Career Values and Occupational Aspirations of Adolescents and Their Parents Aspire for the Future of Their Child

Ergenlerin ve Ailelerinin Çocuklarının Geleceklerine Atfettikleri Kariyer Değerleri ve Kariyer Umuları

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ABSTRACT

This qualitative explorative case study investigated career values and occupational aspirations of adolescent girls and boys and those that their parents aspired to for their child's future. 45 high school students (53% girls) and their parents (n=45), from a relatively collectivist city in the Southeast region of Turkey participated to the study. Results showed that girls and their parents noted economic security; boys and their parents mentioned cultural identity, in common. Girls, boys, and their parents, all, attached importance to prestige, achievement, and loyalty to family. It was seen that both girls and boys appreciated leisure time besides work and life style, differently from their parents. In terms of occupational aspirations, while adolescent girls aspired to be English language teacher, doctor, nurse, and architect, mostly, adolescent boys aspired to be military pilot and officer, police officer, and doctor in the future. Girls' parents mentioned doctor, nurse, teacher, and lawyer and boys' parents underlined engineer, lawyer and police officer as their aspirations for their children's future occupations. The results implied the role of parental and contextual influences within a communal culture as well as adolescents' own generational characteristics on career values and occupational aspirations.

Keywords: Career values, occupational aspirations, adolescents, parents, exploratory case study

ÖZ

Keşfedici durum çalışması desenine dayalı bu nitel araştırmada, ergenlerin kendi geleceklerine ve ebeveynlerinin çocuklarının geleceğine yönelik atfettikleri kariyer değerleri ile mesleki umuları karşılaştırılmıştır. Çalışmaya, Türkiye'nin Güneydoğu Anadolu Bölgesi'ndeki görece toplulukçu kültüre dayalı bir şehirden 45 lise öğrencisi (%53'ü kız) ve onların bir ebeveyni (N=45) katılmıştır. Bulgulara göre; kız ergenler ve ebeveynleri tarafından ortak bir şekilde vurgulanan kariyer değeri ekonomik güvence olurken, erkek ergenler ve ebeveynleri tarafından ortak olarak vurgulanan kariyer değeri kültürel kimlik olmuştur. Ergen kızlar, erkekler ve onların aileleri tarafından ortak olarak vurgulanan kariyer değerleri ise; saygınlık, başarı ve aileye sadakat olmuştur. Ebeveynlerinden farklı olarak hem kız ergenlerin hem de erkek ergenlerin serbest zamana sahip olma ve yaşam stilini önemsedikleri görülmüştür. Mesleki umular olarak kız ergenler, çoğunlukla gelecekte İngilizce öğretmeni, doktor, hemşire ve mimar olmak istediklerini ifade ederken erkek ergenler askeri pilot, subay, polis ve doktor olmak istediklerini belirtmişlerdir. Kız ergenlerin ebeveynleri çocuklarının gelecekte doktor, hemşire, öğretmen ve avukat olmalarını isterken, erkek ergenlerin ebeveynleri ise çocuklarının mühendis, avukat ve polis olmalarını istediklerini belirtmişlerdir. Bu bulguların, birarada değerlendirildiğinde, hem aile hem de toplulukçu kültür gibi bağlamsal özelliklerin ergenlerin kariyer değerlerinin ve mesleki umularının oluşması ve şekillenmesi üzerindeki rollerine işaret ettiği söylenebilir.

Anahtar sözcükler: kariyer değerleri, mesleki umular, ergenler, ebeveynler, keşfedici durum çalışması

Introduction

Career values refer what outcomes should be satisfied as a result of their participation in an occupational work role (Dawis and Lofquist 1984, Brown 1996). Thus, because of their nature for evaluating and justifying behaviors and goals according to what is desirable, they have an important role in career development (Hitlin and Piliavin, 2004). Career values have been classified in different ways; yet the most prominent division is among intrinsic and extrinsic career values. Intrinsic career values refer those that fulfill satisfaction by the course of professional activity itself (e.g. autonomy), while extrinsic career values reflect those satisfactions as a consequence of that career (e.g. prestige) (Nevill and Super 1989, Ros et al. 1999).

