

Family influence on career decision-making

Self-efficacy of students in selected senior High schools in china

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Abstract *This study aimed to determine the family influence on career decision-making efficacy of students in select senior high schools in China. The study used standardized questionnaire, which looked into the profile of the senior high school students, their career decision-making, self-efficacy and the parents' career behavior. Results show that the respondents came from urban areas whose parents are professionals and have high expectancy for their children to pursue careers that are economically rewarding. The students are not decisive of their career decision but their mothers are. The students from high earning families were perceived to have higher career decision-making self-efficacy than those from the average and low income parents; they are perceived to have guardians with highest career parenting behavior; being civil servants is included in their career-related activities; Parental influence was positively correlated with career-decision self-efficacy. Hence, parents should be involved in their children's career-choice.*

Keywords: career decision-making, career action parental behavior, parental influence, self-efficacy,

Introduction

With economic development and world globalization, China has become more international now, compared to the 20th century. Foreign teachers are invited to teach in this country and Chinese education system is globally recognized with its current trends in education, teaching methodologies, various assessment and evaluation tools.

In 2000, the Ministry of Education proposed to provide electives for the students of the senior high school; however, it did not come true. So, the Ministry of Education proposed that the student's school performance should be comprehensively assessed; however, until now it is not yet implemented.

A validation study on career decision self-efficacy (Hampton, 2006) suggests that conformity to familiar expectations be considered. With a paucity of information and experience to use, a richer understanding of what family influences are on the career decision-making self-efficacy of senior high school students in China can lead to the quality provision of better insights and guidance by educated professionals assisting them in the process. These educated professionals can facilitate the way students make their choices. They can better ensure the fit between the values and interests of the student and the course characteristics. The *educated professionals* refer to the guidance counselors who are in charge of classes in a particular Chinese setting.

In the Chinese culture, usually, the role of the parents is dominant in the students' choice. Many parents make this initial choice believing it to be equivalent to making a career choice and often do so under pressure. They do not want their children to "waste expensive time" studying a major field that will not qualify them for immediate employment upon their college graduation. Thus, they do not allow their children freedom to choose their college major on their own. This research will in a way be an eye opener to the parents to respect the young students' wishes, and to give them proper assistance and guidance because their decisions may confuse their children.

While it is true that parents have influence in their children's career choice, still the school has the decision for the senior high school students along division of specialization. Indeed, the division of liberal arts and science is practiced in senior high school. The Ministry of Education and provincial education department regulates that the separation of arts and science should commence in the third year or the last year of senior high school so that the students can fully prepare for their tertiary entrance examination. The curricula in senior high school are designed as follows: The most crucial subjects in senior high school are Chinese, mathematics, English, chemistry, physics, biology, geography, political science, and history. Among them, chemistry, physics, and biology are science subjects, and geography, political science, and history are liberal arts. Whether the students choose liberal arts or sciences in the third year of senior high school, they need to study three basic subjects--Chinese, mathematics, and English. In order to make the school and the students more competitive, the division of arts and sciences are advanced one year earlier or in the end of the first year.

Another important observation in the Chinese context is that even though the schools force the students to make decisions on the division of liberal arts and science, they still need to study all the subjects in the second year of senior high school because they need to take the examination required for high school graduation at the end of the second year. It is said that this mechanism allows the students to still have exposure to different areas that may have bearing in their career choices in life.

In is these premises that the research explores what factors really influence students' decision-making ability. The major purpose is to help students on how to make informed choice, and make the teachers, parents, and administrative staff realize what kind of roles they should play to address

Theoretical Framework

This study is anchored on the self-efficacy theory of Bandura and Adams (1977), which explains that perceived self-efficacy affects one's choice of activities and for how long one may allow itself to be in the same situation. Having strong self-efficacy leads to more active coping efforts. When a person is in the state of self-directed successes, a person eliminates thoughts of anxiety believing surpassing difficulty is possible (Bandura, 1989). Anchored from this theory, this study ponders on the influential factors of the family that determine the development of children's self-efficacy in making career decisions.

The career-decision making self-efficacy model initially theorized by Taylor and Betz (1983) was based on the five (5) career choice by Crites (1978) namely: developing an accurate self-appraisal, gathering occupational information, goal selection, making plans for the future, and problem solving.

