

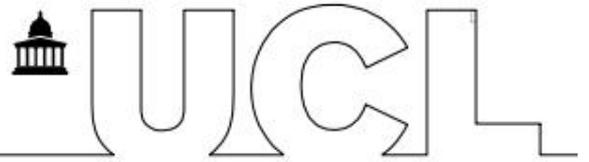


From Career Aspiration to Career Expectation: The Parental Influence on 20-25 Adolescents' Career Planning in China

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Abstract

This study examines the dynamic changes in adolescent career development within the context of China, and offers recommendations for parents and children to facilitate communication and for educational institutions to develop effective career guidance programmes. Due to the evolution of societal structures and the ramifications of the pandemic, China is confronted with a dual challenge: an increase in the number of university graduates and a decline in economic activity. Therefore, it is valuable to examine the intrinsic impact of parents on adolescents' career planning in the context of the current challenging circumstances. This can assist adolescents in developing their careers in a healthy manner and in selecting appropriate occupations. This study employed a research design that involved the participation of 20-25-year-old students and their parents in Wenzhou, determining the manner in which parents exert influence over the dynamic development of children's career aspirations and expectations. The study employed six pre-established themes for comprehensive examination: socioeconomic status, parent occupation, parenting style, parental expectations, gender socialization, and career values. This study includes a total of 24 participants, comprising 15 families of students and their parents. The study reveals that family socioeconomic status is the primary determinant of the other five themes. A parent's socioeconomic status serves as a foundation for subsequent career-related behaviours, including the provision of parental support, the establishment of parental expectations, and the transmission of parental values. A paucity of information regarding careers constrains parents' comprehensive understanding of such matters, thereby engendering misapprehensions and opposition to their offspring's investigation of such careers. Furthermore, this study indicates that parents exert considerable influence over their children's career planning in China. In the absence of perceived parental support, adolescents are more likely to abandon their career aspirations and turn to their parents' expectations.

Key Word: Career; Career Aspiration; Parental Influence; Career Exploration;

List of Acronyms

CA=Career Aspiration

SES=Socioeconomic status

1 Introduction

Career choice is a crucial aspect for the adolescent to realize their self-worth and a major task for every graduate (Krau, 1997; Robertson, 1990; Rogers, 1978). As a consequence of the economic downturn precipitated by the impact of the epidemic, the demand for labour in a range of industries and roles has diminished, while the professional requirements for talent have increased. Especially as the post-00s in the Gen Z group, the severe employment situation threatens contemporary college students to make career choices, and also give the society a huge pressure of unemployment. In consequence of the continuing effect of the epidemic, China is now entering a phase of economic recovery. According to Chinese government data, the youth unemployment rate continues to break records in 2023, reaching a staggering 21.3% in June before data is stopped (French, 2023; Clayburn, 2023). The number of college students in 2024 is expected to reach 11.79 million, an increase of 210,000 compared with last year (Wang, 2023). At the same time, China's deposit interest rate has been further reduced, entering the era of 1%, and promoting economic recovery is imminent (Wu, 2024). The discrepancy among the skills and qualifications acquired through higher education in China and the requirements of the job market is a significant contributing factor to the elevated unemployment rate. It is therefore of great value to explore the career development of teenagers.

The question of career choice in adolescence can be a daunting one, particularly when one is first confronted with the prospect of determining one's life trajectory (Yost and Corbishley, 1987; Ginzberg, 1984). At this stage of development, the family is the primary source of guidance for children, and it is also the primary setting for their socialisation, exerting a significant and enduring influence (Dietrich and Kracke, 2009; Ma and Yeh, 2010).

Recently, a number of literature has highlighted the role of family in their children's career decisions (Hartung et al., 2005; Watson and McMahan, 2005). Compared with other identified factors affecting CAs, family factors, especially the role of parents, have been defined as key factors in the formation of children's CAs (Archer et al., 2014; McMahan and Rixon, 2007). For example, some empirical research (Hartung et al., 2005; Whiston and Keller, 2004) has posited that family factors, such as parental expectations and support, exert a predictable influence on children's CAs. In addition, other factors, including parents' SES, parents' occupational values and parenting styles, all contribute to children's career development in varying ways (Penick and Jepsen 1992; Tracey et al., 2006).

The impact of parental influence on their children's CAs also varies from culture to culture (Simpson, 1996). In collectivist cultures, the influence of parents on young people's career development is more prominent (Cheung and Arnold, 2010). In comparison to Western culture, Chinese parents tend to hold greater control over their children's career development (Adler, 2011). In Chinese Confucian culture, the family is accorded a greater degree of importance, with the concept of 'xiao' (filial piety) occupying a prominent position (Fung, 2006). Filial children are believed to be engaged in a career that not only makes a name for themselves, but also wins honor for the family (Yang, 2012). Filial piety is a manifestation of a relationship between the upper and lower classes, in which the subordinate

members (children) must obey and be loyal in exchange for the responsibility and care of the superior members (parents) (Fei, 1992). Professional success is regarded as a source of honour for the family and is considered to be one of the most significant filial duties (Fuligni and Zhang, 2004). Parents encourage children to strive for academic and career success (Fuligni and Zhang, 2004; Ng et al., 2014). Thus, Chinese parents have high expectations for their children, they aspire for their sons to be dragons and their daughters to be phoenix (Liang et al., 2010). Mau and Bikos' (2000) study on the educational and CAs of 10th graders in the United States demonstrated that Asian Americans and Asian immigrants perceived higher parental educational expectations than white American students. These expectations also prove conducive to students' CAs (Massey, 2008; Mau and Bikos, 2000). Nevertheless, such traditions may contribute to parents adopting a more controlling approach to their children's educational and professional development (Chen et al., 2007). Some scholars argue that Chinese parents seem to be more authoritarian in raising their children than their Western counterparts (Chuang and Gielen, 2009; Su and Hynie, 2011). In the 4:2:1 family structure (4 grandparents: 2 parents: 1 Children), the only child becomes the focus of the family's attention. Therefore, it is important and meaningful to study the dynamic relationship between parental influence and students' CAs in China.

Although previous studies have confirmed the role of multiple parental influences on children's career planning, there is a gap that few empirical studies have been conducted in different national cultures. A substantial number of students indicated that their parents had the greatest influence on their careers, and few parents seem to recognize this influence (Taylor et al., 2004). Also, a paucity of literature has examined the motivations underlying Chinese parents' influence on their children's career planning from a dual perspective. Therefore, this dissertation will take Gen Z around the age of 20-25 as the target group, and explore the way parents influence their children's career and the underlying logic from a dual perspective. This dissertation presents the perspectives of Gen Z on their children's career planning, as observed from the vantage point of parents and elucidates the underlying motivations behind these perspectives. Furthermore, it can assist parents in understanding their own perception of their influence on their children, as well as their children's attitudes towards this influence. This can facilitate more effective communication between parents and their children. Secondly, this dissertation can also provide more targeted suggestions for government schools and other institutions, including the career support students expect to obtain, the preferences and expectations of students in choosing careers, and improve regional talent attraction and employment satisfaction.

The research question was formulated with the purpose of filling the gap in the existing literature and making a contribution to future studies in this field:

RQ1: What are the fundamental motivations and methods through which parents impact adolescents' career planning processes?

RQ2: How do family factors influence adolescents' dynamic career process from career aspirations to career expectations?

At present, the research on Chinese cities mainly focuses on major cities such as Beijing, Shanghai and Guangzhou, due to their unique geographical location and advantages in political resources (Liao and Wong, 2014; Lin and Gaubatz, 2015). Few studies have focused on cities on Tier two or even three, such as Wenzhou.

According to the 1982 census, Wenzhou has a population of 5,928,300, making it the most populous state in Zhejiang (WMBS, 2021). In the past, Wenzhou's economy grew at breakneck speed. In 2005, Wenzhou's GDP was ranked 23rd in China (WZgov, 2021). As previous pioneer in Zhejiang's economic growth, Wenzhou is now facing challenges in attracting skilled professionals to its workforce. As reported by the Wenzhou Evening News (2017), the city of Wenzhou is home to 11 universities, which collectively graduates approximately 50,000 individuals annually. However, the proportion of graduates who remain in Wenzhou is relatively low, at only 36%. The reasons for this include the monolithic industrial model that characterises Wenzhou, which is dominated by manufacturing, wholesale and retail trade, and education. Thus, this study will focus on Wenzhou as a case study to examine the relationship between children's career planning and parental influence within the context of Wenzhou.

2 Literature Review

2.1 Career

2.1.1 Career Definition

The concept of career-related studies can be traced back to the United States. In 1952, Shartle defined the term 'career' as a general concept denoting an individual's occupation or position. Subsequently, Super (1957) introduced a temporal dimension to the concept, defining career as the entire course of an individual's professional trajectory. Previous studies have conceptualised career as the aggregate of various work and non-work situations experienced by an individual throughout their lifespan (Zunker, 2006; Okobiah and Okorodudu, 2004). A career demonstrates the progression and trajectory of an individual's life events and the distinctive characteristics of their personal development (Super, 1976). However, the decision regarding one's career is a significant and ongoing concern for young people, necessitating thoughtful and thorough deliberation (Olamide and Olawaiye, 2013). It has the potential to influence numerous facets of an individual's life, including their educational attainment, income, quality of life, and lifestyle. Consequently, it is crucial to examine the factors influencing the career choice in the context of changing social environment (Wattles and Butler-Bowdon, 2010).

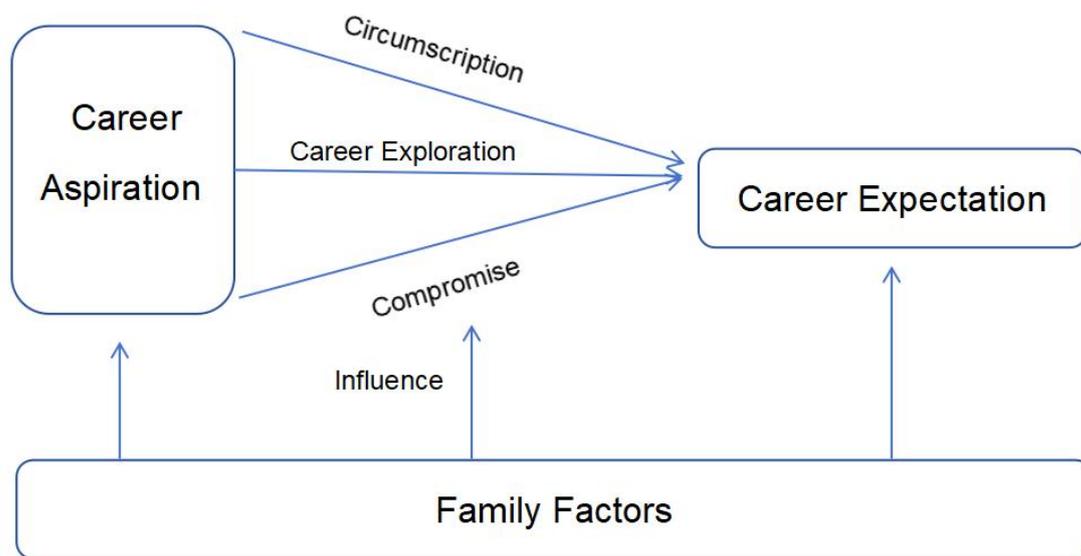
2.1.2 Career Development Theory

A considerable corpus of research has been dedicated to the examination of individual career development, which is conceptualised as a non-linear, dynamic and flexible process. The issue of choosing or changing careers is one that individuals are continually confronted with, and the difficulties associated with this are exacerbated as they progress in their primary roles (Gross et al., 2018). The mainstream theories that have been proposed in this field include those put forth by Ginzberg (1988), Super (1980), Havighurst (1964), Roe (1957), and Gottfredson (2002).

Ginzberg (1988) postulated that career development is a continuous process of selection that occurs in three consecutive phases (Trice et al., 1995). These periods primarily occur during the individual's formative years, namely the fantasy choice period (0-11 years), the tentative choice period (11-17 years), and the realistic choice period (17-25 years). In the fantasy stage, the child's CAs are broad and impulsive, encompassing a multitude of potential careers. The primary constraint on this stage is parental advice (Trice, 1995). However, the subsequent two phases of the theory did not explicitly indicate the role of parental influence. Ginzberg (1988) posits that in the subsequent stage of tentative and realistic choice, adolescents must reconcile their professional interests, abilities and values with the opportunities and limitations presented by the environment. Accordingly, parental influence is regarded as both an opportunity and a limitation inherent to the environment within this theoretical framework.

Similarly to Havighurst's (1964) theory, Super's (1980) theory places emphasis on the lifelong nature of career development, rather than viewing it as a process that occurs exclusively during childhood. The theory identifies five principal stages of career development: growth (0-14), exploration (15-24), establishment (25-44), maintenance (45-64) and decline (65+). The formation of CAs is primarily concentrated during the growth stage, during which self-concept is formed and career interests and abilities are cultivated. The exploration stage represents a period of continual adjustment and refinement of CAs. The family constitutes a key factor affecting the formation and development of CAs in these two stages. For example, the higher the educational level and professional status of parents, the more pronounced the children's self-concept, which in turn drives them to pursue a better job. Therefore, the theory explains how family factors in the research question affect the dynamic process of the formation and development of children's CAs. However, the theory has obvious linearity and simplification limitations. The theory is unable to account for the modern, diversified career development process, which is influenced by external factors rather than age. Furthermore, the theory is mainly based on a Western cultural background, and it is unclear whether the same results would be observed in a collectivist culture. Furthermore, Super's theory does not place sufficient emphasis on the role of factors such as gender and social class in the development of career stages.

Gottfredson's (2002) circumscription and compromise theory emphasize how the factors like gender, race and class affect career development. Furthermore, the theory offers a more comprehensive and in-depth examination of the environmental opportunities and limitations outlined by Ginzberg (1988). In comparison to Super's theory, Gottfredson provides a more detailed analysis and introduces new concepts related to the growth and exploration stage. Additionally, he emphasises two crucial processes in the development of CAs: circumscription and compromise. The theory divides the restriction stages into four distinct categories. Orientation to size and power (ages 3-5), orientation to sex roles (ages 6-8), orientation to social values (ages 9-13), and orientation to internal, unique self (ages 14 and above). In this process, children will exclude occupations that do not fit with the gender roles and social status to which they aspire. In the subsequent stage of compromise, adolescents must face realistic social and personal barriers to further adjust their CAs and ultimately reach a specific career expectation. Consequently, the theory introduces additional concepts to observe changes in children's CAs. However, Gottfredson (2002) is also similar to Ginzberg (1988) in terms of the influence of parents. She holds the view that the career choice is largely influenced by the self-concept of the child, but she also acknowledges the role of parental wishes and encouragement in the child's career. For instance, Gottfredson (1981) discovered that children tend to accept their parents' aspirations and their desirable career. The phenomenon is particularly noticeable among children from lower socioeconomic backgrounds.



2.1.3 Career Aspirations

In literature on children's career development, CA is one of the variables that have received extensive attention (Hartung et al., 2005; Oliveira et al., 2017). Johnson (1995) defined CA as the time-point expression of career-related goals, but it could not accurately reflect subsequent career behaviors. Children's CAs reflect ideals related to the education and the career achievement, which is an important determinant of future career choice and career outcomes (Mau and Bikos, 2000; Schoon and Parsons, 2002; Cochran et al., 2011). It guides adolescents' career-related behavior, represents adolescents' conceptualization of their talents, interests and goals, which serves as a 'compass' for guiding adolescents' career behavior (Gutman and Schoon, 2018). Some literature defines CA as the degree of attraction or preference for a particular occupation (Rojewski, 2005).

In Super's (1980) career development theory, CA is defined as the primary career development task of adolescents seeking a career compatible with their self-concept (Patton and Creed, 2007). Other scholars further define it as an individual's yearning and desire for future career, which is the embodiment of personal career values and the driving force of specific career choice (Youping and Yong, 2007). Therefore, CA is ideal, lofty, instead of limiting to a specific occupation. However, in Asian cultures, individual CAs are subject to significant external influences, particularly from family and social institutions, with parental expectations playing a crucial role (Leung et al., 2011; Whiston & Keller, 2004). Furthermore, previous research has demonstrated that parents play an important role in the formation and development of children's CAs, parents can influence their children's CAs and expectations by serving as role models and encouraging the career exploration and career-related conversations (Liu et al., 2015; Young et al., 1997). A study of the career development of Asian-Americans revealed that these teenagers experience greater parental pressure than their European and American counterparts. The influence of parents on their children's CAs and choices is a significant factor that limits the range of career options available to them, since their career choices are constrained by the need to satisfy both their own interests and their parents' expectations (Mau and Bikos, 2000). The article provides an excellent introduction to the concepts of race and gender,

and offers a longitudinal perspective on the career development of these students, including key transitions such as completing high school and entering college. However, the study did not investigate the specific reasons for the poor educational outcomes reported among different ethnic groups. Generally, the influence of parents on their children's CAs has been extensively documented in Western cultural contexts. While a scant number of articles based in China examine the influence of parents on their children's CAs.