From developmental perspective, career values are expected to be clarified at the exploratory stage of career development of adolescents (Ginzberg et al. 1951, Super 1990). Accordingly, both theory and research asserted the pivotal role of career values in the search for vocational identity (Erikson, 1968), in the development of career maturity (Post-Kammer 1987), the formation of career aspirations (Super 1990, Brown 1996, Brown and Crace 1996), for career certainty (Schulenberg et al. 1993) and for the transition from school to work (Porfeli 2007) during adolescence. Moreover, Rokeach (1973) remarked the connection between career values and human needs, which both relate to desire towards to any life situation and a direction. Thus, career values might have an influence on adolescents' career decisions, in turn; define a career path (Ginzberg et al. 1951). Considering that career values are the basis of self-evaluation and drive for personal goals (Brown 2002), it is crucial to explore career values of adolescents.

Occupational aspirations refers to occupational pReferences -one's expressed career goals and choices (Rojewski 2005), as operationalized in this study. Adolescents are expected to crystallize and specify their occupational pReferences during high school years (Super 1990). Rojewski and Kim (2003) pointed that early occupational aspirations remained stable through adolescence. In addition, the previous findings indicated that occupational aspirations (e.g. aspirations for professional status occupations vs. semi-professional aspirations) of adolescents were related to their academic achievement, career maturity and self-esteem levels (Patton and Creed 2007). Moreover, the research showed that career aspirations during adolescents predicted short-term educational choices and long-term occupational choices in adulthood (Schoon and Parson 2002), in addition to career success and achieving a professional career (Schoon and Polek 2011). Hence, it will evoke a deep insight to examine occupational aspirations of adolescents.

As a consequence of gender role socialization, boys and girls are exposed to different messages about their roles in the life, as a result adopt different career related values and gender-based range of occupational aspirations as a future option (Marini et al. 1996, McMahon and Patton 1997). For instance, in the OECD

Factbook 2013, it was reported that fewer than 5% of girls, yet 18% of boys reported occupational aspirations in engineering and computing fields; whereas almost 20% of girls, yet only 7% of boys reported occupational aspirations in health and service sectors (i.e. nurses) on average among OECD countries (OECD 2013). In Türkiye, the research also underlined gender differences on occupational aspirations (Kentli 2014, Kahraman 2022), such that boys aspired traditionally masculine occupations while girls aspired traditionally female occupations (Kentli 2014). Accordingly, it was reported that 64% males worked in science, technology, engineering, and math occupations in Türkiye, yet 36% females there were in these fields (TUSIAD 2014). Another research showed that female students reduced their occupational aspirations during their later academic years (when compared their occupational aspirations in freshman year and senior year) by preferring a balance between work and other aspects of life (Danziger and Eden 2007). Thus, it is worth to pay attention to gender differences on career values as well as occupational aspirations of adolescents (Konrad et al. 2000, Gottfredson 2002, Kahraman 2022) as the current study aimed to examine.

Family involvement is salient in the career development of adolescents, especially among collectivist cultures (Leong and Serafica 1995). Thus, the relevant literature has focused on examining how parents and adolescents undertake career development process, including goals, aspirations, and expectations for the future, of adolescents (Young et al. 2003). Similarly, a large amount of research indicated significant role of parents in adolescents' career development and decisions (Bacanlı 2016, Karacan-Ozdemir and Yerin Guneri 2017) and occupational aspirations (Kentli 2014) in Türkiye. Particular to career values, the socialization literature addresses how parents and adolescents construct values: children's internalization of parents' values directly or indirectly (Kulik 2002) or co-construction of values via bidirectional influence from each other (Kuczynski 2003). The career literature also underlines the influences of socializing agents like parents on the formation of career values (Super 1990, Brown 1996). Accordingly, the research indicated the role of parents in occupational decision making process, occupational aspirations and the career chosen (Jodl et al. 2001, Jacobs et al. 2006, Ma and Yeh 2010), especially in collectivist societies (Fouad et al. 2008, Sawitri et al. 2013). Although there is a controversy literature about parent-to-child value transmissions between same sex-dyads or opposite sex-dyads or no effect of gender (Cemalcilar et al. 2018), this study only explored parents and adolescents' attributions to career values and occupational aspirations, regardless of gender of parents.

