI responses for purpose of this study. The CDI scores recorded investigated whether parental responses affected career development. If a relationship is found, then the career process is greatly impacted by parental involvement and influence.

Research Question 2

The second research question asks the following: What relationship and differences exist among influences on career development (future income, status, and making a difference) as measured by the CIIQ and career decidedness as measured by the CDI? The third hypothesis suggested no relationship exists among future influences (future income, future status, and making a difference), independent variable, on career decisions (CIIQ) and career decidedness (CDI), dependent variable. The analysis used will be a linear regression, which begins with a bivariate correlation. The fourth hypothesis stated no differences exist among the three areas of influence on career decisions (future income, status, and making a difference), independent variable, reported on the Career Involvement and Influence Questionnaire by gender, dependent variable. An analysis of variance is the statistical analysis that supports this hypothesis. The dependent variables, career decision and career development, were examined using the CDI. They identified whether or not relationships exist among future influence in those areas. Students self-reported their CDI responses for purpose of this study. The CDI scores recorded investigated whether parental responses affected career development. If a relationship is found, then the career process is greatly impacted by future influences.

Research Question 3

The third research question investigated the nature of parental involvement in school activities, academic achievement, selection of a major, and career choice in college students. The goal of the qualitative aspect of the research provided further understanding about how caregivers involve themselves in school activities, academic achievement, selection of a major, and career choice. The Career Involvement and Influence Questionnaire (CIIQ) provided the

means to collect this data. The CIIQ contained four open-ended questions to inquire about those areas.

To do so, the qualitative data analysis included the following phases: (a) organizing data, (b) immersion in data, (c) generating categories and themes, (d) coding data, and (e) offering interpretations. Organizing the data consisted of three steps. It began with transcribing the data. I recorded responses to the qualitative portion of the CIIQ to examine the nature of parental involvement in school activities, academic achievement, selection of a major, and career choice. The responses allowed the researcher to identify consistencies among respondents about their feelings and perceptions of their future influences. Responses also assisted in providing the researcher with an opportunity to evaluate trends that existed among the students. After looking at each response, themes developed based on the responses that students supplied in their assessments. Then, a team of validators and I assembled to review codes and themes in order to conduct triangulation. The team further discussed implications of the findings, which will be discussed in chapters IV and V.

Summary

Three research questions address the investigation of the impact of family involvement and influence on career development. The research utilized a mixed method design. The first two questions addressed the quantitative part while the third research question addressed the qualitative part of the design. The researcher identified potential participants for this study through the Fall 2011 MHS 2330 course at the University of Central Florida. The sample consisted of all academic levels (freshmen, sophomores, juniors, and senior); however, a majority of the respondents were freshmen. The dependent variables, career decision and career

development, were examined using the CDI. They identified whether or not a relationship exists among future influence or parental involvement or influence in those areas. Students self-reported their CDI responses for purpose of this study. The CDI scores recorded investigated whether parental responses or future influences affected career development. The researcher reported the results of the data analysis in chapter IV.

CHAPTER IV- RESULTS

Introduction

Being able to make career decisions tends to be a difficult process for anyone, especially adolescents. Parents and additional significant others can impact this decision-making process. Therefore, parents and adolescents need to develop a clear plan for examining post-high school occupational and/or educational plans. Adolescents who lack direction about career goals and decisions become emerging students at universities and colleges around the nation. As a result, they appear aimless and unfocused in making their career and post-secondary decisions. Thereby, they present themselves as unprepared for life-changing decisions and consequently make poor and uninformed choices (Arnett, 2007). If career decidedness can be established at early stages, then we can anticipate that it will have positive effects on student performance, college completion, and professional development (Lehmann & Konstam, 2011).

This study examined how family influences the career decision-making processes of emerging adults. The researcher utilized a mixed method survey research design. The quantitative component examined the relationship between parental and other caregiver involvement and influences in career decision-making and decidedness among UCF college undergraduates. The qualitative component explored the nature of parental involvement among the same group. The following three research questions and four hypotheses addressed the study's focus:

Research Question 1: What relationship and differences exist among caregiver involvement in career decisions and decidedness as measured by the Career Involvement and Influence

Questionnaire (CIIQ) and the students' career decidedness as measure by the Career Development Inventory (CDI)?

Null Hypothesis 1: No relationship exists among caregivers' (mothers, fathers and other caregivers) involvement in career decisions (CIIQ) and level of career decidedness (CDI).

Null Hypothesis 2: No difference exists among caregivers' (mothers, fathers and other caregiver) involvement in career decisions by gender.

Research Question 2: What relationship and differences exist among influences on career development (future income, status, and making a difference) as measured by the CIIQ and career decidedness as measured by the CDI?

Null Hypothesis 3: No relationship exists among future influences (future income, future status, and making a difference) on career decisions (CIIQ) and career decidedness (CDI).

Null Hypothesis 4: No differences exist among the three areas of influence on career decisions (future income, status, and making a difference) reported on the Career Involvement and Influence Questionnaire by gender.

Research Question 3: What is the nature of parental involvement in high school activities, academic achievement, selection of a major, and career choice in college students?

The first quantitative research question examined the relationship among parental and other caregiver involvement in career decisions and career decidedness using the Career Development Inventory (CDI) and the Career Involvement and Influence Questionnaire (CIIQ). The first null hypothesis states no relationship exists among caregivers' (mothers, fathers and other caregivers) involvement, the independent variable, in career decisions (CIIQ) and level of

career decidedness (CDI), the dependent variable. The analysis used will be a regression, which begins with a bivariate correlation. The second hypothesis purported no difference exists among caregiver (mothers, fathers and other caregiver) involvement, independent variable, in career decisions by gender, dependent variable. The second quantitative research question examined the relationship among influences in the process of constructing career decisions using the CDI and the CIIQ. The third hypothesis suggested no relationship exists among future influences (future income, future status, and making a difference), independent variable, on career decisions (CIIQ) and career decidedness (CDI), dependent variable. The analysis used will be a regression, which begins with a bivariate correlation. The fourth hypothesis stated no differences exist among the three areas of influence on career decisions (future income, status ,and making a difference), independent variable, reported on the Career Involvement and Influence Questionnaire by gender, dependent variable. The third qualitative research question explored the nature of parental high school involvement in activities, academic achievement, selection of a major, and career choice in college students using the CIIQ. Chapter IV presents the results in two sections: (a) quantitative and (b) qualitative data results.

Quantitative Results

Participants

One hundred and twenty participants received surveys during their individual sections of MHS 2330. Ninety five students participated in this study, which yielded a 79 percent participation rate. After reviewing the data, only 50 participants accurately provided information used for analysis. One student did not complete demographic information about his/her age or

gender. Two students did not include their marital status. Many of the participants could not provide their Grade Point Averages (GPA) because they had not completed any college courses prior to the semester of collection. Students received instruction to leave that portion blank. Similarly, participants experienced difficulty recalling their ACT, SAT Math, and SAT Verbal scores. Hence, they received instructions to leave the item blank if they did not remember (see Table 1).

Table 1 Descriptive Analysis of student respondents to the CIIQ

Variable	N	Means	Standard Deviations
Age	49	18.41	.814
GPA	26	3.56	.349
ACT	31	25.39	3.25
SAT Math	26	567.69	76.697
SAT Verbal	25	567.20	87.964

Means and Standard Deviations for Variables of Interest

This study's quantitative variables of interest included (a) mother's total influence, (b) father's total influence, (c) other total caregiver's influence, (d) total future income, (e) total future status, (f) total making a difference, and (g) the Career Development Inventory. The first research question examined the following variables: (a) mother's, (b) father's, (c) other caregiver's, and (d) the Career Development Inventory. For the second research question,

variables included (a) future income, (b) future status, (c) making a difference, and (d) the Career Development Inventory. Table 2 presents the means and standard deviations for all variables of interest. The analyses results sections will present means and standard deviations for participant data specific to those analyses.

Table 2 Mean and Standard deviations for variable of interest

Variable	N	Mean	Standard Deviation
Mother's Total Influence	49	13.50	3.228
Men	17	14.47	2.239
Women	32	13.00	3.619
Father's Total Influence	49	13.45	3.422
Men	17	13.41	4.273
Women	32	13.47	2.951
Other Caregiver's Total Influence	33	12.24	3.01
Men	9	12.11	2.369
Women		12.29	3.26

Preliminary Analysis

The preliminary analyses involved (a) examining missing data, (b) examining any potential outliers exerting excessive influence on findings, and (c) testing for violations of assumptions. For the variable of other caregiver, 16 students did not supply information in this category. Two participants failed to supply responses for the variable “making a difference,” but their other responses remained included in the analysis.

Results for Research Question 1

The first research question asked: What relationship and differences exists among caregiver involvement in career decisions and decidedness as measured by the Career Involvement and Influence Questionnaire (CIIQ) and the students’ career decidedness as measure by the Career Development Inventory (CDI). To study this question the researcher developed two null hypotheses.