2.1.4 Career Exploration

CA and exploration are the key factor that affects individual career development. Some scholars emphasize the career exploration as a fundamental aspect of career development and inevitable process leading up to the selection of occupation (Sawitri and Suryadi, 2020). Career development theory defines the career exploration as the process by which an individual continuously selects work content and environment that suits their own characteristics, and ultimately determines their career goals (Super, 1957). It is a self-regulating behaviour that assists students in the development of effective career planning and exploration, ultimately achieving their career objectives (Lent and Brown, 2013; Chan, 2018). During this process, adolescents collect information related to career development, explore the external world and enhance their self-awareness and career expectations based on the expectations, opinions and evaluations of others, particularly those of their parents (Malin et al., 2017; Sawitri and Suryadi, 2020). Consequently, the career exploration is regarded as a crucial phase before the selection of a profession. Career exploration is mainly divided into two categories: environmental exploration and self-exploration (Werbel, 2000). Self exploration encompasses the development of self-information, the exploration of values, interests, personality characteristics and lifestyle. Environmental exploration, on the other hand, is concerned with and collects information related to occupations, jobs and organisations (Ma, 2005). A substantial volume of literature has examined the relationship between parents' career-related behaviours and children's career exploration. In the context of Indonesian medical students, a study has demonstrated that parental expectations can directly predict a child's career exploration (Jasmon et al., 2020). Children may seek career-related support from their parents and be influenced by their expectations, thereby exploring related careers within the limitations imposed by these factors (Blustein, 2001; Rogers et al., 2018). Furthermore, research indicates that when individuals perceive parental support, it can encourage children to engage in the career exploration (Lent and Brown, 2013). Conversely, excessive parental control has been demonstrated to reduce adolescents' intrinsic motivation and their level of career exploration (Guan et al., 2015). The dynamic relationship between the career exploration and CA has been described in numerous literatures, which argues that individual career exploration is often driven by one's own CA (Sawitri & Suryadi, 2020). A recent quantitative study of 589 Indonesian high schools revealed a positive correlation between career aspirations and exploration (Sawitri & Suryadi, 2020). This conclusion has also been confirmed in other geographical regions. In a study examining the antecedent variables influencing the career exploration among Hong Kong college students, it was found that the main driving force was intrinsic motivation, which was associated with career interests or achievements (Cheung & Arnold, 2010). However, some literature also demonstrates that the career exploration can, in turn, facilitate the development of CAs. For

example, individuals who engage in more career exploration tend to have more clearly defined professional roles and interests (Praskova et al., 2015). Career exploration can assist adolescents in identifying potential career fields of interest and in developing their career preferences, attitudes, and expectations (Forstenlechner et al., 2014). It can therefore be concluded that career exploration and CA are potentially complementary and mutually reinforcing, since career development of adolescents is a continuous process of deepening and development. During the career development, the career exploration can facilitate the formation of CAs, which in turn can guide the child towards exploring specific career areas of interest.

2.1.5 Career Expectation

In contrast to CAs, career expectations represent the occupations that individuals believe they are most likely to enter (Whiston and Keller, 2004). It is defined as a career pursuit that an individual believes is achievable, including the expected type of job, occupational status, income level, and working environment (Armstrong and Crombie, 2000; Rojewski, 2005). As Gottfredson (2002) evidenced, career expectations are commonly a more realistic and specific career choice subsequent to the circumscription and compromise of CAs. The principal factors contributing to the distinction between CAs and expectations are barriers, also called environmental opportunities and constraints in the career exploration. Swanson and Woitke (1997) define barriers as events or conditions within an individual or in their environment that impede professional development. It can impact an individual's career development in both direct and indirect ways, influencing self-efficacy beliefs and outcome expectations, as well as disrupting the career development path from interests to goals or goals to actions (Lent et al., 2000). In the context of practical professional life, potential barriers may include family financial problems, personal difficulties, ability considerations, and negative social/family influences (Lent et al., 2002). Therefore, career expectations are influenced by an individual's CAs, and low CAs are likely to result in limited career choices (Hou and Leung, 2011).

2.2 Career Influencing Factors

2.2.1 Family Structural and Process Variable

According to Bronfenbrenner's (1979) ecosystem theory, the environment interacts with individuals and affect the development of individuals. In this system, the environment is subdivided into four systems: micro, meso, exterior and macro. The micro system represents the immediate environment where individual activity and communication occurs. The family represents the micro-environment with the most significant impact on individuals, particularly parents. Previous literature has identified two primary categories of influence from parents: static family structure (e.g. parents' education level, number of children) and dynamic family process (e.g. parents' expectations). These two interdependent family background factors have been extensively documented (Whiston & Keller, 2004). Early studies centred on the examination of how family structure variables, such as parents' occupational level, might impact adolescent career development (Rosenthal and Hansen, 1981). In recent years, research has increasingly focused on more dynamic family process variables, with

researchers identifying potential links between parental behaviour and adolescent career development (Blustein, 2001). This dissertation considers both static and dynamic family factors and explores the specific influence of parents on children's career development within the family.

2.2.2 Structure Variable

2.2.2.1 Socioeconomic Status

The term "family socioeconomic status" is defined as the social position and resources available to a family within a larger social structure, which is in turn determined by factors such as parental occupation, education, income, and wealth (Hirsch et al., 2002; Lancee, 2010). The close relationship between career development and socio-economic background has been demonstrated in previous literature (Fowkes, 2007; Davidson, 2009). SES is a significant determinant of career opportunities. Individuals from low SES backgrounds may lack the financial capital and professional networks necessary for some specific careers, thereby limiting their career options (Chifamba, 2019). Families with limited economic and social resources tend to allocate these resources to boys, which can result in reduced expectations and encouragement for daughters to pursue education (Mortimer et al., 1992). As stated by Fowkes (2007), students with high SES tend to exhibit higher career self-efficacy, while students with low SES are more likely to have difficulty in making career decisions. Conversely, students from lower SES tend to have lower level of aspirations. The study conducted by Sharf (1992) provides an explanation for this outcome. He discovered that children from rural backgrounds are frequently exposed to a more limited range of occupations than counterparts, who are more influenced by the media. Children residing in urban areas have greater opportunities for access to career information and resources. Parents who are well educated in cities tend to be actively involved in assisting their children in exploring and selecting career pathways (Fowkes,2007). Parents from higher socioeconomic backgrounds are more likely to influence their children's career choices, typically seeking to enhance their social status and prestige (Gothard, 1985). Sawitri's (2020) empirical study in Indonesia lends further support to this assertion. SES can influence the prediction of CAs and the extent of career exploration. In the context of high SES, individuals tend to develop relatively higher CAs and better positioned to engage in more in-depth career exploration activities. Therefore, SES is a significant predictor of CAs and the career exploration (Schoon and Polek, 2011). Parents from higher backgrounds are more likely to influence their children's career choices, typically in pursuit of social status and prestige (Hurlock, 1973). However, it is notable that parents' education level does not correlate with the relationship between their children's income expectations and other variables. The higher the parents' education level, the more their children's income expectations tend to decline (Smith, 1990).

2.2.2.2 Parents Occupation

The parental occupation is considered one of the most significant elements of the family SES. The substantial impact of the family environment on children's career development has been confirmed by

a wide range of literature. In the initial phase of developing CAs, children primarily receive informal guidance on career options from surroundings. Parents exert a powerful influence over their children. The majority of children spend most time staying with their parents (Sink, 2005). Jungen (2008) discovered that children around the age of five have begun to identify with their parents' occupations. Similarly, Hoffman et al. (1992) discovered a correlation between parents' occupations and children's career expectations. The findings indicated that the father's salary and working time was significant predictors of the salary and working time expectations of male and female business students. Other studies have demonstrated that there is a positive association between children's CAs and their parents' professional status (Gutman & Schoon, 2012), which largely determined children's opportunities for education and social networks (Diemer & Ali, 2009). Additionally, children's CAs were also found to be positively correlated with parents' realistic and enterprising jobs (Schuette et al., 2012). For instance, during the adolescent period, males are more likely to identify with their fathers' professions and pursue related careers. Similarly, girls may be significantly influenced by their mothers' occupations if their mothers are employed (Chauhan, 1979). Nevertheless, this conclusion is not universally applicable. It has been observed that children may be discouraged from pursuing parents' career due to a negative perception of the work environment (Zunker, 1981). Consequently, parents' attitudes towards their own occupations can also influence their children's perceptions of these occupations, which result in their children pursuing or avoiding these occupations.

2.2.3 Process variable

2.2.3.1 Parenting Style

The concept of parenting style was first proposed by Baumind (1966), who defined it as the emotional atmosphere created by parents around their children in the process of parenting. This style is embodied in the parents' attitude, behaviour and non-verbal elements towards their children. Previous studies have unanimously recognized the profound impact of parenting styles on adolescents' career exploration and career decision making (Mortimer et al., 2002; Lent et al., 2002). The practice of parenting styles normally involves career-related support, disturbances, and barriers to participation (Dietrich and Kracke, 2009). Appropriate and adequate career support, including expressions of interest and concern, instrumental assistance, and emotional support, facilitates adolescents' career exploration, pursuit of career goals, and development of a professional identity (Li and Kerpelman, 2007; Sawitri et al., 2015). In contrast, parental involvement in the child's career choice (i.e. imposition of personal ideas) and external or internal obstacles to participation (i.e. disinterest in the child's career development or inability to participate due to competing life pressures or lack of career information) may result in career confusion or indecision in adolescents (Marcionetti and Rossier, 2017). The extant literature reveals a diversity definitions of parenting styles. However, despite these differences, the underlying essence remains consistent. The predominant parenting styles can be classified into three principal categories: authoritative, authoritarian, and permissive (Baurmind, 1971). The authoritative parenting style, also referred to democratic parenting, is characterised by a high level of authority and support from the parent, coupled with respect for the child's autonomy and interpretation of their requests. This style encourages children to express themselves and engage in

open communication. Strive to promote the development of children's psychological autonomy through communication and meeting their special needs (Gong, 2006; Wang et al., 2018). Similarly, authoritarian or autocratic parents also have high demands on their children, but they tend to intrusively dominate their children's decision-making process and suppress their children's will, similar to the so-called 'tiger Asian parents' (Chan et al., 2009; Kim et al., 2013; Xu et al., 2005). Children frequently find themselves in a predicament, torn between the desire to exercise autonomy and the urge to comply with their parents' decisions in order to demonstrate their obedience (Chifamba, 2019). Permissive parents demonstrate a lack of restriction on their children, allowing for a high degree of freedom and the establishment of minimal rules or requirements. Such children may display a lack of self-discipline, difficulty in accepting the authority of others, and vulnerability to challenges. For example, they may experience depressive symptoms following the implementation of poor, premature decisions (Mortimer et al., 2002). Parents who adhere to Confucian values tend to place a greater emphasis on "guan," or "discipline (guiding and educating children through behavioral norms or expectations, reflecting their care for children; Chao, 1994). Although this "guan" sometimes crosses boundaries and even makes decisions directly on behalf of the child (Mori et al., 2012). Accordingly, the educational approach of Chinese families has been observed to exhibit a greater degree of authoritarianism in previous studies (Chen et al., 2007).

2.2.3.2 Parents' Educational and Career Expectations

Parental expectation refers to the ideas and plans parents make for their children's future based on their experience, own level and thoughts (Buck, 1991), and the attitude and hope parents holds for their children's future (Hou et al., 2012). Parents' expectations can be classified into two main categories: behavioural performance (educational expectations) and future achievement (career expectations). On the one hand, parents focus on their children's future learning and educational level. On the other hand, they make corresponding assumptions and expectations regarding their children's abilities and future careers (Song and Cai, 2007). Parents' expectations of adolescents are particularly significance on career development (Juang and Silbereisen, 2002; Sawitri and Suryadi, 2020). To a certain extent, parental expectations can be predicted by adolescents' educational planning (Frostick et al., 2016; Rimkute et al., 2012). A survey of the CAs and expectations of high school students and their parents indicates that the CAs of students and parents are largely consistent (Leung et al., 2011). Furthermore, the influence of parents' expectations is magnified in the context of collectivist countries, such as China. A study of 10th graders in collectivist countries revealed that adolescents may adapt or compromise their CAs to align with their parents' expectations (Sawitri et al., 2015). In China, parents typically have high expectations regarding their children's educational and career outcomes (Hou and Leung, 2011; Lao, 1997). Such expectations include enrolment at leading universities and the securing of stable and high-status careers (Lao, 1997). Parents convey their expectations of high-status careers for their children by emphasising the importance of education. This argument is also consistent with the Confucian concept of "Hope kids to be dragon," which reflects the view that education is an important means of social mobility (Dandy & Nettelbeck, 2002). High parental expectations can result in children feeling overwhelmed, indecisive and contradictory when choosing a career direction. Conversely, moderate parental expectations have been shown to motivate children

and facilitate their career exploration (Leung et al., 2011). Furthermore, parental expectations are subject to change depending on child's gender. It is more common for parents to place expectations on their sons, as they perceive a greater responsibility for maintaining and developing the family's reputation (Hou and Leung, 2011). However, recent studies have investigated the relationship between the CAs of post-2000s high school students in central China and their parents' expectations. These studies have found that there is no direct relationship between the two (Qi et al., 2023). One potential explanation for this phenomenon may be that the vocational values of students in the contemporary era are shaped by the rapid economic development and information explosion that characterises modern China.

2.2.3.3 Gender Socialization

Hesse-Biber and Carter (2000) defined gender socialization as learning what men should do and what women should do in society. There are also significant gender differences in career choices, especially in science, technology, engineering, and mathematics (STEM) fields, where women are relatively underrepresented (Blau and Kahn, 2017). Only 16 percent of technical positions at Facebook, 18 percent at Google and 10 percent at Twitter are held by women, and these percentages reflect the norm across the industry. In Europe, women represent only 7% of the engineering and technical workforce (Fish, 2016). The primary factor influencing gender socialisation is the family. As parents convey their occupational preferences directly or indirectly to their children, they also convey gender information (Jacobs et al., 2006). For example, the participation of girls in ballet classes and boys in soccer programs can be considered manifestations of gender socialization (Hesse-Biber and Carter, 2000). Furthermore, children are socialised by gender through observation of their parents' actions and roles at home, where many mothers are still the main contributors to most household chores.

While this kind of gender socialization probably begins in the infancy stage. For example, parents often buy building blocks for boys and dolls for girls (Zvobgo, 2009; Mudhovozi and Chireshe, 2012). During the stage of children's socialization, parents will continue to intentionally or unintentionally transmit gendered occupational stereotypes to their children, including their beliefs that STEM is an inherently male field. Such gender-oriented occupational stereotypes do affect children's career interests and aspirations. In terms of CAs, men are more inclined to physics and chemistry (Kang et al., 2019) while women are more inclined to subjects such as biology. In realistic career expectations, women are more inclined to social occupations while men are more inclined to realistic occupations (Migunde et al., 2012). This is also confirmed by the actual labor force distribution, jobs such as car repair are dominated by men, while jobs such as kindergarten teachers are dominated by women (Luke & Redekop, 2014). As a result, these occupational stereotypes may limit a child's CAs. Like a group young women faced, they have gotten themselves into trouble by leaving their preferred careers in order to avoid being perceived as weirdos or 'Tom-boys' (Chifamba, 2019). In addition to gender-specific changes in parental expectations level, the types parental expectations and career guidance may vary depending on the gender of the child (Mello, 2008). Chinese parents consider boys suitable for careers in the natural sciences, engineering, and computer science; girls suited to

teaching, secretarial, and artistic careers (Liang et al., 2010; Liu, 2006). The distinction in the gender expectation is also demonstrated in collectivist culture. In comparison to boys, parents have been found to have higher expectations of girls in terms of their ability to secure and maintain a stable and comfortable job (Li et al., 2013). Thus, gender stereotypes acquired during a child's socialisation may exert a significant influence on their subsequent career choice (Jacobs et al., 2006).

2.2.3.4 Career Value

Parents' values, attitudes and practices can also influence children's CAs (Melgosa, 2001) through parental interaction (Lavine, 1982), academic engagement (Simpson, 2003), and gender expectations (Jacobs, 2006). The research of the CAs on graders five students in Beijing revealed that parents either directly or indirectly convey their value of career status (Liu et al., 2015). In this context, people with generally good educational backgrounds, such as lawyers and doctors, are considered to have high professional status, while people such as street cleaners and advertising distributors, are described as having low education level and social status. These values and norms also become the goals that children aspire to and principles to follow. However, if these values do not match the child's, the child will still build a career that the parent is proud of, but that leaves the child feeling frustrated and empty (Jacobsen, 1999). Furthermore, numerous adults underestimate the intuitive abilities of children (Jacobsen, 1999). Any unconscious attitudes, behaviors and comments of the parents are also clearly recorded by the camera in the child's mind (Poulter, 2006). For example, if parents exaggerate the horrors of dentistry, it may lead children to stay away from such professions. Conversely, if parents glorify lawyers or police officers, children are likely to aspire to enter such careers (Chifamba, 2019).