Study Objectives

Generally, the study aimed to determine the factors influencing career decision-making self-efficacy of senior high school students in Canton, China. Specifically, it determined the profile of the senior high school students in terms of sex, age, school, parents' occupation, residence, and socio-economic status; their career decision-making self-efficacy; perceived career-related parenting behaviors; the difference in the mean score on career-related parenting behavior when their family profile and referred guardian are considered; and the relationship between career-related parenting behaviors and career decision self-efficacy.

METHODOLOGY

Research Design

The study used the descriptive correlation design. The descriptive design was used to determine the profile of the senior high school students and their family influence in career decision-making self-efficacy. The correlation design also determined the difference in the mean score on career-related parenting behavior when their family profile and referred guardian are considered; and relationship between career-related parenting behaviors and career decision self-efficacy.

Locale of the Study

This study was conducted in China. Specifically, it was conducted among the high schools that offer senior high school program.

Respondents and Sampling Procedure

The 772 respondents from the senior high schools of China were enrolled during the School Year 2017-2018. Total enumeration was used.

Research Instrument

The main instrument used in gathering data was a questionnaire. The instruments include Family Affluence Scale (FAS II; Currie et al., 2004) for the socio-economic status estimate, Parent Career Behavior (PCBC; Keller & Whiston, 2008) to measure specific career-related parenting behaviors that may be associated with adolescents' career decision-making, and career decision self-efficacy (Taylor and Betz (1983).

This study first described the assessed decision making self-efficacy and the parents' career-related behaviors as reported by the respondents. Data were considered in proving relationships among these variables including the socio-economic status using the Family Affluence Scale (Currie et al., 2004). Then finally, given the family profile and the career-related behavior as influential factors for the students' self-efficacy, the predictive value of these variables were analyzed.

The predictive correlational analysis procedure in the study required measures of significant correlations among variables before regression analysis was performed to establish the predictive influence of all given independent variables (personal profile and career-related parent behavior) and on the dependent variable (career decision self-efficacy).

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

The study considered the career strands, sex, and age of the respondents. The family profile included their parents' occupation, residence, and socio-economic status.

Majority of the respondents are male with an average age of 16.36 years belonging to the science strand. The age of grade school student is 7 years old for Grade 1. The middle school student's age begins at 13 years old and finishes at the age of

15. The high school student's age begins at 16 years old and finishes at the age of 18 years. The total number of years of schooling in China is 12 years: elementary is 6 years, middle is 3 years, and high school is 3 years.

Table 1

Frequency Distribution of Students' Profile

Profile		Schools				Total	%
		1	2	3	4		
Strand	Arts	58	16	28	87	189	24.5%
	Science	139	180	156	108	583	75.5%
Sex	Male	91	117	97	106	411	53.2%
	Female	106	79	87	89	361	46.8%
Age	15 & below	54	57	47	2	160	20.7%
	16	65	92	99	33	289	37.4%
	17	63	41	32	75	211	27.3%
	18 & above	15	6	6	85	112	14.5%
Average Age		16.20	15.98	15.98	17.25	16.36	

Family Profile of the Respondents

The respondents' family background includes information on their residence, occupation of parents, and socio-economic status (SES). SES as measured by the Family **Affluence Scale II (FAS II; Currie et al., 2004)**, shows that majority of the respondents have average to high SES. Also, majority of the students reported that their families are from urban rather than from rural places. This finding is consistent with the fact that three of the school respondents are located in the Capital City of Canton Province, while only one school is to be found in the rural city of the province of Canton.

As for the parents' occupation, majority of the parents are practicing professionals other than being civil servants, engage in business, or working in farms. The researcher observed that the majority of the people in China like to work in the government because of high salary, shorter work schedule of seven working hours, allowance for transportation to buy a car, and very good working conditions like air-conditioned buildings for summer and heater for winter. Few people would like to work in the factory or go into farming because of difficult manual work. When students graduate in college, they take government exams and an estimate of one examinee out of 1,000 takers passes. Thus, there is social prestige and status when working with the government.

