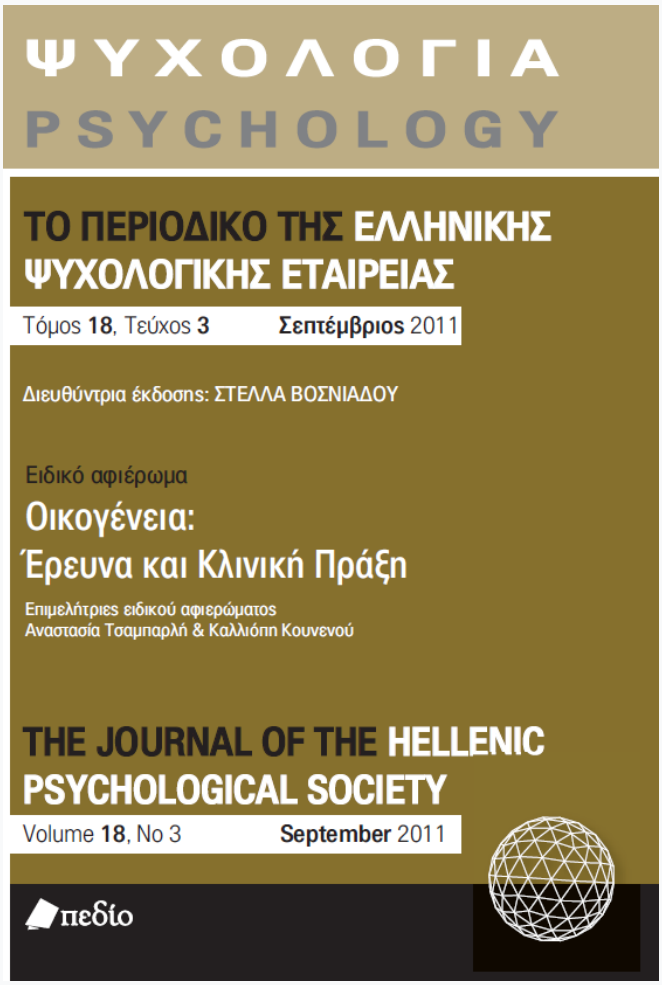
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Psychology: the Journal of the Hellenic Psychological Society

Vol 18, No 3 (2011)



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doi: 10.12681/psy_hps.23726

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To cite this article:

Kounenou, K. (2020). The relationship between technical high school students' career decision making ability and family. *Psychology: The Journal of the Hellenic Psychological Society*, *18*(3), 333–347. https://doi.org/10.12681/psy_hps.23726

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The relationship between technical high school students' career decision making ability and family

KALLIOPE KOUNENOU[1]

ABSTRACT

The present paper focused on the exploration of the relationship between family variables (family cohesion & adaptability), parental authority style and technical high school students' career decision making ability. The sample of the study consisted of 150 students (males & females) enrolled in electro logical & graphical courses of two public technological high schools. FACES III was used for the measurement of family variables, Parental Authority Questionnaire - PAQ was used for the measurement of parental authority style, and Career Decision Making Scale was used for the assessment of students' career decision making difficulties. The results showed that authoritarian style positively correlated with family obstacles and total score in decision making difficulties. Authoritative style was negatively related to family obstacles and positively to lack of clear career interests; permissive style was negatively related to family obstacles. Results also revealed gender differences in career decision making ability, while descriptive characteristics of family variables did not permit any further examination. Implications for practice and limitations of present research are discussed.

Keywords: Career decision making ability, Family, FACES III, Parental authority style, Technical high school adolescents.