Career values play an important role in choosing and pursuing a goal even if a person has low self-efficacy (Brown 1996). Accordingly, research showed that career values predicted achievement, career maturity, future employment, career rewards and thus job and life satisfaction (Post-Kammer 1987, Johnson and Mortimer 2011, Chow et al. 2017). That is why,

considering long-lasting consequences of career values in educational, career and life outcomes (Chow et al. 2017), it is worth to examine career values of adolescents. However, there is very limited study about adolescents' career values (Porfeli 2007, Hirschi 2010) despite all call for giving much empirical attention to this relatively understudied area within the field (Duffy and Sedlacek 2007, Hirschi 2010, Chow et al. 2017, Hwang et al. 2018). Similarly, seldom has been researched about career values of adolescents in high school period (Batur and Adıgüzel 2014, Atli 2016, Atli and Kaya 2016). Moreover, considering parents' role and influences on career development and decisions and occupational aspirations of adolescents as aforementioned (Kentli 2014, Bacanlı 2016), numerous relevant insights could be gained through examination and comparison of career values and occupational aspirations of parents and their children. Thus, advancing extant research, the present study aimed to explore and compare career values and occupational aspirations of adolescents across gender as well as those that their parents desired for their children' future. Although there are some previous studies examined adolescents' and their parents' values and/or career values (Casas et al. 2010, Barni and Knafo 2012, Sümer et al. 2019) as well as parental influences on their occupational aspirations (Ma and Yeh 2010), the current study is unique from several points, which are expected to contribute to the field, altogether. First, it is expected to provide a more meaningful understanding of career values and occupational aspirations that parents aspired to for their children's future according to gender of adolescents. Second, using a qualitative exploration instead of self-report scales would prevent a risk for different attributions to the values by parents and their children (Barni and Knafo 2012). Finally yet importantly, this study would allow gaining a deep insight about the topic within a cultural perspective, considering that Türkiye is assumed a mixed of individualistic and collectivist culture (Kağıtçıbaşı 1994), yet still has more collectivist orientation according to some scholars (Göregenli 1997). Especially considering the characteristics of collectivist culture such as power distance, less individualism, higher masculinity and long-term orientation on the behalf of norms and traditions (Hofstede 2001), some regions of Türkiye could be tentatively assumed more communal and collectivist based on the field reports (i.e. Southeastern part, Geniş and Adaş 2011).

Method

This qualitative study used an exploratory case study design to explore career values and occupational aspirations of adolescents and those that their parents attributed to their child's future. Exploratory case study is suggested to use exploring the situations or any phenomenon in the data as a point of interest, which has no single set of outcomes (Yin 2018), like this study, which examined the responses of adolescent-parent dyads together to uncover multifaceted aspects of the evaluated topic. In addition, according to Stake's (1995) classification of case studies, this study could be considered as an instrumental case study in which the researcher examines a certain pattern of behavior (i.e. career values and occupational aspirations in this study) with a small group of subjects.

Participants

The participants consisted of 45 volunteer parent–adolescent dyads recruited for this study. The dyads were composed of 10 father-son, 10 father-daughter, 11 mother-son, and 14 mother-daughter pairs. The participant group of adolescents constituted of 53% girls (N=24) and 47% boys (N=21) from ninth- (31%) tenth- (33%) and eleventh- (36%) grade levels. The participant group of parents included 53% mothers (N=24) and 47% father (N=21). The mothers' mean age was 40.25 years (SD= 7.05) and fathers' was 43.48 years (SD= 5.06). Education levels of mothers were primary school (N=17, 71%), high school (N=6, 25%) and undergraduate degree (N=1, 4%). The most of the mothers were homemaker (N=19, 79%). Education levels of fathers were primary school (N=7, 29%), high school (N=10, 42%) and undergraduate degree (N=4, 17%). The most of the fathers were worker (N=10, 42%). One parent was employed at least in the all families. The participants were selected from a relatively collectivist city in the Southeast region of Türkiye.

Data Collection Instrument and Procedure

The Future Career Autobiography (FCA)

As a narrative measure, the FCA developed by Rehfuss (2009) to collect and examine personal and career values, motives, direction, and goals of individuals was used. Purposefully focused on brief and concise narrative of the individuals, the FCA is used to ask individuals' life and career related goals and desires at a future period (Rehfuss 2015). The FCA includes specific instructions like that: "Please use this page to write a brief paragraph about where you hope to be in life and what you hope to be doing occupationally five years from now." (Rehfuss 2015), given onto a sheet of paper with a space for the individual's name. The validity of the FCA was confirmed with narrative theory and with the research findings showing the changes of individuals' narratives over time, as a result of narrative career counseling interventions (Rehfuss 2009, Rehfuss and Di Fabio 2012, Di Fabio and Maree 2013).

In this study, the FCA was used to collect the data from adolescents and their parents in order to identify career values and occupational aspirations from their FCAs. However, for parents, the instructions were converted into the sentence like that: "Please use this page to write a brief paragraph about where you hope your child to be in life and what you hope your child to be doing occupationally five years from now." Yin (2018) defined documentation (i.e., letters, diaries, notes, or any other personal documents) as the one of the sources of evidence in case studies and underlined its' strengths such as being stable (i.e., to be reviewed repeatedly) and specific (i.e., including the exact names and details of events), like the FCA documents in this study.

