

Influence of Parents' Career Cxpectations on Self-career Expectations of Middle School Students

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Abstract: Family is an important environment for the growth and development of teenagers. Middle school students' exploration of their own life is influenced by many factors, a large part of which comes from the family. Parental expectation is a core factor that teenagers can get intuitive feelings in the family environment. Moreover, parental career expectation may affect their student's self-career expectations to a greater extent. This paper uses the data of CEPS (China Education Panel Survey) to conduct cross-variable analysis. The result showed that parents' career expectations have a significant impact on middle school students' self-career expectations, which is consistent with previous studies on the impact of parents' expectations on their student. The result suggests that parents of middle school students should know more about career exploration and pay more attention to education and guidance for their student's career exploration so as to help their student complete their own career exploration in a more scientific and reasonable way.

Keywords: parents' career expectation, middle school students, self-career expectation

1. Introduction

1.1. Research Background and Related Topics

Family is an important environment for the socialization and development of student and adolescents, playing a huge influence on them [1]. In the theory of human development ecology, Bronfenbrenner summarized the human development environment into four kinds of ecological structures, microenvironment system, middle environment system, outer environment system and environmental system [2]. Among them, family is the microenvironment system that has the most direct influence on individual development. That is, family factors include the activities, roles of family members and interpersonal relationship. And parents' career expectation is the core variable in all family factors, which plays an important role in student's career planning and exploration [3]. This study focuses on the influence of parents' career expectations on middle school students' self-career expectations.

1.2. Research Significance and Purpose

This study analyzes the relationship between parents' career expectations and middle school students' self-career expectations by analyzing the data of China Education Panel Survey. It is

hoped that this study can enrich the research in related fields, enhance parents' attention to career expectations, and help middle school students establish career expectations more scientifically. In the critical period of the growth of middle school students, students can be helped to do a good job in the career exploration of positive guidance. So that they can better clear the general direction of life choice, future social life and career exploration.

2. Literature Review

2.1. Influence of Parental Expectations on Adolescent Development

Parental expectation refers to the assumption and plan made by parents for their students' future based on self-level, life experience, individual thoughts and other factors, accompanied by their attitudes and hopes for their children's future [4,5]. Jin pointed out in her research that parents not only expect their student to grow and develop, but also sometimes extend their unfulfilled wishes to their student, expecting them to fulfill their parents' regrets [6]. Parents' career expectation is parents' expectation of their children's career planning and their hope for their children's future career. Parental career expectations have been shown to be related to adolescents' career development [7].

2.2. The Scientific Nature of Career Expectation in "Trial Period"

With the continuous development of occupational psychology, there is a growing body of research on career expectations. In the late 1970s and early 1980s, Chinese scholars began to study the contents related to career expectations, career value, career interest and career ideals. Career expectation refers to an individual's tendency to choose a future occupation before entering the labor market, which is manifested as the ideal or desire for a specific occupation [8]. Tong et al. believe that self-efficacy can, to some extent, promote individuals' interest in career exploration and develop career decision-making skills, thus improving their career expectations [9]. In the formation process of teenagers' career expectation, it is mostly promoted by individual factors and environmental factors [10]. However, an individual's tendency to choose a future career is regarded as a process of continuous development, and the career expectation of teenagers in the "trial period" between 11 and 18 years old. "Trial period" is a good predictor of their future professional direction and career work [11].

2.3. Relation Between Parents' Career Expectations of Their Children and Students' Career Development

In exploring the influence of parents' career expectations on student's career expectations, most scholars focus on college students' career expectations. Some scholars also pointed out that China's new college entrance examination reform pilot program was launched in 2014, advocating young people to start career planning earlier [3]. The liberal arts and science section of senior high school reflects the expectation of individual students for future careers to some extent, and the choice of majors and colleges after the college entrance examination more clearly indicates the individual's tendency and desire for career choice. Therefore, it is reasonable and scientific to study the career expectation of middle school students. Scholars point out that middle school students' career planning ability is generally at an average level, and parents' career expectations can significantly positively predict career planning ability [3]. Generally speaking, the research on the environmental factors affecting the career development of adolescents can be divided into four categories, family, school, society and parent-child relationship. In order to promote middle school students to better establish career expectations, family, school, and society should offer reasonable career planning

guidance for middle school students. In particular, parents should know more about relevant knowledge and become promoters and supporters of vocational development of middle school students.