Table 2

Frequency Distribution of Respondents' Family Profile

Profile		Schools				Total	%
		1	2	3	4		
Socio-Economic Status	Low	36	32	30	39	137	17.7%
	Average	66	49	46	92	253	32.8%
	High	95	115	108	64	382	49.5%
Parent's Occupation (mother)	Worker	14	7	13	26	60	7.78%
	Civil Servant	26	28	23	38	115	14.90%
	Businessman	40	19	29	33	121	15.67%
	Other professionals	110	132	111	89	442	57.26%
	Not Applicable	7	10	8	9	34	4.40%
Parent's Occupation (father)	Worker	18	8	15	37	78	10.10%
	Civil Servant	33	49	34	41	157	20.34%
	Businessman	57	40	40	50	187	24.22%
	Other professionals	83	92	86	58	319	41.32%
	Not Applicable	6	7	9	9	31	4.02%
Residence	Urban	162	171	155	122	610	79%
	Rural	35	25	29	73	162	21%

Career Decision-making Self-efficacy

The measure of self-efficacy in relation to career decision-making only considered the composite (overall) score. But for the purpose of showing the five domains of the self-efficacy as a whole construct, they were included in the table below. Though the career decision self-efficacy was first published in 1983 presenting five domains and a global score to arrive in 6 representing students' self-efficacy, studies found CDSE to be a general measure of career decision-making behaviors in South African College (Watson, et al., 2011) and high school juniors from northeast city in China (Hampton, 2006). To quote, "CDMSE-SF was a measure of generalized self-efficacy which covers a domain of career decision-making behavior rather than an instrument that measured self-efficacy expectations for five specific career decision skills."

Table 3

Computed Mean and SD on Career Decision-Making Self-Efficacy of Students

Career Decision Making Self-Efficacy	Mean	SD
Self-Appraisal	3.47	.75697
Information Gathering	3.61	.83057
Goal Selection	3.64	.83516
Planning	3.43	.80927
Problem Solving	3.30	.85138
Total	3.49	.7062

Results show an average level of career decision making self-efficacy ($M=3.49$, $SD=.706$). This implies that the students are not considerably decisive about choosing their career options. Low career decision-making self-efficacy may be attributed to a higher level of emotional problems and personality-related career decision-making difficulties (Gati et al., 2011). In this case, it often results in being undecisive in choosing one’s own career without the help of parents, peers, teachers, and other reliable authorities like teachers and professional relatives

Lin Xiaolan’s father (personal communication, October 28, 2017) said he helped his son choose Arts, major in English language for international trade because he was “1. Very good at English language in third year of high school; 2. International trade is the trend in future career; and 3. International trade and management subjects are art subjects, which are suitable for my children who were leaders in students' service and were good at organizing an activity.”

Lu Shuming (personal communication, October 10, 2017) said that his son needs to learn English for foreign studies and feels that American education can enhance his English competency in speaking and reading in English. So she helped her son select Arts, major in English language. For him, it is for personal interest and employment of his son.

Career-related Parenting Behavior

Career-related parenting behavior is measured in two separate domains, namely, psychosocial support and career action with no global scores. The respondents were asked to identify one guardian either each of their parents, both, or another relative such as grandparents whom they will consider in answering the questions related to career-related parenting behavior specific to the psychological support and career actions.

Table 4

Computed Mean and SD on Career-Related Parenting Behavior

Person Referred to	Psychosocial Support	Career Action
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	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Mother	3.96	.67	2.95	.88
Father	3.71	.76	2.82	.90
Both parents	3.35	.82	2.31	.86
Grandparent/relative	3.63	.81	2.89	.92
Total	3.78	.75	2.86	.90

Results show that those who refer to their mothers had reported the highest mean score for psychosocial support and career action ($M_{ps}=3.96$, $SD_{ps}=.67$, $M_{cs}=2.95$, $SD_2=.88$). This implies that mothers have the most influence in children through the support they provide and their engagement in their children’s lives. The researcher observed that mothers are very supportive of their children when it comes to academic endeavor and concerns. It is observed that mothers’ support in school is manifested by their presence when it comes to sports activities, academic performance [grades]; they are called five times a year, especially in the discussion of test results and school behavior. Today, many fathers drive a car and they bring their children to middle school and high school. But many mothers and grandmothers bring the little children to preschools and elementary schools. All mothers or grandmothers follow the traditional role of preparing food for their children and grandchildren.