Prior to the data collection process, the Human Subjects Ethics Committee (HSEC) from Hasan Kalyoncu University (No. 2019/28) approval and permissions from school administers were obtained. The second researcher, who is a school counselor also, asked the students and their parents who were volunteer to participate to the study to write their FCA, separately after giving information about the study and ensuring them about the privacy. It was ensured that neither the parents nor the students saw each other's' the FCA papers by adopting a non-dyadic data collection procedure (Collaço et al. 2021, as an example). Then, the researcher matched the student's and the parent's FCA papers that includes a name of participant (Rehfuss 2015) and stored the data for data analysis process. Informed consent forms were obtained by both the students and their parents. Writing the FCA took approximately ten minutes for both students and the parents and school counselors' rooms were used for this by ensuring to provide privacy to the participants.

Trustworthiness of the Study

For trustworthiness of the study, several precautions were adopted. First, spending a long time in the area to be investigated (Creswell 2014) was tried to ensure by the fact that the second researcher who is a school counselor and has a chance to make deep and detailed observations as well as long term interaction with the participants collected the data. Second, during the data collection process, the role of the first researcher was to provide an external evaluation (Creswell 2014). Third, for clarification of researcher bias, the researchers met each week (after their graduate lectures of Assessment in Career Counseling on Wednesday afternoons) to discuss all processes in detail, which helped to control the researchers' any potential subjectivity in the research process (Creswell 2014). Fourth, a conceptual framework was applied to ensure validity of the study (Miles and Huberman 1994). The documents and/or the analysis were not shared with the participants for confirmation in order to keep partners' responses confidential from each other. Fifth, the detailed information about the methodology of the study was supplied to enable other researchers to utilize the similar process in the future studies (Yin 2018).

Statistical Analysis

Dyadic qualitative analysis was used to explore career values and occupational aspirations of adolescents and their parents' that they attributed to their child's future. Dyadic analysis could be used to explore and identify overlaps and contrasts between two participants (i.e. an adolescent and his/her parent in this study); especially data was collected separately from them (Collaço et al. 2021). Under this core stage of analysis, a thematic analysis on the FCA documents by following the adapted dyadic analysis steps based on the Framework Method (Ritchie et al. 2003, Gale et al. 2013, Collaço et al. 2021) was undertaken. The adapted dyadic analysis based on the Framework model includes several steps of data analysis: transcription, familiarization, coding, charting codes into table of themes, dyadic analysis, developing a working analytical framework, applying analytical framework, and interpreting data (Collaço et al. 2021). Analysis of the data began with converting FCA writings of the participants to a Word document. The data obtained from adolescents (divided into two subgroups as girls and boys) and their parents was analyzed on an individual level. All the responses of girls were coded first, and then the boys' were done. Hence, career values of adolescents were explored across gender, as the relevant literature indicated gender differences on career values (Konrad et al. 2000). Next, the responses of parents regardless of gender were coded in a similar way. During this process, the initial thematic framework based on the relevant literature (Nevill and Super 1989, Brown 1996, Ros et al. 1999) was used to name the career values coded during the analysis. Then, the Framework matrix was created by including columns of the themes (i.e. different and common themes of dyadic exploration) emerged from the analysis and rows of the participants (i.e. adolescent girls, boys and their parents) (Table 1). This helped to get a clearer understanding of similarities and differences between the groups, providing a comprehensive perspective. This step yielded the comparisons across all groups: between girls and boys, between girls' parents and boys' parents, between girls and their parents and boys and their parents. The first researcher conducted data analysis by using initial thematic framework based on the relevant literature and following the Framework procedure rigorously. Nvivo – a computer aided qualitative data analysis software, was used to effectively organize the data.

Results

The results yielded similarities and differences across adolescent girls' and boys' career values and occupational aspirations as well as those that their parents attributed to their child's career future. The comparative results were blended in order to reach a more comprehensive understanding of the issue as suggested by Yin (2018). The results were presented and illustrated in Table 1.