1. Introduction

Career Decision Making is one of the most crucial factors that contribute to the formation of adolescents' vocational identity. It is a process influenced by individual factors (e.g. personality, gender) as well as by adolescent's family context. The role of family on CDM process of both adolescents and young adults has long been acknowledged by many career theorists (Gottfredson, 1981. Roe, 1957. Super, Savickas, & Super, 1996). Additionally, a great number of studies were conducted in an effort to shed a light on the exact nature of family's contribution to career decision process. More precisely, family dependence, enmeshed family relationships, parental couple's problems, and authoritarian family interactions lead to adolescents' low

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autonomy level which in turn affects his career decision making ability (Johnson, Buboltz, & Nichols, 1999. Kinnier, Brigman, & Noble, 1990. Larson & Wilson, 1998. Whiston, 1996). Moreover, Hagrove, Creagh, and Burgess (2002) found that family expressiveness and family conflict seem to predict career decision self-efficacy, while the way students perceive the quality of family relationships influences their ability for future planning (Hagrove, Inman, & Crane 2005), and clear goal setting concerning their occupational aspirations (Hangrove, Creagh, & Burgess, 2002).

The parental role and the parent-adolescent interaction seem to be the most crucial family factors that influence adolescents' educational and occupational choice (Chope, 2002. Hines, 1997. Lee, 1984. Leong, 1995. Parham & Austin, 1994). More precisely, parents' ambitions affect their children's educational and occupational choice, their knowledge about occupations, and their professional roles and demands (Dobbins, 2000). Parents and other family members, by offering emotional support to adolescents, contribute to the explanation of adolescent's perceptions of future educational barriers, to their expectations for career success (Kenny & Bledsoe, 2005) and finally to work salience (Deimer, 2007). Also, parents' educational background and occupational status seem to affect indirectly children's career choices (Bryant, Zvonkovic, & Reynolds, 2008. Ferreira, Santos, Fonseca, & Haase, 2007. Jordan & Plank, 2000. Newman, 2000)

In Greece, literature has stated that the individual's micro-social environment factors, such as family, gender, values and class affect Greek adolescents' career choice (Kassimati, 1991). In Greek society, parental influence on young people's career choice seems to be rather important and prominent due to parents' active involvement into their children's lives. Greek parents' habit of organizing their children's lives affects directly and indirectly the latter's life choices (Kassimatti, 1991. Kokkotas, 1978). For example, Saiti and Mitrosilli (2005) reported that Greek parents strongly advise their children to follow upper secondary education that leads to higher education, instead of attending other types of post secondary education.

Despite the vast majority of the research in this field, the researchers cannot agree on the most influential family variables concerning adolescents' career decision making due to the fact that most researches are based on college student sample (Hagrove, Creagh, & Burgess, 2002). College/university students are already adults trying to establish their autonomy and having different developmental needs than high school students. The latter age group is more dependent on their parents in various ways (Diemer 2007. Kenny & Bledsoe, 2005). Although most of the research in adolescents' career decision making is based on general high school students, Greek students in technical secondary education seem to have different characteristics from students in general education. For example, research (Christakopoulou, 2010. Katsampouri, Morphopoulos, Pollatou, & Palaiorouti, 2008) has shown that more males and more immigrants attend technical high schools than general ones. Technical high school students are more influenced by their fathers' occupational status, they believe that they have more career options and show less preference to enrolling in universities than students of general secondary education (Christakopoulou, 2010).

Family functioning

According to the family systems circumplex model (Olson, 1991. Olson, Sprenkle, & Russel, 1979), family functioning is conceptualized along two dimensions, family adaptability and family cohesion. The family adaptability refers to the family's ability to adapt to several changes that concern either the family as a whole or each of the family members separately (such as developmental changes of the children). It is assessed through security, discipline, control, leadership, roles negotiations, and family rules. The family cohesion refers to the emotional connection among the family members which is assessed through the

boundaries among the subsystems (parents, parental couple, and children), the coalitions, and the ways they interact with each other. The normal function of the family requires very clear boundaries that at the same time permit the subsystems interaction. Loose boundaries lead to highly connected families, i.e., the subsystems get enmeshed and the family members do not achieve self differentiation, while the very strict boundaries lead to disconnected families. Theoretically, low to moderate levels of adaptability and cohesion suggest a balanced family functioning (Hartung, Lewis, May, & Niles, 2002. Olson, 1991).