3. Method

3.1. Research Methods

Since the two variables selected in this study are classified variables, so the research method of cross-variable analysis is used. SPSS (full name Statistical Product and Service Solutions) data analysis software was used in this study. The title "What do your parents most want you to do in the future" in the data of CEPS is selected as the measurement of the parents' career expectations, that is, the independent variable. The question "What do you most want to do in the future" is selected as the measurement of personal career expectations, namely the dependent variable. The cross-analysis method is used to analyze the influence of parents' career expectations on middle school students' career expectations.

3.2. Expected Research Results

Based on the analysis and summary of previous literature, the expected results of this study are that parents' career expectations have a significant impact on middle school students' self-career expectations. That is, after using the lambda index in the cross-variable analysis table, the P-value is less than 0.05.

3.3. Research Design

3.3.1. Data Sources

The data of this study come from China Education Panel Survey, so the subjects are from China Education Panel survey. With the 2013-2014 school year as the baseline, the first grade (grade 7) and the third grade (grade 9) of junior high school were selected as the starting point of the survey. The average education level of the population and the proportion of floating population were selected as stratified variables, 28 county-level units (counties, districts and cities) were randomly selected as the survey points. The survey was carried out on the basis of schools. 112 schools and 438 classes were randomly selected from the selected county-level units for investigation, and all students in the selected classes were sampled. The baseline survey surveyed about 20,000 students. A total of 9837 valid samples were selected for this study.

3.3.2. Data Processing Method

SPSS data analysis software was used, and "What do your parents most want you to do in the future" was taken as the independent variable and "What do you most want to do in the future" as the dependent variable. Using cross-variable analysis, lambda index was selected to detect the relation between variables. Significance results will ultimately confirm whether parents' occupational expectations have a significant impact on middle school students' self-occupational expectations.

4. Results

Since the number of classifications involving independent variable parents' career expectation and dependent variable students' career expectation in CEPS is more detailed, and there are too many

data to display. Therefore, Table 1 listed in this study presents part of the data of the cross-analysis table of two variables. For example, civil servants with Chinese characteristics, engineers with scientific representation, teachers and lawyers are typical data representatives. Moreover, the data sets of civil servants, engineer and teacher/lawyer in Table 1 show that these three occupations are highly favored by Chinese parents. This is closely related to the ideal aspiration of the Chinese public, which will not be discussed in this study.

Table 1: Relation between parental occupational expectation and student's occupational expectation.

		Self-career expectations		
		Civil servant	Scientists, engineers, etc.	Teachers, lawyers, etc.
parents' career expectations	Civil servant	550	49	31
	Scientists, engineers, etc.	103	827	109
	Teachers, lawyers, etc.	47	105	927
total		700	981	1067

Table 2 shows the Chi-square test, including Pearson Chi-square test and likelihood ratio Chi-square test, and the progressive significance is far less than 0.05.

Table2: Chi-squared test (N=9837).

	Data	Degree of freedom	Progressive significance (bilateral)
Pearson Chi-Square	26807.113 ^a	156	.000
Likelihood	12952.594	156	.000
Linear correlation	2422.407	1	.000

a. 15 cells (8.2%) have an expected count less than 5. The minimum expected count is 1.14.

Table 3 is symmetrical measurement, including Pearson correlation test and Spearman correlation test, and the progressive significance is much less than 0.05.

Table3: Symmetry measurement.

		Data	Asymptotic standard errora	Approximate Tb	Progressive significance
Nominal to nominal	Phi	1.651			.000
	Klem V	.477			.000
Interval to interval	Pearson R	.496	.009	56.689	.000c
Order to order	Spearman correlation	.513	.009	59.235	.000c
Number of valid cases		9837			

a. The null hypothesis is not assumed.

b. Use the asymptotic standard error when assuming the original hypothesis.

c. Based on normal approximation.

Table 4 shows orientation survey, lambda data is used, and the progressive significance is far less than 0.05. Through observation and analysis of the p value in the above tables, it is found that the p value is far less than 0.05, which can be summarized as follows, parents' career expectations have a very significant impact on students' career expectations.

Table 4: Orientation survey.

