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Extending the reach: Exploring what it means to be a parent of a hostel adolescent assisting with their child's career development : a case study

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EXTENDING THE REACH:

Exploring what it means to be a Parent of a Hostel Adolescent assisting with their child's career development.
A case study.

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This thesis is presented for the degree of
Master of Education of Edith Cowan University, 1997/1998

CERTIFICATE

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ABSTRACT

Research indicates that parents are an important influence on the career development of their children, but, that they have often been considered as an untapped resource. Rural high school aged students, who reside in metropolitan hostels, often live with their parents for less than 15 weeks per year. How do their parents contribute to their career development? This one year research explored the involvement of parents of hostel children, in the career development process of their youth. Through a case study, an analysis described what it means to be a parent of a hostel adolescent with respect to how they help their youth make career decisions.

Based within an ecological framework, parents of hostel adolescents completed a questionnaire. Subsets of this group participated in interviews that focused on narratives and a modification of the critical incident technique as used by Young et al. (1992, 1998), and/or group interviews incorporating a 'direct to print' methodology as used by Jeffery et al. (1992).

This study supported early findings recognising the important parental role in the career development of todays youth by exploring five areas. The **cultural capital** of parents of hostel adolescents indicates that they have a real sense of pride in their rural status, actively choosing to live in rural centres. They value honesty and respect, enjoying the freedom 'country' life affords them. There are general **concerns** of safety when their children are living in urban centres and at times an acute awareness of costs. Specific concerns for career development focus on parents perceiving they have a lack of knowledge, skills and expertise essential to adequately assist their childs career development. This situation appears to be compounded by a lack of awareness of **resources** and/or a reluctance to access them.

Parent **intentions** are to instill in their children independence, responsibility, initiative, perseverance and respect. The most common focal point for career development is the selection of subjects for studies and/or courses to complete. Parents of hostel adolescents favour **delivery** activities that involve them advising their children and requesting and giving information. They encourage and support their children, showing interest and communicating values. They also see the need to set expectations and limits.

This research illustrates that parents of hostel adolescents, although not necessarily attempting to influence particular occupational choice, are active agents in influencing their children in a broad range of areas in career development.

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CHAPTER ONE

INTRODUCTION

In 1995, a general school survey, issued by a local metropolitan high school, incorporated in its respondents 80% of the rural parents with children residing at a local hostel. The majority of these parents expressed concern over the delivery of career counselling to their children. The issues these parents raised are also reflected in the sparse but exploratory literature.

The Parents of Hostel Adolescents were keen for it to be understood that reduced opportunities, and limitations of choice, are to many rural parents apparent from the time they acknowledge the need for their children to leave home to attend schooling, to partake in vocational training, or to search for employment. It was not an issue 'swept under the carpet', or that came as a surprise, but one involving conscious decision making from an early age. The parents added that this movement away from home often involved substantial costs for rural families not experienced by their urban counterparts, be they the monetary cost of sending rural children to an urban centre to pursue career goals, or the emotional cost of separating families, or the 'cost' of ill-informed decisions. Issues such as emotional crisis from homesickness, or prematurely ending training or studies were given as examples. It is this 'cost' of ill-informed decisions that acted as a catalyst for this study.

1.1 BACKGROUND TO THE STUDY

The focus of this study is upon the rural parents of hostel adolescents at a metropolitan high school and the role they play in the career development of their adolescents. The important role for parents in the career development of their children, given the ongoing social changes, needs to be better understood. This study explores this important parental role through five interwoven dimensions:

1. The Career Development **Intentions** of Parents of Hostel Adolescents

2. The **Delivery** of Career Information/Guidance by Parents of Hostel Adolescents

3. The **Cultural Capital** of Parents of Hostel Adolescents

4. Career Development **Concerns** of Parents of Hostel Adolescents

5. The **Resources and Sources** of Information used by Parents of Hostel Adolescents

In order to maintain the relative anonymity of the hostel where the research has taken place, and to honour confidentiality, the title the Hostel has been used throughout the study. For the purpose of the study the terms parents and guardians are interchangeable. Wherever the context will not be affected, and 'Parents of Hostel Adolescents' will not be confused with the larger parent population, the term 'Parent(s)' will be used to identify 'Parents of Hostel Adolescents (or Students or Youth)'.

The Hostel is situated in an Australian Capital City, close to an established Senior High School (Years 8 -12). During the school terms the hostel is home for up to 59 rural male and female students attending local urban high schools.

The original 1995 school survey led to an informal group discussion with six hostel families in the latter part of 1995. They indicated that they shared a number of common concerns regarding the career development of rural young people. At that time no common definition for career development was sought. As this case study is researching the process of how Parents contribute to the career development of their children, no standard definition was given to the Parents. Rather Parent's perception of career and career development was sought during the research.

Common concerns included many Parents feeling alienated from the career counselling process and being disappointed that their children's high school had done little to promote parental involvement. A particular issue that focused their sense of detachment from the career process was their inability to be able to participate in an organised workshop on career conversations. This workshop, based loosely on work by (Professor Richard) Young (1988, 1992, 1994), invited all parents to bring their child to an evening workshop where semi structured conversations were organised. Communication skills were a theme of the evening. Following is a para-phrased version of an ensuing conversation with one of the Parents of Hostel Adolescents:

> .... now we felt an additional loss of opportunity .... this time though it wasn't information that we could chase up ourselves but the development of (inter)personal skills... for many of us this is one of the few opportunities to participate in such a workshop - but no consideration was given to our special circumstances ...... (Personal communication, Parent of Hostel Adolescent, 1995).