As seen in Table 1, girls attached importance to *working conditions, personal development, variety,* and *social relations,* differently than both boys and their parents. *Working condition* was referred like that "When I become an architect, I will work at a company where I have a private room." (A15, a girl). *Personal development* was revealed from "To improve myself, I am going to the USA and learn the language." (A14, a girl). Next, *variety* was mentioned in the statements of some participants like that "When I studying English literature at the university, I am going to learn some other languages as well." (A11). The importance attached to *social relations* was yielded like that "I would like to open a patisserie with my friends in the future." (A21, a girl). Adolescent girls and their parents, on the other hand, frequently referred *economic security*. Unlike girls' parents, boys' parents did not mention it for their child's future. For instance, A19 (a girl) stated, "My biggest dream is to stand on my own feet without depending on anybody." Similarly, parents addressed that "I

would like to see my daughter as a nurse and earn her own life by having a job. So she won't be dependent to anyone like me." (P7) and "I would like to see my daughter as a lawyer or judge and always have money in her pocket" (P19). Girls' parents attached importance to *humility* for their child's future; yet neither girls nor boys' parents did mention it. P4 wrote, "I want my daughter to be humble, respectful to her environment and the folk at her work", which could be an example for humility.

Conversely, boys appreciated *advancement* and *cultural identity,* differently than girls. Comparing their parents, while boys' parents did not mention *advancement*, they attached importance to *cultural identity* like their children. For *cultural identity*, A25 (a boy) stated, "There are some incurable diseases. I will work on these to find cures in the USA and then bring them to Türkiye. I will serve to my country." Similarly, P32 (a boys' parent) mentioned, "I would like to see my son as an engineer and serve his country and people." Although girls' parents noted cultural identity, girls did not, as could be seen in Table 1.

Apart from differences, there were similarities among career values of girls and boys, like *prestige, achievement, loyalty to family, life style*, and *leisure time besides work*. In the meantime, both girls' and boys' parents also attributed *prestige*, *achievement,* and *loyalty to family* to their child's future, in addition to cultural identity reported earlier. For instance, A24 (a girl) referred *prestige* as "...I am at the beginning of my career and striving for to have higher status at the job." A25 (a boy) wrote "... it is not nice to have a name without a title. I would like to be a professor." Parents used similar statements like "She is a surgeon who is a miracle-worker and famous in the world" (P22, a girls' parent) and "I believe that my son will have very good positions in his life..." (P38, a boys' parent). *Achievement* could be exemplified by that "... I am a successful employee at my workplace." (A15, a girl) and "I like to meet with my friends in my spare time, yet I am working so hard to be successful at my jobs at nights." (A35, a boy). Parents expressed it like that "I would like to see my daughter with self-

confident and successful teacher." (P4) and "I believe that my son will be successful at the university and start his own business..." (P44). For *Loyalty to family,* A2 (a girl) stated, "After graduating from the university, I am coming back to home and starting to a job in Gaziantep." and A26 (a boy) mentioned, "...I would like to set up a business with my sister or my cousin. Family means a lot for me, that why if I get into a partnership I would prefer my sister." Parents noted, "I would like to see my son as a doctor and live here in Gaziantep, with us." (P25) and "I would like my son to work with me at our work." (P39). Similarly, a girl's parent mentioned, "I want my daughter to study near to us so that we reach her whenever we need." (P9). Nevertheless, only girls and boys, not by their parents, appreciated *life style and leisure time besides work. Leisure time besides work* was the most frequent code yielded in the analysis of both groups. For instance, A6 (a girl) wrote, "I want to go abroad. I want to learn various foreign languages. I would like to do some other things besides being a teacher." A41 (a boy) underlined that "Besides my work, I want to do some activities like playing football with my friends, going cinema etc." Lastly, for *life style*, A5 (a girl) signified: "Before becoming a doctor, I want to learn Korean language and English very well. After my graduation, I am settling in Korea and living there..." and A27 (a boy) mentioned, "I want to go abroad, visit new countries, and learn new things. I don't want to marry until I get a decent work."

The second step of analysis produced the word clouds of occupational aspirations of adolescent girls and boys as well as those that their parents aspired to for their children's future via Nvivo; all presented in Figure 1below.

