

## INFLUENCE OF HOME ENVIRONMENT ON VOCATIONAL INTEREST AMONG ADOLESCENTS

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### ABSTRACT

*Vocational interests are an important part of adolescent development. The change of vocational choice frequent in the period of adolescence. Youth makes career choice and multiplicities of factors influence their vocational interest (Haider, Chandwani & Rani, 2014). Career awareness is one of the most important part of the adolescent's life. Home environment influences on vocational interest appeared to be a pretty different zone of investigation. This research primarily focused on the role of parents, father and mother, separately or together, sibling's influence, or the interaction between parents and children in vocational choice. Most theories and researches implicate the family as the primary context of vocational development. The family, and particularly parental figures, appear to be a much stronger influence on a child's vocational interest. Research indicates that parents are active managers in influencing their children's career development.*

**Key words:** -Home environment, Vocational Interest, Adolescent, Career choice, Family influence.

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## INTRODUCTION

Although everyone has to work to earn a living it does not mean that one is happy with what one does (Almiskry, Bakar, & Mohamed, 2009). While it is acknowledged that vocational interests and goals emerge in childhood (Hartung, Porfeli, & Vondracek, 2005), adolescence seems to be a crucial period for the study of their development. Research showed that during adolescence interests crystallize and stabilize, and career goals and aspirations become more realistic in terms of adaptation to personal and environmental characteristics (Low & Rounds, 2007; Walls, 2000).

Home environment exerts significant influence on adolescents; more especially, when parents had high educational training, were perceived as having high aspirations for their adolescents, these adolescents were more likely to have high educational aspirations, which, in turn influenced their vocational plans (Rice, 1996). Other factors of home environment like, parent child relationship, education of father and mother, inter personal relationship with siblings, status of family, factors such as, love, sharing, accepting, rejecting etc. are also various factors that influence the vocational interest of adolescents (Dube, 2013). Young children learn about various work-related role behaviours by participating in household chores and other activities in the home (e.g., Blair, 1992; Goodnow and Warton, 1991; Jablin, 2000).

Several authors have recognized that children's home environment may influence their career development learning (Gregg & Dobson, 1980; Morton et al., 1997; Wahl & Blackhurst, 2000). Omotere, (2013) revealed that factors such as family background, peer group pressure, societal valued jobs and the school environment directly influence students' choice of career.

### Family

Family constellation (e.g., two or single parent families) has been found to influence children's occupational aspirations (Trice et al., 1995), although gender differences in occupational aspirations may not be related to several family background variables such as maternal employment (Sandberg, Ehrhardt, Ince, & Meyer-Bahlburg, 1991). Most theories and researches implicate the family as the primary context of vocational development. The family, and particularly parental figures, appear to be a much stronger influence on a child's vocational development than their peer network or the school (Schulenberg, Vondracek, & Crouter, 1984). An additional study found that family functioning dimensions, as evaluated by eleventh grade students and their parents, were more frequent and strong predictors of career development

than gender, socio economic status, and educational achievement (**Penick and Jepsen, 1992**). Family functioning was defined as the ability of the family to achieve objectives. It was measured by such factors as cohesion, expression, degree of conflict, organization, sociability, democratic, enhancement and other factors that had to do with the family system. Families that showed a democratic family style and were able to resolve conflict exerted strong influences on career development of the adolescents in the family.

### Parents

Parents are the primary source of socialization for children and adolescents, and they are typically influential in the career choices of their children (**Jodl, Michael, Malanchuk, Eccles, and Sameroff, 2001; Young and Friesen, 1992**). Research indicates that parents are active agents in influencing their children's career development (**Young & Friesen, 1992**). For example, children choose occupational levels that match their parents' expectations (**Helwig, 1998c**) or that correspond with the traditionality of the mother's occupation (**Barak-Azy et al., 1991**). Identification with parents' occupations is particularly strong among young and rural elementary school children (**Trice, 1991b; Trice et al., 1995**).

Children also learn a great deal about work by observing their parents in work-related activities or hearing their parents talk about their jobs (**Kelloway and Harvey, 1999**). Parents may discuss the negative aspects of their work, such as dissatisfaction or conflict, or may share accomplishments and successes. From an early age, these forms of communication can help shape children's perceptions of work. Parents influence their adolescent's choice of vocation in a number of ways (**Lopez and Andrews, 1987; Young and Friesen, 1992**). One way is through direct inheritance; a son or daughter inherits the parents business, and it seems easier and wiser to continue the family business than to go off on their own.

Parents as a possible influence in children's career development learning have been a focus of some research, with **Birk and Blimline (1984)** concluding that it is no longer necessary to debate the primary influential role of parents. Such a statement may be premature given the limited research that has ensued in more recent years.

Parental support was also examined in studies. In a 5-year longitudinal study of 2213 boys, **Owens (1992)** found that family, school performance, and experiences contributed more to occupational choice than attitudes towards self or society. **Young and Friesen (1992)** concluded that parents have a strong and active role in influencing children's career choices. Major factors

in parental influence were responsibility, autonomy, communication, support, encouragement, direction, and guidance (**Young, Fresin, & Dillabough, 1991**).

