

Parent and Student Preferences in Vocational Education

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Abstract—A review of the literature of this journal discusses vocational education required by parents and vocational high school students. Parents expect their children to get jobs after completing vocational education, fulfilling the expectations of students towards the desires they aspire to. Expectations of children in choosing education with the expectations of parents in their children's careers. Family greatly influences the choice of their children based on education, employment and gender for a job. The choice in determining education and career majors in one job is determined by gender. Differences in views on gender for male and female students. The types of vocational high schools that are taken and the background of graduates of education, influence expectations in achieving goals.

Keywords—*aspirations in vocational; parent's career expectations and student expectations*

I. INTRODUCTION

Adolescent career development is influenced by many factors, including family, school, and socio-cultural environment [1]. In Asian culture individual career expectations are influenced by family and social systems [2-4]. From family expectations and expectations of career choices have existed in previous studies, studies that examined the relationship between parents' expectations and children's expectations for their career ahead. Research review on parents who report their hopes for their children's career choices, and their children to report on their career expectations. As per the expectations of parents and the career expectations of the children then analyzed and compared. The results of this study reveal the complexity of parents' expectations and how they affect children's career expectations [5].

Expectations in careers are defined as interests in a particular job [1]. Career expectations can be seen as career goals, ideals, and one's intentions that develop towards the future. Teen career expectations are influenced by their desires, and low desires tend to produce limited choices [1]. Based on the previous conceptualization, the expectation of vocational education in this study as a stage in obtaining employment. Students have considered vocational education as an expectation in achieving their goals.

II. THEORETICAL FRAMEWORK

A. Career that is Influenced by the Family

A model of the relationship between work and family that combines variables and social support literature was developed and tested [6]. Family as an important contextual variable that influences adolescent development and one's career. Families influence career development, and find that family influences occur in different periods of development throughout the life span [1].

Research shows that expectations play a major and active role in adolescent career development [5]. Parents hope to provide views on children about work and careers in work [7]. Open communication between parents' and children's expectations, learning children's responsibility, children's active role, and providing specific guidance and guidance to children [1,8].

General conclusions from studies of career expectations show that parents' expectations are often facilitative and positive. The family and school environment influences students' desires in determining the desired level of education and expectations have a significant effect on student desires [9].

The influence of expectations on children's career aspirations also varies from place to place. In Asian cultures where family obedience and obligations are strongly emphasized, family influence on career choices and children's behavior tends to be large. The expectations of parents have been suggested as a potential obstacle to the choice and career development of children [10], Career development of Asian-American adolescents feels pressure from parents who are higher than their European counterparts [11]. Students in Asia-America report that their expectations often have a direct influence on their career choices and choices, which causes them to limit choices to careers that will satisfy their interests and meet the expectations of parents [12]. The difficulty of making career decisions in China is related to the level of perception of parents' expectations and the performance felt by students in the area [9,11].

Understanding the dynamic interaction between the expectations of parent vocational education and student career aspirations is very important. First, parents' expectations are

supported and enhanced for traditional cultural values such as filial piety, loyalty to family, and obedience to parents. Second, teens are given the freedom to choose the jobs they want and support in choosing vocational education. Third, family expectations for children's career development are the focus of family attention in family structure [2].

B. Expectations in Work and Gottfredson's Theory

Expectations in work are used as theoretical frameworks. In the process of finding sex work and prestige from work which is a consideration in determining the suitability of a job [13,14]. Whereas the purpose of this study is to conceptualize career aspirations in terms of prestige, gender, and areas of interest based on Gottfredson's theory [2,15].

Parents or families hope to help in forming a good attitude towards their children based on their work status and gender. Children may have the desire to get a job that is different from the expectations of parents or the expected level of prestige of a job and gender before considering compatibility between self and alternative employment [13,14].

Thus, this study examines the correlation between parental expectations and the desire of children to convey their hopes and aspirations simultaneously. Vocational aspirations are referred to as alternative jobs that have been considered by students, and parents' expectations refer to alternative jobs that children want to get a good position in the community [1,2]. Jobs that are "aspired" and "expected" are coded according to their level of prestige, gender, and field of interest for the purpose of analysis and comparison. Vocational high school students are chosen as participants because they are more likely than other populations.

Differences between students' career paths and their parents' expectations in terms of prestige and occupation. By encoding aspirations and work expectations with prestige indices and occupational fields which are the two main factors about career aspiration [13,14]. Previous research shows that parents' expectations are positively correlated with student aspirations [9]. But no one has examined the difference between parent's expectations and children's aspirations in various dimensions. Thus, the initial hypothesis states that there is no significant difference between children's aspirations and parents' aspirations and expectations in prestige, and in the field of work [5].