The model in relation to career related issues has only been used in very few studies with mixed results. For example, Voutyra (2007) revealed a strong positive relation between family adaptability and high school students' certainty of their occupational choice. On the other hand, Eigen, Hartman, and Hartman (1987) found no significant relationship between family adaptability and cohesion and career indecision among high school students. Finally, Hartung et al. (2002) failed to relate the dimensions of the Olson, Sprenkle, & Russel's (1979) family circumplex model to work-role salience or vocational identity. From the above, it is evident that further research is still warranted in order to fully understand the contribution of family interaction patterns on career decision making process in adolescence.

Parental authority style

One aspect of parental behavior which has not been enough searched in the career domain concerns parental authority style (Baumrind, 1991). Parental authority style refers to: i) permissive which characterizes warm relationships with children, but loose or no control over their behavior, ii) authoritarian which characterizes parents who expect strict obedience from their children and achieve control through punishment, and iii) authoritative which characterizes parents who exhibit a stable, clear, and flexible behaviour towards their children and therefore enhance their children's autonomy.

Studies have shown that parental authority style has a great impact on students' self-esteem (Tsaousis, 2002), academic achievement (Weiss & Schwartz, 1996), and psychological health (Barber, Osen, & Shagle, 1994). In relation to career decision making, research is limited and leads to contradictory findings: one study (Trusty, 1998) showed that extreme parental control over students' career decisions discouraged further educational attainment. Contrary to this study is one conducted by Whinston (1996) which revealed an unexpected negative relationship between the authoritarian style and women's indecision. Similarly, Lease and Dahlbeck (2009) identified the authoritarian style of the parents as a positive predictor of students' career decision self-efficacy. The limited and contradictory findings do not provide a safe conclusion concerning the relationship between parental authority styles and adolescents' career decision making ability. Further examination of the specific variables might give more information about the above mentioned relationship.

Gender

Although adolescents' career decision making ability seems to be mainly influenced by family and related to its variables, research on CDM has shown that individual characteristics, such as gender, play important role as well. More precisely, research has revealed differences between boys and girls regarding career development variables. More specifically, young women are reported to have higher levels of general indecision (Vignoli, 2009). Nota, Ferrari, Solberg, and Soresi (2007) found that career search self-efficacy partially mediated the relationship between family support and career indecision for Italian men, but not for women. In Greece, young women seem to face conflicts derived from their need to combine family and career roles. Therefore, early enough, they have to deal with conflicting social messages concerning their life and career planning (Athanasiadou & Tazoglou, 2010. Igglesi, 1996).

Although research findings seem to reveal the significance of gender differences in career development, gender has not been given enough attention due to the following reasons: first, traditional career theories' development was based on under-represented women (Fitzgerald, Fassinger, & Betz, 1995), and second, there is a difficulty in addressing the factors that differentiate between men and women in career formation (Bimrose, 2008).

Taking into account the theoretical perspectives and the research evidence presented above, it seems of importance to explore family, parental, and gender issues in an under researched population, namely Greek technical high school students.

Aim of the study

In Greece, students in secondary education are expected to make educational and career decisions quite early in their life (15 years old). Due to this situation, the family and parental impact is expected to be very high on their career decision making ability.

The current research tried to explore:

a. the relationship between family cohesion and adaptability with Greek technical high school students' career decision making ability, and
b. the relationship between parental authority style and students' career decision making ability.

The main research questions of the present study are:

a. What is the relationship between parental authority style and students' decision making ability?
b. What is the relationship between family cohesion, family adaptability and parental authority style?
c. What is the relationship between family cohesion and adaptability and students' decision making ability?

The present study also examines the relationship between demographic variables, such as students' gender and parental educational level and occupational status, with students' career decision making ability.

2. Method

Sample

The sample of the study consisted of 150 technical high school students enrolled in Grade 10th & 11th of two public technical high schools. The mean age of the sample was 16.7 years. Males (54%) and females (46%) are equally represented in the sample. We must note that these students have already made career decisions since they have chosen the type of school (technological) and specific career orientation, e.g. electrological studies & graphical studies. Most of the fathers of the sample (Table 1) worked as public employees (32.7%) or free lancers (32%). Most of the mothers (Table 1) worked as free lancers (30.7%) or private employees (26.7%).