2.3 Summary of Research Gap

It is undeniable that the role of parents in their children's career planning is a topic that has been paid considerable attention and investigation by a substantial body of researchers. While there has been considerable attention devoted to the quantitative aspects of the relationship between parental influence and children's career planning, there is a relative absence of in-depth qualitative research exploring the underlying reasons and mechanisms through which parents exert their influence on their children's career development. Secondly, the extant theories and research are predominantly grounded in Western perspectives, with a limited number of studies that adopt the angle of collectivist cultural. Over the past two decades, researchers have increasingly turned their attention to the subject of children's career development planning in the Chinese context. The majority of existing literature in this field is based on studies conducted in Beijing, Henan and other first-tier cities. The relationship between parental influence and children's career development in southern China has been relatively under-researched. In consideration of the considerable disparities in social and economic advancement, cultural norms, and living arrangements across China's diverse regions, this study focuses on Wenzhou, a city in Zhejiang Province, to examine the relationship between parental influence and children's career planning in relatively underdeveloped areas. The latest generation to enter the workforce, Gen Z, is confronted with significant challenges in the labour market, while also

navigating the complexities of parental involvement and expectations. The 20-25 age group represents the richest sample of cases. Accordingly, this dissertation seeks to investigate the reasons and mechanisms through which parents influence the career planning of individuals aged 20-25 in Wenzhou. The objective is to facilitate constructive dialogue between parents and children, mitigate potential conflicts between them. Furthermore, it assists Gen Z in achieving their CAs in a more effective and autonomous manner, while also furnishing targeted career counsel to pertinent consulting entities.

3 Methodology

3.1 Research Approach and Design

This dissertation employs qualitative research as the primary methodology to examine the question related to adolescents' careers in the context of Chinese culture. Qualitative research is a commonly used research tool, representing an important method for understanding human beliefs, experiences, attitudes, behaviours and interactions (Pathak et al., 2013). The method enables participants to explain and clarify issues in greater depth and in a more creative manner (Saunders et al., 2019). Qualitative research can therefore provide in-depth, complex, and comprehensive insights that may not be proved numerically, which can help investigate the deeper reasons and motivations of Chinese parents influencing their children's career planning from a dual perspective (Stevens, 2022). In contrast to other studies, careers are influenced by a multitude of factors, with parents representing the most significant influence. The role of parents in shaping their children's careers is dynamic and complex, based on their words, actions, and behaviors (Archer et al., 2014). Qualitative research offers a valuable opportunity for researchers to immerse themselves in the field, facilitating a deeper understanding of the complicated interactions between parents and children regarding careers (Mcleod, 2023).

It is undeniable that a substantial number of previous studies have demonstrated a numerical association between variables pertaining to children's careers and those related to parental influence. However, these studies cannot explain why the parental influence-related variable affects a child's career and how this variable influences a child's career development in everyday life (Carr, 1994). Consequently, qualitative research is more appropriate than quantitative research for investigating the underlying reasons and the mechanisms through which parental influence affects children's careers (Mcleod, 2023). Furthermore, the researcher and participants may also be inspired by certain responses or phenomena during the data collection process of qualitative research, leading to the modification of questions and a more profound exploration of related experiences and insights, which is conducive to a more comprehensive examination of the research question (Bhandari, 2022a).

This dissertation also considers the limitations of qualitative research. The high cost and time requirements inherent to qualitative research limit its capacity to collect samples from large-scale datasets, which may consequently yield biased results (Hoover, 2021). Additionally, significant disparities exist with regard to lifestyle and professional values between Chinese geographic regions. The use of the study permits only an in-depth exploration from the narrow perspective of selecting one or two types of culture, rendering it unsuitable for the promotion of generalisable conclusions (Harper, 2011). Secondly, the limited number of researchers and time constraints precluded the collection of a more extensive sample size, thereby increasing the probability of extreme cases emerging from the sample collection (Harper, 2011). Furthermore, the outcomes and inferences of qualitative research are inherently subjective, which is significantly influenced by the researcher's cultural background and expertise (Hoover, 2021).

3.2 Data Collection

This study combines exploratory and empirical approaches to validate the relationship between parental influence and children's career planning in a southern city in a collective cultural context. Accordingly, this study used semi-structured interviews as the primary data collection method (Fakis et al., 2014). The interview themes mainly refer to Liu's (2015) two parent-child career planning surveys for Beijing students, which contains circumscription and compromising variables such as parental occupation, parental expectations, and career values. The interview questions were mainly referenced and adapted from the Career Aspirations and Expectations Questionnaire adapted for Chinese culture by Wu and Li (2001) and the Parental Expectations Scale adapted for local university student populations by Hou et al. (2012) based on local Chinese research.

Semi-structured interview was selected as a research method to facilitate the collection of information related to the experiences, perceptions, and opinions of the research participants (Creswell, 1998). It is eclectic approach between structural and non-structural interview, combining open-ended and prepared questions that maintain the overall general direction of the interview content. This ensures that the interview is closely linked to the research questions, whilst providing the flexibility to explore additional insights through further questions based on participant responses (Busetto et al., 2020). Focus group was excluded on the grounds that it is susceptible to group thinking, whereby participants may be unduly influenced by other members and reluctant to express views that diverge from the prevailing group opinion. This can result in a reduction in the diversity of the data collected (Flayelle et al., 2022). Secondly, the topic of family education is one that is perceived as somewhat sensitive by some participants, and there is a considerable degree of socioeconomic diversity among those taking part, which could potentially lead to low SES families developing an inferiority complex and being reluctant to share their true thoughts. In order to prevent any potential conflict or unpleasantness in the communication process between parents and children, parents and children will be interviewed separately. Given the exploratory nature of the study and the limited existing literature on the topic in the context of Wenzhou, this study aims at addressing the identified gap in knowledge by collecting primary data, enhancing the accuracy and reliability of the findings (Hox, 2005).

3.3 Sample and Sampling

In order to obtain abundant samples of career stages, this study intends to select Gen Z adolescents aged between 20 and 25 years old and their fathers or mothers. In order to make the respondents fit the theme of this study, the criteria for selecting the sample were based on the following characteristics:

- 1) Adolescents around 20-25 years old
- 2) Household registration is Wenzhou, and all academic education prior to university was conducted in Wenzhou

3) Lived with their parents before university

The reason of choosing age between 20-25 was that it encompasses the richest sample at this career stage. This age group includes full-time students, who is close to graduate and under great pressure to make future career choices; graduates who are unemployed and worried about finding a job; and those who have just started their careers and may be experiencing low career satisfaction. Individuals at this stage of life tend to consider their career development most, and engage with this issue most frequently. In order to improve the representativeness and reinforce the degree of parental influence, children conducted academic education in Wenzhou and lived with their parents were prioritised. The study planned to invite 12 families with a total of 24 individuals to participate in one-to-one semi-structured interviews with respondents encompassing three different career stages. The ideal structure of the interviewees was shown as follows:

	Gender	Status	Parents invited
Participant 1	Male	Full-time student	Mother
Participant 2	Male	Full-time student	Father
Participant 3	Female	Full-time student	Mother
Participant 4	Female	Full-time student	Father
Participant 5	Male	Full/part time Job/internship	Mother
Participant 6	Male	Full/part time Job/internship	Father
Participant 7	Female	Full/part time Job/internship	Mother
Participant 8	Female	Full/part time Job/internship	Father
Participant 9	Male	Job-waiting	Mother
Participant 10	Male	Job-waiting	Father
Participant 11	Female	Job-waiting	Mother
Participant 12	Female	Job-waiting	Father

Considering the high number of requirements for screening the sample, it could not determine the number of potential target populations and the geographical distribution. This study adopts a purposive sampling, a non-probability sampling technique that enables the researcher to select a sample that meets the requirements based on the research purpose (Nikolopoulou, 2022). This method can assist in the identification of samples that meet the standard characteristics above, ensuring the optimal utilisation of limited resources (Patton, 2014; Morse, 2009).

Given that university education does not necessarily occur in the place of domicile, field surveys conducted in Wenzhou's universities are unlikely to yield accurate data on the target populations. This study recruited participants mainly through online major social media (Weibo, Red Book) and private social connection (alumni, family networks).

3.4 Data Collection

As receiving volunteer responses, basic participant information was firstly collected to ensure that volunteers meet the sampling criteria. Following confirmation of the interview intention, the participant information sheet (Appendix II), consent form (Appendix III) and draft interview question list (Appendix IV) will be sent to the interviewees. This is to ensure that they are informed of the research content and voluntary participation, with full ethic consideration.

Considering that parents may not use Zoom, this study intends to use more convenient App Tencent meeting, where respondents could attend the meeting by the phone call directly. Secondly, due to the busy schedules of some interviewees (working staff), the interviews will mainly be conducted online on weekdays from 19:00-23:00 and on weekends. The interviews would start with an informal chat to help the interviewer relax and answer the questions more authentically (Swider et al., 2016). After getting the recording permission, the formal interviews were started and transcribed the data. Since interviewees were all living in China, they were recommended answering the questions in first language, which helped them organize the logic to provide richer answers and reduce misunderstandings (Cortazzi et al., 2011). Afterward, the transcripts would be checked and translated by researcher and with an external organisation (Youdao), ensuring the data is accurate (Kirk, 1986). The edited data will be stored temporarily on a private computer with a strong password and subsequently uploaded to UCL OneDrive for storage.

Finally, the actual number of participants in the interviews was 15 families, including 24 respondents (Appendix I). Data collection took place between 20th July and 15th August, with interviews lasting on average around 30 minutes. It is worth noting that there were unanticipated circumstances during data collection, including parents who were simultaneously happy to be interviewed or reject the interviews due to busy time schedule or they felt their views were too narrow to be worth referring to. Due to the lack of well educated parents participating in the interviews, the study added two additional groups of well educated parents joining the interviews to compensate for the lack of perspective. The details data collection could be found below:

	Gender	Status	Parents invited
A1	Male	Full-time student	(x)
A2	Male	Full-time student	Father
A3	Male	Full-time student	Father
A4	Female	Full-time student	(x)
A5	Female	Full-time student	Mother
A6	Female(x)	Full-time student	Mother
A7	Male(x)	Full-time student	Mother
B1	Male	Full/part time Job/internship	Parents
B2	Female	Full/part time Job/internship	(x)
B3	Female	Full/part time Job/internship	Father

B4	Female	Full/part time Job/internship	Father
C1	Male	Job-waiting	Mother
C2	Male	Job-waiting	Father
C3	Female	Job-waiting	Mother
C4	Female	Job-waiting	(x)

3.5 Data Analysis

This study employed deductive thematic analysis to conduct data analysis, which is a top-down analytical method (Fereday, 2006). This approach allows for the validation and extension of existing theories using pre-set theoretical assumptions, and is applicable to this paper's exploration of proven parental influences in different cultures (Fereday, 2006). This paper presents a summary of six established themes of parental influence on children's career decisions, based on an analysis of literature by Liu (2015) on parents' influence on children's career choices and a synthesis of findings by Sink (2005) on the role of families in children's career development. The established themes are listed below: socioeconomic status, parent occupation, parenting style, parental expectation, gender socialization, career value.

Unlike Braun's (2006) six coding steps for inductive thematic analysis, this study begins by determining the theoretical framework to identify the predetermined themes worth exploring in parental influence. The researcher then starts with familiarizing all the transcripts of interviews, quoting phrases or sentences from participants as initial codes. The initial codes will be further checked, adjusted, and merged to simplify and reduce redundancy. During the process, parent and child's codes will be cross-compared between different family. At the same time, it will also be interpreted by the family unit. Finally, the identified codes will be categorized one by one into predetermined secondary themes and reviewed (Appendix VI), generating research findings and comparing them with past literature.

3.6 Ethical consideration

The MSc Ethics Application for this study has been approved by the IGP LREC and the UCL Data Protection Office (reference number: Z6364106). This study will strictly follow the IGP Low Risk Research Ethics Form (Appendix VII) and UCL Risk Assessment Form (Appendix VIII) for data collection. Before participating in the study, participants will be sent a participant consent form and participant information sheet to ensure that participants are willing to participate and informed about the research. Furthermore, participants are guaranteed the right to reject any questions they consider inappropriate and withdraw from the interview at any time (Bhandari, 2022b). The data collection did not include relevant information that could identify individuals, including names, IP addresses and other incriminating information. The data will be stored temporarily on a private computer with a high-security password until the analysis is complete, and will then be uploaded to UCL OneDrive for storage and deletion within six months.

4 Finding and Results

4.1 Socioeconomic Status

The transcript content illustrates the interrelationship between family socioeconomic status and children's CAs from the perspective of parents. The analysis reveals that within the context of family socioeconomic status, parents' knowledge and understanding of various professions directly influence their decision to support or not their children's CAs, as well as the nature of the support they provide. This finding is also consistent with the perspectives put forth by Hirsch et al. (2002) and Lancee (2010), who argues that lower levels of education and limited social networks result in a narrow understanding of different professions among parents. This lack of knowledge and biased perception prevents children from exploring broader CAs.

Parents with lower educational background often express confusion and bias toward certain professions. They either lack an understanding of their children's ideal careers or subconsciously interpret those roles through stereotypes, leading to misconceptions. Moreover, when parents experience high work pressure and job intensity, this lack of career awareness tends to negatively impact their children's CAs and exploration. For instance, the parents of participant B1, who are self-employed business owners, frequently complain to their child about their own work and do not wish for their child to inherit their profession. They also reflected on their child's previous desire to become a veterinarian, stemming from a love of animals.

I admit that I was wrong, in fact, he wanted to learn veterinary medicine, but at that time in our eyes, this seems not like a real job, more like a hobby... It is useless for you to learn this thing, it is unreliable, in Wenzhou maybe veterinarians have no work to do... You said the dog was sick and showed you, it was too dirty... So, we were firmly opposed at that time, thinking that there was no prospect of learning these things.

Similarly, B4 parents expressed doubts about their children's CAs:

To be honest, she told me once, she wanted to paint or something. But I don't know what kind of job to make money for painting... Anyway, I do hope that she can take a government job... It's easy to get paid every month.

The interview with participant B2 also revealed a potential correlation between parents' social resources, professional insights, and children's CAs and exploration. To some extent, parents' resources or knowledge serves to establish the lower boundary of their children's CAs (Sawitri, 2020). To elucidate the underlying reasons, B2 provided the following example:

For example, if 100 people take the academic course route, even if the success rate is only 10%, there are 10 people. While, if I only knew five people who take the art course route, and they all failed. Parents will think that the road of academic courses is promising, because I have several successful experiences around me, and parents who take the road of art students may not have access to those cases, so one-sided believe that this way

has no way success... Similarly, if your parents don't have access to these occupations, how can they support you?

In contrast, parents with a higher level of education tend to demonstrate greater support for their children's CAs. As Fowkes (2007) illustrates, parents with higher levels of education are more proactive in assisting their children in exploring and selecting a career path. Such individuals tend to possess more extensive social networks and a more comprehensive understanding of various professions. The term "interest" was frequently mentioned by parents with higher education in this study. These parents consider interest to be a significant determinant of their children's career development (Tang et al., 2008), and hope that their children's career planning should primarily based on their interests. For example, A7's mother provided insight into her approach to fostering her child's interest in computer programming:

We took the initiative to give our children these after-school classes, such as sports, art, music... giving him chance to try...In the process, we can slowly screen his true interest out... kids need a sense of accomplishment... If he feels interested in this area, and then he does it successfully and gets positive feedback from the teacher, he may have the confidence to continue.

4.2 Parental Occupation

As a crucial component of socioeconomic status, parents' occupations are a key factor influencing the formation of children's CAs in the early stages (Chauhan, 1979). Majority children spend most time with their parents before entering university. Parents, serving as the best role models during their children's growth, are the primary source of informal career knowledge (Sink, 2005). Therefore, this variable is worth to be discussed independently from SES.

The transcripts revealed that parents' occupations can indeed directly or indirectly guide children to pursue or stay away from their parents' occupation (Zunker, 1981). The study revealed a strong correlation between children's interest in their parents' occupations and their parents' self-assessment of their own careers, as well as the extent to which the children understand these careers. When parents express a predominantly negative view of their own occupations, children tend to adopt a more distant stance towards those careers. It is notable to observe that parents who have attained a relatively lower level of education tend to express more negative views about their own occupations. These include the A3, B1, and C1. As B1's parents explained:

Running a factory is very tiring... having a good education offers more development opportunities. Once your horizons expand, the space for development becomes much larger... I don't want you to pick up my job... This job is so tiring and annoying... We do not have knowledge, so what I do is very hard, very demanding... Mom and dad do not have weekends, basically the beginning of the first month to the end of the year, dad does not want you so tired...