In addition, these Parents perceived that teaching staff lacked sensitivity to rural/urban differences and that this was expressed in their career guidance to rural children. They felt that distance from resources was often perceived as the only difference and difficulty faced by rural parents.

Patton and McMahon (1997) support this standpoint by stating:

> distance or remoteness from services is ... only one of a number of significant factors affecting career development for individuals in rural communities. In addition, career development ... is influenced by contextual factors which few urban young people encounter, yet which impact significantly on their vocational aspirations, employment expectations and decision making about work and further study. (p.72)

Compounding the problem is the situation where professionals who have the required career related knowledge (and often act as facilitators at information sessions attended by parents) are more concentrated in larger urban centres than rural areas (Personal communication, CES Victoria Park, 1995). This highlights the importance of strong links between High School teaching staff and Parents when organising the career development of rural youth.

Jeffery, Lehr, Hache and Campbell (1992, p. 244) in stating that students should be encouraged 'to appreciate and remain in their rural communities as contributing citizens', voice the feelings of many of the Parents. Further, school leaver destination surveys for 1993 - 1996 conducted by a local Government funded organisation, indicate that the desire to return home 'to the country' is a very real goal for many of the students. Due to the perceived lack of rural jobs this can become a real dilemma for rural families.

This last issue raises the concern of restricting rural students' opportunities. Although many students may wish to remain in their rural environments it would be logical to assume that there are also students who want to expand their explorations. Perhaps there is a risk of reducing young people's options based on parental fears or conservatism. Crago, Sturmey and Monson (1996, p. 63) touch on this predicament when they state the 'forces of conformity reinforce the conservatism that is often described as typical of rural communities and significantly restricts options for change in individual behaviour, compared with the situation in

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the cities.' Indeed from 1993 - 1996 one student enrolled in a high school specialist program so she could reside at the Hostel and by so doing *'escape the life of a country town'* (Personal communication, Hostel Resident, 1996).

Obviously all these problems are not unique to Parents of Hostel Adolescents. There may even be some career advantages of residing in a rural setting. For example, Collett (1997, p. 77) cites the situation where country students 'have a better chance of becoming school dux or winning academic prizes, further enhancing their resumes and job prospects.' Or, as is relevant to this research, becoming more competitive for a placement into one of the metropolitan high school specialist course programs, thereby, having the opportunity to board at the Hostel. A further example is provided in the mining industry where access to employment opportunities has the potential to be advanced for local rural families (Personal communication, ARIMCO, Mine Manager, 1997).

However, these benefits, even if real, do not detract from the first concerns expressed by Parents of Hostel Students. From their desire to be more involved in the career decision process of their children came the initial idea for this case study, in very general terms a case study of parental support for student learning.

It also became apparent that there was a reliance on anecdotal information to inform about problems in the area of career development for Hostel families. Even at this early stage it can be seen that some of this anecdotal information does not fit with conventional career development theory. This raises the issue of the need for further study of rural families and career development, and in this particular case rural Hostel families (who have been almost totally forgotten in the research), in contemporary contexts. To ensure career development

programs that involve Parents of Hostel Students are not ad hoc or 'knee jerk' in their planning there is first a need to understand the way Parents of Hostel Adolescents assist their children in their career development.

Previous studies on family background and structural characteristics (see reviews in Young et al, 1988) tend to have a predominantly empirical focus offering little explanation of the career development process. For the Parents of Hostel Students who want to help their children's career development it is the process that is the key. Before commencing to write career development materials it is important to know who the Parents of Hostel Adolescents are and how they assist with, and provide for, the career development of their youth.

1.2 THE SIGNIFICANCE OF THE STUDY

As the previous information attests and through further anecdotal records, the Parents expressed concern with the career advice they were able to offer their children and the lack of power they felt in being able to initiate 'talks' with their children about careers.

This study was therefore initiated by the Parents' expressed desire to be more effectively involved in their children's career decision process. Groups such as these Hostel families have the potential to 'slip through the cracks' with their youth neither a part of the rural community that is their home nor the city where they study and live for the majority of the year. There is therefore a need to identify the unique needs and circumstances of Hostel families to address issues of equity.

The results of the study should help to focus Parents of Hostel Students on how to assist with the career process of their youth and thereby help both parents, adolescents and students realise that Parents can have an active, intentional role in helping their adolescent's career development. This is one of the first studies incorporating intentional actions of Parents of Hostel Students in influencing the career development of their youth. The results may provide a valuable insight into the role parents play in the Western Australian context and also into methods that can be adapted to explore the role parents play. Further, the findings may provide building blocks or a basis on which to develop career development material for Parents of Hostel Adolescents.

Since the research undertaken was a case study, it is not intended that the findings should provide a blueprint for other hostels. The research is based within the boundaries of one particular hostel and, as such, personalities involved, activities used, equipment/technology available, localities, student population, parents, and the physical surroundings of the Hostel are significantly individual to this organisation only. The research represents the interpretation of parental involvement in the career development of youth at one hostel and, as such, may provide examples of parental intentions and help others understand the intentions of parents who are in similar situations. The research will address the question from the perspective of the parent.

Students residing at the Hostel attend local high schools. All of these schools offer career programs within their curriculum. Eighty percent of Hostel students attend a Senior High School offering a comprehensive and sequential Yr 8 - 12 Career Education Program. Parental involvement is, however, usually minimal. But, as the literature review indicates, parental involvement is required if career programs are to improve and succeed.

Such information may also be important for policy initiatives in rural career education when reviewing hostels and the role they play in their residents' career development, particularly as the current available data is scarce.