Parental background, modelling, and family experiences have been implicated widely in children's career awareness development (**Miller, 1989; Reid & Stephens, 1985; Seligman et al., 1988**). Variables included maternal intelligence, parents' levels of education, parents' attitudes toward education, birth order, characteristics of the home environment, and socio-economic level of the home. Children from upper SES showed more knowledge about occupations; a recent follow-up, longitudinal research supported the earlier findings (**Jordan & Pope, 2001**). Parent's gender stereotypes, maternal employment, and traditionality of their occupations in relation to their children's vocational interests were examined in a sample of 113 preschool children (**Barak, Feldman, & Noy, 1991**). Traditionality of mother's occupation proved to be the only variable significantly correlated with traditionality of children's interests. Children of mothers working in jobs not customarily female-occupied demonstrated fewer gender-typed interests. Some researchers (e.g., **Altman & Grossman, 1977; Falkowski & Falk, 1983**) have found a relation between maternal employment and a daughter's life roles orientation, with daughters tending to expect their pattern of participation in homemaking and paid employment to be similar to that of their mothers. If maternal employment influences a daughter's life roles expectations, then a homemaker's daughter might also be more likely to compromise her occupational aspirations to accommodate future family responsibilities, as **Angrist (1969)** suggests. Preliminary results have reiterated the influence parents have on student decision-making, and **Hipkins and Vaughan (2002b)** suggest that whoever works with students in designing individual learning programmes, will also need to work with students' parents. Parents seem to focus on the core subjects (for example English, Math and Science) and other career-related subjects (such as Accounting) (**Hipkins & Vaughan 2002a & 2002b**). It is, therefore, important to ensure that the knowledge parents have of these subjects and the reason they favour them is not outdated or misguided.

Parents sometimes directly order or limit the choices of their children by insisting them to go to a certain school, training course, and apprenticeship. Parents influence their adolescents' vocational interest in a number of ways (**Lopez & Andrews, 1987**). One way is through direct inheritance; and parents exert influence by providing apprenticeship training and they are role models for their children to follow. Parents exert an influence on the vocational choices of

children. **Young (1991)** asserted that parents' influence is a key element in career development which may sometimes force the individual to choose unrealistic vocations for them. **Venkata (1978)** in his research on 1200 (9th to 11th grade) adolescents found that most common influence in occupational choice was the father's (34% of cases) and the mother's (12% of cases). Likewise, **Bell (1966)** explained that the combination of prestigious parental role model and close father-son relationship engender the most effective transmission of vocational values and impact upon the son's occupational decision.

### Siblings

Adolescents influenced by everyone in their family, and siblings are the influential component of their life. **Konstam, Drainoni and Mitchell (1993)** explored the influence of siblings on career choice, postulating choice would be more likely be in the professions. They found no difference in career choices between individuals who did or did not have a sibling. **Dube (2013)**, explored that when there was a good rapport between the siblings, there was a negative correlation with the persuasive field like, politician, academic, counsellor etc. inferring that agreeable and congenial sibling relationship influences the adolescent in not going for vocations that need persuasive and convening qualities and are forceful in nature. This can be because, the adolescents have been too dependent in decision making on their siblings, they want to shelve from the jobs that need prompt, immediate and accurate decision making skills. It was appealing to see that when there was a good bonding and affinity between the siblings, there was a negative correlation with the persuasive jobs, inferring that a positive rapport among brothers and sisters make the family a congenial group and leads to positive social life at home, therefore an individual may not be much keen in taking up jobs that needs public dealing and being too forceful.

Individuals are most likely to seek assistance with career decisions from family members; it is important that counselling psychologists understand how families can have a positive influence and facilitate career development. Across the lifespan, both family structure variables (e.g. parents 'occupations') and family process variable (e.g. warmth, support, attachment, autonomy) were found to influence a host of career constructs; however, the process by which families influence career development is complex and is affected by many contextual factors such as race, gender and age (**Susan & Briana, 2004**). **Kimmier, Brigman and Noble (1990)** examined that career development literature has largely ignored the role that family dynamics may play in the

making of career decision of individuals. Some adolescents are enmeshed and undifferentiated from their parents. In such situations, little individuation or differentiation has taken place, so adolescents have not extricated themselves from parental domination and have not developed autonomous self-identities. They suffer from low self-esteem, external locus of control, and anxiety, and have trouble making career decisions. Decisions that are made emotionally are reactions to the perceived wishes of parents. **Stevens and Mason(1994)** studied students who accompanied by their families, migrated to urban centres to complete year 11 and 12 in order to matriculate. In the western Australian community, the influence of family and school on the vocational decisions of rural students, family influence was found to be much stronger than that of the school. **Grotevant (1979)** studied that family influences on vocational interest development results showed that parents with similar interests are more likely to have adolescents who also develop those interests than the parents whose interests are very divergent. **Sheikh and Krishnan (1994)**, studied that family-life experiences and parental attitudes play a crucial role in the educational choices made by their children. The effect of parental acceptance-rejection upon the education choices made by boys and girls. Children perceiving parental attitude of acceptance show more interest for person-oriented educational choices than those perceiving the attitude of rejection. However, rejected children when compared to the accepted ones did not show significantly more interest for non-person oriented educational choices.

## DISCUSSION

Home environment influence children's interest and actions while they are fledgling by the play resources provided. Home environment inspire children's choice and activities from beginnings of their life by the encouragement or discouragement of hobbies and interests, by the activities they encourage their children to participate in, and by the total involvements they provide every day. Sibling influence, also are important in motivating masculine or feminine interest. Parents provide role models for their children to follow. Parents influence adolescents to follow an occupation in the same status category or in a status category immediately above that which they occupy. Home surroundings like, personal freedom, social isolation, social emotional stability in disciplinary action, neglecting, rapport with parents, rapport with siblings, socio-economic image, inter personal relations and general satisfaction all are important factors of adolescents life, and play a crucial role in choosing their vocation.

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