The second hypothesis is that both aspirations and expectations are related to students' academic competencies [16,17]. The third hypothesis is that high school students have higher ideals at the level of prestige (for example, consider higher prestige work with a narrow range of prestige work) compared to vocational high school students. Similarly, career expectations for children in two types of secondary schools tend to differ in the same direction.

III. RESEARCH METHODS

Steps used to explore the expectations of children in choosing education with the expectation of parents in their children's careers is to do document analysis. Relevant documents are very important to be taken and reviewed. Not all

articles sought are related to this study because some of the articles are not published and may not be searchable. In the study of documents and articles they are sought in electronic data such as Academia, Elsevier, SAGE journals. Taylor & Francis Online, Google Scholar, ResearchGate, and ScienceDirect with keywords Vocational aspirations, Parental expectation, Family influence, career comparison, vocational high school, child vocational development, parenting in relation to children, vocational career, vocational identity, vocational purpose, vocational purpose, gender vocational.

IV. RESEARCH RESULT

A. The Expectations of Parents and Children in Determining Career Choices

There are differences in expectations of parents and children in the field influenced by the environment. The pattern of work expected by parents for boys is masculine Investigative, Enterprising and Artistic (IEA), but for female students the feminine, Enterprising and Investigative (AEI) work that is feminine. The three areas of work most expected by the expectations of male students are Investigative, Enterprising and Social (IES), and for the expectations of the female students are Enterprising, Investigative, and Artistic (EIA). Therefore, while Investigative work is the most expected and desirable for their hopes and sons, the hope of female students expects their children to pursue enterprising work, even though female students tend to aspire to Artistic work [5].

B. Effect of School Type and Parental Education on Student Career Aspirations and Parents' Expectations

Students whose parents have tertiary education or are more highly rated than students from parents who do not have college education. The main effects for this type of school are found in all scores. Students in high school are more likely to consider work than students in vocational schools.

The findings indicate that parents from high school tend to have higher expectations of prestige for their children than parents of students in vocational high schools. The same tendency is found between parents with and without higher education.

Likewise, the main influence of school background and parents' educational background is significant. Parents of students who complete at least education to college tend to expect their children to consider better jobs and prestige than parents from ordinary secondary schools and parents who do not complete college.

V. DISCUSSION

Regarding the similarities between career expectations of vocational hopes and aspirations of teenagers, the findings of this study reveal that there are similarities and differences. Further findings indicate that the characteristics of expectations and aspirations, as well as conformity are influenced by factors such as gender, academic achievement and background of educational judgment.

Investigation, Enterprising and Artistic jobs are most preferred by male students and female students [5]. However, expectations are more likely to expect their children to pursue Investigation (men only) and Enterprising (both male and female) jobs. In addition, both Realistic and Conventional jobs are the work groups most likely to be considered by the two groups. There are two plausible reasons why expectations are more likely to expect Investigation work for their sons. The first reason is that expectations tend to expect their children to work in the scientific professional field [2]. Another reason is that expectations tend to see prestige as the most important factor in choosing a job.

From the article it was found that the expectations of suitability between students and expectations were higher for male expectations and students than for parents of female students. This can be caused by two reasons. First, it is possible that it is more likely to place hope in their sons than girls. As a result, the career of boys is more like the expectations of parents than girls, and girls may be given more freedom to pursue their choices.

Consistent with the position of career development theory with sociological emphasis [14]. The level of ability of students and expected educational backgrounds was found to have a good influence on the career expectations of students' hopes and aspirations. The results are consistent with previous studies which found that students' vocational aspirations were strongly related to school performance and students' economic background [6,13,18,19].

VI. CONCLUSION

The conclusions from the findings of this article are the differences in expectations in a career in the field of work considered. There is a good degree of conformity between parent expectations and student expectations, but there are significant differences between the two parties.

The educational background of students' parents influences policy in choosing their children's education and future. Parents who are not educated will tend to let their children choose education.

The findings show that parents from high school tend to have higher expectations of their children than parents of students in vocational high schools.

The main influence of school background and parents' educational background is significant to determine success in the future. Expectations Parents, students, schools are the keys to the success of their children and parents want their children to be better than their masters

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Parents, the environment and the school really support the career success of students. Good communication between students, parents and schools is the key to the success of a child's career in the future.

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