Guang, Xiwei (personal communication, October 10, 2017) chose Art for her daughter because she already had “interest in paper media and knew media and she was good at art subjects in high school so she was also inclined to choose News and Communication course.”

Lin, Xikai (personal communication, October 2, 2017) chose Science for Civil Engineering course. He said, “ I like physics and engineering which are closely related subjects; there is bright future in the job market and my mother especially likes architecture with artistic features.”

Difference in the Mean Score on Career-related Parenting Behavior as to Psychosocial Support When Their Family Profile and Referred Guardian Are Considered

The respondents were asked to rate the career-related parenting behavior as to *psychosocial support* of either of their parents, both, or another relative such as grandparents. The respondents were grouped according to their family profile to measure significant differences among the grouping variables.

There is a significant difference in the perceived psychosocial support of the respondents when their socio-economic status is considered ($M_a=3.63$, $M_b=3.53$, $M_c=3.98$, $p < .01$) proving that children from high earning families perceived to have higher psychosocial support than those from average and low income earning families. Based on the experience of the

researcher, her son is in the No. 1 middle school, which is Guangzhou Yuexiu District Yucai Experimental School and her son is now in the No. 1 Senior High, which is Affiliated High School of South China Normal University.

Table 5

Computed Value on Differences in Career-Related Parenting Behavior (Psychosocial Support) When Family Socio-Economic Status, Residence, Parents' Occupation and Referred Guardian of the Respondents Are Considered

PROFILE		MEANS	Computed <i>t / F</i>	Table @.05	value <i>p</i> -value	Decision
Residence	Urban	3.83	3.63	<i>df</i> =727	.000	Reject <i>H</i> ₀
	Rural	3.57				
Socio-economic status	Low	3.63	30.33	<i>df</i> = 2, 726	.000	Reject <i>H</i> ₀ <i>c</i> > <i>ab</i>
	Average	3.53				
	High	3.98				
Parents' Occupation (mother)	Worker	3.59	1.29	<i>df</i> = 4, 724	.271	Retain <i>H</i> ₀
	Civil Servant	3.77				
	Businessman	3.83				
	Others	3.80				
	Not Applicable	3.64				
Parents' Occupation (father)	Worker	3.58	3.31	<i>df</i> = 4, 724	.011	Reject <i>H</i> ₀ <i>A</i> ; <i>b</i> , <i>a</i> ; <i>d</i> <i>B</i> ; <i>e</i>
	Civil Servant	3.91				
	Businessman	3.78				
	Others Professionals	3.76				
	Not Applicable	3.52				
Referred Guardian to be providing psychosocial support	Mother	3.96	11.88	<i>df</i> = 3, 725	.000	Reject <i>H</i> ₀ <i>A</i> > <i>bcd</i> <i>C</i> < <i>abd</i>
	Father	3.71				
	Both parents	3.35				
	Grandparent or relatives	3.63				

There is a significant difference in the perceived psychosocial support among respondents when their fathers' occupation is considered ($M_a=3.58$, $M_b=3.90$, $M_c=3.78$, $M_d=3.76$, $M_e=3.52$ $p < .01$). The perceived psychosocial support of children whose fathers are workers are significantly lower than those whose fathers are civil servants and other professionals.

Results show that there are significant differences in the psychosocial support that adolescents get from their guardian when their family profile is considered as to place of original residence, socio-economic status, and who they feel most influential to them.

Liu Zhao Yong (personal communication, October,3 2017) is from the rural area, and he said that he himself studied very hard in order to get out of the farm and find work in the city. So he took up Science and Chemistry Education in the South China Normal University, Guangzhou. His reasons are that “ After graduating, the students can be allocated to teach in government schools for lifelong time employment and there is low tuition fee for schooling.”

Zuo Huiqin (personal communication, October 5, 2017) chose Arts, major in Law, because it is “ easy to find a job in the government office; my parents want me to choose law study; and law study is very popular and many students choose it.”