B1's parents mentioned that due to their low educational attainment, the work they chose requires more time and effort to achieve a return. Therefore, they hope their child can choose an easier job, rather than enduring the same hardships they have faced. Especially for jobs where income is primarily based on labor, parents often cite their own experiences as negative examples when discussing careers with their children, emphasizing the importance of academic achievement and the selection of professions that offer greater stability and security. Even if some parents may be reluctant to share details of their own employment or intentionally hide the specifics of their work environment, children will observe their parents' daily activities to gain an understanding of their careers.

The negative impact is not only reflected in parents' evaluations of their own occupations but also in the time they spend with their children. For example, C4 mentioned that their parents were often away from home due to busy work schedules, which resulted in feelings of frustration due to the lack of companionship. Parents also recognized the effect that their busy working time had on their children. A5's mother, a senior high school Chinese teacher, expressed regret over the limited time she could spend with her child because of her work. Her child mostly stayed with her husband.

After further questioning of A5, it was discovered that her CAs closely align with her father's profession. A5 mentioned that she loved traveling around the world and enjoys the feeling of being on the move. She also mentioned that she initially wanted to study journalism and media, but due to the significant contraction of the industry caused by the rise of social media, she decided to abandon this idea. This perspective was also confirmed in a conversation with A5's mother. Her mother mentioned that she had previously expressed a desire to become a journalist, believing that it would allow her to travel across the country, which was an aspect of her father's job that she admired. However, since her father recently left his journalism position due to the decline of the industry, A5 also gave up on this aspiration.

C4 also expressed a significant sense of regret, as her parents were often away from home due to work. She hopes that in the future, her career will allow her to dedicate more time to her family and her own children.

He is usually very busy, rarely has time to come home, and often has to rush back to the hospital if there's an emergency during his break. My mom also spends a lot of time teaching, so she doesn't focus too much time on me. Most of their time and energy go to their patients or students, and I feel that they don't give enough attention to their own child. Therefore, I don't want to pursue a career like theirs in the future.

Positive influences from parents can also facilitate children's pursuit of their parents' professions (Jungen, 2008). Interviewees such as A1, B3, and C2 expressed admiration for their parents' careers and have incorporated these roles into their own future CAs. These participants generally have a deep understanding of their parents' occupations, as their parents frequently took them to their workplaces. For example, A1's mother often brought him to the bank, introducing her to the department's work and environment. This aligns closely with A1's CAs, as he expressed a preference for particularly prestigious careers, such as Olympic champions or elite professionals in suits.

Generally, the influence of parents' occupation on children is traceable, not only reflected in parents' comment of their own occupation, but also reflected in the process of parents' accompanying children.

4.3 Parenting Style

The parenting styles of parents are not found to be significantly related to other factors. The majority of parents are observed to provide rigorous intervention and support with regard to their children's academic performance. While in everyday life, children perceive their parents as relatively indulgent and respectful of their wishes. The parenting styles of the respondents' parents fall between authoritative and authoritarian. Some parents may expect their children to follow their career expectations, they also respect their children's preferences (Gong, 2006; Wang et al., 2018). However, some parents lean more towards authoritarianism, offering various forms of support for their expectations and strongly opposing their children's CAs (Mori et al., 2012). In such cases, as Chifamba (2019) describes, children find themselves in a dilemma, struggling to choose between their own CAs and their parents' career expectations. During these processes, they exhibit significant frustration due to the lack of parental support. Disobeying parents is considered 'unfilial' in Confucian culture (Fei, 1992), leading them to abandon their own career dreams in favor of complying with their parents' wishes. For example, B1, B4, and C3 eventually gave up their dreams in favor of meeting their parents' expectations. B1 ended exploring a career in veterinary medicine due to parental obstruction, while C3 chose to pursue their dream as a side job or hobby.

C3: Although I am not engaged in handicraft blogging at present, I do some handicraft products. They were really unkind when they see me doing these things every day... just going to put more pressure on me... Every year when there is a national or provincial government exam, I will be asked to sign up to participate in... I'm just really stressed.

The SES part also explains the reasons behind the opposition of parents to their children's CAs. Parents often lack comprehension of the specific responsibilities and future prospects associated with these careers. They also lack the professional networks that could assist their children in exploring these career options. Consequently, parents may regard their children's CAs as impractical, yet they are reluctant to convey the underlying reasons to their child, which can result in a lack of career satisfaction among the children.

Secondly, interviews with Group A2 family revealed a discrepancy between the parenting style perceived by parents and children. What the fathers view as a balanced approach of strictness and leniency can be perceived by the children as overwhelmingly oppressive. This ultimately leads to a rebellious attitude in the children, then stop heeding their fathers' advice.

A2: My father is quite strict... I rarely have a full holiday... Every summer vacation is scheduled by him, either for studying or for an internship. It feels like he will never be pleased if things don't go according to his wishes.

However, his father doesn't aware of the harshness of his behavior towards his child. He categorizes most issues as matters of principle, including daily routines, etiquette, and various aspects of learning. When he believes that the child's behavior conflicts with his principles, he insists on his viewpoint and commands his child to comply. The underlying reason may be the father's own professional background as a chairman and the influence of patriarchal cultural norms (Chao, 1994).

However, the interview with B2 revealed an evolving approach to parenting over time. B2 recalled that her parents gradually softened their strict control, shifting towards respecting her wishes and being open to making various adjustments. This shift included compromises on traditional beliefs, such as the father's previous stance against playing games during school semester, evolving to understand the child's stress and challenges, and offering more emotional support to help the child live a healthier and happier life. This change in approach provided significant inspiration for B2 in her career journey:

During high school, he introduced a rather unconventional educational philosophy... you could watch animation while doing your homework. This approach led to excellent results in my studies, which made me realize the potential of trying out new and unconventional methods. It had a significant impact on my career planning, and I became one of the few Chinese person teaching senior high school business in UK.

4.4 Parental Expectations

In the study of parental expectations, the majority of respondents mentioned their parents' desire for their children to achieve high academic achievement. This is consistent with the Confucian concept of "hope children to be dragons" (Dandy and Nettelbeck, 2002). A significant proportion of respondents indicated that their parents placed considerable emphasis on their academic success. To meet these expectations, parents even arranged various tutoring sessions in order to improve their children's academic performance as much as possible. In discussing the underlying reasons for parents' emphasis on high academic achievement, most parents reflected on their own past experiences of regret at not having been able to pursue education. To illustrate, A3's father and B1's parents made the following remarks:

A3 father: Since I've experienced it myself, I regretted that I didn't get into college in senior high school...you have to go to college to get ahead...

B1 parents: At that time, child's father and I lacked knowledge and had no social connections as dealing with anythings. If I had been knowledgeable, I would have gone out to make a lot of money... During the period of reform and opening-up, money could be earned everywhere... I saw others making money and coming back with luxury cars, which made me very envious.

When exploring the reasons behind the high expectations for academic achievement, these parents felt that if they had had the opportunity to study in their youth, they would have had more career

choices, and their lives would have significantly improved. Therefore, their regrets about not achieving academic success are transferred to their children. Additionally, there is no significant difference in expectations based on the number of children in the family. For instance, families with three children, such as B4 and C1, also hold similarly high expectations for academic performance. It is noteworthy that many parents, either directly or indirectly, indicate that academic success would bring honour to the family and instill a strong sense of pride. As outlined in the traditional culture of Confucianism, the family is believed to gain glory when a child is successful in their academic achievements (Yang, 2012).

In this context, parents' career expectations for their children are surprisingly consistent. The term 'stable' is mentioned in almost all of their interviews, followed by 'easy', 'low work intensity', and finally 'income'. The careers fitting these descriptors include positions in public sectors such as government, hospitals, and public schools. These jobs offer high stability, are less likely to face layoffs caused by external factors, coming with fixed work hours and various social benefits. However, such positions often require significant effort for entry during the early stages. Consequently, these roles are generally well-regarded in society. When discussing the rationale behind these expectations, the majority of parents use their own careers as a negative example, expressing a desire for their children to avoid the same year-round work demands and poor working conditions. Additionally, some parents emphasize the current economic downturn, noting that other positions lack stability and job mobility have become the norm (French, 2023; Clayburn, 2023). These parents are unwilling to expose their children to the uncertainty inherent to changing jobs, and thus they discourage their children from pursuing such careers. More importantly, the surrounding environment also provides significant examples, reinforcing the parents' career expectations. As A2's father explained:

Fifteen years ago, nine out of ten people did business and earned money, now ten people do business, nine people lost money... I learned about it from the children of my friends that several of my friends' daughters and sons went to Shanghai and came back after a few years, and the work pressure was unbearable, and they were laid off after staying in Shanghai for a few years.

Due to narrow expectations, there is often a significant discrepancy between parents' and children's aspirations. During this period, many children's CAs are gradually abandoned due to lack of parental support and the challenging job market. As B4 mentioned:

When I graduated, I wanted to study art, because I liked painting when I was a kid, but my father didn't agree with me... afterward, I didn't find a suitable job yet... Finally, I chose to take the civil servant exam according to my parents' expectation.

In contrast, parents with higher educational attainment demonstrate the opposite expectations. They do not focus on their children's academic performance but instead prioritize their children's physical and mental well-being, hoping for their healthy development in all aspects. However, educational expectations are still imposed through other means. For example, A5's and A6's mothers mentioned that they did not put any academic pressure on their children, but the children are driven to study hard

due to their own competitive spirit and the expectations from teachers. A potential factor might be the influence of Confucian cultural values on the educational environment, where the pursuit of academic success is tied to the concept of filial piety, causing everyone around to emphasize academic achievements. Regarding careers, these parents also express a preference for 'easy' jobs, but they place more emphasis on their children's sense of achievement and social value. They hope their children will choose careers that provide personal fulfillment and contribute to the well-being of society.

C2 father: As long as he really loves it and thinks it has a future... After all, doing what you love to do is often better

4.5 Gender Socialization

The majority of boys' parents express confusion when the topic is broached, as they have not given it any significant consideration. They have not encountered similar issues when discussing career choices with their children, except for A2. A2 is interested in the beauty industry, but due to his father's authoritarian attitude, he did not communicate this interest with him, believing that his father would certainly reject and criticize him. When the father discovered the cosmetics A2 kept at home, he explicitly stated that 'boys should not be involved with makeup and such feminine things'.

Through guiding questions, such as those about physiological differences between boys and girls, it becomes apparent that parents' influence on gender socialization is subtle and pervasive (Jacobs et al., 2006). During interviews, most parents acknowledged physiological differences between genders, which they believe lead to differences in career suitability. Nearly all parents think that boys have physical and mental advantages over girls and are therefore more suited for physically demanding, high-pressure, or relatively dangerous jobs, such as doctors who work long hours, police officers, and high-intensity tech research roles (Fish, 2016). In contrast, they perceive girls as better communicators and more patient, making them suitable for roles like teachers or civil servants with fixed hours (Liang et al., 2010; Liu, 2006). Parents of girls generally believe that jobs requiring frequent overtime can be more damaging to women's physical and mental health, and thus prefer careers that are easy and stable for their daughters. Additionally, some parents consider girls to be at a disadvantage in the workplace and society, expressing concerns about their safety in certain positions, and therefore discourage them from pursuing those industries.

B1: I would satisfy if girls have basic salary... I will certainly not let her go outside... It's not safe for a girl to go out, especially in the midnight... if married people far away from home... once she suffers a little loss or suffer a little anger, parents have no way to know and guild in time... I don't want girls to go too far away from home.

B2: My friends' parents worry that it may be dangerous for girls to go to the construction industry, worry about the hidden rules of the industry, like sexual harassment.

The differences in career expectations based on gender are also reflected in the interviews with A2's father and C2 (Mello, 2008). In their conversations, they conveyed Confucian beliefs that males are expected to be the economic pillars of the family and achieve prominence, while females are primarily responsible for managing the household and raising children (Li, 2013).

A2 father: I think girls should choose a stable job and have time to take care of the family. Girls should still be more family-oriented, perhaps caring for their husbands and children, and have time for their families. Our traditional culture dictates that women are in charge and men are in charge.

C2 father: You're a boy. You should be responsible for it... a girl should be gentle, then in the future, she can take better care of her family.

Finally, mothers with higher education levels show greater inclusiveness regarding gender issues. While they acknowledge the physiological differences between boys and girls, they also support that there are differences between individuals that extend beyond the scope of gender.

A5: But don't assume that just because there's a difference, either a girl or a guy can't do well in certain professions... Some girls have a very strong physique, right? Some boys are particularly weak.

A7 believes that introducing individuals of different genders into traditionally gender-specific professions can bring innovative perspectives and insights to those fields.

I think sometimes boys involved in this kind of feminine profession, I think there is actually a great advantage, because he stands in the perspective of the male perspective. Sometimes I think he is in this process, his views sometimes I think he brings some fresh snowflakes to the industry, some new views.

4.6 Career Values

Most parents have established a career value system based primarily on educational qualifications (Liu et al., 2015). These parents view careers with high educational requirements as desirable, while those with lower educational demands are considered less favorable. Terms such as 'stability' and 'social status' frequently arise when parents describe desirable careers, reflecting their preference and recognition of these professions. Careers that match these descriptors include the 'iron rice bowl' jobs their parents aspire for, such as civil servants, teachers, and doctors. These roles are seen as intellectual positions that offer stable salaries and social benefits provided by the state and have high social recognition. Parents' career value also explains their high educational expectations: they hope their children achieve high academic success to prepare for entry into these professions.

A3 father: The good jobs are civil servants, state-owned enterprises and central enterprises employees, which are the best, and are also pillar industries of the country. Civil servants in central and state-owned enterprises, such as those in provinces and cities, are the best.

In families with a higher level of educational attainment, parents tend to place a greater emphasis on the alignment between their children's CAs and their own educational and professional interests. They believe that a good career should provide emotional value to the practitioner and contribute positively to society. They emphasize that any profession has the potential to bring happiness, as long as it provides material or emotional fulfillment for the individual.

A5: I like a job where I have more freedom of time and can express my ideas. And make some contribution to society... It doesn't matter what you do as long as you're happy.

A6: As long as she is more interested in this occupation... she can feel successful and have a sense of harvest, whether it is a gain in money or material, or a sense of spiritual satisfaction... I think that I can bring her this feeling of pleasure and happiness, I think it is already good.

Even though some parents believe that social status should not be a standard for evaluating the career is good or not, they cannot deny the reality of occupational class distinctions in today's society. They do not want their children to choose professions that lack social recognition and face societal disdain. As A7 mentioned, the perception of a profession's value still relies on societal approval.

A7: Nobody can say that a career is necessarily good or bad...but it needs to be supported by the environment. In China, there's a big difference between a cleaner and a government official.

C2: Social status should not be taken too seriously, but the status of your profession in our society is often affected by others' perceptions of you, and it also affects your own self-confidence. For example, such as doctors, lawyers and other professions, not only the income is good, but also the social recognition is very high, people's words are often you will be impressed, this feeling is also an invisible encouragement for children.

Jobs with low entry barriers are generally considered undesirable. Although most parents describe these positions as "unstable," they attribute the instability primarily to the low entry requirements, which makes it difficult to exclude other candidates and lead to a higher risk of unemployment. These jobs are often characterized as having unstable wages, lower technical demands (labor-intensive), and minimal entry requirements.

A1: They won't let me be an influencer, mainly because it's unstable... The threshold is too low, resulting in a large gap in the quality of practitioners... It's just like the feeling of feckless and doing nothing... If you want to be a fitness coach, they think I can go directly after undergraduate, there is no need for master level learning.

A2: My dad doesn't think ordinary people can do very well, such as anchors, delivery people, waiters and so on.

In summary, career values are influenced by parents' educational attainment and can directly reflect and predict their expectations for their children's education and careers. However, the interview content does not capture the direct impact of parents' career values on their children's career choices.

4.7 Career Aspirations - Expectations

4.7.1 The Process of Circumscription and Compromise

Interviews about CAs also confirm their role as a 'compass' for career behavior, serving as a driving force in career choices (Gutman and Schoon, 2018; Youping and Yong, 2007). Analysis of the interview content reveals that adolescents' CAs often reflect their childhood interests and can accompany them throughout their careers. Comparing the CAs and expectations of various respondents show a high degree of alignment between the two. For example, B2 discovered a strong sense of accomplishment from helping classmates with their questions during elementary school, which led to positive feedback and praise. This initial interest in education prompted B2 to pursue teaching careers, which led to numerous internships in the education sector and ultimately the attainment of a master's degree in education. This CA successfully led her to become a business teacher at a senior high school in the UK.

The formation of CAs is indeed influenced by external factors, including family and social institutions (Leung et al., 2011; Whiston and Keller, 2004). Respondents noted that their CAs were shaped by various influences such as television media, elementary school experiences, and parental behavior. For instance, A5 developed an interest in becoming a journalist because his father, who was a journalist, often took him to work. B1 grew fond of working with animals due to having pets during childhood. C2's interest in computers was sparked by having access to a computer at home. This highlights that both intentional and unintentional actions by parents can significantly impact their children's CAs.