1.3 THE PURPOSE OF THE STUDY

At the conclusion of this case study it is expected that a picture will have emerged indicating what it means to be a Parent of a Hostel Adolescent. It will provide an interpretation of the Parents of Hostel Adolescents' understanding of career development and what they require to feel empowered to assist their children in their career development. This includes identifying the skills and knowledge they see as relevant for their children when developing life choices through the exploration of both urban and rural career paths.

1.4 RESEARCH QUESTIONS

The *central research question* this study aims to address is:

What does it mean to be a Parent of a Hostel Adolescent assisting with their child's career development?

Subsidiary questions include:

- **What are the Intentions of Parents of Hostel Adolescents when they assist their child with their career development?**

  - What aims do Parents of Hostel Adolescents attempt to achieve when working with their child?

  - What characteristics would Parents of Hostel Adolescents like to encourage in their child when assisting with career related issues?

- **How do Parents of Hostel Adolescents deliver career information to their children?**

  - What activities do Parents of Hostel Adolescents use?

- **What is the Cultural Capital of Parents of Hostel Adolescents?**

  - What is the demographic information of the Parents of Hostel Adolescents?

- **What are the Career Related Concerns identified by the Parents of Hostel Adolescents?**

- **What are the Resources and Sources of information that inform Parents of Hostel Adolescents on career development issues for their children?**

The Research questions as they would appear in diagrammatic form are shown in Figure 1.1
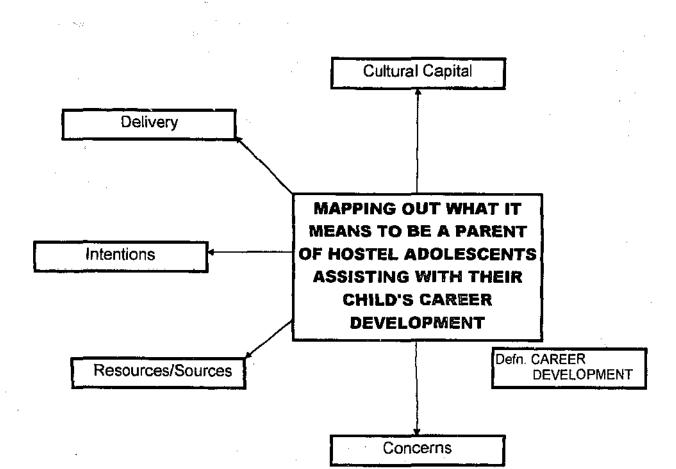
Figure 1.1: Relationship between Research Questions

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                                    │   Cultural Capital    │
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                         \       │  MAPPING OUT WHAT IT          │
                          \      │  MEANS TO BE A PARENT         │
    ┌──────────────────┐   \     │  OF HOSTEL ADOLESCENTS        │
    │   Intentions     │◄───────│  ASSISTING WITH THEIR         │
    └──────────────────┘        │  CHILD'S CAREER               │
                           /     │  DEVELOPMENT                  │
                          /      └──────────────────────────────┘
                         /              │          ┌────────────────────┐
    ┌──────────────────────┐           │          │Defn. CAREER         │
    │  Resources/Sources   │           │          │      DEVELOPMENT    │
    └──────────────────────┘           │          └────────────────────┘
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                                ┌──────────────────┐
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1.5 OPERATIONAL DEFINITIONS

1.5.1 RURAL:

As discussed by Jeffery et al. (1992, p. 246) a single widely held definition of 'rural' does not exist. Usually the definition is based on exclusion: if it is not metropolitan then it is rural. As proposed by Tomlinson (1994) the 'adjective "rural" is taken to mean places not within the metropolitan area' (p. 3). This means, in Western Australia the 'rural' area is more than 99% of the landmass, an area of 2,519,576km containing one quarter of the State's population. The starting point for this study was provided by the hostel whose admission selection criteria for rural students included travel time of more than 1.5 hours to a high school by bus. This concurred with work by Tomlinson (1994, p. 3) who treated all schools with postcodes of 6201 and above as rural schools. Hence Mandurah, outside the Perth Metropolitan Region, but increasingly a dormitory suburb of Perth is Rural. (There have been in the past students residing at the hostel whose families lived in Mandurah.)

However, early communications with Parents quickly made it apparent that a simple definition of rural or metropolitan was not always appropriate. It did not allow for consideration of factors like isolation, remoteness, or size of population that might affect the cultural base of the parents and/or affect the decision to access the hostel. Tomlinson's 1994, Report on Schooling in Rural Western Australia, included a third category of places, those remote from the centre of the education system. This again met the Hostel's understanding of rural as one of students who were adversely affected by the extremes of distance in regard to their education, and/or were involved in excessive travelling time to their education centre (Hostel - Promotional Brochure).

Adopting the Tomlinson's (1994) definition of rural was done for its utility. It is a standard classification developed by the Department of Primary Industry and Energy and has been used in other recent studies of educational participation. Its application here provided consistency.

Tomlinson (1994, p. 3) categorisation of rural includes the identification of five types of localities:

◊ Metropolitan (populations of 100,000 or more)

◊ Small Rural Cities (population more than 25,000)

◊ Other Rural

◊ Remote Towns

◊ Other Remote Areas

The division between rural and remote is based on an index of remoteness that combines population density and distance from the nearest provincial city (that is a rural city with a population of 25,00 or more). Examples of towns or localities within each of the regions are listed in Appendix A.

There are times in this study when it is necessary to use the term 'rural' in a generic sense of non-metropolitan. In these instances 'rural' includes 'remote'.