As seen in the Figure 1, girls aspired the occupations like foreign language education, particularly English teacher, medicine including doctor and nurse, and architect, mostly. On the other hand, boys' occupational aspirations indicated military field including military pilot and officer and police officer, medicine field including doctor and paramedic, and engineer, mostly. On

Table 1. The Summary of Findings			
		Themes	
		Different	**Common**
Girls		Working conditions Personal development Variety Social relations Economic security[a]	Prestige [a b] Achievement [a b] Loyalty to family [a b c] Life style [c d] Leisure time besides work [c d]
Boys		Advancement Cultural identity[b]	
	Girls' parents	Economic security[a] Humility[e]	Prestige Achievement Cultural identity Loyalty to family
	Boys' parents		
Note: [a]= Career values stated by girls and their parents in common; [b]= career values stated by boys and their parents in common; [c] = career values of girls which were different from those that they parents attributed to for their future; [d]= career values of boys which were different from those that they parents attributed to for their future; [e]= career values that girls' parents differently attributed to for girls' future than girls			

the other hand, while girls' parents mostly wanted their children become doctor, nurse, teacher, and lawyer, boys' parents stated engineer, lawyer and military officer including police officer as their children's future occupations. Analysis of paired data from parents and their child yielded that there was a slight inconsistency (*n*=10) among girls' occupational aspirations and their parents' aspired for them, comparing consistency among them (*n*=8). For instance, A3 (a girl) stated, "My dream occupation is medicine since the first grade." The parent of A3, on the other hand, mentioned, "I would like to see my daughter to study law which is my dream five years later. I hope her to meet my dream." Similarly, A23 (a girl) referred becoming a child doctor, however her parent wished her to study "Theology". On the other hand, boys' occupational aspirations and their parents' desires for them were mostly consistent (*n*=11), comparing inconsistency among them (*n*=4). For instance, A41 (a boy) stated: "I would like to become a Turkish military officer after five years later." and his parent mentioned, "I would like to see my son to complete his bachelor education and then become a military officer that he wants after five years later." in a similar way.
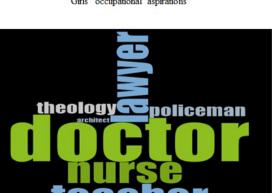
Discussion

This study aimed to explore career values and occupational aspirations of adolescents (across gender) and those that their parents attributed to their children' future and compare them to

examine the differences and similarities among them. According to results, girls indicated some career values such as *working conditions, personal development, variety,* and *social relations,* differently than both boys and their parents. Supporting to the current results to some extent, the previous work indicated gender differences on career values during adolescence such as more intrinsic career values on the behalf of girls (Johnson 2002) and some prominent career values particular to women such as social relations (Duffy and Sedlacek 2007).

An interesting result was that both girls and their parents attached importance to *economic security*, while neither boys nor their parents did mention it. There are a number of possible reasons for this result such as gender role expectations and stereotypes, social gender inequality, and opportunity gap in the workplace for women (McMahon and Patton 1997). Additionally, due to some contextual factors such as educational inequalities for girls, especially for higher education, high dropout rates and low marriage age among girls, the lower rates of women's labor force participation of the region where the data collected (Geniş and Adaş 2011, Ardili 2015, Başkaya and Ünal 2017), both girls and their parents might have prominently emphasized this career value by assuming that an economic independence can warrant a secure future for the girls. Some evidence also suggested that women were more concerned with having a secure future and job security, particularly in collectivist cultures (Bu and McKeen

Girls' occupational aspirations

Boys' occupational aspirations

Parents of girls'occupational aspirations

Parents of girls'occupational aspirations

Figure 1. Word Clouds Showing Occupational Aspirations

2001). In a similar vein, girls' parents noted *humility* for their children' future; but neither girls nor boys and boys' parents did mention it. Keeping in mind the structural similarity between general values and career values (Roe and Ester 1999), they are shaped by the cultural context of the individuals (Brown 2002). Women are expected to have work-life balance values and act on the behalf of community (Heilman 2001). Although humility is accepted as a virtue and a strength regardless of gender and culture (Owens and Hekman 2012), it might be emerged as a pattern of female gender role in some cultures (Hofstede 2001) and can be attributed to women, only (Owens and Hekman 2012). Thus, parents' this attribution could be result of parents' gender-type expectations from their daughters, supporting to the earlier research (Jacobs et al. 2006). However, when it is considered that girls are still in the process of identity development in adolescence, it could be an explanation why girls' parents referred humility, yet girls did not.