Nevertheless, a discrepancy is observed when parents' perceptions are compared with adolescents' self-reported CA. Many children feel that their parents do not take their CAs seriously, viewing them as mere whims rather than genuine interests. Surprisingly, both parents and children report having rarely or never discussed career plans before senior high school graduation. They consider job hunting to be a distant concern, believing that children are still highly malleable and that the future is highly uncertain. Consequently, their sole focus before university is to achieve the highest possible academic success to secure a place in top university.

Parental educational expectations have increasingly constrained children's career choices as they grow. Many parents report that children's interests are curtailed due to academic pressures, which may limit their understanding and exploration of careers. Interview analysis also shows a high degree of consistency in academic paths before choosing a career, lacking educational diversity. Moreover, most respondents received little to no support from their parents regarding their CAs. Parents typically provided only resources and emotional support aligned with their own career expectations. This lack of exploration support and resources often leads to significant frustration and stress among adolescents (Guan et al., 2015). Gradually, teenagers abandon their CAs due to insufficient support and resources. The reasons behind parental opposition or lack of support for

children's CAs are explored in the SES part and defined as 'barriers to engagement' (Dietrich and Kracke, 2009). Limited education and resources mean parents may result in a lack of understanding of the content of their children's CAs, which in turn may lead to an inability to participate in their career exploration. As the interviewees' parenting style is more authoritarian, they tend to intervene and oppose unfamiliar career choices without satisfactory explanations, which further contributes to communication gaps and rebellious attitudes in children. For example, B1 and C3 felt disheartened and began compromising their CAs after strong parental opposition, while A2 chose to conceal their interest in the beauty industry from their father, developing it as a side interest. This indicates the significant limiting effect of parental expectations on children's career development. The fundamental influence on parental expectations is their SES, which determines their understanding of various careers and their ability to provide support. Although the study also mentions authoritative parents, who, due to limited resources, is unable to fully engage in career planning, their children's CAs typically align with parental expectations and mainstream societal preferences. This makes it challenging to determine the extent of support that authoritative parents are able to provide in cases of differing expectations. Other constraints include socio-economic developments, such as A5's decision to abandon a career in journalism due to the industry's decline.

When parental expectations align with children's CAs, there is a high degree of consistency between their career expectation and aspirations. Most respondents believe that their current career expectations are broadly consistent with their CAs. However, in cases where children's CAs do not align with parental expectations, children often compromise and accept their parents' expectations.

In the final reflections on issues with parents, 'communication' is identified as the area most needing improvement. Most teenagers express that there is insufficient communication with their parents, leading to many conflicts and misunderstandings. In particular, parents often fail to explain the true reasons behind their views when disagreements arise. Instead of providing opportunities for children to pursue their own dreams, parents tend to use their authority to issue commands. Even when children understand that their parents may not fully grasp their CAs, they only wish for more emotional support from them.

A2: My dad didn't like listen to others idea. He always had his own solution. He must let his children or friends listened to him.

B1: Parents should not suppress my interest; they should let me follow my own interest to try first.

C3: If possible, I hope they could support me as a craft influencer. At least give me a year or half a year, let me devote myself to this industry, let me have a chance to try and make mistakes. Even if I fail in the end, then I have no regrets to go back to prepare for the government entry test.

B2 also gives potential solutions:

If his parents had specifically supported him to try at that time, he might have really stuck with it. But maybe after he tries it, he will seriously consider that this option is not good for him, and he will come back. But parents' strong opposition attitude is easy to cause children to rebel.

If parents said I would go to ask my friends, and then help him to find a similar experience child, let him communicate with the friend's child. And then he hears it and he feels like it's not what I want, and he actually accepts it more easily.

4.7.2 Additional Findings

After analyzing the entire article, the researchers found that except for the children's own aspirations and parents' expectations are same, it seems that there's very few of people could keep the CAs same as career expectations as the time pass. Many of the employees say that their current occupation is not their favorite occupation and they don't like the current career content. In this study, B2, a professional teacher in the UK, is invited to engage in a comprehensive exploration of the issue in question, with the aim of acquiring new insights.

After comparing the differences between vocational education in China and the UK, it is found that Chinese educational institutions have seriously insufficient support for students' career development, especially vocational education before university stage. Before university institutions, there were few opportunities for students to explore careers. While in the UK, students in junior and senior high schools have been encouraged to participate in internships and share their internship experience and understanding of the position with their classmates. Additionally, the school has set up a special career development department to regularly invite different professions to give lectures to students to help students understand different job content as much as possible. Thus, for Chinese students, they are very dependent on getting career-related information from their parents. If the parents have very limited SES, it may lead to a narrow career choice for the child.

5 Conclusion and Recommendation

5.1 Conclusion

Question One: What are the fundamental motivations and methods through which parents impact adolescents' career planning processes?

This dissertation examines the factors that motivate parents to influence their children's career choices, with a focus on six established themes. The findings of this dissertation indicate that family SES is the primary determinant of the other five themes. The educational level of parents constrains their occupational options, and their careers display elevated work intensity, diminished stability, and average income (Hirsch et al., 2002; Lancee, 2010). Consequently, following a challenging career, parents place significant emphasis on their children's educational achievements, espousing the view that their children's education is a fundamental determinant in the selection of a career path and a crucial ticket to pursuing ideal 'stable' and 'easy' career. The parental expectations are constrained by SES and the occupation of the parents. It plays a significant role in influencing children's career planning, which impacts the direction of their career exploration and the formation of their final career expectations (Juang & Silbereisen, 2002).

Secondly, SES is also a determining factor in whether parents support their children's CAs. Parents with low SES may face challenges in developing an adequate understanding of occupational roles and the associated career pathways. They may also have limited access to occupational information and may be influenced by biases that impede their ability to make informed decisions about their children's CAs. The insufficient provision of career information leads parents to believe that their children's CAs are unattainable and to oppose their children's exploration of potential career paths. There's weak correlation between parenting styles and the other topics. The findings of this dissertation indicate that authoritarian parenting tends to results in children relinquishing their CAs and compromising with their parents' expectations. Additionally, parents' occupational values and gender socialisation represent secondary factors influencing children's career planning. Parental expectations are shaped by their professional values, which reflects the social recognition accorded to highly educated occupations in China. The theme of gender socialisation is the least conspicuous in this article. However, the case analysis indicates that one factor contributing to parents' limited career expectations for women is the traditional Confucian cultural belief that "men take care of the outside world and women take care of the inside." This implies that boys should be the primary financial providers for their families, while girls are expected to assume domestic responsibilities towards their husbands and children (Li, 2013).

Question 2: How do family factors influence adolescents' dynamic career process from career aspirations to career expectations?

As previously discussed in question 1, the direct family factor that limits children's CAs to career expectations is parental expectation (Sawitri and Suryadi, 2020). This dissertation identifies CA as the

primary motivating factor influencing children's career development, prompting them to pursue their desired CA (Youping & Yong, 2007). In addition to the influence of the social environment, parental expectations represent the most significant factor limiting and guiding the direction of children's career exploration.

The high educational expectations of parents restrict the potential for multicultural development from the beginning. While the authoritarian educational model, which prioritises academic goals, frustrates many children whose CAs do not fully match them, and eventually compromises with their parents and chooses the career that their parents expect. In contrast, some children show complete consistency with their parents' expectations. In these cases, parents' expectations and support play a significant role in guiding their children's career exploration, ultimately leading to the attainment of their desired career. In this context, parental support can be considered an important means of facilitating the realisation of parents' expectations. Authoritarian parents often only provide resources and emotional support related to their expectations, and hold an opposing attitude towards occupations that are not in line with their expectations (Chan et al., 2009; Kim et al., 2013; Xu et al., 2005). This is also the decisive factor that causes the children in the interview to give up their CAs (Chifamba, 2019). Ultimately, communication was identified as the most important issue for parents to improve, mainly for children of authoritarian parents. They expect their parents to give them a chance to pursue their dreams. Even if parents do not understand child's ideas and may not be able to provide resources to support them, they would prefer parents to be able to support their child emotionally.

5.2 Recommendation

This dissertation has a revealing significance, not only to obtain the internal reasons for parents to influence their children's career, but also to promote the communication between children and parents. It also provides experience for Gen Z to communicate with children as parents in the future. This dissertation does not advocate any education model, only the values and education model suitable for children should be respected. Thus, "communication" is the most important link between parents and children to explore career planning, and the only way to find the most suitable way to nurture children. As demonstrated by B2, B2's father's communication and attempts in the mode of parenting style and getting along with each other also instilled in B2 the courage to embark on a career exploration and ultimately enabled him to achieve his aspirations. Parents should also try to let their children pursue their ideals and provide more support for their children, rather than refusing to let their children try because of the risk of failure. Secondly, this dissertation proposes that educational institutions in Wenzhou should prioritize vocational education for their students, particularly prior to their transition to tertiary education. Although it is indisputable that children are malleable, a narrow range of career awareness and information is a significant factor influencing students' CAs, which constrains the scope and depth of their career options.

5.3 Limitation and Future Research Direction

This study has to admit that there are many limitations. Following an investigation into the impact of six key themes, it is found that parents' SES is the fundamental factor affecting other themes. While this paper lacks in-depth exploration of SES, such as parents' income and their career experience. Therefore, the future research topic can start from SES, and it may be worthwhile to explore the comparison between urban and rural parents in China. Secondly, the sample criteria employed in this study are insufficient for the comprehensive examination of gender socialisation. Indeed, the majority of parents surveyed indicated that they had not contemplated such issues. However, the interviews also indicated that the target group could potentially be families with both boys and girls. Such families may adopt different career paths for boys and girls at an earlier age and may employ disparate approaches to early childhood socialisation.

Secondly, the diversity of data collected in this paper is inadequate to meet expectations. The data collected revealed a surprising consistency in the expectations of the majority of parents. Thus, this study cannot exclude the possibility of data bias. Accordingly, the methodology employed in this study can be refined to yield a more heterogeneous sample. Secondly, the balance of the number of interviewed fathers and mothers in the sample arrangement does not allow for a comparison of the differences in their influence on children. The potential solution to capturing differences in the impact of parents and mothers on children's careers could be to conduct separate interviews with children, fathers and mothers within the same family.

6 Reference List

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7 Appendix

Appendix I : Participant Detail Information

Student						Parents			
Code	Gender	Age	No. of Child	Status	Family Income	Parents Occupation	Educational Background	Age	Family Income
A1	Male	24	1	Full-time student	1Million	Mother: Bank Executive Father: Freelance Work	M: Middle School F: Associate College	M:48 F:51	1Million
A2	Male	23	1	Full-time student	Unknown	Mother: Store manager Father: Chairman(SME)	M: Associate College F: Associate College	M:47 F:58	0.5-0.8 M
A3	Male	24	1	Full-time student	0.2 M	Mother: Accountant Father: Truck Driver	M: High School F: High School	M:54 F:57	0.2 M
A4	Female	22	2	Full-time student	0.2 M	Mother: Farmer Father: Farmer	M: No F: No	M:61 F:64	0.2 M
A5	Female	20	1	Full-time student	0.35 M	Mother: Teacher Father: Civil Servant	M: Undergraduate F: Undergraduate	M:49 F:51	0.5 M
A6	Male(×)	21	1	Full-time student	×	Mother:Teacher	M: Undergraduate	M:48	0.5-0.8 M
A7	Female(×)	14	2	Full-time student	×	Mother: Housewife Father: Corporate Executive	M: Undergraduate	M:37 F:41	0.8-1 M
B1	Male	27	2	Full/part time Job/internship	0.7M	Mother: Marketing Father: CEO(SME)	M: Primary School F: Middle School	M:51 F:51	1-1.5 M
B2	Female	26	1	Full/part time Job/internship	0.4M	Mother: Manager F:SOE staff (quit)	M: Associate College F: Associate College	M:57 F:59	0.3-0.5 M
B3	Female	26	1	Full/part time Job/internship	0.45 M	Mother: Civil Servant Father: Doctor	M: Undergraduate F: Undergraduate	M:59 F: 58	0.6 M
B4	Female	27	3	Full/part time Job/internship	0.2 M	Mother: Street Business Father: Building Worker	M: No F: No	M:62 F:66	0.15-0.2 M
C1	Male	23	3	Job-waiting	0.1-0.15 M	Mother: Farmer Father: Farmer	M: Primary School F: No	M:57 F:59	> 0.2 M
C2	Male	25	1	Job-waiting	Unknown	Mother: Housewife Father: IT Engineer	M: Unknown F: Master	M:× F: 49	0.3-0.5 M
C3	Female	24	1	Job-waiting	0.2 M	Mother:Sales Father: Taxi Driver	M: Middle School F: Primary School	M:47 F:53	0.25 M
C4	Female	24	1	Job-waiting	25 M	Mother: Teacher Father: Doctor	M:Unknown F: Unknown	M:× F:×	×

Participant Information Sheet For 20-25 adolescent/their Parents

UCL IGP Research Ethics Committee Approval ID Number: Z636410

Title of Study: The Chinese parental influence on 20-25 adolescent Career development

Department: Institute of Global Prosperity

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1. Invitation Paragraph

You are being invited to take part in a research project. Before you decided it is important for you to understand why the research is being done and what participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

2. What is the project's purpose?

In recent years, more Generation Z college students have entered the workplace. Among them, parents are one of the most powerful influencers and promoters of children's career development. As Chinese parents, they all want their children to excel and have very high expectations for their children. However, these expectations and career guidance do not always align with the child's career development and planning. Even parents and children may fight over differences in career planning. Therefore, this paper mainly studies how parents in southern Chinese cities influence college students' career development. The main purpose of this study is to explore the guiding role of parents in college students' career planning and what factors affect these guiding roles. By answering these questions, we can better understand the reasons why parents guide their children's career development, promote the communication between parents and children, and liberalize the career development of college students. And this research is used to fulfil the requirement of BGLP0005 Dissertation to obtain the degree MSc Global Prosperity. The project is expected to last 6 months, start from March to September. The data collection is predicted to start from 25th June.

3. Why have I been chosen?

You are chosen as the interviewee with the reason as follows:

1. You are the University student/on the job or placement who born in Zhejiang, south of China
2. You are the Generation Z student who born during 2000-2005
3. You are about to enter the workplace/ already in the full-time job or placement

Or

1. You are the parents of the students who meet the requirement above
2. You have guided your child's career development/made an expectation of your child's career development.

4. Do I have to take part?

You should explain that taking part in the study is entirely voluntary and that refusal to agree to participate will involve no penalty or loss of benefits to which the participant is otherwise entitled. The participant may discontinue participation at any time without penalty or loss of benefits to which the participant is otherwise entitled.

Example paragraph:

This participation of this project is fully voluntary. *It is up to you to decide whether or not to take part.* If you do decide to take part you will be given this information sheet to have a basic information and be asked to sign a consent form for further ethic consideration. You can feel free to withdraw the interview at any time without giving a reason and without it affecting any benefits that you are entitled to. If you decide to withdraw you will be asked what you wish to happen to the data you have provided up that point.

5. What will happen to me if I take part?

Once you are willing to join the interview and sign a consent form, you will be invited to attend an approximately 45 minutes one-to-one online personal interview that will be held in June/July. After interview, you may be contacted with further question to complete the analysis of interview transcripts if appropriate. This is a semi-structured interview.

You will receive an outline of the key questions 3 days in advance. During the interview, the researcher will follow the structure of key question and ask more open questions about some of your answers. If you have any question or concerns about the interview, you are free to ask before and during the interview. If you feel uncomfortable to answer some question, you are free to choose not to answer the question. You can select an appropriate time to arrange joining the interview and cancel or delay the meeting at any time.

6. Will I be recorded and how will the recorded media be used?

If you agree, the interview will be recorded during the interview using Zoom software. The audio and/or video recordings of your activities made during this research will be used only for analysis and for illustration in conference presentations and lectures. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings. You are free to stop the recording at any time during the interview. You can also double check your recording with researchers, deleting any statement if you unwilling to provide. Once the dissertation is final marked, the record will be deleted immediately (predicted 15th Dec, 2024).

7. What are the possible disadvantages and risks of taking part?

The interview requires time and energy to take part in the interview. In addition, the contact afterward may also lead to inconvenience for participants. Due to limited researcher, it may come up with the difficulty of scheduling. This research makes every effort to keep participant anonymous and prevent any adverse effect to their daily life. There is still low risk of anonymity being breached.

8. What are the possible benefits of taking part?

Whilst there is no material benefits for those who attend the interview, it is hoped that this the research could make a contribution on academic area of career development and family relationship, helping Generation Z student communicate better with their parents about career plan and plan the career more freely.

