

## Vocational interest in Childhood: Parenting Style

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**Abstract-**Childhood shows the importance of developmental change and transition as such career development. Children should be prepared for vocational interest to understand a future, explore self and occupations, make educational and vocational decision and solve problem. In this line of reasoning, the family is a greatly influence for children in order to help them explore. Parents serve as significant player to provide information about the world and enhance children's skills. Researchers have studied the influence of parents and the family on children's career development. This research suggests that the appropriate parenting style qualifies the experiences of security that enhance exploration and risk taking which views early experiences as a basis for self-confidence as well as vocational interests and goals throughout life span. This study looks at the ways in which family functioning, parenting styles, and parent-child interaction influence career development.

**Index Terms-** Parenting style, career development, vocational interest, childhood

### 1. INTRODUCTION

As it is widely known, childhood represents the threshold of career development; there are a wide variety measures used in the research of children's vocational development (Watson & McMahon, 2005). Children potentially actualize in social roles through experiences of childhood while they increase interests, abilities and curiosities. (Ginzberg, Ginsburg, Axelrad, & Herma, 1951; Super, 1990, Vondracek, 2001a, Hartung, Porfeli, & Vondracek, 2005). Yet, structured and packed activities provided by nursing school or child-care centre or might negatively affect on children's career development. As Zinnecker (1995) examined, although play is playing important role in childhood activity, children often lack time for unstructured play because of intensified pressures to engage in routinized and organized school, extracurricular, and other activities that make childhood less and less a period of cultural moratorium involving freedom from responsibility and work. Children need to explore, search, imagine, solve problem and take risk in order to which children acquire information about themselves and the work environment through the processes of self- and environmental exploration. This information, therefore, enables children to crystallize their interests, make confident vocational interests and enhance the level of the career life (Hardin, Varghese, Tran & Carlson, 2006, Tekke, 2013).

In this present study, the researchers are going to contribute a guide for scale construction and development of vocational interest that could help researchers and counselors, as it is studied on career adaptability in childhood by Hartung et al. (2008) which

create a feasible work future that is available in community and family contexts. According to two-dimensional model of Blustein, Ellis, and Devenis (1989), "vocational exploration and commitment" (VEC) captures *where* one is in the process. This VEC dimension is a continuous intention to obtain the full range of the career process as described by developmental theorists (e.g., Gottfredson, 1981; Super, 1957), in which children must increase an array of experiences that promote foundational beliefs, competencies and attitudes for exploring self and occupations, shaping their life careers, visualizing a future and making career decisions (Hartung, Porfeli, & Vondracek, 2008), but a lack of the beliefs, attitudes and competencies and also necessary information about environment and the world of work to be able to make a confident career decision prevent them to build their career accordingly (Savickas, 2002a). On the other hand, to some extent, this complexity is followed by an exploratory phase in

is provided a guide for scales to identify the nature, timing, rate, and degree of adaptability and inform the developmentally sensitive career interventions.

### 2. VOCATIONAL INTEREST IN CHILDHOOD AND SUPER'S CAREER DEVELOPMENT MODEL

In view of childhood as the preliminary of vocational interest across the life span and dawn of career development, it is claimed that the antecedents of vocational interest are formed during the childhood

stage of life. It will be firstly presented by placing child vocational interest within career development theory. Subsequently, we will look at the types of parenting style and demonstrate how it has greatly impact on the construct of vocational interest. We conclude this article by asserting that career development theory and parenting style provide a guide for research and counseling practice in childhood that promotes individual development across the life span through work and other social roles.

It is suggested for children to improve their profession and positive learning in order to commit related vocational interest in future. In Super's childhood years career development model, there are nine concepts are mainly highlighted in the decision making process (Super, 1994):

1. Curiosity. The need of curiosity in children is very convinced. It is the need to incline towards research.

2. Exploration. A curious child explores the environment, home, school and etc. These are behaviors of gathering information about one's surrounding and exploration that enable satisfaction of the curiosity need.

3. Information. Understanding how to use vocational information and how to gather information is an important thing

4. Key figures. These are helpful people, or role models who play a significant role in the child's life. Adults, particularly mother and father are important role models for children in developing their self-concept and working.

5. Interests. Within their interests the individual realizes what he/she likes or dislikes. Children who explore information about the environment gradually develop their own vocational interests and fancies.

6. Locus of control. Children gradually gain their sense of control over their own environment. The children takes their emotion under control in order to control one's present and future.

7. Time perspective. The sense of future begins to develop in the child consecutively with the development of time perspective. With time perspective the children can distinguish among the past, present and future for his/her future plans.

8. Self-concept. The child that explores their environment has the ability to find out about his/her similar or different attributes by comparing them with the other people in their environment. It may enable to express in various roles, situations or positions.