1.5.2 CAREER / CAREER DEVELOPMENT:

No standard definition of career development was provided to the Parents, rather definitions for career and career development and a contextual understanding was an aim of this study.

Young (1993) stated, career 'represents a socially-constructed meaning system that subsumes education, schooling and other life experiences' (p. 2). Super's (1976, p.144) interpretation sees career as usually referring to a sequencing of events relating to work and other life roles that constitute a life. Thus career development is viewed as linking the implementation of the self concept as one moves through the developmental stages defined by particular life roles together with the unfolding interaction between the person and society in the development of career.

It is these phenomenological and social components that led Young to explore constructionist definitions of career development; definitions that reflect the ecological approach which have at its centre, the reciprocal relationship between the individual and the environment. In 1984, for instance, Young defined career development as 'the growing capacity of the individual to understand and act on the career environment' (p.154).

This direction of interpreting career and career development certainly reflects the intent of this paper to have at its foundation an ecological framework. However, these meanings may be beyond the scope of parents volunteering to complete the questionnaire and interviews. With this in mind Young's (1988), broad definition of career development as including:

> 'not only the development of educational and occupational goals, but also planning and decision making behaviours, a sense of responsibility for one's goals, and the meaning these elements (are) seen to have in the child's life' (p. 32).

has been adopted for this research.

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The difficulty of defining career to the consensus of the majority of researchers and practitioners in the area is acknowledged. It could also be that this research indicates that hostel parents have a differing definition than that proposed, one with tighter boundaries. Their definitions may show an orientation closer to Super's (1976) definition:

> 'The course of events which constitute a life; the sequence of occupations and other life roles which combine to express one's commitment to work in his or her total pattern of development, the series of remunerated and nonremunerated positions occupied by a person from adolescence through retirement of which occupation is only one' (p. 1).

It could also be that hostel parents have not considered nonremunerated work as a part of career development. Even so, for most people in Western society, 'career represents a practical construct both individually and socially' (Young and Borgen, 1990, p.xi) and this is the basis from which this research commences.

1.5.3   HOSTEL

Hostel refers to a residential home for rural students.

1.6   ETHICAL CONSIDERATIONS

In discussions with both the parents and the managers of the Hostel assurances were given about the process and procedures related to confidentiality of the information. A statement of disclosure and consent form were included with the questionnaires. (See Appendices B and

C) This information also covered the individual interviews and the group interviews. The aims of the study, researcher details, expected benefits and outcomes, the methodology to be used and the expected time commitment and time frame were provided to all the participants involved in the collection of the data. When Parents participated in either or both interviews they completed the relevant section of the Consent Form.

The anonymity and confidentiality of respondents was guaranteed by ensuring that the original data was stored in a locked filing cabinet at the researcher's home address. Raw data will be destroyed at the completion of the study. Computer discs (including transcripts) will be handed to the supervisor to be placed in a locked filing cabinet at the completion of the research. Participants were informed of these provisions and were satisfied with the details provided.

CHAPTER TWO

LITERATURE REVIEW

This study, placed within an ecological framework, is based on the assumption that parents play a very significant role in assisting their adolescent's career development. The Literature Review commences by placing the study within these contexts.

A summary of the relevant literature associated with the five elements of the research question: **What it means to be a Parent of a Hostel Adolescent assisting with their child's career development?** is the focus of the second section of the Literature Review. These interwoven dimensions are:

1. The Career Development **Intentions** of Parents of Hostel Adolescents

2 How Parents of Hostel Adolescents **Deliver** Career Information/Guidance

3. The **Cultural Capital** of Parents of Hostel Adolescents

4. The Career Related **Concerns** of Parents of Hostel Adolescents

5. The **Resources and Sources** of Information used by Parents of Hostel Adolescents

2.1 ROLE OF PARENTS IN THE CAREER DEVELOPMENT OF THEIR YOUTH

2.1.1 PARENTAL ROLE IN THE CAREER DEVELOPMENT OF ADOLESCENTS

The significance of parents in the career development of their youth is highlighted by recent literature that documents the importance of a parent's role for youth making career decisions. Jeffery et al. (1992), summarises numerous studies that indicate family influences are the preferred source (even over school structures) for students seeking career guidance. Of particular note was Poole's (1983, p. 242) data that indicated 'those students who spoke frequently with their parents had far more definite ideas on both job choice and educational plans.' She also found that those students who had good relationships with their parents were more willing to seek guidance from various other sources.

Surprisingly, the role of family in vocational development has been largely ignored in the research, but it is believed that parents influence their children in general and particularly in their vocational choices (Grimstad, 1992, p. 81).

Parents are uniquely positioned to influence their children's career development and aspirations.

> 'The way parents view the world of work influences the formation and development of their children's values and attitudes about work. If parental needs, values and attitudes are positive toward work, children are likely to adopt positive perspectives' (Reagor and Rehm, 1995, p.7).

Family processes of interaction, communications, behaviours influencing what the child learns about work, their employability skills and the values that the child subsequently adopts, all commence with the parent (Lankard, 1995, p.3).

> 'Parents as daily models provide cultural standards, attitudes, and expectations and, in many ways determine the eventual adequacy of self-acceptance and confidence, of social skills and sex roles. The attitudes and behaviours of parents while working or discussing their work is what the children respond to and learn' (DeRidder, 1990, p.3).

From an extensive review of research Young et al (1988, p. 29) has summarised that the family variables that have been found to influence children's career development include social class, parental encouragement, maternal employment, family configuration and early parent child intervention. Reagor and Rehm (1995, p. 4) add several other family factors that affect career decisions and career path development of young students; these include, geographic location, socioeconomic status and attitudes parents have towards work.