9. What if something goes wrong?

In the course of the project, if there is any event that will harm or adversely affect you (e.g. information leak, cyber attack), or a major academic accident. You can first notify the researcher to stop the project immediately, and complain to the project leader to seek solutions. The contact detail of the project leader is shown as follow:

Supervisor: Dr. Konrad Jan, Miciukiewicz

Contact detail: konrad.miciukiewicz@ucl.ac.uk

Module Leader: Dr. Yuan He
Contact detail: yuan.he@ucl.ac.uk

If your complaint is not dealt with to your satisfaction, you may further contact the Chair of the IGP Research Ethics Committee -igp@ucl.ac.uk. At the same time, the project researchers will cooperate with you throughout the process to contact the relevant personnel of the department and seek possible remedial measures.

10. Will my taking part in this project be kept confidential?

All of the information collected during the course of research will be kept in the strictest confidence. You will not be able to be identified in any ensuing reports or publications, with pseudonyms used to maintain confidentiality(e.g. Parents A, Student A).

11. Limits to confidentiality

Please note that confidentiality will be maintained as far as it is possible, unless during our conversation I hear anything which makes me worried that someone might be in danger of harm, I might have to inform relevant agencies of this.

12. What will happen to the results of the research project?

Your data and information will be used during the process of data collection and data analysis in the dissertation. The results of the dissertation is predicted to publish on 15th December, 2024. This dissertation would not be published in any journals or reports. You will not be identified in any reports or publications. You can achieve the conclusion and results of the research from researcher. This research is only academic used for MSc Global Prosperity Dissertation.

15. Contact for further information

Researcher name: Yuanrui Jin
Contact detail:
jin2437897070 (Wechat)
ucbvj4@ucl.ac.uk/Jerry_13256@163.com (E-mail)
+86 15825606287/+44 07919275660 (phone)

Supervisor:Dr. Miciukiewicz, Konrad Jan
Contact detail:
konrad.miciukiewicz@ucl.ac.uk (E-mail)

Thank you again for making time read the information sheet and considering participating in the interview.

Appendix III :Consent Form

CONSENT FORM FOR GENERATION Z STUDENTS/THEIR PARENTS IN RESEARCH STUDIES

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research.

Title of Study: The Chinese parental influence on 20-25 adolescent Career development

Department: Institute of Global Prosperity

Name and Contact Details of the Researcher(s): Yuanrui Jin ucbvj4@ucl.ac.uk

Name and Contact Details of the Supervisor: Dr. Konrad Jan, Miciukiewicz; konrad.miciukiewicz@ucl.ac.uk

This study has been approved by the UCL IGP Research Ethics Committee: Project ID number:

Thank you for considering taking part in this research. The person organising the research must explain the project to you before you agree to take part. If you have any questions arising from the Information Sheet or explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this Consent Form to keep and refer to at any time.

I confirm that I understand that by ticking/initialling each box below I am consenting to this element of the study. I understand that it will be assumed that unticked/initialled boxes means that I DO NOT consent to that part of the study. I understand that by not giving consent for any one element that I may be deemed ineligible for the study.

		Tick Box
1.	*I confirm that I have read and understood the Information Sheet for the above study. I have had an opportunity to consider the information and what will be expected of me. I have also had the opportunity to ask questions which have been answered to my satisfaction <i>and would like to take part in an individual interview</i>	
2.	*I understand that I will be able to withdraw my data up to <i>[insert date if stated on the Information Sheet] OR [insert text clearly defining time limit e.g. 4 weeks after interview]</i>	
3.	*I consent to participate in the study. I understand that my personal information (<i>provide information on what personal information specifically will be collected</i>) will be used for the purposes explained to me. I understand that according to data protection legislation, 'public task' will be the lawful basis for processing.	
4.	Use of the information for this project only *I understand that all personal information will remain confidential and that all efforts will be made to ensure I cannot be identified (<i>unless you state otherwise, because of the research design or except as required by law</i>). I understand that my data gathered in this study will be stored anonymously and securely. It will not be possible to identify me in any publications.	
5.	*I understand that my information may be subject to review by responsible individuals from the University College London or monitoring and audit purposes.	
6.	*I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason. I understand that if I decide to withdraw, any personal data I have provided up to that point will be deleted unless I agree otherwise.	
7.	I understand the potential risks of participating and the support that will be available to me should I become distressed during the course of the research.	
8.	I understand the direct/indirect benefits of participating.	
9.	I understand that the data will not be made available to any commercial organisations but is solely the responsibility of the researcher(s) undertaking this study.	
10.	I understand that I will not benefit financially from this study or from any possible outcome it may result in in the future.	
11.	I understand that I will be compensated for the portion of time spent in the study (if applicable) or fully compensated if I choose to withdraw.	
12.	I agree that my anonymised research data may be used by others for future research. No one will be able to identify you when this data is shared.	
13.	I understand that the information I have submitted will be published as a report and I	

	wish to receive a copy of it.	
14.	I consent to my interview being audio/video recorded and understand that the recordings will be: Stored anonymously, using password-protected software and will be used for training, quality control, audit and specific research purposes. To note: If you do not want your participation recorded you can still take part in the study.	
15.	I hereby confirm that I understand the inclusion criteria as detailed in the Information Sheet and explained to me by the researcher.	
16.	I hereby confirm that: (a) I understand the exclusion criteria as detailed in the Information Sheet and explained to me by the researcher; and (b) I do not fall under the exclusion criteria.	
17.	I am aware of who I should contact if I wish to lodge a complaint.	
18.	I voluntarily agree to take part in this study.	
19.	Use of information for this project and beyond I would be happy for the data I provide to be archived at UCL One Drive. I understand that other authenticated researchers will have access to my anonymised data.	

If you would like your contact details to be retained so that you can be contacted in the future by UCL researchers who would like to invite you to participate in follow up studies to this project, or in future studies of a similar nature, please tick the appropriate box below.

<input type="checkbox"/>	Yes, I would be happy to be contacted in this way	
<input type="checkbox"/>	No, I would not like to be contacted	

Name of participant

Date

Signature

Researcher

Date

Signature

Appendix IV : Interview Question Guides

Full-time Student Interview question [Example]

(Full interview question see OneDrive Research Data)

Basic information:

Gender:

Age:

Current major:

Education Background:

Parents Occupation:

Number of Child:

Yearly Family income:

Current condition: Full-time Student//Job-waiting//Full or part-time Job(internship)

1. Do you remember what your dream was?

Follow-up question: Why did you have this dream? What are the factors that affect you to generate this dream

2. Did your parents say anything about your dream? Resist/encourage/fail to evaluate?

3. Do you know what your parents do for living?

Follow-up question: Have you been to your parents' workplace? / Are you interested in your parents' career? / Have your parents ever commented on your position and how do you feel about it?

4. What kind of parenting style did your parents have at home? Is it more permissive or is it more severe?

5. As growing up, did your parents ever tell you what they expected of you? (Educational/vocational)

Follow-up question: What are these expectations? Do these expectations align with your own interests? Do you feel stressed or uncomfortable? Are they taking the actual actions and actions to meet that expectation? How do you think your parents' expectations have affected your career development? If the expectations are different, are you willing to give up some of your professional interests in order to meet your parents' expectations?

6. Have you discussed your future career planning and development with your parents?

Follow-up question: If not, why? / Will your parents support and encourage you in your career goals? Do you accept to career advice and guidance from your parents?

7. Did your parents guide you or help you in career-related exploration? (such as taking you to meet the person in the position, providing relevant internship information, etc.)

Follow-up question: Is this kind of career support what you want, or is it just what your parents expect you to do?

8. Did your parents prevent you from pursuing certain professions because of your gender?

Follow-up question: Can you elaborate on why parents don't accept this type of career? If not, why not?

9. Did your parents convey their professional values to you? For example, what do they think is a good job and what is a bad job?

Follow up question: In your daily life, do you see any values reflected in your parents' behavior? Will any of this affect your career choices?

10. What career do you plan to do after graduation? Do you have any specific requirements or expectations for your future career?

Follow-up question: Why do you want to do this job?

11. Are your current career expectations your original dreams or expectations?

Follow-up question: If yes, what elements of this job do you like and meet your career expectations? / If not, why not?

12. Do your parents intervene with your current career choices? Why?

Follow-up question: In what areas do parents mainly interfere with careers? In what ways did your parents interfere with your career expectations

13. If you think about your career choices in the past, what would you wish your parents had done better to support your career?

Appendix V : Interview Transcript (Example)

(Full interview question see OneDrive Research Data)

[Interviewer]

Let's talk about our first topic, do you still know what your own childhood dream was. It could be a very broad dream, like what you want to do in the future, like a doctor or something like that. Do you remember that?

[Participant A2]

It was when you were little, not now, right?

[Interviewer]

Yes, as a child

[Participant A2]

When I was little, I dreamed of being a star.

[Interviewer]

Why do you think you have this dream of becoming a star? What influenced this idea?

[Participant A2]

Because at that time, I often saw those stars on TV, and I thought that what they said could get a lot of people's attention, and then it was more profitable. I have a strong desire to express myself, when I was in school I was pretty popular at school, I feel quite suitable, usually very funny and want to be a comedian

[Interviewer]

Think that this job is particularly beautiful, and then the money is particularly high, and you can win a lot of people's attention, and then think that you may also like this kind of it?

[Participant A2]

Yes

[Interviewer]

Have you ever told your own parents about this dream?

[Participant A2]

Not yet

[Interviewer]

What was the reason? Why?

[Participant A2]

Because I thought they might not be receptive to the industry.

[Interviewer]

When you were a kid, did you already feel afraid to tell your family about being a star?

[Participant A2]

Yes

[Interviewer]

How well do you know your own parents' career now? For example, have you ever been to some of your father's or your mother's workplaces?

[Participant A2]

I've been to where my parents work

[Interviewer]

Do you know anything about their job content, salary, working environment? You can give an example, you can give an example of your mom or you can give an example of your dad.

[Participant A2]

I don't know how much my dad makes, but I know what my dad does. So my dad he works in a button factory, but he's probably retired so he doesn't go to the factory much.

[Interviewer]

What's your dad's main responsibility?

[Participant A2]

Maybe some kind of factory management, like in the office area.

[Interviewer]

Has your father ever commented on your position? For example, what does he like or dislike about his position?

What does he like or dislike about his position?

[Participant A2]

No, but he always said it was hard work, that it got worse every year.

[Interviewer]

In fact, that is to reveal to you, his own industry may actually be very stressful work is this meaning?

[Participant A2]

Yes

[Interviewer]

Will this have any impact on your future, such as whether you want to enter the industry?

[Participant A2]

Not really, because I don't really want to be in this business either

[Interviewer]

That is to say, after understanding yourself, you still feel that your parents' industry is actually not interested in it?

[Participant A2]

Yes

[Interviewer]

Is this mainly based on your own interests, or maybe there is a particularly negative factor in the parents themselves, so they do not particularly want to enter this industry.

[Participant A2]

Probably both.

[Interviewer]

Can you roughly expand to say why your parents' career may not be in line with your career expectations, or that your father in this respect has actually conveyed to yourself that there is a lot of work pressure, in fact, it is this type that you do not like.

[Participant A2] Because this is kind of a family business, and if I choose to do this, then I might as well spend the rest of my life in that city that is, my own hometown. I don't want to stay there forever. I might want to move to another city. Then secondly, we are not particularly interested in this kind of manufacturing industry, and we may be more interested in FMCG, which is the fashion industry.

[Interviewer]

Let's ask again, what kind of discipline did your parents have at home? Is it more severe or more permissive?

[Participant A2]

My dad was strict, my mom was indulgent

[Interviewer]

How is harshness reflected? Like does he have high expectations for you, or does he have a lot of discipline or something like that?

[Participant A2]

Yes, I have to go to cram classes almost every weekend, and I don't have a full vacation. For example, anyone who graduated from elementary school or high school never had a good summer. All of them are comparatively said to be arranged by him, either to study or to do intern. Then may have high expectations for their children, he must find a job that earns tens of thousands of yuan a month or something.

[Interviewer]

So it wasn't really your idea that he arranged it, it was your father who arranged it for you?

[Participant A2]

Yes

[Interviewer]

Let's follow up on this question, did your parents convey to you growing up what they expected of you? For example, you also mentioned earlier that your father may have very high expectations for some of your education, or for your previous career such as his salary requirements. So let's expand a little bit on what his expectations were in terms of education. For example, he expects you to achieve what level, enter what kind of university, or in terms of career he expects you to work should be how much income, where to work, or his work environment is like the status of what, you can expand a little?

[Participant A2]

He might have said something about my academic hope when I was a child, maybe it was a higher score, but he didn't have a specific one. Don't get a grades that make him shame, like you can't get into a regular high school. But in terms of grades has been particularly strict, and then maybe to work like I will graduate now. He probably wants to find a job either in a state-owned enterprise or as a teacher, which is stable and does not pay badly.

[Interviewer]

Do you feel these expectations align with your own interests? Do you feel that you are far from your own expectations?

[Participant A2]

It will be quite big, but if the teacher's words are a little bit enough, because I can talk. Because I have helped the teacher to lead a class like this, if it is a teacher, I can also accept. But if he says something about banks or state-owned enterprises, I don't like to develop in a field that I completely say I'm not good at.

[Interviewer]

What do you mean by saying you would accept or enjoy being a teacher? Do you think you have a strong interest in teaching or communicating with people?

[Participant A2]

Yes

[Interviewer]

I just want to ask your father also said, for example, just said that you need a good grade, or you need to go to a state-owned bank or something. Did your dad take any practical actions or steps to help you fulfill the expectations he wanted you to fulfill?

[Participant A2]

He said yes, but there's been no progress so far, so I don't expect him to find a job he likes.

[Interviewer]

What kind does he mean by "yes," and what kind of support will he give you?

[Participant A2]

For example, he may go to an acquaintance to ask for help, that is, are there any internship places in state-owned enterprises to help me arrange such a situation

[Interviewer]

Do you think your parents' expectations have an impact on your career development? Do you listen to yourself, for example, does your dad want you to go to the bank? How much do you think these opinions have influenced your own career development at the moment? Will there be a tendency to actually consider some positions? Or really compare what he said and I feel that there is no meaning in this feeling.

[Participant A2]

I don't see much point in it, but if he does get me into a nice place. Even if I don't like it, it's kind of nice, but it has to be the kind of career I can do and I might go. But if he had a totally unrelated career, I wouldn't have gone either.

[Interviewer]

So if in fact the expectations were different, do you think you could give up some of your professional interests for the sake of your parents' expectations?

[Participant A2]

Pardon?

[Interviewer]

You also said just now that you really would be willing to do it if you could arrange a better career, does that mean that you can actually give up some of your interests for your parents' expectations?

[Participant A2]

It's not giving up, because if you go full-time, you can still do what you love on the side. Of course, he can't arrange work that I hate, at least the kind that has a little bit of edge.

[Interviewer]

I also want to ask, have you discussed your future career planning and development with your parents?

[Participant A2]

Never discussed at this time.

[Interviewer]

Why do you not want to discuss career development with your parents?

[Participant A2]

There may be a big gap between the two people, that is, the direction they want to go is diametrically opposed.

[Interviewer]

Could you talk more specifically about how this gap arose and why you don't particularly want to communicate with your mom or dad.

[Participant A2]

Because he was always trying to get me to leave like a high-paying job, and then maybe more inclined to just say he didn't want people to look down on him. It means that you have already spent so much money on me, or everyone knows that you are an overseas returnee. Then you go out and find a job that is similar to that of people in China, or the salary is not good. But in my mind, when I go abroad and you spend so much money on me, I can only say that there are many ways to return the cost, but he is more inclined to that kind of economic return. But I think I stayed on this trip to study abroad, in fact, even if I did not go to work, my mind or vision and other aspects I think are already worth it. I spent the 1 million yuan very well, that is, I learned a lot of things, and I don't want to make myself so tired when I say my career in the future. It means to work hard to get that kind of job, I may say that it is relatively easier, but the salary can be less, and then I can develop my own hobby on the side.

[Interviewer]

Just now you also mentioned that your father is actually very important is a job to have a reputation, and then you have to meet some of your current status is it can be understood?

[Participant A2]

Yes

[Interviewer]

We were just wondering if you mentioned your parents, your dad might be able to arrange some internships for you, right? During the whole process, did you provide anything we could talk about from elementary school to maybe college? Did your parents guide you or help you with some career-related exploration? This could include the internship you just mentioned, or meeting with people who are experts in who and what field, or who have made great contributions in what field.

[Participant A2]

He took me to meet the management of one of those hotels when I graduated high school, and he helped me get there.

[Interviewer]

And now there are some internships related to state-owned enterprises, he will also hope to help you to connect?

[Participant A2]

Yeah, but not yet.

[Interviewer]

This kind of career expectation, the kind of hotel that you just said is you lead you to tell your father that you need these resources, or maybe your father takes the initiative to help you explore, maybe it's better to lead you to this kind of career exploration.

[Participant A2]

He took me with him

[Interviewer]

It's mostly him carrying you around, isn't it?

[Participant A2]

Yes

[Interviewer]

I would also like to ask if your father or mother did not allow you to pursue certain professions because of certain gender reasons?