Hypothesis 1

The first null hypothesis proposes no relationship among caregivers’ (mothers, fathers and other caregivers) involvement in career decisions (CIIQ) and level of career decidedness (CDI). I planned to use a linear regression to analyze this hypothesis. Utilizing the formula, $N > 50 + 8m$ (where m = number of dependent variables) (Pallant, 2007), the sample size did not meet expectations. Hypothesis one evaluated three independent variables, which meant that a sample size of 74 participants was needed. As a result, a violation of assumptions for linear regression existed in sample size but no other assumptions. A bivariate correlation between caregivers’ (mothers, fathers, and other caregivers) involvement in career decisions (as measured

by the CIIQ) and level of career decidedness (as measured by the CDI) found no significant correlations ($p < .05$) between the caregivers' involvement in career decisions and level of career decidedness (see Table 3).

Table 3 Pearson Product-Moment Correlations between Measures of Caregiver Involvement in Career Decisions and level of Career Decidedness

		Mother's Total Infl.	Fathers Total Influence	Other Caregiv Total Infl	Career Dev. Inventory
Mother's Total Infl.	Pearson Correlation	1	.409**	.175	.046
	Sig. (2-tailed)		.003	.322	.749
	N	50	50	34	50
Father's Total Infl.	Pearson Correlation	.409**	1	-.103	.065
	Sig. (2-tailed)	.003		.562	.655
	N	50	50	34	50
Other Caregiver Infl	Pearson Correlation	.175	-.103	1	.094
	Sig. (2-tailed)	.322	.562		.597
	N	34	34	34	34
Career Dev In	Pearson Correlation	.046	.065	.094	1
	Sig. (2-tailed)	.749	.655	.597	
	N	50	50	34	50

** $p > .001$ (2-tailed).

With no significant correlations among the variables, I did not complete a linear regression.

Therefore, the researcher failed to reject the first null hypothesis.

Hypothesis 2

The second null hypothesis stated that no difference exists among caregivers' (mothers, fathers, and other caregiver) involvement in career decisions by gender. A one-way analysis of variance (ANOVA) was conducted to determine the differences in caregiver involvement in career decisions on gender. In conducting an Analysis of Variance, the Levene's test for equality of variance did not violate the homogeneity of variance. The variables for this analysis included mother's involvement, father's involvement, and other caregiver's involvement in the participants' career decision-making process. Table 2 presents the means and standard deviations for these variables by gender. Findings yielded no statistical significance in mother's involvement [$F(1, 47) = 2.321, p = .134$], father's involvement [$F(1, 47) = .003, p = .956$], and other caregiver's involvement [$F(1, 31) = .023, p = .881$]. Based on the mean scores, this suggests that no significant differences exist in mean scores of male and female respondents among the caregiver involvement, thus accepting the second null hypothesis.

Results for Research Question 2

The second research questions investigated what relationship and differences exists among influences on career development (future income, status, and making a difference) as measured by the CIIQ and career decidedness as measured by the CDI.

Hypothesis 3

The third hypothesis purported no relationship exists among future influences (future income, future status, and making a difference) on career decisions (CIIQ) and career decidedness (CDI). Similarly to null hypothesis one, I planned to use a linear regression to analyze this hypothesis. Utilizing the formula, $N > 50 + 8m$ (where m = number of dependent variables) (Pallant, 2007), the sample size did not meet expectations. Hypothesis three evaluated three independent variables, which meant that a sample size of 74 was needed. As a result, a violation of assumptions for linear regression existed in sample size but no other assumptions. A bivariate correlation between future influences (future income, future status, and making a difference) in career decisions (as measured by the CIIQ) and career decidedness (as measured by the CDI) showed no significant correlations ($p < .05$) between future influences and career decidedness (see Table 4).

Table 4 Pearson Product-Moment Correlation between Future Influence and Career Decidedness

		Future Income Total	Future Status Total Infl	Making a Diff Total Infl	Career Dev. Inventory
Future Income Total	Pearson Correlation	1	.567**	.129	.051
	Sig. (2-tailed)		.000	.383	.725
	N	50	50	48	50
Future Status Total Infl	Pearson Correlation	.567**	1	.433**	.251
	Sig. (2-tailed)	.000		.003	.079
	N	50	50	48	50
Making a Diff Total Infl	Pearson Correlation	.129	.422**	1	.191
	Sig. (2-tailed)	.383	.003		.194
	N	48	48	48	48
Career Dev In	Pearson Correlation	.046	.065	.094	1
	Sig. (2-tailed)	.725	.079	.194	
	N	50	50	48	50

**p<.001 (2-tailed)

Similarly, with no significant correlations among the variable, I did not proceed with a linear regression. Therefore, the researcher failed to reject null hypothesis three.

Hypothesis 4

The fourth hypothesis suggested that no differences exist among the three areas of influence on career decisions (future income, status, and making a difference) reported on the Career Involvement and Influence Questionnaire by gender. In conducting an Analysis of Variance, the Levene's test for equality of variance did not violate the homogeneity of variance.

I conducted an ANOVA to investigate the difference of future influences on career decisions by gender. The variables for this analysis included future status, future income, and making a difference in the career decision-making process. Table 5 presents the means and standard deviations for these variables by gender.

Findings produced no statistical significant difference in future income [$F(1, 47) = .123, p = .727$], future status [$F(1, 47) = .459, p = .502$], and making a difference [$F(1, 45) = 2.875, p = .097$]. Based on the mean scores, this suggests that no significant differences exist in mean scores of future influences between males and females, thus accepting the fourth null hypothesis (see Table 5).

Table 5 Means and Standard Deviations of Future Influence

Variable	N	Mean	Standard Deviation
Future Income	49	16.06	2.577
Total			
Men	17	15.88	2.781
Women	32	16.16	2.503
Future Status	49	14.88	3.930
Total			
Men	17	14.35	4.256
Women	32	15.16	3.785
Making a Difference Total	47	14.87	3.987
Men	17	13.59	4.718
Women	30	15.60	3.379

Post Hoc Analyses 1 & 2

Upon investigation of the bivariate correlation, I noticed significant relationships between caregiver (mother, father, and other caregiver) involvement and future influences (future income,

future status, and making a difference). I found significant correlations between caregiver (mother, father, and other caregiver) involvement and future influences (future income, future status, and making a difference). I identified a few statistical significances through conducting a bivariate correlation for null hypotheses one and three. This yielded a medium positive relationship between mother's involvement and future income, $r = .400, n = 50, p = .004$, future status, $r = .419, n = 50, p = .002$, and making a difference, $r = .409, n = 48, p = .004$. The results showed that there was a medium positive relationship between father's involvement and future status, $r = .414, n = 50, p = .003$. Therefore, I chose to conduct two post hoc analyses as follows: (a) Post HOC 1 - No relationship exists among mother's total influence of career decisions and future income, future status, and making a difference; and (b) Post HOC 2 - No relationship exists among father's total influence of career decisions and future income, future status, and making a difference. The preliminary analyses identified five variables with significance. I used a scatterplot to check for outliers in the data. An error made during data entry resulted in an outlier, but once the change was made, no outliers existed. Two variables, CDI results and other caregiver involvement, were removed. No evidence of missing data could be found. The analyses eliminated outliers in the data set, resulting in a sample size of 48 participants. No multicollinearity exists among variables. Utilizing the formula, $N > 50 + 8m$ (where m = number of dependent variables) (Pallant, 2007), the sample size did not meet expectations. Post hoc one evaluated three independent variables, resulting in a needed sample size of 74. As a result, a violation of assumptions for linear regression existed in sample size but no other assumptions.

To investigate the first Post Hoc hypothesis one, a linear regression was conducted to examine the relationship between mother's involvement and future influences. The results of the

first post-hoc linear regression analysis showed that statistical significance exists between mother's total influence of career decisions and future income ($M = 16.04$, $SD = 2.60$), future status ($M = 14.98$, $SD = 3.98$), and making a difference ($M = 14.90$, $SD = 3.94$) [$F(3, 44) = 6.283$, $p = .001$]. This finding suggested mother's influence does have a relationship with future income, future status, and making a difference. Results for the linear regression analysis of Post Hoc hypothesis two showed that significant relationships between father's total influence of career decisions and future income ($M = 16.04$, $SD = 3.43$), future status ($M = 14.98$, $SD = 3.98$), and making a difference ($M = 14.90$, $SD = 3.94$) [$F(3, 44) = 3.54$, $p = .022$]. This finding suggested father's influence does have a relationship with future income, future status, and making a difference.