Table 1
Parents' occupational status %

	Father	Mother
Public sector	32.7%	6%
Private sector	24,0%	26,7%
Self-employed	32.%	30,7%
Unemployed/retired	32%	36,7%
Total	100.0%	100.0%

The majority of the parents (Table 2) were university graduates (48.7% of fathers & 46.0% of mothers), or lyceum graduates (34.7% of fathers & 42.0% of mothers).

Table 2
Parents' educational level %

	Father	Mother
Elementary/high school	16,7%	12,0%
Lyceum	34,7%	42,0%
University degree	48.7%	46.0%
Total	100.0%	100.0%

Research Instruments

For the exploration of the research questions four questionnaires were used:

Demographic variables questionnaire. The first one was made for the purpose of measuring the necessary demographic variables: gender, family' characteristics (number of family members, birth order), parent's educational level & occupational status. The parents' occupational status was divided into 5 categories: unemployed, retired, public servant, private employee, & free lancer. The parents' educational level was divided into four categories: elementary, high school, lyceum & degree graduates.

Family cohesion & adaptability. Family cohesion and adaptability were assessed via the Family Adaptability and Cohesion Evaluation Scales-III (FACES III) made by Olson (1986). The questionnaire consists of 20 sentences marked in a Likert scale (from 1=almost never to 5=almost always), and assesses the family's ability to: (a) function (family cohesion) in ways that permit development of family members, and (b) adapt -as a whole- to changes and crisis (family adaptability). Some sample questions are: *"The members of my family ask each other for help"*, *"In my family rules change and vary", "It is very difficult to say who the boss is in my family"*. Olson (1986) reported internal consistency coefficients of .77 for the cohesion and .62 for the adaptability. Test-retest reliability coefficients were also reported to be .80 (adaptability) and .83 (cohesion) for a 4-to 5-week period. FACES III was adapted for use by Greek high school students by Bibou, Stogiannidou, Papageorgiou, and Kioseoglou (1997).

Parental Authority Questionnaire. The parental authority style was assessed via the Parental Authority Questionnaire-PAQ made by Bari (1991) and translated into Greek by Tsaousis (2002). The questionnaire consists of 30 sentences marked in a Likert scale (1=totally agree to 4 totally disagree). The parental authority style involves 3 sub-variables: (a) parents with permissive style who have warm relationships with their children and no or loose control over their behavior, (b) parents with authoritarian style who expect strict obedience from their children and achieve control through punishment, (c) parents with authoritative style who present a stable, clear, flexible (parental) behavior, and promote their children's autonomy by respecting their existence and setting clear boundaries. Some sample questions are: *"I am aware of what my mother/father expects from me, but I feel free to discuss her/his expectations with her/him when I feel that they are unreasonable", "Rarely, my mother/father expresses expectations about my behavior", "My mother/father has told me what kind of behavior she/he would expect from me and if I do not follow her/his wish, she/he punishes me".*

Reliability was found to be .7486 (Cronbach alpha) for the sample of the specific study.

Career Decision Making Ability. The students' decision making ability was assessed via Career Decision Making Scale made by Kantas, Tsaousis, Bezevegis, and Mavridi (2000). The questionnaire consists of 23 sentences marked in a Likert scale (1=totally agree to 5=totally disagree). The decision making ability scale involves 4 sub-variables: immaturity in decision making, lack of clear interests, family obstacles in decision making, and a total score in decision making ability. Some sample questions are: *"I do not think that career plays an important role for one's life", "My parents disagree with my future career choices", "I do not have enough career related knowledge in order to make my decisions"*. Reliability was found to be 0.8885 (Cronbach alpha) for the sample of the specific study.

3. Results

The statistical analysis of the data was conducted via the use of the statistical program for PC data processing SPSS 13.0 version.