There is a significant difference on the perceived psychosocial support of respondents from rural and urban residence ($M_r=3.83$, $M_u=3.57$, $p < .01$). Residence is classified as rural and urban. Respondents who reported that they come from rural places perceived greater psychosocial support than those who are really from urban places. This may be attributed to the fact that families from rural areas strive hard to send their children to school. According to Su, Li, Lin, and Zhu (2017), “Social support predicted immediate life satisfaction, school satisfaction, and happiness, as well as subsequent school satisfaction.”

As education is mandatory in China, children attend schools that are most accessible to their homes. However, schools in urban places perform far better than those from provinces; thus, parents prefer to send their children to better city schools (Xing, 2016). In this sense, they have higher stakes and expectations; and of course, support for their children.

Those whose fathers are civil servants reported the highest perceived psychosocial support. In a case study of Gu, Ma, and Teng, (2017), it was narrated that under the theme *excessive love*, the mother plays a key role but the father who is a civil servant shows a fine example of waking up the child to go to school. The mother prepares for breakfast and the father makes sure the child is awakened and he brings him to school. A professional and government civil servant in China, he has a paternal authority over the child and has the realization that schools, like a government office, have strict rules of attendance and compliance to rules and regulations.

There is a significant difference in the perceived psychosocial support among respondents when the guardian they referred to be influential is considered ($M_a=3.96$, $M_b=3.71$, $M_c=3.35$, $M_d=3.63$, $p < .01$). This shows that those who thought of their mothers when they evaluated their career-related parenting behavior were rated much higher than those who evaluated parenting behavior of their fathers, both parents, and grandparents. The same rating was given for those who thought both of their parents have reported the least degree of career-related parenting behavior.

Differences in the Mean Score on Career-related Parenting

Behavior as to Career Action When Their Family

Profile and Referred Guardian Are Considered

The respondents were asked to rate the career-related parenting behavior as to *career action* of either of their parents, both, or another relative such as grandparents. The respondents were grouped according to their family profile to measure significant differences among the grouping variables.

In Table 6, results show that there are significant differences in the psychosocial support that adolescents get from their guardian when their family profile is considered as to place of original residence, socio-economic status, socio-economic status, parents' occupation and whether who they feel most influential to them are considered.

Similar to the findings in difference in perceived psychosocial support from those from rural and urban places, the student-respondents' perceived career action parental behavior are significantly different between those who originally reside in rural and urban locations ($M_r=2.92$, $M_u=2.65$, $p < .01$). Respondents who reported that they naturally coming from rural places perceived greater career action parental behavior than those from urban places. This implies that the culture of parent child career engagement is more evident in families from places as discussed in Table 5. If due to migration families from rural places transfer to send their children to better schools in the cities, it explains that parents expect more from their children as they exert more effort than families who are originally settled in urban places.

Table 6

Computed Value on Differences in Career-Related Parenting Behavior (Career Action) of Respondents When Family Socio-Economic Status, Residence, Parents' Occupation, and Referred Guardian of the Respondents Are Considered

PROFILE	MEANS	Computed <i>t / F</i>	Table @.05	value	<i>p</i> -value	Decision
Residence	Urban	2.92	3.12	<i>df</i> =707	.002	Reject <i>H</i> ₀
	Rural	2.65				
Socio-economic status	Low	2.84	20.22	<i>df</i> =2, 706	.000	Reject <i>H</i> ₀ <i>c</i> > <i>a</i> > <i>b</i>
	Average	2.58				
	High	3.05				
Parents' Occupation	Worker	2.66	2.38	<i>df</i> =4, 704	.050	Reject <i>H</i> ₀ <i>b</i> > <i>a</i> <i>c</i>
	Civil Servant	2.95				

(mother)	Businessman	2.69				$d > a, c$
	Others	2.92				
	Not Applicable	2.84				
Parents' Occupation (father)	Worker	2.62				Reject H_0
	Civil Servant	3.04				$b > ac$
	Businessman	2.79	3.13	$df=4,$.015	$d > a$
	Others	2.89		704		
	Not Applicable	2.76				
Referred Guardian to be providing psychosocial support	Mother	2.95				Reject H_0
	Father	2.82				$a > d$
	Both Parents	2.31	4.60	$df=3,$.003	$a > c$
	Grandparent/			705		$b > d$
	Guardian	2.89				

Liu Kai (personal communication, October 5, 2017) chose Arts major in teaching English language. He said, “I like learning language; foreign language is useful for opening my horizon and know more things than others; and language is a tool for me to continue my study in graduate school after I graduate from college.” (p. . .)