Another interesting result was *cultural identity* was referred by both boys and their parents in common. In addition, girls' parents also mentioned it, yet girls did not. Cultural identity, referred adopting custom complexes including family, nationality, community etc. (Jensen 2003) in this study, is a part of adolescent's identity development (Erikson 1968), including the formation of career values (Hardy and Carlo 2011). Thus, the current finding could be seen as a natural consequence of adolescents' identity development process. However, the context could provide another explanation for this specific result on the behalf of boys. It was mentioned that when people have exposure to other ethnic, racial, and cultural groups, there could be an issue of power and dominance (Jensen et al. 2011). With this in mind, the fact that Southeastern region of Türkiye is located in Syrian border and has an exceptionally high Syrian refugee population (İçişleri Bakanlığı Göç İdaresi Genel Müdürlüğü 2018) might result in a dominance of cultural identity as a career value among adolescent boys. Somewhat supportive, the previous work showed that adolescent boys had more difficulties in combining cultural identities, comparing with girls (Fivush et al. 2012, for specifically Turkish adolescents, Vietze et al. 2018). On the other hand, the results regarding parents attribution to this career value for their children might have been risen as a function of collectivist culture (Sawitri et al. 2013), which attaches weight to community lived within.

The analysis yielded some common career values such as *prestige, achievement* and *loyalty to family* among girls, boys, and their corresponding parents. Although some studies reported that boys attached more importance to *prestige* than girls (Johnson 2001), some others indicated that girls appreciated it more (Marini et al. 1996), yet recent ones mentioned new generation appreciated materialistic career values such as status, money etc. more, regardless of gender (Twenge et al. 2010). Considering prestige as one of extrinsic career values, the previous studies indicated that only extrinsic ones were appreciated with both parents and their

children, regardless of gender of adolescents (Casas et al. 2010). Regarding *achievement,* it was claimed that achievement values of parents and achievement expectations from their children predicted their aspirations for their children' future (Wentzel 1998). On the other hand, parents' values influenced achievement related values and occupational aspirations of adolescents (Jodl et al. 2001) also, providing a plausible explanation for the current result. With regard to *loyalty to family*, when looking closely at responses of girls and boys, it could be seen that they referred to not only their prospective family but also their parents. Within the context, the population is highly young, crude marriage and fertility rates are pretty high in the region where the participants selected (Geniş and Adaş 2011, Turkish Statistics Institution 2018), thus, it was not surprising that they attached importance to the family, especially considering that traditional family roles could shape career values (Johnson 2001).

Notably, both girls and boys appreciated *life style* and *leisure time besides work,* which parents did not mention, at all. These results were somewhat inconsistent with the previous ones which indicated that girls had intrinsic career values while boys had extrinsic (Hirschi, 2010) as both represent extrinsic ones (Dawis and Lofquist 1984, Nevill and Super 1989). However, the findings regarding gender differences on career values are controversial in the literature, especially for extrinsic career values (Johnson and Mortimer 2011). In addition, the previous studies reported that the value of leisure time increased among youth and workforce (Twenge et al. 2010). Another important consideration could be the characteristics of new generation such as seeking higher positions to earn high salaries as well as to have fun and praise (Tulgan 2009) at that point. However, with an in-depth examination of adolescents' responses regarding leisure time besides work and life style, it could be realized that they mostly mentioned to go abroad, visit new places, learn new things etc. as leisure time activities and a part of their life style, supporting the previous work indicated that hedonistic values meant self-enhancement and openness to change, novelty, stimuli etc. for adolescents, differently from their parents (Barni and Knafo 2012). The relevant literature also addressed individual factors such as interests, personality etc. and other influences such as peers, media etc. in career pReferences, except for parental influences (Saleem et al. 2014), which might support the different career values of adolescents than their parents'. Moreover, culture-specific explanations might be meaningful at that point. In Türkiye, education system is very competitive and students have to be prepared for lots of nation-based exams such as high school and university entrance exams to be placed in a school in order to have qualified education and a decent work finally. Because of this system, they have to go extra courses out of school times, which means no time for any leisure activities. That is why, they might have valued to have leisure time besides work after they finally succeeded to get acceptance from a university and then have a job.