Post Hoc Analyses 3 & 4

Additionally, the researcher recognized that there is significance in examining what differences exist between students who have declared a major and those students who are undeclared by caregivers' (mothers, fathers, and other caregiver) involvement and future influences. The assumptions for homogeneity of variance presented in the output all had significance levels where $p > .05$. Therefore, two additional Post Hoc hypotheses reflect those interests: (a) Post HOC 3: No difference exists among caregivers' (mothers, father, and other caregivers) involvement in career decisions by declared or undeclared; and (b) Post HOC 4: No differences exist among the three areas of influence on career decisions (future income, future status, and making a difference) reported on the Career Involvement and Influence Questionnaire by declared and undeclared.

To investigate the third Post Hoc hypothesis, a one-way between-groups analysis of variance was conducted to explore difference among caregivers involvement of career decisions, as measured by the CIIQ, for those that declared their major and those that did not (see Table 6 for means and standard deviations). No statistical significance difference at the $p > .05$ level for the three groups: mother's total influence [$F(1, 48) = 1.42, p = .239$], father's total influence [$F(1, 48) = .129, p = .721$], and other caregiver's total influence [$F(1, 32) = 1.09, p = .304$]. This suggests that scores for mothers', fathers', and other caregivers' total influence showed similarities for students who were declared or undeclared.

Table 6 Means and Standard Deviations of Mother's, Father's and Other Caregiver's Involvement by Declared or Undeclared

	N	Mean	Standard Deviation
Mother's Total	50	13.50	3.228
Influence			
Declared	23	12.91	3.370
Undeclared	27	14.00	3.076
Father's Total	50	13.42	3.393
Influence			
Declared	23	13.61	2.407
Undeclared	27	13.26	4.091
Other	34	12.15	3.016
Caregiver's Total			
Influence			
Declared	13	11.46	3.332
Undeclared	21	12.57	2.803

A one-way between groups ANOVA explored the difference that existed among the three areas of influence on career decisions (future income, future status, and making a difference). Subjects then received classification based on whether they were declared or undeclared (see Table 7 for means and standard deviations). Two independent variables (future income and future status, and making a difference) meet the assumption of homogeneity of variance. No statistical significance difference at the $p > .05$ level for the three groups: future income [$F(1, 48) = .083, p = .774$], future status [$F(1, 48) = .676, p = .415$], and making a difference [$F(1, 46) = 1.96, p = .168$]. This suggests that scores on future income, future status, and making a difference were similar for students who were declared or undeclared.

Table 7 Means and Standard Deviations of Future Income, Future Status and Making a Difference by Declared and Undeclared

	N	Mean	Standard Deviation
Future Income's	50	16.06	2.551
Total Influence			
Declared	23	16.17	2.443
Undeclared	27	15.96	2.682
Future Status'	50	14.94	3.914
Total Influence			
Declared	23	15.43	3.131
Undeclared	27	14.52	4.492
Making a	48	14.90	3.948
Difference Total			
Influence			
Declared	21	14.00	4.219
Undeclared	27	15.59	3.651

Summary of Quantitative Findings

The first quantitative research question examined the relationship among parental and other caregiver involvement in career decisions and career decidedness using the Career Development Inventory (CDI) and the Career Involvement and Influence Questionnaire (CIIQ).

The second quantitative research question examined the relationship among influences in the process of constructing career decisions using the CDI and the CIIQ. A bivariate correlation found no significant correlation among caregivers' (mothers, fathers, and other caregivers) involvement in career decisions (CIIQ) and level of career decidedness (CDI). Similarly, no difference existed among caregivers' (mothers, fathers, and other caregivers) involvement in career decisions by gender. A bivariate correlation yielded no significant correlation between future influences (future income, future status, and making a difference) in career decisions (as measured by the CIIQ) and career decidedness (as measured by the CDI). An ANOVA produced no statistical significant difference in future income, future status, and making a difference.

Through investigation of the bivariate correlation, other significant relationships became evident. Post hoc analysis produced significant relationships between mother's and father's involvement and future influences (future income, future status, and making a difference). Further analysis resulted in no significant differences between students' declared or undeclared among future influences or caregiver involvement.

Qualitative Results

Research Question 3

The researcher sought to identify the behaviors and attitudes of parents and other caregivers in the career development of their adolescents or emerging adults. The qualitative data focused on providing an awareness of activities that produce career-decided individuals. Additionally, the goal of the qualitative research provided a foundation to explain how integral active parental involvement is viewed by adolescents. The Career Involvement and Influence Questionnaire (CIHQ) contained four summative questions that allowed the student to identify a parent who was most involved along with a description of their involvement. The third research question that guided the examination of the qualitative data asked what the nature of parental high school involvement in activities, academic achievement, selection of a major, and career choice in college students is. The following section provides an overview of (a) participants, (b) preliminary analysis, (c) organization of the data, (d) generating categories, (e) verifications, (f) family involvement, (g) family support/encouragement, (h) no involvement, (g) no response, and (h) family involvement and influence.

Participants

One hundred twenty participants received surveys during their individual sections of MHS 2330. Ninety-five students participated in this study, which yielded a 79 percent participation rate. After reviewing the data, only 64 participants accurately provided information that could be used for analysis. The responses of $n = 39$ females (61%), $n = 24$ males (38%), and one student who did not indicate his or her sex supplied the data for qualitative analysis.

Preliminary Analysis

Organization of the data

The goal of the qualitative aspect of the research was to develop a greater understanding of parental involvement as defined by the activities and behaviors of those identified as involved. The researcher made presentations in each section of the MHS 2330 Fall sections. Each student received adequate time to complete the questionnaire. After all classes had an opportunity to participate, the data was collected. I reviewed each application to determine which questionnaires could be used for data collection. The researcher removed all students who did not report their Career Development Inventory (CDI) scores from the other assessments. Assessments considered to be complete were compiled and labeled as participants 1 through 52. To collect the qualitative data, the researcher began by transcribing the exact responses of each participant into an Excel spreadsheet. Four pages separated the group of responses to each question. Then, the researcher coded each response to all the questions based on similar words or phrases used in the responses. The researcher also coded the parent(s) or caregiver that the student identified to be the most involved. The researcher analyzed data from all the qualitative questions in the assessment. For the purpose of this research, the labels identified came from words used by the participants and the team of external reviewers (external auditors) and the researcher. The team consisted of two persons who were familiar with qualitative data as well as the content area of the research topic and the researcher. This form of triangulation assisted in establishing the validity of the research.

Immersion of Data

The researcher utilized the Career Involvement and Influence Questionnaire to collect qualitative data for this study. Page two of the questions consisted of four questions. The first question asked the participant to identify which parent was most involved in their school activities (e.g., PTA meetings, Open House, Performance, etc.). The question further asked respondents to describe how that individual was involved in his or her school activities. The second question asked respondents to identify which parent was most involved in their academic achievements (e.g., award ceremonies, homework completion, and projects) and a description of how they were involved in these academic achievements. Question three asked students to identify which parent was most involved in choosing a major and to describe their involvement. The last question gave students an opportunity to identify which parent was most involved in their career choice and a description of how he or she was involved.

The researcher began by identifying the caregiver or caregivers the respondent considered to be most involved in each question. The researcher then carefully examined each response and identified recurring words and phrases within responses. Using these similarities, the researcher then generated patterns of codes. Before the researcher made final conclusions, a team of validators assembled to validate codes and generate themes. The team of validators, which consisted of two other professionals familiar with career development and decidedness and the researcher, agreed upon 18 codes and four themes. The researcher analyzed qualitative data from 51 participants between the ages of 17 to 21, of which 32 were female, 17 male, and 1 who did not report gender.

Generating Codes and Themes

The Career Involvement and Influence Questionnaire (CIIQ) aided in the collection of qualitative data. The CIIQ consisted of four questions. The researcher identified recurring phrases or words in participants' responses. Those phrases or words assisted in developing emerging codes. Then, the researcher identified two other individuals familiar within the field and qualitative research. They formed the team of external validators/auditors. A meeting with those individuals assisted in confirming or establishing identified codes and themes. As a result of the meeting, the team established the following codes:

1. Sporting events
2. PTA meetings
3. Organized parent clubs/organizations
4. Assisted with academic progress
5. Unspecified events or activities
6. Offered information
7. Assisted with career exploration and decision making
8. Gave direct instruction
9. Attended academic ceremonies and events
10. Financial donations
11. Monitored academic progress
12. Unspecified events or activities
13. Encouraged decision making
14. Role modeling

15. Encouraged specific direction

16. Encouraged understanding of different aspects of career/work

17. No involvement

The team reviewed the assigned codes to each response and then placed the responses and codes in the appropriate themes. Through this process, some responses received two codes because participants conveyed two separate experiences. Frequently, two codes and two themes corresponded with one response.