Chen Renchao (personal communication, October 1, 2017) believed in taking Science major in mathematics saying, “It is my interest; it is more open for choosing graduate subjects and continue to study in graduate school; it promotes oneself by mathematics.”

Ke Yingxiao (personal communication, October 15, 2017) also chose Arts for her major in international relation. She said, “I like to communicate and for the Chinese, there must be the foundation of Chinese culture, but also there is a need to have an international vision. The major can fulfill my dream. and wants to create opportunities to understand the basic state of the world and understand the lives of celebrities around the world.”

However, the China Family Panel Survey (CFPS) and the Rural–Urban Migration in China (RUMiC) survey comparing the education performance of rural children, children of rural-to-urban migrants, and urban children over the period 2009–2010 showed that education performance of rural children and migrants’ children is significantly lower than that of their urban counterparts even after accounting for differences in personal attributes such as nutrition and parenting style (Zhang, Li, & Xue, 2015). Xu (2013) reported that there are “significant positive effects of child migration on their objective well-being but no negative effects on their subjective well-being. Findings highlight the important role of migration in narrowing the longstanding rural-urban gap in child development in China.”

There is a significant difference in the perceived career action parenting behavior of the respondents when their socio-economic status (SES) is considered ($M_L=2.84$, $M_A=2.58$, $M_H=3.05$, $p < .01$) proving that children from high earning families perceived their guardians to have highest career action parenting behavior compared with others.

There is a significant difference in the perceived career action parenting behavior of respondents when their mothers' occupation is considered ($X_a=2.66$, $X_b=2.95$, $X_c=2.69$, $X_d=2.92$, $X_e=2.84$ $p < .05$) as well as when their fathers' occupation is considered ($X_a=2.62$, $X_b=3.04$, $X_c=2.79$, $X_d=2.89$, $X_e=2.76$ $p < .05$). Respondents whose parents are civil servants and professionals reported higher perceived career action parenting behavior than the rest of the respondents whose parents are either workers or businessmen.

This implies that the attitude of a civil servant may be reflected on how parents involve themselves on their children's career related endeavors (Gu, Ma, and Teng, (2017). Similarly, parents who are professionals (doctors, teachers, engineers, etc.) tend to be more engaged on their children's career aspirations.

There is a significant difference in the perceived career action parental behavior among respondents when the guardian they referred to be influential is considered ($X_a=2.95$, $X_b=2.82$, $X_c=2.32$, $X_d=2.89$, $p < .05$). This shows that those who thought of their mothers or fathers when they evaluated their career-related parenting behavior gave higher rating than those who referred to both of their parents or grandparents. This shows that in every family, there is one dominant figure involved in children's career endeavor.

The researcher confessed that as a mother, she decided which school her son will go to. Her husband, who is a civil servant, supported the decision to let their child go to the No. 1 school on condition that the son passes with high score in the government entrance exam. This is the reason why the researcher stopped enrolling for her PhD courses at De La Salle Araneta University because she had to keep company with her son; she had to cook and help him for the exam. The researcher played a key career parental action for her son in senior high school.

Difference in Career Decision-making Self-efficacy Score

When Their Family Profile Is Considered

Results show that there is a significant difference in adolescents' career decision self-efficacy when their residence and socio-economic status is considered. However, the same was not statistically supported when the parents' occupation of the respondents was considered.