As adolescents begin to gain a sense of who they are they enter a critical development period. The development of ego identity is critical to normal maturation. A central aspect of ego identity development, particularly in our culture, involves the answering of the question; 'What work will I do in my life?' The primacy of vocation is evident when newly met acquaintances want to know what it is that we 'do', second only to our name. Parents can have a significant influence on their children's career direction 'as their children seek to answer questions of identity and begin the transition to adulthood' (Middleton and Loughead, 1993, p. 162). Young (1994) highlights this point by suggesting that as career choice is one of the main tasks of adolescence it 'therefore represents an important means for constructive parent-adolescent engagement' (p.196).

Some researchers have distinguished between definer influence and model influence when referring to influences on adolescent career development. Definer influence is defined as those people who have direct contact and who provide specific career information. Model influence is characterised by people observed (but with no direct contact) by adolescents engaging in different types of occupations. Research shows that parents provided the majority of definer information to children. So, more than any other source, parents were the ones most likely to interact with adolescents regarding their career development (Middleton and Loughead, 1993, p. 162).

> 'Although much has been espoused about the decline in parent-adolescent relations, teenage children still seek counsel and look to their parents for guidance regarding matters of importance' (Papini, Farmer, Clark, and Micka, 1990, p. 959).

Parents from certain ethnic groups may have a greater influence on the educational and occupational decisions of both boys and girls in the family. Although the example is from North America parallels can be drawn from the following examples. Lankard (1995, p. 3) compares Korean families (want more education for their children than the children want for themselves), and, Mexican families (aspirations parents hold for their children are high but hampered as continuing education is often unavailable) to indicate the varying influence of parental aspirations.

The acquisition of practical life-skills is a domain of child competence that has received little research attention. The predominant emphasis in much of the child development literature has been from a concern with child problems and defects, or family characteristics that facilitate forms of child competence, such as intellectual ability and academic achievement. However, recent research findings from adolescents suggest that lifeskill competence was significantly associated with maternal employment, family size, the frequency of family

activities, and parental education (Amato and Ochiltree, 1986, p.59). These findings relate to those already discussed for adolescent career development indicating that there is potential for transference and comparison of information and results.

2.1.2 PARENTAL ROLE IN THE CAREER DEVELOPMENT OF ADOLESCENTS IN A RURAL CONTEXT

Limited research has been completed on the role rural parents play in the career development of their youth. Rather the assumption appears to have been made that parental influence of rural parents would be similar to that of their urban counterparts.

Mason and Stevens (1993, p. 28) completed a small study in one rural school in Western Australia. Due to the small sample size the results should be treated with caution. However, their findings indicated that the main influences on the career choices of Year 10 students came from the nuclear family, in particular their mothers.

Abbott-Chapman's (1994, p.164) current study in rural Tasmania, develops on the consensus in selected literature that parental involvement in the career development of their youth is positive. They reviewed the influence of parental education choice and preference on their adolescents work choice. In particular they referred to work by William and his colleagues at The Australian Council of Research (ACER, 1993) that argued that as well as the status and 'wealth' factors associated with educational levels achieved, the educational attainments of parents effect the educational decisions of their offspring.

Their findings suggest parents of rural children are relatively open minded about the benefits of education and training even in a depressed job market, and are encouraging their children to go on with their education/training. A situation of socio-economic decline and social change in Australian rural areas is associated with a growing awareness among parents that their children need more educational qualifications if they are to find jobs in an increasingly competitive youth job market, especially in rural areas. There is, however, a discrepancy between what parents think would be good for their children and what they think educationally they will be able to achieve. This is a product of barriers which rural poverty and disadvantage place on educational participation. Participation patterns are associated with a complex mix of factors both attitudinal and material, but it appears that the influence of material disadvantage factors can not be underestimated (Abbott-Chapman, 1994, p.168).

The ACER has recently commenced extensive research in to career development or isolated students in areas of New South Wales (NSW) and Victoria (personal communication, Peter McCrossin, ACER, 1995). Initial findings are still to be reported.

Work by American researchers Reagor and Rehm (1995, p. 4) explored the perspectives on work from rural parents with different levels of education. They state that due to the small sample size their work can not be generalised but would provide a basis for further research. This exploratory study determined that respondents with high school education or less held unfavourable views about work, considering it hard and tiring. Parents with some college or vocational training voiced more positive views, considering work rewarding and self-fulfilling. How these differences affect children would need to be studied further but it may indicate that rural parents with less education may not have the positive attitudes towards their own work

or resources to best help their children make wise career choices (Reagor and Rehm, 1995, p. 12).

A range of questions delved into how parents perceived the meaning of work. For example all respondents confirmed that they had spoken to their children about work. Subjects with less than a high school education talked about places that were hiring and some characteristics of being a good employee. Respondents with a high school education were concerned about the hardships of a job, sticking to the job, and the responsibilities of the job. Parents with college / vocational training gave descriptive answers, more frequent responses focused on responsibility and respect for authority (Reagor and Rehm, 1995, p. 10).

Parents were also asked to describe their own roles in the vocational guidance of their children. Responses from subjects with less than high school education centred on teaching responsibility early in life, encouragement, being supportive, and making them stay in school. Parents with high school education overwhelmingly said that their role was to help their youth stay in school. They also said that children should be taught responsibility and given encouragement, as did parents with more education (Reagor and Rehm, 1995, p. 11).

However, all parents were concerned about their children's careers and most expressed concern that they could not guide their youth into appropriate vocations without help from schools (Reagor and Rehm, 1995, p.11).