9. Planning. Children reach the position of planning and decision making at the last phase. Children should have the adequate interest, information, and the sense to control their future and time perspective while planning (Nazli, 2007). It is basically realizing the importance of making plans.

### **3. EXPLORATORY PROCESS THROUGH SOCIAL-COGNITIVE AND SOCIAL LEARNING THEORY**

Initial study about child career development as human development date to the early 1950s and are found noticeable in the work of Ginzberg et al. (1951), Havighurst (1951), and Super (1957). In addition, Roe (1956) formed a central role for parent-child relationship dynamics in vocational development, and Erikson (1959) defined the imperative value of industry in child psychosocial development. The later developmental career theory of Gottfredson (2002) focused on particularly on childhood in ascertaining social factors narrowing vocational interests and impacting the processes of career development.

In career development, researchers have confirmed that career development constitutes a lifelong process and beginning in childhood and impacted by both personal and contextual factors (Gottfredson, 2002; Savickas, 2002a; Super, 1957; Super, Savickas, & Super, 1996). Personal factors as follows; cognitive, physical and psychosocial dimensions are inevitably involved into career development. Furthermore, as regard to contextual factors, cultural, unique familial, socioeconomic and historical circumstances are interactively main domains which help shape the career commitment. Acknowledging this fact, many career theories have included childhood as a significant age period of career development.

As such, social-cognitive career theory (SCCT; Lent, Brown, & Hackett, 1994) emphasizes the role of learning in the development of interests. Drawing on Krumboltz's (1996) learning theory approach and Bandura's (1986) social learning theory approach, SCCT is formed dependent on basic assumption that social and cognitive factors play important roles through life span in the career development process. Because career decision making is a learned skill through experienced obtained and empowered with effective information skills. It is imprinted the importance of the interpersonal environment involving children to a variety of activities and experiences that have relevance to occupational behavior. Therefore, for children's career development, repeated practice and modeling are very essential to improve the learning skills and orient the new learning experiences.

Super (1996), career theorist, life span theory has been recognized as a theory of career development that is comprehensive (Brown, 1990). Super's model has been improved over the years since the 1953 version of his theory was introduced. His theory was described as a

“segmental” theory that emphasizes the life-span. In this process, Super (1996) defines a developmental theory that addresses a person’s abilities and interests in choosing a career. The stages of growth that occur for an individual in the career process involve transitions through developmental stages such as growth, exploration, establishment, maintenance and decline. As it is entrance through the career process specific developmental tasks, the tasks are accomplished and prepared to progress to the next stage.

### **3.1. Growth Stage and Characteristics of vocational interest**

However, as a major theorist, Super (1957) illuminated on developmental conceptualizations of career by combining the stage model of Ginzberg et al. (1951) and Havighurst’s (1951) notion of developmental tasks in a subsequent life span model of vocational development. Additionally, Super (1957) determined childhood at the onset of this process and denoted it as the Growth stage which constitutes sub stages of developmental tasks of fantasy, interest, and capacity. These developmental tasks cover childhood and the years of birth to age 14 and basically reflect the stages of child vocational development elaborated by Ginzberg et al. (Fantasy, Tentative, and Realistic).

Fantasy: (6-10) play becomes work oriented, shortly that childhood fantasy means involving role play to explore the meanings and possibilities of work.

Tentative: (11-17) there is acknowledgement of work necessary and one’s personality.

Realistic: (17- over) one limits occupational choices.

Super et al. (1996) updated the growth stage to comprise a period spanning ages 4 to 13 years, typified by four revised sub stages named also characteristics of vocational interest;

- I. Concern (developing a future orientation)
- II. Control (gaining mastery over one’s life)
- III. Conviction (believing in one’s ability to achieve)
- IV. Competence (acquiring proficient work habits and attitudes)

These sub-stages extends Super’s (1974) structural model of career maturity and associates Erikson’s (1959) developmental stages ( Savickas, 2002a).

### **3.2. Parent-child relationship and Parenting style**

Parent-child relationships influence personality

orientations and career development; career aspiration and vocational interest are some of the ways in which children plan to commit fit career in the future by measuring the personality and career process. However, Osipow (1997) pointed out the difficulty of establishing links between parenting styles and vocational interests.

Parenting styles are large dimension of child raising methods, attitudes, and behaviors. Four types of parenting styles are;

- Permissive (more responsive than demanding),
- Authoritarian (highly demanding and directive but not responsive),
- Authoritative (both demanding and responsive), and
- Uninvolved (low in responsiveness and demandingness) (Darling 1999).

The authoritative style establishes supportive, assertive and clear balance by recognizing of children’s autonomy. Studies integrated this style with self-confidence, resolution, social competence, academic success (Kusterer, 2009). Authoritative parents offer a warm family atmosphere, set principles, and enhance independence (democratic), which result in more active career exploration (Patrick, 1998).