At the beginning of the inferential statistical analysis two variables were examined: (a) the parental authority style (permissive, authoritarian, & authoritative), and (b) the career decision

Table 3
Correlations of Pearson R

	Permissive style	Authoritative style	Lack of clear interests	Authoritarian style
Permissive style	1.000			
Authoritative style	0.447**	1.000		
Lack of clear interests	0.081	0.213**	1.000	
Authoritarian style	-0.156	-0.049	0.033	1.000
Total score in decision making	-0.020	0.034	0.875**	0.173*

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table 4
Correlations of Spearman's Rho

	Permissive style	Authoritative style	Lack of clear interests	Authoritarian style	Immaturity in decision making	Family obstacles	Total score in decision making
Immaturity in decision making	0.076	-0.102	0.555**	0.108	1.000	0.398**	0.745**
Family obstacles	-0.176**	-0.186**	0.319**	0.320**	0.398**	1.000	0.658**

** Correlation is significant at the 0.01 level (2-tailed).
Correlation is significant at the 0.05 level (2-tailed).

making ability (lack of clear interests, immaturity in decision making, family obstacles and total score in decision making). Permissive style and authoritative were the only variables characterized by normal distribution after the necessary checking of their scatter-plots and the tests of normality with the use of Kolmogorov-Smirnov statistic. Three of the variables (authoritarian parental style, lack of clear interests, and total score in decision making) were undergone normalization. The rest of them (immaturity in decision making ability and family obstacles) were not possible to be converted, and therefore their analysis followed the equivalent non-parametric statistics. Pearson correlation co-efficient was used to examine the relationship among the five numerical variables with normal distributions and Spearman's (rho) coefficient was used for the two variables that violated the assumption of normality.

The examination revealed the following: (a) there is a small linear positive correlation between total score in decision making and authoritarian parental style ($r=0.173$, $p<0.05$), (b) a small linear positive correlation between lack of clear interests and authoritative parental style ($r=0.213$, $p<0.01$), (c) a small linear negative correlation between permissive parental style and family obstacles (rho=-0.176, $p<0.01$), (d) a small negative correlation between authoritative parental style and family obstacles (rho=-0.186, $p<0.01$), and (e) a positive correlation between authoritarian parental style and family obstacles (rho= 0. 320, $p<0.01$).

Regarding the first parameter of family type, namely the adaptability of the family, almost all the students (95.3%) denoted that their families were characterized by high levels of flexibility.

Table 5
Adaptability

Adaptability	Frequency	Percent
Inflexible	5	3.3%
Structured	2	1.3%
High flexibility	143	95.3%
Total	150	100,0%

The examination of the second dimension of family type, namely its cohesion, revealed that the vast majority of students (92%) categorized their families as connected.

Table 6
Family's Cohesion

Cohesion	Frequencies	Percent
Splitting	8	5.3%
Separated	4	2.7%
Connected	138	92%
Total	150	100,0%

The family which emerged through the interaction of the two basic dimensions of family type was divided into four categories: marginal family, average family, semi-balanced family, and balanced family. The marginal type is characterized by rigid adaptability (inflexibility) and disconnected cohesion. the average type is characterized by structured adaptability, yet partitioned cohesion; the semi-balanced type is characterized by flexible adaptability and connected cohesion and finally, the balanced type is characterized by extra flexible adaptability (which can be chaotic) and superfluously connected cohesion (which tends to be confusing). Based on these results, the vast majority of the students (89.3) characterized their family as balanced (Table 7). Therefore, any further analysis among family variables, parental authority style and students' career decision making was obstructed.

Table 7
Family Type %

Marginal	2.7%
Average	0.70%
Semi-balanced	7.30%
Balanced	89.30%
Total	100.0%

In order to estimate the probability of statistical differences between the means of the answers of the female students and the male ones, t-test or alternative non-parametric Mann-Whitney U test was used. Based on t-test analysis, there was a statistical significant difference between male and female students in the following: (a) lack of clear interests ($t=0.304$, $df=148$ $p<0.05$, males' mean $=1.4$, $sd=0.16$ & females' mean$=1.34$, $sd=0.18$) and (b) total score in career decision making ability ($t=0.48$, $df=148$, $p<0.05$, males' mean$=1.69$, $sd=0.14$ & females' mean$=1.63$, $sd=0.15$).

Based on the U-test analysis, a statistical significant difference was identified in the mean values of males and females regarding the immaturity in career decision making ability ($z=-3.39$, $p<0.01$). Male students of the sample showed more immaturity and less clear occupational interests than females in career decision making ability.