Reagor and Rehm (1995, p. 12) believe that their study implies that work is a very important aspect of rural life. In summary they state that therefore, all efforts need to be made to provide rural youth with the tools and knowledge to make good career and vocational

choices. With their influence, parental views on work and vocational guidance must be considered.

Hedlunds (1983) research found that even though in recent years the trend has been for youth to migrate from rural to urban areas most rural adolescents would like to remain in the rural community, work there, and raise families there. He continued by indicating that research has indicated that rural youth who stayed in their rural communities were not as success orientated as those who chose to leave. 'They felt safe and connected but lacked privacy and develop social biases' (p.143). (Maybe rather than reflecting the biases of rural families this work reflects the issue addressed later in 2.6 Career Development Theories in a Rural Context. That is, theory and interpretation are often set to urban values and beliefs within an urban framework.) This research also demonstrated that parents who listened to their adolescents, set boundaries and standards were seen by their adolescents as concerned and supportive.

In their recent review of the literature Haller and Virkler (1993) (cited in Reagor and Rehm, 1995, p. 6) contended that 'the important aspect of self identity in adolescents from a rural community point of view is occupational aspiration rather than educational aspiration.' (Again, maybe hinting at career development being entrenched within an urban framework.) It had been assumed that urban students would have higher educational aspirations than their rural counterparts. Haller and Virkler did not find this distinction, thinking it may be attributed to the socioeconomic status of the two types of families. There is the suggestion that children from lower socioeconomic status are not as likely to value education as those from a higher strata. Other advantages are tools such as home computers, privacy in the home, and additional tutoring.

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2.1.3 PROGRAMS DESIGNED FOR RURAL PARENTS TO ASSIST WITH CAREER DEVELOPMENT OF THEIR YOUTH

With only a limited amount of literature outlining career development programs specifically designed to involve parents of youth (Hoyt, 1984 and Jeffery et al., 1992 for summaries), it is to be expected that very little work has been done on supporting the needs of rural parents. Jeffery et al. (1992) cite work by McDaniels and Humel 1984, who after an extensive review of the literature, found references to parent programs concerned with their children's career development to be non-existent. Palmer and Cochran's (1988) work into parents as agents of career development implies knowledge of parent programs, but, no details are provided. Importantly they reported 'there was nothing in the way of empirical data to support the success of programs already in existence' (p. 369).

Memorial University in Newfoundland, Canada (Cahill, 1994, unpublished) has instigated Distance Education Career Counselling Programs. These Canadian Programs are based around interactive teleconferencing, computers, video packages and training facilitators from rural/remote areas delivering programs over distance or face to face. Interim reports indicate not only early success, but, just as importantly, success in transferring the key concepts to similar programs and additionally, the relevance of the program to other isolated provinces.

A research program aimed specifically at rural parents is currently in its concluding phase. Jeffery et al. (1992), working in British Colombia, are striving to develop career packages to empower rural parents. Early reports attest to the positive effects of their materials and resources.

2.1.4 PARENT SUPPORT FOR ADOLESCENT LEARNERS IN HOSTELS

After an extensive review of the literature no reference was found either to the role parents of rural students boarding at hostels/boarding schools performed in their child's career development or programs designed to assist these parents with their child's career development.

The closest reference was a recommendation in a report prepared by Tarte (1988, p.162). In commenting on the complex nature of the boarding school environment and the delicate nature of care, he highlighted the necessity for the development of well trained, responsible, informed and accountable leadership and staff. No recommendation was made, however, as to the role of parent programs in any context.

It is of course possible to extrapolate general parental (and rural parents) influence to parents of children at hostels. For example, associated research by O'Brien (1996, p.258) notes that healthy movement through the process of identity development involves both attachment to a secure base as well as independent exploration and individualism. A rural student residing at a metropolitan hostel may be afforded these opportunities by a parent who encourages their child to leave home to study and once there expects and encourages the child to develop into a unique independent individual.

Additionally, the residential component of rural education is one more way of ensuring that the educational priorities - including equity of access to educational opportunity - has the potential to reach all Australian students. Career development initiatives appear to have been ignored within this context. There is, therefore, room in the reports and studies to explore and develop this area.

2.2 AN ECOLOGICAL FRAMEWORK

2.2.1 A CONTEXTUAL FRAMEWORK

It is important to acknowledge that when discussing career development today there is still a seeming plethora of theoretical perspectives. All attempt a comprehensive understanding of career development. The result is, at times, not only a multifaceted but disjointed status, and also one where a number of researchers have concluded that career practice has outstripped career research and theory (Hall, 1987, p.311).

Hall (1987, p.313) does, however, provide an almost contradictory argument when he recognises that during this same period career research/study has come to maturity. Bujold (1990, p. 59) substantiates this belief by reflecting that we are now not only in an era of interactional conceptions of career development and career guidance interventions, but also at a stage where qualitative approaches to research are regaining favour. Recent trends have called for an integration, or convergence, of existing perspectives (Patton, 1997, p.5). In particular, attention has been focused on convergence between career development theories, empirical research, practice, and most recently, the incorporation into career development theory and practice approaches from other disciplines (Savickas and Lent, 1994, p.35).