The team of external auditors and I reviewed the responses of the participants and concluded that parents or other caregivers portrayed a high level of involvement during their child's secondary education. The adults appeared to provide some levels of motivation and support to their children during these formative years. Through such involvement, the team formed the following codes: (a) sporting events, (b) PTA meetings, (c) organized parent clubs/organizations, (d) assisted academic progress, (e) unspecified events/activities, (f) offered information, (g) assisted with career exploration and decision-making process, and (g) gave direct instruction. In question one, 53 of the participants reported that their mothers were the most involved parent in their school activities. Seven students identified their fathers as most involved while five students reported that both mother and father took an active role. One student reported that mother, father, and other caregiver had equal involvement. Parents also appeared to be much more involved than supportive when it came to school activities.

In question two, student responses produced more evidence of support rather than involvement. Parents became less helpful with academic concerns but more encouraging and motivating and in some cases attended only if mandatory. In this area, involvement diminished

among parents. Thirty-five students reported that mom was the most involved parent, while 14 students identified dad as most involved. Some students claimed that mother and father both took active roles in their academic concerns. One respondent said that mom and the other caretaker assisted with projects and studying. In a few situations, parents showed both involvement and support by assisting with assignments and encouraging academic success.

In the area of choosing a major, some participants stated that they received direct instruction from their parents about their majors, while others were given the necessary tools to explore. Based on responses, parents or other caregivers utilize communication to provide support to their student and engage in research to become involved in the decision-making process. Many students declared that they were still undecided about their major and further mentioned that the decision was entirely left in their hands.

Here, we see a shift and decline of parental involvement. Previously, participants easily identified at least one parent whom they considered to be most involved. In question three, 21 students reported that no one, neither mother, father, nor other caregiver, showed any type of involvement. Mothers also become less active in the process of determining a major. Ten students identified mother, whereas 22 students reported that father was most involved. Seven students recognized both mother and father as most involved. Other caregivers become more active as three respondents reported them as most involved, and one student stated it was mother and other caregiver.

Students appeared to have some difficulty responding to the question related to career choice. Of the 64 respondents, 23 students did not report any parent or other caregiver as being most involved. Ten students identified mother, 20 identified their father, six reported both mom

and dad, four reported other caregiver, and one stated that involvement came from mother, father, and other caregiver. Although some students reported they did not make a career choice or received no support or involvement from their parents, students who did receive assistance provided comments that were grouped into the codes (a) *gave direct instruction*, (b) *engaged in exploration*, (c) *engaged in decision making*, (d) *encouraged understanding of different aspects of career/work*, (e) *role modeling*, (f) *offered career information*, and (g) *encouraged decision-making*.

Verifications

In order to ensure the validity of the data analysis, the researcher sought the assistance of two other professionals. The team of external auditors, which included the researcher, began by identifying themes, and then each response and their codes were assigned to a theme. The team came to an agreement about the terms used to define the codes, which ultimately impacted the categorization of themes.

Upon reviewing responses, some participants neither identified a source of involvement or a description of the type of involvement. In some cases, the student wrote a response but did not answer the question. In these situations, the team categorized those submissions as *no response*. Table 8 presents the final resulting themes and codes.

Table 8 Qualitative Themes and Codes

Themes	Codes
Family Involvement	Sporting events PTA meetings Organized parent clubs/organizations Assisted academic progress Unspecified events/activities Offered information Assisted with career exploration & decision-making process Gave direct instruction
Family Support/Encouragement	Attended academic ceremonies & events Financial donations Monitored academic progress Unspecified eventer or activities Encouraged decision-making Role modeling Encouraged specific direction Encouraged understanding of different aspects of career/work
No involvement	Mandatory participation Negative support

Family Involvement

The theme of *family involvement* demonstrated the following codes: (a) sporting events, (b) PTA meetings, (c) organized parent clubs/organizations, (d) assisted with academic progress,

(e) unspecified events or activities, (f) offered information, (g) assisted with career exploration and decision-making, and (h) gave direct instruction. The code sporting events referred to parent or parents' attendance or provision of transportation to sporting events of which the respondent played. Similarly, if the participant stated that his or her parent attended or took an active role in (a) PTA meetings, (b) organized parent clubs/organizations, or (c) unspecified events or activities, the appropriate codes were assigned to his or her responses. These activities would require parents or caregivers to relinquish a great deal of time and dedication, which is identified as involvement. Additional codes of (a) assisted with academic progress, (b) offered information, (c) assisted with career exploration, and (d) assisted with decision-making and gave direction, also require a parental unit to utilize a great deal of effort to complete such tasks. These codes derived from exact phrases used by participants or established through consensus of the team.

The following codes of (a) sporting events, (b) PTA meetings, (c) organized parent clubs/organizations, (d) assisted with academic progress, (e) unspecified events or activities, (f) offered information, (g) assisted with career exploration and decision making, and (h) gave direct instruction established the theme family involvement. Table 9 reflects the statements used by the participants.

Table 9 Theme: Parental Involvement

Codes	Statements (Frequency)
Sporting events	Attended events (2)
PTA meetings	Volunteered (5)
Organized parents clubs	Involved in PTA (8)
Assisted with academic progress	Helped me study; helped with preparing presentations; proofread assignments and writing papers (5)
Offered information	Gave insight: showed major (3)
Assisted with career exploration and decision-making	Helped me think of career, major and career options (9)
Unspecified events	Attendance, driving, volunteered (2)
Gave direction instruction	Gave suggestions, pushed me, gave advice (5)

Responses suggested that participants welcomed their parents' involvement in their interests. Additionally, responses indicated that mothers chose to become involved in PTA at their particular school. For some, this type of involvement continued through every stage of their education. Not only did parents elect to be involved in school-wide activities, but they also played an important role in parent organizations based on their child's interests. Students also

reported that parents viewed homework and other assignments as a collaborative effort and involved themselves in the process and outcomes of such assignments. Students appeared to value the insight provided by caregivers. Based on responses provided, both the parent and the student engaged in career exploration and decision-making as it pertains to defining the students' career decisions.

Family Support/Encouragement

The theme of family support/encouragement demonstrated the following codes: (a) *attended academic ceremonies and events*, (b) *financial donations*, (c) *monitored academic progress*, (d) *unspecified events or activities*, (e) *encouraged decision-making*, (f) *role modeling*, (g) *encouraged specific direction*, and (h) *encouraged understanding of different aspects of career/work*. Although some of the codes appear to be similar to the theme of family involvement, the activity differentiated the category. Some participants indicated that the full extent of their parental involvement consisted of attendance, whether it was academic ceremonies and events or unspecified events and activities. The team of auditors agreed that attendance showed support but did not illustrate active involvement. Students also reported that parents modeled various careers or behaviors in their lives. This, in turn, created some level of interest in those fields. Students also expressed the use of encouragement by their parents and caregivers as it relates to specific careers or majors or in their attempts to understand various aspects of career/work.

The theme of family support/encouragement consisted of the following codes: (a) *attended academic ceremonies and events*, (b) *financial donations*, (c) *monitored academic progress*, (d) *unspecified events or activities*, (e) *encouraged decision-making*, (f) *role modeling*, (g)

encouraged specific direction, and (h) encouraged understanding of different aspects of career/work.

Table 10 Theme: Family Support/Encouragement

Codes	Statements (Frequency)
Attended academic ceremonies and events	Meetings, open house, award ceremonies, performing arts events (6)
Financial donations	Supported fundraisers, donated when possible (2)
Monitored academic progress	Motivating, award for good grades, checked work and projects, nagged about homework (7)
Unspecified events or activities	Attended meetings, pushed to get involved (5)
Encouraged decision-making	Wants me to be happy, encouraged to find something, pushed toward choosing one (9)
Role modeling	Showed success, good role-model, (7)
Encouraged specific direction	Suggested being a business owner (1)
Encouraged understanding of different aspects of career/work	Cared about salary (1)

Students' responses demonstrated a clear reflection on their interactions with their parents as a source of support and encouragement. Parents' attendance at ceremonies gives the parent and

the student an opportunity to celebrate their accomplishments and successes. Although some parents may not have been able to be active participants in the completion of homework and assignments, participants mentioned that they were motivated and encouraged by their parents to do well and successfully complete such tasks. In addition to parents contributing their time, participants recognized that they also contributed their finances. Despite these high levels of support and influence, many of the participants shared that they have not made career decisions. In spite of their indecisiveness, they acknowledge the fact that their parents care and express support to them. Through it all, parents proved to be very influential. Participants valued the example their parents set in demonstrating career and work values.

No Involvement

Some participants made it clear that their parental involvement was not evident or requested. The theme of *no involvement* emerged as both a theme and a code. Additional codes such as mandatory participation and negative support also express the thoughts held by participants. Some students mentioned that involvement took place under extreme circumstances. In other cases, parental involvement proved to be an “overbearing” process for the students, who more or less avoided it. The team of auditors found it necessary to add the other two themes because of the intensity of the responses made by the students.

