



Parent, Child and Home Career Learning Environment

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BRIEF NOTE

Home Learning Environments

There is saying “Home is the first school and parents are the first teachers.” Children learn from their family members by imitation and many behaviours are acquired at home. The child’s access to what the family does affects his/her development and learning. A significant proportion of meeting educational tasks occurs in children’s homes. Quite often, parents support their children in completing their school homework and assignments. Hence home learning environments are known to play a significant role in children’s development (Lehrl, Evangelou & Sammons, 2020). This article focuses on the home career learning environment and its impact on children’s career development orientations. It is within the home career learning environment that the child first gains exposure to parents’ interpretations of what his/her interests and aptitudes could be and to trends in the world of work. Parents’ knowledge about careers and related subjects can potentially help their child with his/her career decisions. Hence working with parents should be an integral part of the career counselling process. In a collectivistic context, the individual’s articulation of vocational interests might in fact be an extension of the values and beliefs of the collective (Arulmani, 2014). Therefore, home career learning environment is crucial for career development. Parents play an important

role in the overall development of their children and form an important part of the home career learning environment. This brief paper presents information on how the home learning environment created by parents influences the career development orientations of high school students from socioeconomically disadvantaged homes.

A career is defined as the combination and sequence of roles played by a person during the course of a lifetime, within a social context (Super, 1980). In a collectivistic context, the individual’s articulation of vocational interests might in fact be an extension of the values and beliefs of the collective (Arulmani, 2014), whereby it is the desire of parents or society in general that underlies the decision-making process. Here, home career learning environment could have a formative influence on the career development of children growing up in that environment (Arulmani, 2014).

Parent Involvement in Child’s Home Career Learning Environment

Parenting is a dynamic process, influenced by various socio-cultural factors (Sahithya, Manohari, & Raman, 2019) and scholars have pointed to various types of parenting. Baumrind (1971) identified four types of parenting styles in Western cultures: authoritative, authoritarian, permissive, and uninvolved known today as Baumrind’s parenting typology. In

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Another study Rogers, & Theule (2009), suggest that school-focused parental involvement in the home is associated with children's school achievement. Also, Sapru (2006) points out that parents' aspirations affect adolescents' academic achievement. This is an important point to pay attention to particularly when examining home career learning environments.

It is also possible that parenting styles in non-Western cultures are different. Arulmani (2010) points out that various socio cognitive factors such as attitudes, opinions, stereotypes, and career beliefs foster a social-cognitive environment whereby certain kinds of orientations to career development emerge within families. Arulmani (2010) reports, for example, that Indian young people from lower socioeconomic (SES) homes, in comparison to their peers from higher SES backgrounds, tend to lay a lower emphasis on formally qualifying for work through an educational system, given the pressure on them to begin earning.

My field observations point to the further possibility that the quality of parents' knowledge about careers, their own educational qualifications and literacy levels might create a unique home career learning environment that influences children's orientations to education and career development. It is here that Arulmani's (2014) cultural preparedness approach becomes relevant. This model points out that enculturation prepares the members of a culture to engage with each other, their communities, and global trends in a unique and distinctive manner. I have tried to use this model as framework for my career guidance work in government schools in Bangalore. Students take an active part in these workshops and go away with a comprehensive career report that guides their subject choice selection for the next level of their education. After the student workshops, parents are invited to a workshop during which they are oriented to their child's career choices and to various career guidance supports they can access. During the sessions, when asked about their children's careers I often notice that these parents have hardly any

idea about the word 'career'. Many parents from socioeconomically disadvantaged backgrounds commonly stated that they did not get a proper education, and that they did not want their children to suffer the same difficulties. This home career learning environment could be viewed as the cultural preparation status that Arulmani describes (2014).

Based on these reports in the literature and my personal experiences, I aim through my doctoral studies to look for interactions between parenting styles and socio cognitive influences such as career beliefs. I am also interested in exploring how parents' career knowledge and literacy levels create home career learning environments and how these environments affect high school student's career development orientations.

More specifically I aim to focus on understanding typical parenting styles amongst families of children from government high schools who come from socioeconomically disadvantaged backgrounds. Another important question to be explored is how parental social cognitive patterns influence their children's education and career development. I intend to explore how these factors interrelate with each other to create a home career learning environment and how these socio cognitive environments differentially influence children's career preparation status.

Intended Methodology

Questionnaires (adapted or developed for this study) will be used to collect quantitative information using the survey format. Qualitative data will be collected through interviews and focus group discussions. The explanatory sequential design will be followed whereby quantitative findings will be explored more deeply through qualitative techniques. After analysing the above factors in depth, the objective of this study is to come up with an intervention that can contribute to the development of a home career learning environment that is conducive for healthy career development.

About the author

Rayan Miranda holds a master's degree in Medical and Psychiatric Social Work. He is Assistant Director at The Promise Foundation and leads the Foundation's engagement with students from socioeconomically disadvantaged backgrounds. He also manages the career guidance activities conducted by the Jiva Network of Career Counsellors which is spread across India. He is also the Treasurer of the Indian Association for Career and Livelihood Planning.

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