Table 7

Computed Value on Differences in Career Decision Self-Efficacy of Respondents When Socio-Economic Status, Residence, and Parents' Occupation Is Considered

PROFILE	MEANS	Computed <i>t</i> / <i>F</i>	Table value @ .05	<i>p</i> -value	Decision	
Residence	Urban	3.46	2.11	<i>df</i> =770	.035	Reject <i>H</i> ₀
	Rural	3.38				
Socio-economic status	Low	3.46	5.69	<i>df</i> =2, 769	.004	Reject <i>H</i> ₀ <i>c</i> > <i>b</i>
	Average	3.38				
	High	3.57				
Parents' Occupation (mother)	Worker	3.46	.53	<i>df</i> =4, 767	.717	Retain <i>H</i> ₀
	Civil Servant	3.44				
	Businessman	3.44				
	Others	3.52				
	Not Applicable	3.48				
Parents' Occupation (father)	Worker	3.40	.67	<i>df</i> =4, 767	.615	Retain <i>H</i> ₀
	Civil Servant	3.55				
	Businessman	3.46				
	Others	3.50				
	Not Applicable	3.49				

The career decision self-efficacy of adolescents from urban locations is higher than those of the rural areas ($M_{rural}=3.46$, $M_{urban}=3.38$, $p < .05$). Three out of the four respondent schools are found in the three schools in Guangzhou Capital City and one school in Maoming City, which is a second level in Canton Province. Thus, it is expected that these children from urban places are decisive in their career decisions because they are exposed to more social experiences that require decision-making.

Respondents from high affluence family background has higher career decision self-efficacy than those from medium affluence family background ($M_L=3.46$, $M_M=3.38$, $M_H=3.57$, $p < .01$).

Relationship Between Career-related Parenting Behaviors and Career Decision Self-efficacy

Perceived parental influences was positively correlated with reported career self-efficacy ($r=.322$, $p < .01$). This explains that the more career-related parenting behavior is perceived, the higher career-decision self-efficacy is observed. Specifically,

perceived parental supportive behavior ($r = .308, p < .01$) and perceived career-specific parental behavior ($r = .295, p < .01$) were positively associated with reported career self-efficacy.

In view of the specific career decision self-efficacy domains (CDSE), all CDSE variables have significant relationship with career-related parenting behaviors (CRPB). The r coefficients ranged from .256 to .332. The strongest association was found between parent support with planning ($r = .332, p < .01$).

Zhang Xiaonan (personal communication, August 20, 2017) chose teaching science, major in computer, for her daughter. He said, “Because I am working in the Normal University of South China, even if my daughter fails in the entrance exam, she can still enter in the same university if score of 20 points because her mother is given a privilege as a university employee. In addition, computer science was popular at that time and being a teacher is not hard-working because the teacher has summer and winter holidays.”

Chen Baiyi (personal communication, October 7, 2017) chose for his child Science, major in computer saying, “employment and interest, but my child will not choose a major hard to find a job in market.”

Table 8

Computed r on relationship among variable domains of CRPB and CDSE

	Psychosocial Support	Career Action	CRPB
Self-appraisal	.291**	.270**	.300**
Occupation Info	.276**	.249**	.277**
Goal Selection	.262**	.222**	.256**
Planning	.325**	.332**	.353**
Problem Solving	.188**	.207**	.215**
CDSE Global Score	.308**	.295**	.322**

** . Correlation is significant at the 0.01 level (2-tailed).

In a collectivist culture like China, the family has a strong influence in choosing a career. One study on Chinese students from Taiwan (Mau, 2000) proved that students from a collectivist culture tend to choose careers that conformed to familial and society expectations (Hampton, 2006). The above result indicating that supportive and career-related parental behaviors correlated with self-efficacy is consistent with the finding that middle school values the parents’ opinions about career issues (Keller and Whiston, 2008); hence, children may believe in their own career decision-making abilities only to the degree to

which they think their parents believe in them. Keller and Whiston (2008) also found that parental support factor was more salient and stable than parental action factor associated with CDSE.

This proves the determining influence of parents' support and involvement in the development of children's career decision self-efficacy. This implies that career development of adolescents is facilitated as parents show support and attentiveness on their children's career interests.

Determining Influence of Career-related Parenting Behaviors on Career Decision Self-efficacy of the Students

Table 9

Regression Coefficients of Regression Analysis on PCRB as Predictors of CDSE

	<i>B</i>	<i>SE B</i>	<i>B</i>
(Constant)	2.828**	.500	
PCRB-Support	.163**	.053	.171
PCRB-Action	.121**	.043	.154
Age	-.017	.028	-.022
Sex	.008	.052	.006
SES	.013	.012	.044
Residence	-.074	.070	-.041

Note. PCRB-Support = Parental Career-Related Behavior Checklist-Support scale.