[Participant A2]

Maybe my dad doesn't like me touching makeup because of my gender

[Interviewer]

Can you explain why specifically? Why not accept it? Did he ever tell you why?

[Participant A2]

Because his ideas are relatively feudal, like many Chinese parents, he thinks that boys should not touch cosmetics and skin care products, that is, boys may say to find a relatively, what can i say, a little to the kind of occupation you should know.

[Interviewer]

That is, he will actually have a relatively fixed definition of this occupation for a gender socialization, that is, what occupation should boys do, what occupation should boys not do, and what occupation should girls do, and girls should not do these occupations?

[Participant A2]

Yes

[Interviewer]

Did he give you a definition of what boys are supposed to do and what boys aren't supposed to do?

[Participant A2]

No, he's just saying that boys wear makeup like this

[Interviewer]

It's kind of like telling you in a positive way that boys shouldn't wear makeup, right?

[Participant A2]

Yes

[Interviewer]

I also wanted to ask, in addition to that, did your parents ever convey to you any of their professional values? For example, what kind of profession do they think is better? You might say, for example, you might also say, well, this kind of profession in state-owned enterprises and banks is a better line, which one is not good? Did he mention any views on this kind of profession?

[Participant A2]

He probably thinks that anything ordinary people can do is not so good, that low-paying jobs are not so good. He wants the kind that pays well, and then he makes some sense of it. For example, although the teacher said that his salary is not high, but the teacher's high status, like these jobs.

[Interviewer] What does it mean that ordinary people can do?

[Participant A2]

For example, anyone can do it, such as what anchor or what delivery man, delivery man, what waiter.

[Interviewer]

Defines this category as not a good career?

[Participant A2]

Yes

[Interviewer]

But I think there are actually some occupations in this category that do well, and in fact the salary should be very high.

[Participant A2]

Yeah, but he probably thinks that's how much money you're going to get when you get in there, but since you said that's how much money you're going to be in there for at least a couple of years, you can't start out like that.

[Interviewer]

He thinks that a good type of occupation is the so-called bank or state-owned enterprise, or a teacher, a profession with a higher status?

[Participant A2]

Yes

[Interviewer]

Or can it actually be understood that maybe this kind of career status is a little higher threshold, not everyone can do it?

[Participant A2]

You could think of it that way.

[Interviewer]

In addition to these more specific things he said, you did not find that your father or mother in daily life in the words and actions revealed some professional values. For example, your father will talk about other people's careers in the process, and may laugh at how different people's careers are. Or mention whose child directly chose what doctor or what profession, or think that this child has a future?

[Participant A2]

Yes, he said before that a relative's daughter said something in the bank, and then said that there is a face or a monthly income of 20,000, but although it is very hard but the salary is high, this is similar to this kind of words.

[Interviewer]

So when I hear it now, does it sound like your dad still has a very strong social status orientation and a salary orientation?

[Participant A2]

Yes

[Interviewer]

I just wanted to ask you about your own career plans, and after all this time I still feel like you say you like being a star and talking to people. So now I sound like this kind of thing is actually very much to deal with people, and then maybe the social attention will be relatively high, what career do you plan to do after graduation for yourself?

[Participant A2]

After graduation, I may want to enter a fast sales company, or the kind of Internet company related to beauty and makeup, and then my side business is doing self-media.

[Interviewer]

In that case, you, uh you said you wanted to be a FMCG or a beauty company or something, right? And then you say that you're okay with teachers, and you're okay with other kinds of things. What do you think are the commonalities in this type of career that you've chosen, and what specific career expectations do you have that fit with the careers that you're talking about? For example, maybe I think the salary is consistent, or the working environment is consistent with the workplace.

[Participant A2]

Because when the teacher, because these two are to say how to say, both are to say that the need for better eloquence. Then the teacher's words are relatively not so tired, because he has quite a lot of holidays. Because I'm going to be a college teacher, if I'm going to be a college teacher not an elementary school teacher. So it's not so tiring, which means it's easier than it is, and then I have more time to take care of my side business. Then beauty, that is my own interests and hobbies are consistent.

[Interviewer]

So basically you have a lot of factors to consider when considering a particular occupation, right? For example, you may consider the teacher's rest time, and may not think too much about his salary. Then, if you choose to be directly related to your career, you may consider some of his salary and some of his actual work content, right?

[Participant A2]

Yes

[Interviewer]

I would like to ask again, is your current career expectation consistent with your original dream or expectation? The dream you were talking about at the beginning.

[Participant A2]

I think the general direction is the same, they are some of the social attention of some professions. Are a career, but it is a self-media one is a star, he is the kind of team that needs that kind of. Generally speaking, the general direction is the same, but the essence is different.

[Interviewer]

That is to say, basically according to their own interests, regardless of social attention and some needs for communication.

[Participant A2]

Yes

[Interviewer]

And by the way, you don't have to be graduating, but have your parents, for example, intervened in your current career choices?

[Participant A2]

My dad did, because I told you my dad intervene my job decision.

[Interviewer]

If you really did go to a beauty company, how would you go to your dad and convince your dad to tell you. From what aspects can you talk to him about this job is your ideal job, and is more in line with his expectations. How to communicate with him, because in fact, apparently I found that it seems that you and your father's career planning is actually a relatively big gap.

[Participant A2]

Probably not. Anyway, I'll tell him I'm a backstage guy and not a closet guy. Is that his mind is more stubborn, he may think that you are to make up. But if you're doing that kind of beauty behind the scenes, let's say you're a sales person and you're a Marketing person, you don't need to you're probably just not on the front end, you're just in the background and you don't need to be seen doing that kind of thing. But that means and you can say what you say, you're an operations guy and you're not a sales guy.

[Interviewer]

Do you really want to be a sales person or do you want to be a marketing person?

[Participant A2]

I think it's okay, as long as it's beauty

[Interviewer]

You can accept makeup, so if it is really possible to really record sales, you think you will take the exam because of your own father. Do you think your father might not accept the job and pass up the sales opportunity?

[Participant A2]

I don't think I'd be much of a sales person, because I'd probably be more of a marketing person, the kind that works in a company rather than behind the counter.

[Interviewer]

But I think in fact, sales may have access to more products, and the Market may focus more on launching. Could you please continue to learn about the positions you really want to work in?

[Participant A2]

Yes

[Interviewer]

In that case, if your dad intervenes in some of your career choices, how does he do it? Maybe what you said just now is to give you some work to do, right?

[Participant A2]

Verbal intervention, followed by this intervention.

[Interviewer]

Your father verbally tell you not to do this and not to do that, and then I give you a job or I pick a job for you?

[Participant A2]

Yes

[Interviewer]

Do you think that would be too much pressure for you, would it cause you some discomfort? You're actually pretty depressed. Do you feel that way?

[Participant A2]

There must be

[Interviewer]

In fact, you can also express it, in fact, our interviews are actually more fully hope that you go to express some real scenes, right? This kind of frustration, if the end result might actually come to you if you show up on your side of the market again. Your father's side has a job, but your father's side wants you to do this, which one will you choose?

[Participant A2]

First of all, I think that from a practical point of view, the probability that he can help me find what kind of state-owned enterprises is not big, then the teacher also wants me to take the test myself. At best, he helped me in the interview, because I was thinking that if he really wanted me to be a teacher, I could get an internship at one of those fast sales companies. Then practice side to test the teacher, if the test into that go to see if you can enter. Because if the teacher gets in, I can go to the teacher side. And if I don't get in, I'm gonna go back to my internship on my own.

[Interviewer]

So you do have some urge to try out your field of interest, right? There has to be hope, right? One way or another?

[Participant A2]

Yes

[Interviewer]

I just want to ask you now that you've been through it, do you think you'd rather have, say, something your parents didn't do right in the past? Or if you want your parents to have a better life, they can help you to support your career. You can think back now, and you can take a moment to think about what you think your parents did wrong. I think they should be able to do that, or better in some ways, to provide you with a little more support. Think about something your parents did to you in the past, whether it was help or bad behavior, and you can talk about it.

[Participant A2]

Maybe my dad he doesn't like to listen to other people, because he's too macho to listen to people. He felt that he had his own kind of solution, and he must make his children or friends listen to him. So if you have anything to learn, it is to listen to other people's children's opinions, after all, this is his own life.

[Interviewer]

Does this also lead to you not particularly want to communicate with him, because you feel that you have said nothing to him, you can not change some of his opinions about you, is not such a factor.

[Participant A2]

Because I don't think I can change each other's minds, so I think it would be a waste of time if I told him this.

[Interviewer]

What do you think, besides what else could be improved?

[Participant A2]

Other aspects

[Interviewer]

In addition to a communication style, and then some parenting style, or you feel that he is not doing enough to support you in any way, whether it is financial support or emotional support can be mentioned.

[Participant A2]

And I think he kind of said something but he didn't do it. For example, he said he would help me find state-owned enterprises, but he didn't really find them. So if he really can't find it, I might have to have a little argument with him. Just say that if you can't get me a job yourself, you'll let me do it myself. Well, if you can find it, that's what I want it to be.

[Interviewer]

Have you talked to him before about your desire to work in makeup?

[Participant A2] I'm not talking about beauty, I'm talking about the fast selling Internet industry.

[Interviewer]

Internet fast selling is it? And he still let you do it?

[Participant A2]

Internet fast sales, he thinks nothing of it.

[Interviewer]

Did he ever tell you why he didn't want you to go into certain industries?

[Participant A2]

Didn't we talk about that before? Is that beauty?

[Interviewer]

Is there anything else you want to ask me?

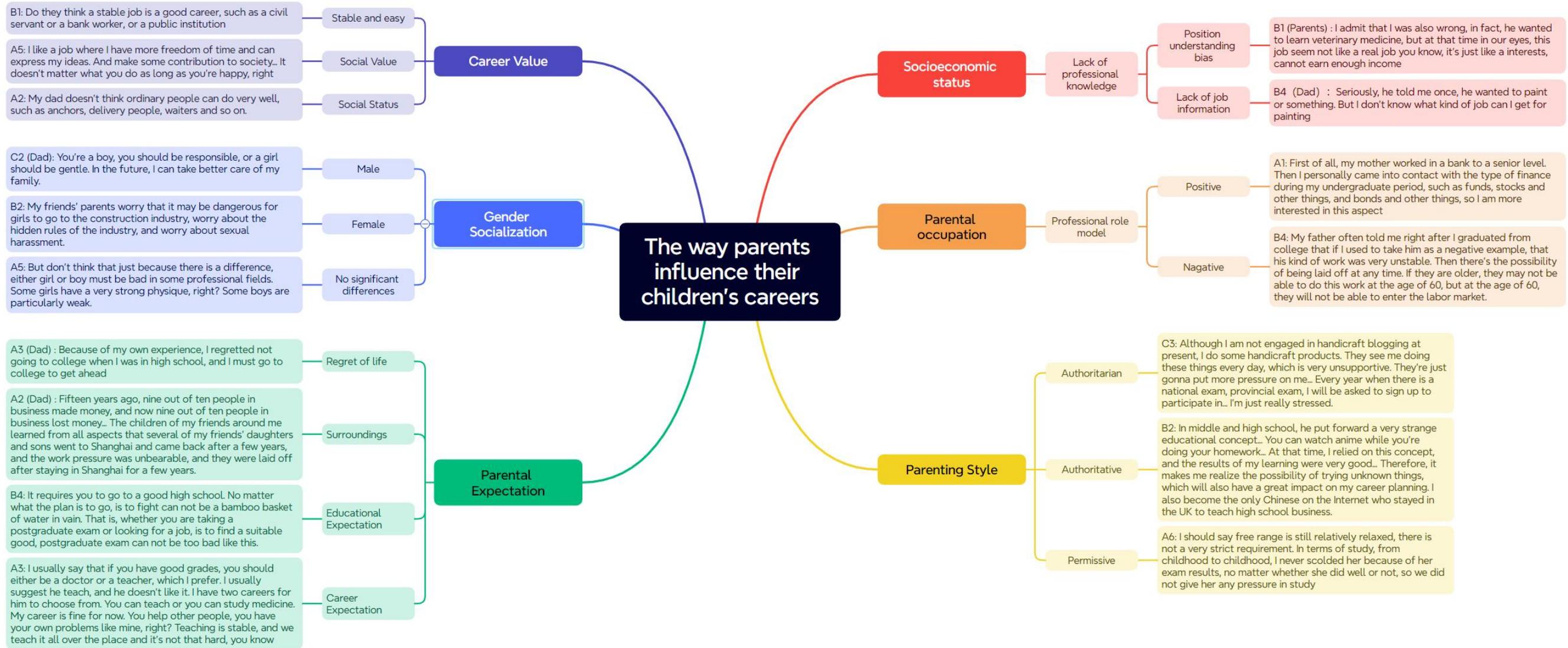
[Participant A2]

No

[Interviewer]

That's all for today's interview. Thank you for joining us.

Appendix VI: Coding Process Mind Map



Response Summary:

IGP Ethics Form for Low-Risk Research

Application form for low-risk ethics review by Institute for Global Prosperity Ethics Committee.

MSc students should complete this form only after discussing their proposed project with their supervisor (who will be contacted after submission to sign off the application before review).

The low-risk checklist (section 2) will help determine if this is the right process for your project. You will then need to work through the following sections to apply for ethics approval. Applications do not have to be completed in one session as progress will be saved up to the last 'next' button (→) clicked, as long as you continue to use the same browser on the same computer or device; however, it is recommended that any lengthy responses are backed up separately as a precaution. Incomplete applications will be deleted after two months of inactivity. You can find a Word version of this form on Moodle.

Contents:

1. Low-risk checklist
2. Personal details
3. Research description
4. Location
5. Participants
 - o Sample
 - o Recruitment
 - o Consent
6. Pre-collected data
7. Ethical Issues
8. Data Storage and Security
9. Signature(s) and Submission
10. Supervisor's Signature

*If you have any questions about this form or application process, please contact Dr Mara Torres Pinedo (m.torrespinedo@ucl.ac.uk) or Dr Yuan He (yuan.he@ucl.ac.uk).

Low-Risk Checklist

This 12-point checklist will help you confirm whether your research is low-risk and whether this is the right form/process for it.

Selecting 'yes' to any question indicates that your project should instead go through the central UCL REC high-risk process. If hesitant on the answers, students should consult with their supervisor(s).

For more information on UCL REC, please go to: <https://www.ucl.ac.uk/research-ethics/ethical-approval/applying-ucl-rec>

Q1. 1. Vulnerability

Will the project set out to recruit (or carry a heightened possibility of accidentally recruiting) participants whose situation might render them particularly vulnerable?

Vulnerability relates to a diminished capacity to give informed consent, or to safeguard one's own interests, due to a range of impediments or circumstances; examples include learning disabilities, mental health problems, or current personal circumstances (e.g. asylum seekers, prisoners, etc).

- No

Q2. 2. Deception

Will the research involve covert methods or deception?

I.e. research carried out without the knowledge or active consent of the participants, or by misleading participants about the purpose of the research.

- No

Q3. 3. Identification via observational methods

Will the researcher be observing individuals and recording them in a manner that could make them identifiable without their active consent? In person or online.

E.g. recording posts word-for-word from social media without the consent of the contributors; in this case the contributors could potentially be identified if the quoted text is searched for online (not applicable to public posts by organisations or public figures e.g. politicians).

- No

Q4. 4. Incentives

Will participants be offered any undue incentives that could be considered coercive?

- No

Q5. 5. Power relationships

E.g. participants will include the researcher's friends, family, fellow students or colleagues, will the project collect personal data that they would not have otherwise shared?

- No

Q6. 6. Security-sensitive research

Will the project involve security-sensitive research?

E.g. commissioned by the military or under a security programme.

- No

Q7. 7. Risk of disclosures

Will the research carry a heightened risk of disclosures by participants which may require the researcher to break confidentiality?

E.g. abuse or involvement in illegal activities/misconduct.

- No

Q8. 8. Data requiring particular consideration

Will the research collect or use data linked to individuals that is genetic, biometric or medical in nature?

- No

Q9. 9. Topics requiring particular consideration

Will the research involve any of the topics listed by the UCL REC as requiring particular consideration?

- Accessing materials normally prohibited by UCL Computing Regulations (see policy here);
- Terrorism/violent actions (when involving contact with terrorists/extremists, communities where they are thought to be based, or targeted communities; or accessing materials created by terrorist groups including social media);
- Pornography or material that could be considered pornographic (when accessing materials, or involving contact with those that produce them);
- Violence/abuse/exploitation (when involving participants' personal experiences);
- Criminality (when involving direct contact with those knowingly engaged at the time in criminal activities);
- Subjects of particular cultural/political sensitivity in a given social context, such that the research would expose a specific group of participants to a risk of harm

- No

Q10. 10. Risks to participants

Will the research present a risk of harm to participants or other people, beyond that encountered in their normal lives?

Harm might be physical, emotional (e.g. distress), psychological (e.g. stress/anxiety), reputational, legal, or financial.

- No

Q11.