Lastly, the analysis indicated that while girls aspired the occupations like foreign language education, specifically being an English teacher, medicine including doctor and nurse, and architect, boys aspired military field including military pilot and officer and policeman, medicine field including doctor and paramedic, and engineer, mostly. The previous findings indicated Turkish adolescents aspired to be doctor, engineer, police officer, and teacher mostly, regardless of gender differences (Atli and Gür 2019). However, in this study, gender differences on occupational aspirations were consisted with the theory and the research (Konrad et al. 2000, Gottfredson 2002, Kentli 2014, Kahraman 2022). As aforementioned, these results could be explained by gender-biased socialization, which transmits different laden messages about expected roles attached to the genders; which in turn shape life and career goals and decisions of men and women (Konrad et al. 2000, Gottfredson 2002). As mentioned earlier, career values have impacts on career decision-making process and occupations chosen (Super 1990, Brown and Crace 1996). Thus, the differences between occupational aspirations of girls and boys would be an expected result, considering the differences on career values obtained across gender. Embedded within results, another link could be seen between career values and occupations aspired across gender. It could be inferred that girls and boys aspired the occupations that will satisfy their prominent career values. In particular, it could be tentatively assumed that foreign language education would fulfill variety (learning different languages), personal development (e.g. improving the level of language), economic security (e.g. increasing the chance of finding job), life style (e.g. having a chance to see different countries) for girls. In addition, medicine field including nurse and doctor would satisfy social relations, economic security, and prestige. For boys, on the other hand, it can be speculated that while military field would fulfill cultural identity, medicine including doctor and paramedic field would satisfy advancement, achievement, prestige, and life style. These tentative inferences were somewhat consistent with the previous work, though. For instance, Betz (2005) mentioned the connection that girls' desire for social relations and helping others and their pReferences to socially based careers. On the other hand, girls' parents aspired doctor, nurse, teacher, and lawyer for their children, which can be speculated to fulfill the career values they attributed to their children' future such as humility, economic security, achievement and prestige, especially. Analysis of paired data from girls and their parents yielded a slight inconsistency (*n*=10), comparing consistency among them (*n*=8). Boys' parents, on the other hand, aspired engineer, lawyer and military officer including policemen, satisfying the career values they attributed to their children' future such as cultural identity, achievement and prestige, especially. The consistency among them in terms of occupational aspirations were higher (*n*=11) than inconsistency (*n*=4). Overall, it could be inferred that girls and their parents stated helping professions; boys and their parents aspired military field, from a gender-stereotypical perception, which was consisted with the previous findings (McMahon and Patton 1997, Ma and Yeh, 2010, Kentli 2014). The previous studies showed lower correlations among parents and their children in terms of career values or career aspirations (Casas et al. 2010), contrary to the current results. It could be tentatively assumed that the inconsistency among parents and their children regarding occupational aspirations was not so high, which might be seen as a function of collectivistic perspective that makes the individuals to share common values. Accordingly, several studies conducted in collectivist cultures indicated parental expectations and values regarding their children' career had dominant influences on career values and aspirations of children (Fouad et al. 2008, Sawitri et al. 2013).

This study has some certain limitations. First, the participants in the current study were selected from a region that was tentatively assumed as more communal than individualistic, yet Türkiye is considered mixed form of individualistic and collectivist culture (Kağıtçıbaşı 1994); thus the results do not represent the whole country. Second, this qualitative study did not examine parents' gender, occupation, age etc., which could influence career values and career selection of adolescents (Jodl et al. 2001). Especially considering values could change across parent-child dyads (same sex or opposite sex dyads) (Cemalcilar et al. 2018), not taking the gender of parents into consideration in this study could pose an important limitation. Third, one of the researchers analyzed the data, only. However, to compensate this limitation, methodological rigor was ensured by using conceptual framework for research questions and data analysis, using computer aided data analysis program, analyzing data within and cross dyads and linked the relevant literature (Yin, 2018).

Conclusion

The findings extend previous research by indicating some particular career values shared and differentiated among groups. Girls indicated *working conditions, variety* and *social relations*; girls and their parents attached importance to *economic security*; girls' parents mentioned *humility* differently than their daughters; boys and their parents mentioned *cultural identity* in common; girls and boys appreciated *life style* and *leisure time besides work* together; and all of them noted *prestige, achievement* and *loyalty to family*. Consequently, it could be inferred that *cultural identity, loyalty to family, economic security* and *humility* might have been emerged as a function of the culture; *leisure time besides work* and *life style* as a result of rapid changes of postmodern era along with the characteristics of new generation.

In sum, this study has theoretical and practical implications. It contributed to the relevant literature by providing a deeper understanding of the links among career values and occupational aspirations of adolescents and those that their parents aspired to for their children' future within a collectivist culture, yet still the existence of adolescents' own agency on their career values. Keeping in this mind, career counselors can help adolescents to uncover their career values, to see their connection with the family and culture, and to evaluate whether they might influence their career decision-making process. Within cultural context, it is also important to include parents to this process and help them to evaluate their influences on their child's career goals and aspirations by examination of their own values. Hence,

practitioners can provide trainings to parents regarding career development of adolescents, including its' related aspects such as the influences of parents on career decisions, aspirations, and decision-making difficulties etc. Considering the impacts of career education on improving intrinsic career values of early adolescents (Hwang et al. 2018), career counselors can also use the results of the current study to develop the interventions for adolescents in this sense.

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