PCRB-Action = Parental Career-Related Behavior Checklist-Action scale.

** $p < .01$

The linear regression shown by F statistics represented the data well ($F = 13.73, p < .01$), denoting a significant improvement in explaining the dependent variable, career decision-making self-efficacy, with selected independent variables. The multiple correlation coefficient, R , between career decision-making self-efficacy and all selected independent variables was .33, indicating that selected independent variables explained 11% of the variance of the career decision-making self-efficacy of Chinese adolescents. The adjusted R^2 within the consideration of the sample size of this study was calculated to be .102.

In conclusion, regression analysis revealed that both the independent variables PCRB-support and PCRB-action were statistically significant in explaining students' career decision-making self-efficacy. This means that parents' behavior are

significant factors in predicting self-efficacy. It is important for adolescents that their parents are informed and their career decisions conform to the expectations of their family.

Liu Fanwen's father (persona communication, October 28, 2017) who is very authoritarian decided for his son to take Science, Major in International Finance, because "Finance is the root of industries and business; financial theories and products are rooted in the Western countries and I like studying them, and it is a flexible profession, easy, and decent way of making money."

Li Tao (persona communication, October 9, 2017), whose daughter loves cartoons and animation in early childhood, gave her daughter the opportunity to study in Japan to take up Business because Arts is her daughter's interest and business provides employment."

Conclusions

Career decision self-efficacy of the student respondents is not considerably high. As adolescents, their decision-making ability relies on family influence, which is quite expected from a collectivist culture such as the Chinese culture. Significant to an adolescent life are maternal support and behavior, found to have the most influence through the support mothers provide and their engagement in their children's activities. Children from high-earning families were perceived to have higher psychosocial support than those from average and low-income earning families. Respondents coming from rural places were perceived to have greater psychosocial support than those from the urban places. This may be attributed to the fact that families from rural areas strive hard to send their children to school. It further implies that the culture of parent-child career engagement is more evident in families from rural areas. Thus, if families from rural places migrate or transfer to cities or urban places to send their children to better schools, it explains that parents expect more from their children as they exert more effort than families who are originally settled in urban places.

Respondents whose parents are civil servants and professionals are reported to have higher perceived career-action parenting behavior than the rest of the respondents whose parents are either workers or businessmen.

Those whose fathers are civil servants are reported to have the highest perceived psychosocial support. Similarly, parents who are professionals (doctors, teachers, engineers, and others) tend to be more engaged in their children's career aspirations. The significant difference in the perceived career-action parental behavior among respondents, when the guardian they refer to be influential is considered, gives a conclusion that in every family, there is one dominant figure engaged in children's career endeavor. In relation to the career-decision self-efficacy, respondents from high affluence family background have higher career-decision self-efficacy than those from medium-affluence family background.

Lastly, adolescents believe in their own career decision-making abilities to the degree to which they think their parents believe in them and that career development of adolescents is facilitated as parents show support and attentiveness on their children's career interests. Eleven (11.0%) of the variance of students' career decision-making self-efficacy could be explained by both parental support and action factors.

Recommendations

At the Provincial Level, the Education Bureau should conduct trainings for the faculty, administrators, and parents in the implementation and evaluation of relevant programs related to the academic and non-academic programs that develop the self-efficacy and decision-making ability of senior high school students.

Parents, especially mothers, should develop the individual self-confidence and self-determination of their children by giving them responsible participation in decision-making at home.

Parental support for high school students should be manifested by their active presence and participation in the academic and non-academic activities of the school to enhance the personal attitudes, skills, and habits of their children toward self-efficacy and decision-making.

School teachers and administrators should promote activities that further enhance and develop the decision-making skills and competence of the students.

Schools should promote objective valuation of the student aptitude test in order to help the students decide and follow a desired career path.

Schools should have linkages with the civil government, business, and civil society to expose and orient senior high school students regarding their respective professional careers.

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