11. Intrusive medical interventions

Will participants be subject to any intrusive (or potentially intrusive) medical interventions?

E.g. biopsies, administration of drugs, blood samples, medical devices, vigorous physical exercise expected to cause stress, etc.

- No

Q12. 12. Risks to researchers

Will the research pose any significant risk to the researcher(s)?

E.g. increased risk of physical threat, psychological trauma, being in a compromising situation, investigation by police/security services, or travel to locations where the FCO has advised against all or all but essential travel (<https://www.gov.uk/foreign-travel-advice>).

- No

Selecting 'yes' to any question indicates that your project should instead go through the central UCL REC high-risk process.

If hesitant on the answers, students should consult with their supervisor(s). For more information on UCL REC, please go to: <https://www.ucl.ac.uk/research-ethics/ethical-approval/applying-ucl-rec>

Personal Details

Q21. Name

YUANRUI

Q22. Surname

JIN

Q23. UCL Email Address

ucbvj4@ucl.ac.uk

Q24. Degree

- MSc Global Prosperity

Q25. Supervisor

Dr. Miciukiewicz, Konrad Jan

Q26. Supervisor UCL Email Address

konrad.miciukiewicz@ucl.ac.uk

Q27. Does this project involve Co-Investigators/Partners/Collaborators who will work on the project? This includes those with access to the data, such as transcribers or partners from organisations (e.g., community research initiatives or any other co-designed research projects).

- No

Q30. Is this project funded?

- No

Research Description

Q32. Project Title

The Chinese parental influence on 20-25 adolescent Career development, the case of Wenzhou

Q34. Project Description**Describe your research project, outlining your main aims (300 words max).**

Recently, more Generation Z are entering the workplace. Among them, parents are one of the most powerful influencers and promoters of children's career development. Especially in China, sometimes parents even plan their children's careers and tell them what jobs they should do and should not do. During this time, parents and children will fight over these things. Therefore, this essay intend to explore the impact of parents' career experience on generation Z's career planning, taking the case in China (can be more specific to one city). The reasons of choosing Generation Z as the respondent is that Generation Z is the main force entering the job market. Researching their prosperity of career development is significant, also promoting the communication between children and parents in China. The key question can be list as below:

What is parents' perspective and expectation on Generation Z's career, why?

How parents affect Generation Z's career aspiration

What influences the deviation between the current career path and career aspirations of Generation Z

Potential survey subjects will be invited through the internet and social connection and select the respondents more diversely, such as parents' education level, occupation field and Generation Z's career plan, to ensure the diversity of data and reduce bias as much as possible. This dissertation will adopt qualitative research of semi-structured interview. Dual perspective maybe used, interviewing both parents and children if resources permitted. Since this research is more exploratory, phenomenological analysis maybe adopted, same as Liu's (2015) research in China.

Q35. Project Start Date (mm/dd/yyyy)**This must be a future date i.e. the planned start of data collection. Please allow at least 20 working days from the application date.**

06/25/2024

Q36. Project End Date (mm/dd/yyyy)**This must be a future date i.e. the date when you plan to submit your dissertation.**

09/01/2024

Q54. Research type (select all that apply)

- Primary data collection involving human participants
- Secondary data analysis (including datasets in public domain and archive research)

Q53. Project Methods (select all that apply)

- Interviews

Q55. Provide – in lay person's language - an overview of the project methodology.***This should include a justification of the chose method(s), how data collection will occur and what participants will be ask to do (350 words max).**

This research intend to employ qualitative method approach with one-to-one semi-structured interviews, which is the methods that enable participants to explain and clarify the problem more clearly and creatively. The reason of choosing semi-structure interview is that it provides researchers with flexibility during the data collection and adapts their questions to get further insights. Since the research is more exploratory and lack of sufficient literature discussing the topic under the context of South China, this research mainly address the question by collection primary data, which allows for more accurate and reliable results. The interview question design is based on the literature reviews of Children's career inspiration, identifying some of themes and ask questions around them. Considering that it's hard to collect the participants who have entered the work place, the participants is narrowed to the University students who born in Generation Z, Zhejiang. Thus, the age of participants is around 20-25. The purpose sampling method will be adopted to select the target participants through social media, social connection (alumni network, family network), etc. The participants will be asked to joining a 40-minute one-to-one semi-structure interview. If possible, the parents of participants is welcome to join another interview to make the triangulation of the data. The data will be collected by Zoom App for audio records and transcripts only for further data analysis. The ethic would be considered in the whole dissertation project.

Q56. Please upload any data collection instruments you plan to use (e.g. list of questions for interviews, survey questionnaire, focus group agenda).***Please upload as one file e.g. combined PDF. Files cannot be removed once uploaded but can be replaced.**

N/A

Research Location**Q39. Where will data collection take place?**

- E-Overseas (remotely)

Q40. Please list all the countries you will be doing data collection:

China

Q41. Are any additional permissions required to conduct research in this location?

E.g. permit or visa, local ethical approval, non-disclosure agreements, access to schools/premises.

- No

Q43. File upload for any relevant documents relating to permissions.

Permissions can be pending at the time of application, but final approval may depend on the committee receiving them.

***Please upload as one file e.g. combined PDF. Files cannot be removed once uploaded but can be replaced.**

N/A

Q44. If you are travelling overseas in person are there any concerns based on governmental travel advice (www.fco.gov.uk) for the region of travel?

- No

Q45. Will the research involve primary data collection recruiting, interviewing, or observing human participants?

- Yes

Research Participants

Q46. Describe the participants/population with whom you will be working

University students/graduate students who born in 2000-2005, Wenzhou

Q47. Explain your sample type and provide a short justification

purpose sampling, can not access to the whole data set of the target group, and need to screen participants for the requirement of the topic

Q50. Sample Size/Expected number of participants

20

Q52. Age of participants (select all that apply)

- Adults (18 years and over)

Q51. Explain how you will identify and recruit participants

***This should include reference to how you will identify and approach participants. For example, will participants self-identify themselves by responding to an advert for the study or will you approach them directly (such as in person or via email)?**

social media, social connection (university alumni network, family network); the main contacting methods would be Wechat (more popular within the target group)

Q60. To what degree will participants be anonymised?

- Fully (individuals cannot be directly or indirectly identified, including by the researcher)

Q61. Explain your reasons for anonymisation type and how you intend to anonymise, if applicable)

the name, identity would be completely anonymized (Participant A, B, C ,etc.) . since the research does not required personal information. while, some of personal data would be used to analyze and generate findings, such as gender, education level.

Q62. How you will obtain consent from participants?

- Written consent with Participant information sheets and consent forms

Q63. Consent Documents personalised to your project (e.g participant information sheets and consent form).
***Upload as a single PDF document. Files cannot be removed once uploaded but can be replaced.**

[\[Click here\]](#)

Pre-collected data

Q67. Does your study involve the use of existing data collected from human participants?

- No

Ethical Issues

Reflect on potential risks and benefits of your proposed research, and how you will mitigate any risks.

Remember that all research involves some degree of risk; this section should reflect how you identify ethical risks that might be raised in the course of the project and how you plan to mitigate them.

Q85. Describe the potential benefits to knowledge and/or society of your proposed research

Promote the communication between parent children; Help Gen Z achieve their career expectation better and more freely; Advice institution (e.g. universities) for targeted career advice

Q86. Potential benefits to participants taking part in your research

Whilst there is no material benefits for those who attend the interview, it is hoped that this the research could make a contribution on academic area of career development and family relationship, helping Generation Z student communicate better with their parents about career plan and plan the career more freely.

Q87. Describe potential risks to participants and how these risks will be managed

***E.g. Physical (including COVID-19), emotional or psychological harm, or unintended identification and resulting impact in their community (reputation, employability, abuse, etc.)**

The interview requires time and energy to take part in the interview. In addition, the contact afterward may also lead to inconvenience for participants. Due to limited researcher, it may come up with the difficulty of scheduling. This research makes every effort to keep participant anonymous and prevent any adverse effect to their daily life. There is still low risk of anonymity being breached.

Q88. Potential risks to you or your research team and how these risks will be mitigated.

***E.g. physical threat, travel-related risks, lone-working, meeting participants in public or not public spaces, emotional/psychological trauma or harassment, etc.**

No significant risk to the team has been identified. However, the team needs to take care to arrange a family interview properly and ensure that there is no family conflict during the interview. Therefore, the interviews of parents and children are separate. And in the case of mutual consent, the child or parents can obtain the interview results of the other party.

Data Storage and Security

Before filling in the following section, please take the following self-paced training: **UCL Data Protection for Undergraduate & Masters Level Students** (<https://www.ucl.ac.uk/data-protection/ucl-data-protection-undergraduate-masters-level-students>). It should take you between 25-40 minutes to complete and you will receive a certificate of completion.

Q83. Do you confirm you have undertake UCL Data Protection for Undergraduate & Masters Level Students?

- Yes

Q87. Upload your certificate of completion

[\[Click here\]](#)

Q90. Will the research involve the collection and use of personal data?

According to the Information Commissioner's Office, personal data is information that relates to an identified or identifiable living individual.

What identifies an individual could be as simple as a name or a number or could include other identifiers such as an IP address or a cookie identifier, or other factors.

If it is possible to identify an individual directly from the information you are processing, then that information may be personal data.

If you cannot directly identify an individual from that information, then you need to consider whether the individual is still identifiable. You should take into account the information you are processing together with all the means reasonably likely to be used by either you or any other person to identify that individual.

Even if an individual is identified or identifiable, directly or indirectly, from the data you are processing, it is not personal data unless it 'relates to' the individual.

If you need more information, please visit: <https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/personal-information-what-is-it/what-is-personal-information-a-guide/>

- No

Q84. Please confirm you have completed the IGP Risk Assessment Form

- Yes

Q85. Upload your Risk Assessment Form as a PDF file.

[\[Click here\]](#)

Application Submission

When you are ready to submit your application, sign and submit. You will have an option to download a PDF of your completed form.

Your submission will trigger two emails: a notification to your supervisor to review and sign the form and an email to you with a link to your completed application. If your supervisor is happy with the form, it will add the signature. If your supervisor thinks you need to do further changes it will notify you and you will be able to access the form on the same link you received by email when you submitted the form.

Once your supervisor signs the form, you will receive a second email with this confirmation. Please agree with your supervisor the time it will take them to review and sign the form, if you haven't received the confirmation email after this time, please follow up with your supervisor.

Formal review by the IGP Ethics Committee starts after the supervisor submission. The application will be first reviewed for completeness (all sections completed and all documents attached). Complete applications will be sent to the IGP Ethics Committee for review and you will get a response within 20 working days (applications won't be processed during UCL closure periods). **You should not commence any data collection until ethics approval has been confirmed.**

If you have any questions please contact Dr Mara Torres Pinedo (m.torrespinedo@ucl.ac.uk) or Dr Yuan He (yuan.he@ucl.ac.uk)

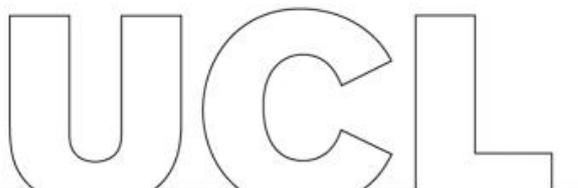
Q87. I confirm that the information in this form is accurate to the best of my knowledge

[\[Click here\]](#)

Embedded Data:

N/A

**UCL DEPARTMENT OF GEOGRAPHY
Dissertation Risk Assessment**



DISSERTATION RISK ASSESSMENT

Project title:	The Chinese parental influence on 20-25 adolescent Career development
Location(s):	China (Online)
Project Supervisor:	Dr. Miciukiewicz, Konrad Jan
Brief description of the work:	This paper mainly studies how parents in southern Chinese cities influence college students' career development by interviewing the students and their parent. The main purpose of this study is to explore the guiding role of parents in college students' career planning and what factors affect these guiding roles. By answering these questions, researcher can better understand the reasons why parents guide their children's career development, promote the communication between parents and children, and liberalize the career development of college students.

Declaration

We the undersigned have assessed the activity and the associated risks and declare that the risks will be controlled by the methods listed. Those participating in the work have read the assessment. The work will be reassessed whenever there is significant change and at least annually.

Name (Block Capitals)

Signed:

(In cases where this form is submitted and held electronically the form will considered to be signed by the individual whose name appears above)

Supervisor: Dr. Konrad Jan Miciukiewicz,
Researcher(s): YUANRUI JIN

Date: 18/04/2024

Review date for risk assessment:

Purpose

The purpose of this document is to identify the risks which relate to the planned fieldwork, and to describe the control procedures which will be adopted.

The risk assessment document identifies a set of hazards which may be relevant to the project. For each hazard category the risk is identified and appropriate control measure(s) described.

Environment			<i>Hazards involved with environment must be considered</i>
Hazard (s)	Risk(s)	Control Measure(s)	
Refuse generation	Pollute the environment	Properly sort and clean up the garbage generated during work, and discard it in the correct trash can	

Manual Handling		<i>Do manual handling activities take place? (Tick relevant box)</i>	<input type="checkbox"/> NO <input type="checkbox"/> YES	<i>Move to next hazard -</i>
Hazard(s)	Risk(s)	Control Measure(s)		

Chemical/Biological		<i>Are chemical or biological hazards involved? (Tick relevant box)</i>	<input type="checkbox"/> NO <input type="checkbox"/> YES	<i>Move to next hazard -</i>
Hazard(s)	Risk(s)	Control Measure(s)		

Working on or near water		<i>Does the work involve being near or on water? (Tick relevant box)</i>	<input type="checkbox"/> NO <input type="checkbox"/> YES	<i>Move to next hazard -</i>
Hazard(s)	Risk(s)	Control Measure(s)		

Lone, isolated or out of hours working		<i>Is lone working involved? (Tick relevant box)</i>	<input type="checkbox"/> NO <input type="checkbox"/> YES	<i>Move to next hazard -</i>
Hazard(s)	Risk(s)	Control Measure(s)		

Ill Health			<i>The possibility of ill health must be considered</i>
Hazard(s)	Risk(s)	Control Measure(s)	
Eye Strain; Poor Lighting	Researchers may use computers for extended periods of time; Poor lighting conditions may result in headaches or sore eyes. The lighting levels may not be suitable for the task.	Lighting is suitably controlled, with glare associated from artificial light sources minimised. Adjustable blinds to be located at windows where glare from natural light is an issue. Plan the work hours and workload reasonably	

Equipment		<i>Will equipment be used? (Tick relevant box)</i>	<input type="checkbox"/> NO <input type="checkbox"/> YES	<i>Move to next hazard -</i>
Hazard(s)	Risk(s)	Control Measure(s)		
General workplace equipment	Equipment damaged Risk of data lost Ensuring equipment has been assessed, people competent to use and used according to manufacturers specifications. for exam	Filing cabinets etc are of a type that only allows one drawer to be opened at a time or labelled warning of a tipping risk, heavy items not to be stored on top of filing cabinets where possible. all new equipment purchased to appropriate standard checked by a competent person before use (for example 'Portable Appliance Testing'.)		

	ple, equipment such as photocopiers, printers, faxes, filing cabinets etc.	users trained/given instruction on use of equipment and equipment maintained Any damage equipment is reported and taken out of use. (use signage to inform others of the status of the equipment if it is not possible to remove immediately.) When dealing with issues relating to photocopiers / fax machines such as paper blockages, equipment is to be switched off at the wall before dealing with the issue. Data should be saved to UCL OneDrive each time the job is completed
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Dealing with the Public	<i>Will you be dealing with the public? (Tick relevant box)</i>	<input type="checkbox"/> NO <input checked="" type="checkbox"/> YES	Move to next hazard -
Hazard(s)	Risk(s)	Control Measure(s)	

Attitudes towards Protected Characteristics (LGBTQ/Gender/Age)	<i>Are these hazards relevant? (Tick relevant box)</i>	<input type="checkbox"/> NO <input checked="" type="checkbox"/> YES	
Hazard(s)	Risk(s)	Control Measure(s)	
sensitive question	Sensitive information may be involved in the interview	When it comes to such sensitive issues, it is optional and completely voluntary, Respondents could choose not to answer and ignore the question	

Environmental Hazards	<i>Have you considered your impact on the environment?(Tick relevant box)</i>	<input type="checkbox"/> NO <input checked="" type="checkbox"/> YES	
Hazard(s)	Risk(s)	Control Measure(s)	

Other Hazards	<i>Have you identified any other hazards? (Tick relevant box)</i>	<input type="checkbox"/> NO <input checked="" type="checkbox"/> YES	
Hazard(s)	Risk(s)	Control Measure(s)	

Extra sources of information

- Departmental safety and risk web sites (<http://www.geog.ucl.ac.uk/>)
- Local experts. e.g. police, recent visitors, other UCL departments
- Meteorological Office, national meteorological services, tide tables, port authorities
- Foreign and Commonwealth Office
- UCL Safety Services – RiskNet
- UCL Occupational Health Service
- Local organisations, e.g. mountaineering clubs
- Community representatives