Table 11 Themes: No involvement or influence

Codes	Statements (Frequency)
Mandatory participation	If mandatory (2)
Negative support	Overbearing, bugged me (2)
No involvement	Did not help much, decided on my own, still undecided (14)

Some students mentioned that involvement took place under extreme circumstances. While other participants mentioned that there was some type of parental involvement as needed. Similarly, students expressed that if parents became involved, it would result in negative outcomes. Participants viewed their parental input as bothersome and not valued. These students expressed a lack of involvement or interaction from their parents as it relates to their career decisions. Some participants acknowledge their career decision as a solo venture and did not solicit or receive any input.

No Response

As mentioned earlier, some participants neither identified a source of involvement or a description of the type of involvement. However, in the cases where the student wrote a response but did not answer the question. Those questions were: “What parent was most involved and choosing a major? Please describe how they were involved in your choosing a major.” and “Which parent was most involved in your career choice? Please describe how they were involved

in your career choice.” The following quotes reference the responses to those questions that were placed in the no response code and theme:

1. “It was even.”
2. “See above.”
3. “But I’m undecided now.”
4. “Have not chosen a major yet.”
5. “After watching my younger cousin as well as my family struggle with Asperger’s, I knew I wanted to help children and families with the same problem. This led me to choose psychology for my major.”

Some responses did not answer the particular questions being asked. Respondents made reference to previous responses or gave a response that they felt conveyed their thoughts.

Family involvement and support/encouragement

The team of external validators saw it necessary to categorize a few responses under both themes of family involvement and family support/encouragement. The research did not include those responses in any of the previous quotations of those themes or codes. The following quotes provide examples of those responses:

1. “She was always involved in the PTA growing up and then as I got older she was always checking up on my grades.”
2. “She attended every event and helped out when needed.”
3. “Provided transportation, support, came to performances/award ceremonies.”
4. “Drove me to school/activities and supported me when I was in choral performances and dance shows.”

5. "Helped me study, supportive."
6. "My father pushed me to be an overachiever in every aspect of school, helped me with homework, met with teachers, attended award ceremonies."
7. "Picked up report cards, saw teachers, helped with homework and projects that needed printing and checked to see if everything was good with me academically."

Students expressed their parental involvement in areas where needed. They received assistance with homework assignments and projects. Parents provided motivation and encouragement in areas as needed. Students appeared to respond well to this involvement and support from their caregivers.

Summary of Qualitative Findings

Based on the responses, participants recognized parental involvement and its influence in the areas of school activities, academic achievement, selection of a major, and career choice. The team saw it necessary to use keywords to differentiate between the themes of support/motivation and involvement. When students used words such as "participated," "assisted," "transported," "volunteered," and "helped with," the team viewed the parental contributions as being more involved, as opposed to phrases such as "attended" and "checked." Responses provide insight to high levels of parental involvement in school activities. Parents became less helpful with academic concerns but more encouraging and motivating and, in some cases, attended only if mandatory. A shift occurs to more parental support in helping to choose a major and eventually a career. Most respondents reported mothers as the most involved parent, especially during formative years. Although mothers continue to remain involved in post-secondary educational decisions, more participants acknowledge their fathers' involvement in

the process of choosing a major and a career. Based on the responses given, students who had some form of career decidedness drew from the models provided by their parents or other caregivers.

Overall Summary

This mixed method study investigated the relationship that exists among parental and other caregivers' involvement and influence in career decisions and career development. It also sought to identify the nature of parental involvement in activities, academic achievement, selection of a major, and career choice in college students. The researcher identified three questions to examine these areas. The first two questions formulated the basis for quantitative research methods, and qualitative methods aided in exploring the third question. A bivariate correlation found no significant correlation among caregivers' (mothers, fathers, and other caregivers) involvement in career decisions (CIIQ) and level of career decidedness (CDI). Similarly, no difference existed among caregivers' (mothers, fathers, and other caregiver) involvement in career decisions by gender. A bivariate correlation yielded no significance correlation between future influences (future income, future status, and making a difference) in career decisions (as measured by the CIIQ) and career decidedness (as measured by the CDI). An ANOVA produced no statistically significant difference in future income, future status, and making a difference. Further analysis produced significant relationships between caregivers' (mother, father, and other caregiver) involvement and future influences (future income, future status, and making a difference). The qualitative results provided clarity as to the nature of parental involvement by identifying behaviors and attitudes expressed by participants. Some

commonalities and differences exist among responses of the participants. Most respondents indicated some memory of their parents or caretakers taking an interest in their activities or academic performance. Parents also appeared to have an active presence from elementary through high school. Generally, their support or involvement appeared to be welcomed by the students. Parents seem to be less involved in the process of deciding on a major or choosing a career. Participants acknowledge their parents supported them in whatever decisions they made.

CHAPTER V- DISCUSSION

Introduction

This mixed methods study investigated the influence of family on the career decision-making process among emerging adults attending a metropolitan university in the southeastern United States. This research will identify how family influences the career decision-making processes and will educate professionals about how to incorporate the family as a way to avoid delays in emerging adults' desired career paths. Therefore, parents become better equipped to guide or enhance their children in making appropriate career choices. School counselors can utilize this information to assist parents in defining the needs of their students. It provides a means for students to identify their career goals early and clarify their needs when entering high school. This process will also empower parents and students to discover that their skills, interests, and values can result in a valuable career.

The first research question examined the relationship among parental and other caregiver involvement in career decisions and career development using the Career Development Inventory (CDI) and the Career Involvement and Influence Questionnaire (CIIQ). The second research question examined the relationship among influences in the process of constructing career decisions using the CDI and the CIIQ. The third research question helps define the nature of parental high school involvement in activities, academic achievement, selection of a major, and career choice in college students using the CIIQ. It also provided participants an opportunity to provide a narrative reflection on their parental influences and the activities involved. Students enrolled in the Fall 2011 sections of MHS 2330 responded to the CIIQ and provided their results

on the CDI. The first part of the assessment asked participants to provide demographic information. This information included their age, gender, college status, current GPA, ACT composite scores, SAT Math and Verbal scores, marital status, major, and ethnicity. Then, students responded to their parents or other caregivers' level of involvement or influence on a Likert Scale from 1 to 6. This scale indicated 1 as low involvement or influence and 6 as high involvement or influence. The second portion of the questionnaire assisted in collecting qualitative data regarding the nature of the involvement of the mother, father, or other caregiver/guardian/relative. The last section asked students to report their CDI results. This chapter will discuss the quantitative findings, qualitative findings, a synthesis of overall findings, limitations, implications for practice, and implications for research.

Conceptual Framework

Parents become dismayed at having to navigate through various channels in order to receive information as students progress through their formal education. During elementary school, one teacher assists the students and parents with any concerns. As students move on to middle and high school, parents must communicate with multiple teachers as well as different school personnel concerning their child's performance. Therefore, they shy away from communicating with these individuals and instead rely on their child to relay needed information.

Career Construction theory proposes that the career world is created through personal constructivist and social constructivism. The data supported the concept that some students used life experiences to establish their self-concepts and goals. Some students reported that parents modeled careers or demonstrated success and pleasure in their jobs of choice. Likewise, respondents recognized that a parent may have had skills that he or she was unable to implement

but demonstrated that interest. Another key concept refers to the patterning of work experience into a cohesive whole that produces a meaningful story. As students try to find careers that produce a “meaningful story,” they attempt to integrate future influences (e.g., status, income, and making a difference). Counselors must be cautious not to become overwhelmed by the story but be sure to integrate the necessary details of the information being reported. Students may experience some difficulty identifying careers that meet all their needs, hence contributing to their career indecision. Therefore, it is important for counselors using this theory to allow clients to create narratives for their story lines of their vocational personality type, career adaptability, and life theme. This process will enable students to create a search that includes their needs and represents their vocational self-concepts. Career Constructivism enables the school counselor to help the student process by identifying ways their interests can develop into a lifelong career. Through this evaluative process, students will be able to recreate their life themes as they gain more knowledge about people and occupations.

Quantitative Findings

The quantitative component examined the relationship between parental and other caregiver involvement and influences in career decision-making and decidedness among UCF college undergraduates. Two research questions and four hypotheses addressed the study’s focus for the quantitative research. For null hypothesis one, a bivariate correlation found no significant correlation among caregivers’ (mothers, fathers, and other caregivers) involvement in career decisions (CIIQ) and level of career decidedness (CDI). Participants of this study experienced difficulty deciding on a major, which led to their enrollment in the course. This could have resulted in the lack of correlation of caregivers’ involvement and level of career decidedness.

Students also reported that their parents and caregivers had no involvement with career decisions or deciding on a major. Oftentimes, the focus tends to be on academic concerns and making sure students attend the desired college, but less emphasis is placed on how to make lifelong career decisions. Parents struggle because they lack knowledge about the career development process and how to provide guidance to students throughout the years. (Gati, 1996) Based on participant responses, parents projected to students that decisions regarding selection of a major and a career were entirely left up to the student. This may strongly affect students' decisions to rate parents with high levels of involvement in these areas.