The role of the parents' educational level was examined in reference to students' career decision making ability and parental authority style. For the examination of the relationship one-way ANOVA and the equivalent non-parametric

Table 8
T-test Parental style scales & decision making ability scales and gender

Scales	Male		Female		*t*-test	*df*	Significance
	Mean	std. deviation	Mean	std. deviation			
Permissive style	30.49	5.28	28.71	6.64	1.822	148	
Flexible style	33.23	5.67	33.23	7.00	0.829	148	
Authoritarian style	5.03	0.65	5.062	0.77	0.912	148	
Lack of clear interests	1.40	0.16	1.34	0.18	0.304	148	$p<0.05$
Total score in decision making	1.69	0.14	1.63	0.15	0.48	148	$p<0.05$

Table 9
Mann-Whitney U-test Decision making ability and gender

Decision making ability	Male		Female		*Z*	Significance
	Mean	std. deviation	Mean	std. deviation		
Immaturity in career decision making	3.70	0.80	3.29	0.71	-3.39	$p<0.01$
Family obstacles	1.02	0.20	0.98	0.22	-1.43	

Kruskal-Wallis test were used. No statistical significant difference was found between father's educational level and students' career decision making ability. Also, no statistical significant correlation was found between father's educational level and parental authority style.

As far as the mother's educational level is concerned, analysis revealed a statistical significant difference in relation to the authoritarian style ($F=4.365$, $df=2.47$, $p<0.01$). Using the post hoc analysis, it was verified that the high school graduates were the ones who exhibited the highest authoritarian style ($m=30.06$, $sd=7.69$), while the lyceum graduates the lowest ($m=24.43$, $sd=5.80$). Kruskal-Wallis was used to assess the relationship between mother's educational level and student's career decision making ability. The results showed significant differences ($x^2=6.089$, $p<0.05$, $df=2$) between high school graduate mothers ($m=80.17$) and university graduate mothers (m=72.12) in relation to family obstacles.

One-way analysis of variance and the non-parametric alternative test Kruskal-Wallis were used to assess the relationship between parental occupational status and students' career decision making ability or parental authority style. As far as the father's occupational status was concerned, no statistical significant difference was found in relation to the students' decision making ability or the parental authority style.

On the contrary, as far as the mother's occupational status was concerned, the results showed a statistical significant difference in relation to the authoritarian parental style ($F=4.135$, $p<0.01$, $df=3.146$). The post hoc comparisons revealed that the mothers who worked in the public sector exhibited the highest level of authoritarian style ($m=31.56$, $sd=9.37$), while the mothers who worked in the private sector exhibited the lowest one ($m=23.33$, $sd=6.44$).

Table 10
Parental style scales & career decision making ability and mothers' educational level

Scales	Prim.educ/high school		Lyceum		Univer. degree		*df*	F	Sign
	Mean	std.deviation	Mean	std.deviation	Mean	std.deviation			
Career decision making ability	1.72	0.15	1.67	0.14	1.65	0.15	2 147	1.772	
Parental authority style	5.44	0.70	4.91	0.59	5.06	0.76	2 147	4.144	$p<0.01$
Authoritarian style	30.06	7.69	24.43	5.80	26.20	8.18	2 147	4.365	$p<0.01$

Table 11
Parental style & career decision making ability and mothers' occupational status

	Unemployed		Civil employee		Free lancer		Private employee		Other	
	Mean	std. deviation	Mean	std. deviation	Mean	std. deviation	Mean	std. deviation	Mean	std. deviation
Permissive style	28,00	-	30,00	5,01	29,00	6,87	30,15	5,80	30,63	6,50
Authoritative style	34,50	0,71	34,22	5,31	32,67	6,60	33,33	7,43	33,90	5,47
Authoritarian style	4,95	1,00	5,56	0,86	5,16	0,80	4,79	0,65	4,9	0,13
Lack of clear interests	1,38	-	1,33	0,21	1,38	0,18	1,40	0,39	1,37	0,016
Total score in decision making	1,63	-	1,67	0,16	1,68	0,16	1,69	0,16	1,64	0,15