However, authoritarian parenting is connected with good performance, pressures to conform and carry out parents’ wishes regarding education and careers can lead a poor fit between the individual and the chosen career, as well as poor mental health and estranged family relationships (Way and Rossmann 1996a). Families with uninvolved (or inactive) parents do not function well either because they cannot set principles, or because they do not pursue interests related to places and persons outside the family. This makes it tougher for children to improve self-concept and set apart their own career goals from their parents’ goals.

### **3.3. Family Functioning and Parental involvement**

Family functioning has a greater influence on career development than either family structure (birth order, number of parents) or parents’ educational and occupational status (Trusty, Watts, & Erdman 1997, (Leibham, Alexander, Johnson, Neitzel, & Reis-Henrie, 2005). Parental support and guidance can include specific career or educational suggestions as well as experiences that indirectly support career development, such as family vacations, provision of resources such as books, and modeling of paid and nonpaid work roles (Whiston, 2004). The absence of support, guidance, and

encouragement can lead to "floundering," the inability to develop and pursue a specific career focus. Lack of support can also take the form of conflict, when a parent

Parent-child connectedness facilitates risk taking and exploration, which are needed for identity formation in general as well as for the formation of vocational identity (Blustein 1997, Bryant, Zvonkovic & Reynolds, 2013). Siblings can be a competitive and a basis for comparison of abilities, thus forming a context for identity formation (Altman 1997). Recognizing early family experiences and relationships can facilitate adults discover barriers to their career progress.

Furthermore, Ketterson and Blustein (1997) suggest the relational context of career development. They observed that secure parent-child relationships are correlated with progress in affirmative career self-efficacy, beliefs career decision making and career planfulness. Additionally it was found that secure attachments in students to parents engage in greater levels of self-exploratory and environmental activity. They conclude that comfortable secure, relationships are vital in helping students take the risks necessary in exploring new roles and settings.

It was explored by Way and Rossmann (1996a, b) building relationship with others important and proactive family interaction style significantly contributes to career readiness.

#### Proactive families

- seek out ways to grow
- speak their mind and manage conflict positively
- are sociable
- are well organized, cohesive, and expressive
- are emotionally engaged
- encourage individual development
- make decisions through democratic negotiation (Kerka, 2000)

Through exploiting an authoritative parenting style, proactive parents help children learn to be autonomous and successful in shaping their own lives. Additionally, children may acquire such as following skills: conflict resolution, work habits, decision making, and communication skills, which are the foundation of career success.

pressures a child toward a particular career and may withdraw financial and emotional support for a career path not of the parent's choosing (Altman 1997).

#### 4. CONCLUSIONS

The research demonstrates the strong influence that parenting behavior and family functioning have on career development. These reviews imply that career educators need to involve in parental support to guide their children towards career progress and frequently corporate with family members. In addition to this, authoritative parenting is demanding, so parents may consider ways in which their childrearing patterns and family interactions are not proactive. They could also support learning strategies that enhance career readiness, such as motivating children to take challenging risks, provide opportunities to increase confidence that family members will do their best in difficult situations, and making informal contacts for exploration of occupational choices.

In fact, the purpose of this review has been to consider how parenting influence vocational interest in childhood. We have argued that developmental processes (exploratory processes, occupational knowledge acquisition, occupational aspirations, academic and occupational self-confidence) mediate the relationships between parenting and career development. Additionally, four growth stage of vocational interest provide a guide for scale construction and development that could equip counselors and researchers. Parenting includes cognitive, social, and behavioral factors and includes factors of how parenting styles (e.g., parents child relationship) impact on children. It was also recognized the importance of contextualizing parenting as it occurs in daily life; such as "cultural impact." In doing so, research will provide a more dynamic, realistic understanding of how parenting occurs rather than the unidirectional, unrealistic view of parenting in relation to vocational interest.

The literature on the vocational outcomes is not developed well but adequate to proceed at this time. Prospective studies are needed that begin in childhood, continue in later stages, as well as research designs that allow for the analysis of such as cultural impact. It is needed to further examine the variations in parenting and family functioning not only cross-culturally and across ethnicities within a culture, but additionally to understand the variations that occur in the parenting processes within ethnic groups (Parke, 2004). Thus, an analysis of how culture is influencing the relationship between parenting and children's career development is needed. It is suggested that cultural values and norms,

family problems has been greater exposure to nurturing the career interest of children.

Finally, the cross-disciplinary can be employed to figure out the child's career development in broad perspective; cognitive, social and family studies, child development. Therefore, all these will help to understand more specifically how children gain knowledge about their career, explore career interest and develop skills.

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