Similarly, no difference existed among caregivers' (mothers, fathers, and other caregivers) involvement in career decisions by gender. Although this research does not support gender differences, they may exist as it relates to career decisions, but limited research provides information that explains gender differences. There was an unequal distribution of men and women who responded to the assessment. Therefore, no relationships or differences exist among caregiver involvement in career decisions and decidedness as measured by the Career Involvement and Influence Questionnaire (CIIQ) and the students' career decidedness as measured by the Career Development Inventory (CDI).

For null hypothesis three, no significant relationship existed between future influences (future income, future status, and making a difference) in career decisions (as measured by the CIIQ) and career decidedness (as measured by the CDI). Perhaps respondents experienced some level of difficulty identifying majors that they felt would address all areas of influence. If students did not see the value in their potential career interests, they may have elected not to make decisions about that career. An ANOVA of null hypothesis four produced no statistically

significant difference in future income, future status, and making a difference between genders. When reviewing raw scores within these categories, respondents made it clear that they desired to become influential persons in all these areas. With the shift in our world and economy, the perception of influence among some career decisions is no longer present. Family roles and expectations continue to shift and are defined by those within the family. Typically, men have concerned themselves more with status and money whereas women have focused more on making a difference. However, this may not still hold to be true. All areas of influence remain a major concern for all persons, male or female. Hence, research question two yielded no significant correlations or differences among future influence and career decidedness.

Further analysis of data resulted in four post hoc analyses. Analysis produced significant relationships between caregiver, mother, and father involvement and future influences (future income, future status, and making a difference). No significant difference exists among caregivers' involvement in career decisions by students who declared a major or students who are undeclared. Parents tend to have major influence on these decisions. They motivate their children to pick careers that produce social status, are financially rewarding, or make a difference in society. Some student may opt to selecting one of the areas of influence, while other students may select several. Nevertheless, if a student experiences difficult merging their interests and abilities with the area of influence that is most valuable, this can result in career indecision. Analyses revealed no differences exist among the three areas of influence on career decisions by declared or undeclared. Evidence of differences among declared and undeclared students would be evident if a larger sample size of declared students existed. A large number of participants remained undeclared, but it was evident that the group of participants elected to complete high

school, enroll in college, and select a major that would allow them to be considered influential.

Limitations with findings illustrate factors related to the population used to collect data. Students in the classes experienced great difficulty in identifying their major. As a result, students failed to possess varying responses in their Career Development Inventory. Consequently, no significant differences exist when other variables were analyzed with the CDI. The CDI provides a snapshot of students' ideas, knowledge, and behaviors toward career and work. Many of the relationships or differences became evident when comparing other variables with each other.

The first quantitative research question examined the relationship among parental and other caregiver involvement in career decisions and career decidedness using the CDI and the CIIQ. The first null hypothesis states no relationship exists among caregivers' (mothers, fathers, and other caregivers) involvement in career decisions (CIIQ) and level of career decidedness (CDI). Analysis of the results showed that no significance exists in the relationship among caregivers and level of decidedness. These findings suggest limited involvement by caregivers as students attempt to identify their career goals. The second hypothesis purported no difference exists among caregivers' (mothers, fathers, and other caregiver) involvement in career decisions by gender of the students. Based on information gathered in Chapter Two, parental involvement becomes less active as students progress through their educational ventures. The literature also failed to present differences on parental involvement between genders. Gender differences do exist with career decisions, but limited research provides information that explains the reasons behind such limitations.

The second quantitative research question examined the relationship among influences in the process of constructing career decisions using the Inventory CDI and the CIIQ. The third hypothesis suggested no relationship exists among future influences (future income, future status, and making a difference) on career decisions (CIIQ) and career decidedness (CDI). The analysis identified was a regression, which begins with a bivariate correlation. The fourth hypothesis stated no differences exist among the three areas of influence on career decisions (future income, future status, and making a difference) reported on the Career Involvement and Influence Questionnaire by gender. No significance exists among the areas of influence and career decidedness, which resulted from the students' inability to identify majors. Students experience difficulties in identifying career decisions that support all their desires for future influences. Other factors such as race, parents' level of education, or occupation also influence career decidedness.

As mentioned earlier, Gati (1996) proposed a taxonomy, which includes three major difficulty categories: (a) lack of readiness, (b) lack of information, and (c) inconsistent information. The first major category, lack of readiness, is signified by three categories of difficulties that may arise prior to the initiation of the career decision-making process. They include lack of motivation to engage in the career decision making process, general indecisiveness as it relates to all types of decisions, and lack of readiness, which also includes dysfunctional beliefs (i.e., irrational beliefs) concerning the career decision-making process. Parents lack knowledge about the career development process and how to provide guidance to students throughout the years. The focus tends to be on academic concerns and making sure students attend the desired college, and, consequently, less emphasis is placed on how to make

lifelong career decisions. School counselors experience limitations in their ability to assist each individual student. If general information can be disbursed in the classroom and to their parents, then students will receive additional support to help navigate through the difficulties of career decisions.

Many of the findings of this research study support the literature that exists regarding family involvement and its positive effects on career development. Dietrich and Kracke (2009) hypothesized that career explorations would relate positively to parental career-related support and relate negatively to the lack of engagement. Through my research, it became more evident that as parents did not engage students about post-secondary education, they remained undecided about their college major. Many students reported that they were still unclear about a college major or career and continued by mentioning their parents had no involvement and would not be involved in the process. As Dietrich and Kracke (2009) further explained that the associations between a delay in career decision-making and parental lack of engagement may be attributed to lack of importance adolescents and parents place on preparing the career choice earlier rather than just before the transition. Adolescents who show little interest in the process of career preparation probably commit rather late to one career option. Most of the participants in this study identified themselves as freshmen and sophomores in college. The ability to identify a major at this point in their post-secondary career is crucial. Hence, their lack of preparation will contribute to the delay in commitment of career goals.

This research further illustrated the importance of family involvement in terms of career modeling. Students reported that their parents influenced their career decisions by the examples they provided with their own careers. Dietrich, Kracke, and Nurmi (2011) discussed similar

findings when they found that little has been explored about adolescent engagement in academics and how their success is complemented and affected by what significant others do, specifically parents. If the process of engagement can begin early and students are encouraged to share their findings with their parents, then parents will have an opportunity to be more involved and supportive. As a result, career decidedness can begin at earlier stages.

Although no differences or relationships were found among parental involvement and career decidedness, a relationship exists among parental involvement and future influences the post hoc findings conclude that parental involvement can have effects on future status, future income and making a difference in society. Findings in Hwang and Vrongistinos' (2010) study provide evidence that the Hispanic parents' motivations for their children's education were not solely based upon either intrinsic or extrinsic elements. Instead, their motivations created a combination of intrinsic responses, extrinsic responses, personal, social needs, and future goal orientations. This showed to be a major motivation in the way parents were able to assist with their children's transition into the formal educational system. Hwang and Vrongistinos' (2010) identified three themes that focused on the informal means of contributing to their children's learning at home. These included (a) assisting in their children's homework, (b) being a good role model, and (c) family activities or emotional support. Parents in this study appeared to contribute in all these areas of their child's life. This research also supports the idea that parents must believe in the importance of their children's education and their future success.

Qualitative Findings

Qualitative analysis of the data described the nature of parental involvement and influence on career development among emerging adults. The four themes that emerged during the analysis of the qualitative data are as follows: family involvement, family support and encouragement, no involvement, and no response. A team of external validators and the researcher identified these themes based on the codes that emerged. Occasionally, more than one theme developed from a single quotation. For example, the quotation, “She was always involved in the PTA growing up and then as I got older she was always checking up on my grades,” was associated with the themes “family involvement” (*from the code PTA meetings*) and “Family Support/Encouragement” (*from the code-monitored academic progress*). In other cases, the team decided that a negative response or mandatory participation did not demonstrate involvement or support/encouragement. For example, the quotation, “They really weren’t but my mom bugged me every once in a while,” or, “only attended if mandatory,” illustrates the quotations used to develop the theme “no involvement.”

Findings revealed that students who received some level of involvement felt aware of their interests and abilities and made career decisions. Students who did not report any specific interventions from their parents regarding career decisions continue to be undecided about identifying a major or deciding on a career. It also appeared that those students, who identified aspects of role modeling from their parents, maintained a level of confidence about their decisions. These findings remain consistent with other research presented regarding parental involvement. Simmons (2008) exposed that students relied on their parents for general support and as a source of advice about academic and career decisions. Parents typically initiate the

process through frequent talks with their children about future life goals and the necessary steps to accomplishing these goals (Zellman and Waterman, 1998). Parents are examples of a means to encourage their children to do better in educational and occupational attainment. Subsequently, they encourage their children to dream, to make plans for the future, and to seek a better life.