4. Discussion

The present study tried to explore the relationships among family cohesion, family adaptability, parental variables and adolescents' career decision making ability. The results concerning the relationship between parental authority style and students' career decision making ability revealed some worth noting relationships: The authoritarian style positively correlated with students' total score in career decision making difficulty and family obstacles as well; the authoritative parental style positively correlated with students' lack of clear interests and negatively with family obstacles, and finally the permissive parental style negatively correlated with perceived family obstacles. Children who perceive their parents as exhibiting strict control over their behavior seem to have more difficulties in their career decision making ability and face more family obstacles. This finding is in line with the results reported by Trusty (1998) as well as other non career-oriented studies (Dornbusch, Ritter, Liedeman, Roberts, & Fraleigh, 1987.

Ferrari & Olivette, 1994. Radziszewska, Richardson, Dents, & Flay, 1996), which suggest that strict parental control tends to inhibit children's' educational achievement and well-being. On the contrary, the results of the present study showed that permissive and authoritative parental styles led to less perceived family obstacles. This finding is in line with the basic concepts of parental authority model (Baumrind, 1991). Permissive and authoritative parents do not expect strict obedience from their children. More precisely, authoritative parents have stable, clear, and flexible behavior towards their children, listen to their opinions, and promote their autonomy. Permissive parents do not interfere with their children's decisions leaving more than enough space for the latter to make their own decisions.

The positive relationship, although a small linear one, between the authoritative style and students' lack of clear interests is not in line with the parental authority model and the non-career research evidence provided by other studies (Tsaousis, 2002. Weiss & Schwartz, 1996). The inconsistency of this finding both with the Parental Authority model and the non- career research evidence implies that more research is needed in the career field in order to clarify the specific relationship and the contribution of the parental authority model to career decision making ability.

The fact that the vast majority of families of the present sample were highly flexible, connected, and balanced did not permit the assessment of any differences among the different family types. Therefore no conclusions can be drawn regarding the relationship between the family variables and students' career decision making ability.

Gender differences concerning students' career decision making ability were taken into consideration. Male students of the sample presented more difficulties concerning their career decision making ability. More precisely, they appeared to be more immature and had less clear career interests than the female students. This finding seems to be consistent with those of other research findings (Koroneou, 2002. Maragoudaki, 2002) which revealed that Greek female students (who had decided to attend technological oriented courses) had made more mature decisions despite their age than males in an effort to find a quick way to their financial independence.

Mother's educational level and occupational status were found to be related to parental authority style and students' career decision making. Mothers who had not completed their high school education (dropped out after the first three years) were the ones who used the authoritarian style in their relationship with their children. Also, the mothers who worked in the public sector used the authoritarian style. On the contrary, the mothers who had completed their high school studies and those who worked in the private sector were the ones who used less the authoritarian style. It seems that the less educated mothers of the sample and the mothers working as civil employees exhibited more control over their children behavior and used punishment in order to achieve it. The parental authority model does not offer any information that could be used to explain the specific finding. Also, there are no previous research evidences concerning the relationship between parental style and parents' educational level or occupational status.

Mothers' educational level was related to family obstacles; mothers who were high school graduates presented the highest values. This finding is consistent with those of other studies that have shown that parental educational background and occupational status affect children's career choices (Bryant, Zvonkovic, & Reynolds, 2008. Ferreira, Santos, Fonseca, & Haase, 2007. Jordan & Plank, 2000. Newman, 2000). The importance of mother's role in adolescents' career related issues has been acknowledged by previous research (Tucker, Barber, & Eccles, 2001). More precisely, mothers seem to be considered by their children as more reliable career information sources and they prefer to discuss with them their future career plans. Neither fathers' educational level, nor occupational status was found related to student's career

decision making ability and parental authority style. This finding is inconsistent with Christakopoulou's (2010) research results, which revealed that technical students' choices were influenced by their father's occupational status and type of job. This inconsistency could be attributed to different research purposes of the two studies (the previous study aimed at exploring the reasons of choosing technical secondary education instead of general one) and different research methodology (semi-structured questionnaire).