Still unaddressed though is the relationship between theory and practice. The 'push' for a new direction in career development theories originates, in part at least, from a desire by many career researchers for this greater convergence of career theory and practice. In the words of Young and Valach (in press) 'career theory and practice could benefit from a better fit (to use a vocational metaphor)' and in fact recent developments suggest that greater interaction is

being realised. This integration of career theory and practice has been precipitated by the rise of postmodernism. As an example Savickas and Lent (1995, p.123) labelled the following approaches to career development as postmodern approaches; narrative, context and the social context of career. Narrative, hermeneutics, constructionism and action represent recent shifts to post modernism. Although differences exist amongst them 'the essential themes of these approaches is their concern with the development of meaning in social interaction, the involvement of intersubjectivity, the place of context, and the construction of career' (Young and Valach, 1996, p.363).

To a certain degree there appears to be tension between the various disciplines and methodologies with two perspectives in career development having evolved. One psychological, placing the emphasis on personal variables, the other sociological, which examines career development from a larger perspective (Young, 1984, p. 152).

Young (1984) does not necessarily see this lack of unity as any different to contradictions felt within social sciences generally but 'as the pull between the subjective creative human being acting upon the world and the objectively given social structure constraining him or her' (p.153) . In fact he sees these developments as taking place within a wider intellectual debate between modernism and postmodernism.

2.2.2   PERSPECTIVES ON INFLUENCE

In response to this dichotomous development, efforts were made to account for environmental influences and to understand the contexts in which development occurs. Young, in his 1984 work, provides a sequential summary of relevant studies and proposals.

Using this work Collin and Young (1992, p. 1) identified a need for a 'new direction' in career theory, one that was ecological. Their argument has received increasing recognition in relevant literature. It also parallels developments in the social sciences that offer further language and concepts to extend their analysis. Young, Valach and Patrick (1995, p.49) in identifying influence in interpersonal relationships (such as those between parents and adolescents concerned about career development) illustrate this development from a unidirectional perspective through to the action- theoretical perspective which underpins their work:

a) Unidirectional perspective: that is influence passes in a single, linear direction from parent to child - exchange is not considered, just transmission from a higher to a lower position. The adolescent is a passive recipient.

b) Bidirectional perspective: considers input from both sides. Parents give and guide, and receive and follow in response to the behaviour of their children. 'One limitation of the bidirectional perspective is that it fails to consider the complex web of interactions and influence in which the parent- adolescent relationship is embedded. (Such) complexity which is particularly salient to career' (Young et al, 1995, p.49) is the focus of the ecological approach outlined later.

c) Constructivist Perspective: in this view career is facilitated through participation in 'interaction within close relationships' (Maccoby 1992, p.1016). Maccoby (1992) also contends that any enduring parental influence stems mainly from the relationship parents have 'co-constructed and continually reconstruct with their child' (p.1014).

> Constructionists hold that in interacting with each other and with others in the environment, parents and adolescents are creating or making the very world that they are responding to and participating in' (Young et al, 1995, p.49).

d) Action-theoretical perspective: which has recently emerged as an important paradigm in the study of human behaviour develops a shift from the constructionist perspective. Young et al (1995, p.49) believe that parents and children do not only make sense out of their lives by using and interpreting information from the environment, but, they also make sense from their lives by engaging in practical and symbolic action both individually and jointly. The focus on action extends the constructionist perspective by providing ecological validity and accounting for effort, goals, plans and consequences. Parents and adolescents coconstruct career, that is, they interpret and negotiate the meaning of these actions over the long term and take action in light of long term considerations. This is premised on the notion of intentional action. Intentional action refers to the goal-directed behaviour employed by agents as a means of attaining certain ends. Focus is less on the causal connection of career development and more on how the parent and child jointly construct meaning in the course of their interaction, and how the joint constructions, plans, expectations and goals develop. The primary assumption of this research is that parents engage purposefully in their interactions with their children and in other actions that concern their children' (Young, 1984, p.3).

2.2.3 THE ECOLOGICAL FRAMEWORK

Responsive to the constructionist and action theoretical perspectives and the other concepts of career and action presented in the following section is the notion of ecology. Drawing from a wide range of sources Young (1984, p.4), amongst others, argues for an ecological study of career that is premised on the historically and socially constructed nature of social meaning. Although similar to other constructionist approaches, Bujold (1990) holds Young's work as

providing some 'landmarks for studying career development within an ecological perspective' (p.59). One way Young (1984, p. 153) found to conceptualise this ecological approach was to focus on four dimensions:

1.   Firstly the perspective of ecology is one of several disciplines being linked holistically - a multidisciplinary approach which looks for uniqueness by attempting to account for a multiplicity of continuously varying characteristics.

2.   Emphasised is the dynamic interaction between the developing person and the environment. It is not enough to review the effect of various contexts on the individual nor to ignore the influences of the individual's world. This dimension 'permits one to frame the individual as a producer of his or her own development' (Young, 1984, p.152). Here Young (1984) raises a pertinent point:

> "The possibility of conceiving of career development from this perspective is hopeful in a world in which many of the degrees of freedom in one's life course seem to have vanished" (p.152).

3.   Ecology constitutes an aspect of systems theory. Initially it appears that systems analysis was appropriated by ecologists to deal with the extreme complexity of ecological systems. However, there is now a belief that general systems theory will prove more useful to career development if used within an ecological framework. For it is ecology that will allow it to be adapted to living systems and demonstrates an individual as an open system in interaction with his or her environment.

4.   Finally, introduced is the concept of 'niche' -   the way an individual lives in an environment instead of the environment itself - a person's life space. This leads to the

notion that an individual exists as an open system in mutual relationship within the environment that they are at home in because they have made it.