Family Involvement

Simmons (2008) recognized that concern is on the rise over parental involvement in students' academic lives. His research exposed that students relied on their parents for general support and as a source of advice about academic and career decisions. Similarly, Amatea, Smith-Adcock, and Villares (2006) explored parental involvement through school-home communication, parental involvement at school, involvement in the student's learning activities, and in-school decision-making and governance as a means to provide opportunities for parents to become involved. Amatea, Smith-Adcock, and Villares (2006) found that monitoring homework, social activities, and children's school performance supported achievement among students. In the qualitative section, questions 1 through 4 provided some quotations for the theme "family involvement". These findings provide additional evidence that support the findings of Amatea, Smith-Adcock, and Villares and Simmons regarding the need for parent involvement.

Students who reported that their parents were heavily involved stated that their involvement was in direct relation to clubs, organizations, or activities in which the students had some level of involvement. For example, a 19-year-old female freshman reported, "My mom volunteered a lot for 'cheer mom'" when responding to question one of the qualitative portion of the Career Involvement and Influence Questionnaire. Another student mentioned that his or her

mother was involved in PTA and volunteering in band boosters. When students responded to question two (“Which parent was most involved in your academic achievement?”), students reported that parents were actively engaged in helping them study or complete assignments.

Family Support/Encouragement

The theme of “family support/encouragement” emerged due to clear differences in activities or displays of involvement reported by the students. The codes of *monitoring academic progress* and *encouraged decision making* differed greatly from the codes of *assisted with academic progress* and *assisted with career exploration and decision-making*, which were codes assigned to family involvement. Parents appeared to be heavily involved even if not actively engaged.

Zellman and Waterman (1998) believed that parents typically initiate the process through frequent talks with their children about future life goals and the necessary steps to accomplishing them. Subsequently, they encourage their children to dream, to make plans for the future, and to seek a better life. Evidence of the theory by Amatea, Smith-Adcock, and Villares (2006) that identifies parents as examples or a means to encourage their children to do better in educational and occupational attainment became evident in a few responses. One student reported, “My dad was always working in a high management position and was a role model to me.” Another student, an 18-year-old female freshman, reported that both parents were originally going to be doctors; she identified her major as biomedical science. This type of parents will also teach their children how to set goals and act purposefully by systematically stressing that their children commit themselves to purposeful schooling.

No Involvement

The team of validators thought it best to develop this theme based on student responses. As the researcher and the team reviewed the third question (“Which parent was most involved in choosing a major?”) and the fourth question (“Which parent was most involved in your career choice?”), it became clear that some students failed to label any parent or caregiver as the most involved. Clearly, some relationship exists with the parents’ lack of involvement and the difficulty the student has identifying a major. Research has looked at the decline of parent involvement from primary to secondary schools, but they have also ignored that for many the decline continues into post-secondary institutions.

Through careful review of the responses, a shift takes place in who participants identify as the most involved parent. As students discuss activities and academic concerns, a majority of the respondents identify the mother as the most actively involved parent. The mother appears to be the person who is more likely to attend meetings, check grades, and offer support. As students discuss parental involvement in terms of identifying a major or career, fathers begin to take a more active role. Based on the quotes, fathers tend to engage in discussion about majors and career goals more than mothers. They also offer support and guidance through subtle means, such as being a role model, or through more overt means, such as giving recommendations or direct instruction. It can be hypothesized that parents who finance their child’s post-secondary education are more involved in the decision-making process. Additionally, if the father is the provider, then he may have a more vested interest in college completion and successful career placement as a means to limit his financial contribution over time.

Synthesis of Overall Findings

The qualitative and quantitative data provide great insight into the career development and decidedness. The quantitative data reinforce the idea that parental involvement can be very influential as it relates to major career decisions. Parents tend to be greatly involved during high school years. They continue to be influential in their children's decision to attend college. The data, both qualitative and quantitative, support that parents have lower levels of involvement in the area of career choice. Respondents mentioned that their parents choose not to be involved in decisions regarding their majors and career. Initially, students report to have highly involved parents who retreat from their supportive role as students complete high school and transition to college and become observers.

The data show a shift from which parent is involved in school activities and academic achievements to selection of a major and career choice. Students report that mothers were more involved in their academic achievements and school activities. Most respondents did not identify another caregiver whom they considered to be involved in their completion of high school, the decision to attend college, or career choice. This factor became evident when conducting analyses that yielded no significant results. Researchers attempted to highlight the effects of family involvement and influence on career development among adolescents (Brown, 2004; Dietrich & Kracke, 2009; Noack, Kracke, Gniewosz, & Dietrick 2010). All researchers conclude that families have some type of influence. Therefore, it is essential that families understand how to provide the guidance their child or children need.

Limitations

The researcher attempted to control for external and internal validity, but some challenges did occur when conducting this study. Initially, the researcher sought to collect data at the beginning of the semester. The instructors for each section of MHS 2330 received instructions on how to distribute and collect materials. Upon collection of the returned assessments, the researcher found that merely a small portion of students responded. Due to limited feedback from participants, the committee advised the researcher to personally present the information to the MHS 2330 sections and provide an incentive for their participation. This attempt yielded a greater response but once again still had several shortcomings (i.e. lack of responses).

Another limitation came about with the lack of completion of the assessments. Students completed the Career Development Inventory at the beginning of the class as a part of the curriculum. Students seemed to be unable to locate their CDI results and therefore left that section of the assessment completely blank. Of the students who were able to locate their scores, some scores were recorded using percentiles instead of their raw score. As a result, those questionnaires had to be eliminated from the results. This produced a much smaller sample size than originally anticipated.

The literature review proposed that students engage in career development courses from middle school through high school. Other research discusses programs such as Upward Bound that already promote college/university enrollment after high school. Information could have been collected to evaluate student involvement in these programs and their ability to assist or improve on career decidedness among adolescents. Students might be unclear or fail to

remember any involvement in such programs. This is often the source of the problems that occur with self-report questionnaires. As noted, self-report questionnaires can pose a threat to internal validity. The researcher depended on the students to be as honest as possible. During data collection, students received positive encouragement to provide truthful responses.

Implications for Practice

Based on the responses gathered by the respondents, parents generally remain somewhat involved and supportive while students are in high school. Students reported that their parents solicited information from teachers and other staff to ensure that their student was performing to the best of his or her ability. Parents find it difficult to navigate through several teachers and all the personnel at school who become gatekeepers of needed information. With this in mind, it is essential that school counselors attempt to engage with parents to promote career decision-making exploration and utilize such processes. School counselors need to supply a major source of guidance to students and parents. Although programs exist that provide some forms of career guidance, the number of people that they assist is limited.

School counselors can initiate various programs at their local schools to begin the exploration process among families. Since it is evident that parents remained highly involved in school activities, school counselors can use those avenues to distribute career information. Many students reported that their parents attended open houses and parent orientations. At such events, the guidance department should use such opportunities to inform parents about the services they offer to students and families in all three aspects of the ASCA model. When a captivated audience is available, that time should be used to begin the exploration process. Handouts and various sources of information should always be available for parents to read or consult to

engage their students in post-secondary plans. Counselors should also try to include parents in the course selection process from year to year. Through school-generated newsletters, phone calls, and emails, parents can be informed about how important course selection is to contributing to career decisions beyond high school. Selecting electives provides the student an opportunity to build or develop skills and interest in a particular field. Parents need to be encouraged to begin the exploration process. They become instrumental in encouraging career decision-making. As mentioned earlier, parents focus on their child attending and finding opportunities to pay for college but tend to ignore factors that make them productive and successful. School counselors should invite career counselors from local universities and colleges to attend financial aid nights or activities. Parents and students could be given an opportunity to connect with someone beyond high school whom they can contact for further support when needed.

Various programs initiated within the schools tend to be limited to specific groups of students. Selection criteria limits participation, and a large group of students still do not receive much-needed services. The information or techniques taught to students needs to be disseminated to the student body at large. Research proposes that the concept of career development be taught to students as early as the elementary level. Oftentimes at this level, children cannot conceptualize the idea and importance of making career decisions. As a result, exposure becomes integral. Any opportunity that can be taken to expose students to various occupations may begin the initial thought processes. To reinforce this, parents need to be equipped with the steps to further develop such curiosity.