Implications for practice

The results of this study provide information that could be taken into consideration by career counselors. They emphasize the need for counselors to focus on parental authority style, especially when their young clients cope with career decision making difficulties. For better counseling outcomes, counselors should guide parents of young adolescents (who face career decision making difficulties) to adopt less authoritarian behavior towards their children and enhance their autonomy. Additionally, the present study showed the influence of mother's educational background and occupational status on adolescents' career decision making difficulties, assuming that parents' career characteristics and especially mother's ones should be explored and thoroughly discussed with adolescents during counseling process. This study also revealed gender differences concerning career decision making ability. Although the vast majority of career literature does not focus on gender differences, present research's findings as well as previous ones (Fitzgerald, Fassinger & Betz, 1995) suggest that counselors should address gender issues during counseling process.

Limitations

Most of the correlations found between the three parental authority styles and students' career decision making ability are characterized by small linear significance leading to the need to treat results with cautiousness. The results of the present study reflect the responses of technical high school students. Therefore, conclusions are limited to the specific population and do not represent the ways by which parental authority style could be related to other group adolescents. Additionally, the findings are based only on self-report data limiting the validity of the correlations found due to a methodologically shared variance which was not intended to be measured. Finally, given that the assessment of basic variables was concurrent, the issue of causation remains unresolved and needs to be addressed by longitudinal designs.

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Η σχέση ανάμεσα στην ικανότητα λήψης επαγγελματικής απόφασης μαθητών τεχνικών λυκείων και την οικογένεια

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ΠΕΡΙΛΗΨΗ

Η παρούσα έρευνα εστιάστηκε στη διερεύνηση της σχέσης ανάμεσα σε μεταβλητές της οικογένειας (συνοχή & προσαρμοστικότητα), το γονεϊκό τρόπο διαπαιδαγώγησης και την ικανότητα λήψης επαγγελματικών αποφάσεων των μαθητών μέσης τεχνολογικής εκπαίδευσης. Το δείγμα αποτέλεσαν 150 μαθητές (ηλεκτρολογικών και γραφιστικών σπουδών) από δύο επαγγελματικά λύκεια της χώρας. Το FACES III χρησιμοποιήθηκε για την αξιολόγηση των μεταβλητών της οικογένειας, το Parental Authority Questionnaire (PAQ) για την αξιολόγηση του γονεϊκού τρόπου διαπαιδαγώγησης, και η Κλίμακα Λήψης Επαγγελματικών Αποφάσεων για την αξιολόγηση της ικανότητας λήψης επαγγελματικής απόφασης. Τα αποτελέσματα έδειξαν ότι ο αυταρχικός τρόπος διαπαιδαγώγησης συσχετιζόταν θετικά τόσο με τα εμπόδια από την οικογένεια όσο και με το συνολικό σκορ δυσκολιών στη λήψη επαγγελματικής απόφασης. Ο δημοκρατικός τρόπος διαπαιδαγώγησης παρουσίασε αρνητική συσχέτιση με τα εμπόδια από την οικογένεια στη λήψη απόφασης και θετική με την έλλειψη σαφήνειας των επαγγελματικών ενδιαφερόντων. Ο επιτρεπτικός τρόπος διαπαιδαγώγησης παρουσίασε αρνητική συσχέτιση με τα εμπόδια από την οικογένεια στη λήψη απόφασης. Τα αποτελέσματα ανέδειξαν και διαφορές φύλου ως προς την ικανότητα λήψης απόφασης. Οι τιμές των μεταβλητών της οικογένειας, όπως προέκυψαν στην παρούσα έρευνα, δεν επέτρεψαν περαιτέρω ανάλυση. Στη συζήτηση αναφέρονται η εφαρμογή των αποτελεσμάτων στη συμβουλευτική επαγγελματικού προσανατολισμού και οι περιορισμοί της έρευνας .

Λέξεις-κλειδιά: Ικανότητα λήψης επαγγελματικής απόφασης, Οικογένεια, FACES III, Γονεϊκός τρόπος διαπαιδαγώγησης, Έφηβοι επαγγελματικής εκπαίδευσης.

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