			Data	Asymptotic standard errora	Approximate Tb	Progressive significance
Nominal to nominal	Lambda	symmetry	.406	.006	58.577	.000
		parents' career expectations	.387	.007	46.435	.000

Table 4: (continued).

	Goodman and Kruskal tau	Self-career expectations	.242	.005		.000c
		parents' career expectations	.227	.005		.000c

a. The null hypothesis is not assumed.

b. Use the asymptotic standard error when assuming the original hypothesis.

c. Based on Chi-square approximation.

5. Discussion

The data used in this study are public data of China Education Panel Survey, so the actual data acquisition can be guaranteed. In addition, this survey has a wide sample distribution and a large sample size. In this study, SPSS software was used for cross variable analysis, symmetric relationship was selected, and the value of progressive significance was observed to obtain the research results.

Previous studies on career expectation mainly focus on college students or vocational students who are about to be employed but ignore the career expectation of middle school students and teenagers. Other studies just focus on the occupational expectations of a certain occupation. However, to some extent, the present study fills this gap.

Deng according to the literature review and empirical research, puts forward the school environment affect high school students in STEM (Science, Technology, Engineer and Mathematics) career expectations of five dimensions, and two important intermediary variables [10]. The structural equation model method is verified. At the same time, 458 students from 6 schools were surveyed by questionnaires, and the collected data were statistically analyzed by SPSS19.0 and Amos23.0. The data results show that among the five dimensions in the physical education environment of middle school, the three dimensions of "resource level", "vocational information" and "teaching environment" have significant positive effects on STEM career expectations of high school students. In addition, individual interest and self-efficacy play a partial mediating role between educational environment and students' STEM career expectations.

Zheng used the Parental Career Expectation Scale, the Parental Specific Career Behavior Scale, the Parent-Child Career Consistency Scale and the Career Planning Ability Questionnaire [3]. With parents' career expectations as independent variables, parents' specific career behaviors (parents' career support, parents' career intervention, parents' career absence) and parent-child career consistency as mediating variables, this paper explores the relationship between parents' career expectations and high school students' career planning ability. The study included 1,632 high school students from seven middle schools in Chengdu, Nanchong and Dazhou, China, with 1,591 valid questionnaires. The results show that high school students' parents' career expectation, parents' specific career behavior, parent-child career consistency and career planning ability are mutually affected. At the same time, parents' specific career behaviors (parental career support, parental career absence) and parent-child career consistency play multiple significant mediating roles in the influence of parents' career expectations on career planning ability of high school students.

By analyzing and comparing the research results, the present study found that teenagers' career expectation is significantly affected by many factors, such as parents' career expectation and school

education environment. It may also be mediated by other factors, such as adolescents' self-efficacy. The career consistency of children also affects the career planning ability of adolescents. Since the study of occupational expectation is cross-age and cross-culture, it can be concluded that such influence is widespread and cross-culture and cross-age.

This gives great enlightenment to the future education practice. The author gives the following suggestions. First, parents should pay attention to their own and the family's influence on their children and do a good job in all aspects of positive demonstration and guidance. Second, because their children's choice and exploration of careers occur quietly and continuously in adolescence, parents should communicate with their children and pay attention to their children's career expectations during their youth. Finally, on the basis of communication with children, parents should try our best to give them support, guide teenagers to discover their interests, stimulate their sense of self-efficacy, and learn to make career plans. Moreover, the career expectations of middle school students are not only influenced by their parents, but also by the educational environment of the school [10]. The school should strengthen the correct guidance of the vocational outlook of teenagers, build a good campus atmosphere, enrich and develop students' interest courses, and improve students' sense of self-efficacy in teaching.

In addition, middle school students may also be affected by social support, media opinion, intimate companions, and other aspects, so it is expected that future studies can be analyzed from these aspects, so as to gradually enrich the study of vocational expectations of teenagers and make it more systematic.

6. Conclusion

This study uses CEPS data, makes cross-variable analysis by SPSS, selects lambda data to judge the impact of parents' career expectation on teenagers' career expectation. The results of the study are consistent with previous studies that parental expectations can affect children's career expectations. The result indicates that for teenagers in the critical period of growth, parents play a key role in their career exploration and planning. In order to develop teenagers' career view more scientifically, researchers should not only focus on the adolescents, but also call on parents to take into account the positive guidance for teenagers and pay attention to their own subtle influences on their children.

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