Career counselors at local universities also play a vital role in the promotion of career decision-making among adolescents. School counselors tend to establish relationships with admissions counselors. Similar relationships can be established with the Career Counseling Department. University career counselors can initiate workshops or events for local high schools. Through the work and experiences of career counselors with other students in identical situations, students can feel reassured knowing others have struggled and continue to struggle with similar situations. Students tend to feel as though they are alone in everything they experience, which is why they try to find groups with whom they can identify with. Career counselors can use their success stories of misguided students to engage students and give direction to interests and abilities. As the size of colleges and universities continue to grow immensely, career counselors should educate high school students about the additional opportunities and career services available. University career counselors can use student orientation to stress the importance of parent involvement and influence on career decision-making. Both students and parents go onto large college campuses and become easily overwhelmed. Student orientations help provide guidance to families about the campus and services. During parent-only portions of these guided tours, university career counselors can continue to emphasize the necessity of parental support. For various reasons, parents may prefer not to be directly involved in choosing a major but can be involved in the investigative process.

Counselor educators also play a vital role in promoting familial involvement in career development. The transition of emerging adults as constructive members of society plays a vital role in family dynamics. With the pressure to be successful and influential in society, emerging adults experience difficulty identifying careers that make their families proud. Therefore,

counselor educators can use such instances as an opportunity to educate families about the importance of identifying values, abilities, interests, and personality traits to promote career decisions. They can also incorporate how the career decisions of the parents have influenced their children's lives. This reflection on past experiences that led to their personal career decisions may be helpful in facilitating their understanding of their children's decisions.

With the information collected in this study, programs can be created to include parents with student education. Previous research discussed curriculums and programs implemented to promote student career development. Limited research exists to explore the incorporation of parental involvement and student roles in career development. Educators must remind parents that they still provide a great level of influence in their child/children's lives. Although this may not always be a direct influence, parents model aspects of career development that speak volumes to those who observe them. Even in families where parents' occupations do not represent their child's desires, their approach to their jobs in terms of abilities, interests, values, and personality traits provides reinforcements about what matters when making career decisions.

Implications for Research

After concluding this study, the researcher realized that some essential questions still need to be asked. Why do parents assume a "hands-off" position as it relates to their student identifying a major and career choice? Parents can work cooperatively with secondary schools and/or their students to begin the exploration process. As many students reported, this could involve assisting with career exploration and decision-making, offering information, encouraging specific direction, or helping to understand different aspects of career/work.

Through working with the MHS 2330 course, it became even clearer that pre-test and post-test follow-up may be necessary. It can prove to be beneficial having students evaluate their parental level of influence and involvement both at the beginning of the course and then again at the end. Also, having received a great deal of information through the career development process, students may be more aware and provide stronger responses on the CDI. Further research including pre- and post-test can reinforce the necessity of Career Planning courses. The information gained through the research can also lead to knowledge about what improvements can be made concerning students in such courses. As a result, students will become more academically focused while successfully completing their post-secondary education.

It is recommended that this study be replicated to include a larger sample size. More trends or opportunities for other areas of data analysis can develop through a larger sample. Additionally, data can be collected on the marital status and educational status of the parents. Students reported their own marital status on the CIIQ, but collecting data on their parents' marital status would provide more data and information on the reason for more involvement for one parent than the other. For example, if the mother and father of a respondent did not live in the same home, the primary parent would be reported as the most influential, which may not be true.. If the parent outside of the home felt pressured to remain involved, they may attend more activities and provide more support or encouragement. Level of education for the parents may also assist in determining if more educated parents provided more support or encouragement when considering majors or career decisions. Differences may also occur in the outcomes of students who saw their parents' career decisions as models for their personal life decisions.

Conclusion

Evidently, parents demonstrated their involvement and support primarily to their child's secondary educational needs. They encouraged their child to become involved in athletics, academic organizations, performing arts, and other events or activities. Parents also involved themselves in activities that were tied to their child's school. They assumed active roles as cheer mom, Treasurer, or Chair Persons, or they joined committees in support of the clubs and organizations of their child's school.

Student also made it clear through their responses that their parents or other caregivers valued education. Parents assisted with homework assignments, projects, and research papers. They also checked homework, attended open houses, and communicated with teachers to monitor their child's academic performance. Parents also attended recognition ceremonies to show support of a job well done. Therefore, students recognized that their parents supported the idea of performing well in school. Parents applauded students for a job well done and, in some cases, reprimanded them when the work was insufficient. In spite of it all, every student was able to select a parent who was most involved and discuss the type of involvement when questioned about their parent's support and involvement in the area of academic concerns and activities.

As the transition from high school to college takes place, parents' involvement decreases while their support increases. Eventually, parents provided no form or support or involvement. This is evident as students find more difficulty in identifying a parent who is most involved in the process of identifying a major and selecting a career. There is no longer active engagement in the process, but as reported by students, there seem to be a "hands-off" approach to career

development. As a result, many of the students who responded are unclear about their major or their career decisions. Ultimately, the decision process is left with the student, but guidance is definitely needed. Parents entrust that career and college guidance will be given to the student from their school counselors during their high school enrollment. Students eventually leave the halls of their secondary education institutions and are still in a crucial developmental process. The role of the parent remains constant, so, therefore, they need to remain involved and supportive. The type of parental involvement may look different across gender and socioeconomic status but is still necessary in all aspects of an individual's life.

APPENDIX A: CAREER INVOLVEMENT AND INFLUENCE QUESTIONNAIRE

Career Involvement & Influence Questionnaire (CIIQ)

1. Age: _____ 2. Gender: Female Male 3. College Status: FR SO JR SR
5. Current GPA _____ 6. ACT composite score _____ 7. SAT score Math _____ Verbal _____
4. Marital Status: Married Single Separated/Divorce Widowed 7. What is your major? _____ or undecided
6. Ethnicity: White/Non-Hispanic Black/Non-Hispanic Hispanic/Latino(a) Asian/Pacific Islander Other

Using the table below, please rate the level of involvement or influence the following had on (1) you completing high school; (2) you attending college; and (3) your career choice. Please use the following 1 – 6 scale with “1” representing the lowest amount of involvement or influence and “6” representing the highest amount of involvement or influence:

Low Involvement or Influence **High Involvement or Influence**

1 2 3 4 5 6

Please rate the level of INVOLVEMENT the following individuals had on the three decisions stated to the right → → → → → → → →	You Completing High School	You Attending College	Your Career Choice
Mother (Biological/Step)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Father (Biological/Step)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Other Caregiver/Guardian/Relative	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Please rate the level of INFLUENCE the following individuals had on the three decisions stated to the right → → → → → → → →	You Completing High School	You Attending College	Your Career Choice
Future income	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Future status	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Making a difference in society	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Other influence _____	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

1. Which parent was most involved in your school activities? (e.g., PTA meetings, Open House, Performances...)
Mother _____ Father _____ Other caretaker/guardian/relative _____

a. Please describe how they were involved in your school activities?

2. Which parent was most involved in your academic achievements? (e.g., award ceremonies, homework completion, projects)
Mother _____ Father _____ Other caretaker/guardian/relative _____

a. Please describe how they were involved in your academic achievements?

3. Which parent was most involved in your choosing a major?

Mother _____ Father _____ Other caretaker/guardian/relative _____

a. Please describe how they were involved in your choosing a major?

4. Which parent was most involved in your career choice?

Mother _____ Father _____ Other caretaker/guardian/relative _____

a. Please describe how they were involved in your career choice?

Career Development Inventory Scores

CDI – Career Planning score _____

CDI – Career Exploration score _____

CDI – Decision Making score _____

CDI – World of Work score _____

CDI – Career Development attitude score _____

CDI – Career Development Knowledge score _____

CDI – Career Orientation Total _____

APPENDIX B: INFORMED CONSENT



EXPLANATION OF RESEARCH

Title of Project: Research on Family Involvement on Career Development

Principal Investigator: Latashia Joseph

Other Investigators: Dr. Andrew Daire

Faculty Supervisor: Dr. Andrew Daire

I am Latashia Joseph, Doctoral Candidate in the Doctorate of Education program at the University of Central Florida (UCF). My research supervisor is Dr. Andrew Daire, an Associate Professor in the UCF Counselor Education program and the Executive Director for the Marriage & Family Research Institute. Dr. Daire and I are investigating how parental involvement along with the influences of future income, status, and making a difference has on the career decision-making process. We are requesting your participation in this research because you are an undergraduate student enrolled in Fall 2011 sections of MHS 2330. The decision to participate is your choice.

Your participation will involve completing the Career Involvement and Influence Questionnaire (CIIQ). The assessments will take approximately 20 to 25 minutes to complete. You will also be asked to provide your Pre-test and Post-test scores of the Career Development Inventory (CDI). All information that you provide is anonymous, however you will be given a participation code in order to match your pre-test and post-test scores.

You will not directly benefit from this study. There is no compensation, payment or extra credit for taking part in this study. However, this study may provide professionals with information about students' familial needs regarding career development and decision making.

If you are willing to participate, please complete the CIIQ and submit your test scores for the CDI. If not, do not submit the CIIQ and the requested information.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints Latashia Joseph (340-277-4271) or at latashia@knights.ucf.edu.

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

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