Ecologists maintain that career development does not result from attitudes and behaviours that develop independently within the person but through the nature of the individual's actions in interacting with their environment. They see the task of career development theory and research as 'specifying the nature of the person's embeddedness in the career environment and the nature of the individual's actions in interacting with that environment' (Young, 1984, p.155). Central to this are the following assumptions:

1. a circular epistemology is central to an ecological perspective; the interfittedness of actions is important. Bronfenbrenner (1979) refers to 'ecology as the properties of the immediate settings in which the person lives and the larger contexts in which the settings are embedded' (p.111). He represented human actions and interactions as occurring within contexts depicted by concentric circles. The most basic face-to-face interaction, at the centre of the circle, is the microsystem. It provides a means of understanding the other systems. Interactions with siblings, peers extended families, teachers and counsellors are all microsystems (Young, Valach and Patrick, 1995, p. 51). As explained by Young, Valach and Patrick (1995, p.51) there are three other systems and extensions of the microsystem prototype:

♦ *Mesosystem*; describes interconnections between the microsystems. Typical of this context are the range of links between the family and the school.

♦ *Exosystem*; refers to organisational levels that impact on individuals. The Education Department of Western Australia School Policies, which direct and guide

parents even though they have no interaction with the policy makers, is such an example.

◆   *Macrosystem*; represents the environmental systems

2.   career development is continuous interaction of person and environment; this dimension allows for continuity of development as well as change in development. Further it provides a context for chance events (Young, 1984, p.155).

3.   vocational changes are therefore unique to the individual and must be understood in context. Autonomy suggests that individuals are not caused to act by events outside of themselves but are originators of their own actions. This suggests 'there is a certain amount of freedom from either genetic or environmental determinism' (Dobzhansky, 1976, p.161).

2.2.4   METHODOLOGY AND THE ECOLOGICAL FRAMEWORK

Currently there is also a range of methodologies attempting to investigate career. Some have long and respected histories others, though representative of definitive movements in the social sciences, are in a more embryonic stage.

Traditionally studies on family background and structural characteristics tend to have had a predominantly empirical focus and offer little explanation of the career process (Young, Friesen, and Pearson, 1988, p.29). Middleton and Loughead (1993) support this statement by reflecting that 'conceptual developments concerning effective ways in which parents may influence their adolescents career development' have been sparsely proposed.

Psychological researchers, influenced by sociological and ecological approaches to human development, particularly have begun to question this lack of attention to interactive processes in the family related to the career development of adolescents and young adults. Young, Frieson and Dillabough (1991, p.183) explore the ways parents and young adults socially construct the interactive domain of parental influence. They contend that not only do adolescents continue to seek out their parents as sources of help and information in the area of career guidance but, that parents also act intentionally to influence their children in their career development.

Notwithstanding the substantial evidence that parents influence their children's career development and the general 'linking' to early career theory the specific nature of these parental actions has remained largely unexamined. The actual family socialization patterns, specifically interaction patterns, have been largely ignored in the career development research literature (Young and Borycki, 1994, p.42).

The ecological thesis is that, in order to make sense of the events of their world, people have to interpret those events in terms that are meaningful to them.

> 'Academics may legitimately construe such events as technological change, manifestation of career readiness, or person-environment fit, but individuals make sense of the raw material by 'storying' experience through metaphor and narrative. Such a story makes sense of the life as it is led by putting life events in perspective. Thus, in order both to study career and counsel others about their careers, we have to interpret the words and stories people use to construct their careers' (Collin and Young, 1992, p.2).

Therefore career research calls for an awareness of the dialogue between the individuals and the individual context (environment), and this can only be achieved through interpretation. It is through this interpretation and subsequent construction of a narrative that the individual can put their career and world into perspective (Collin and Young, 1992, p.2).

Woolsey (1986, p. 242) supports his comment that:

'there is a growing awareness that traditional methods of research that focus on quantification and experimentation are inadequate to meet the challenges of counselling practice'

by referring to a divergent group of researchers. He believes that at a time when diverse and innovative research paradigms and methods are being encouraged, it is appropriate to be restoring descriptive inquiry as a viable and valuable method of counselling research. One such qualitative method is the critical incident technique. Neglected for years, the critical incident technique is an exploratory method used to generate a comprehensive and detailed description of a content domain. It has been found to be both reliable and valid.

The two basic principles of the critical incident technique are that factual reports of behaviour are preferable to ratings and opinions based on general impressions, and, that only behaviours which make a significant contribution to the activity should be included (Woolsey, 1986, p. 244). In this study the critical incident technique has been used to complement raw data and information gained through a questionnaire and group interviews.

The critical incident methodology is highly flexible. It is particularly useful in the early stages of research because it generates both exploratory information and provides for theory building. As such, and as is the case with this research, it belongs to the discovery rather than to the verification stage of research (Rice and Greenberg, 1984, cited in Woolsey, 1985, p. 252). Friesen and Young's (1985) work on parental influence on children's vocational choices is an example of critical incident methodology being used for foundational and exploratory work, and, opening and clarifying a new domain for further research (Woolsey, 1986, p.252). Part of this research emulates this work.

2.3   THE CAREER DEVELOPMENT INTENTIONS OF PARENTS

Intentional Action refers to 'voluntary behaviour employed by an agent as a means of attaining certain ends' (Young and Friesen, 1992, p.199). The main assumption that underlies this section of the study is that parents engage purposefully in their interaction with their children.

Brandtstadter (1984) suggested that the usefulness of the construct of intentional action is that it implies 'that individuals, on the basis of certain developmentally related experiences, values, and control beliefs, actively influence and try to control their own development' (p. 115). Young and Friesen (1992, p. 199) interpret this work from the perspective of parents who, when assisting their children with their career development are at the same time attempting to enhance their own development as parents. Therefore parents believe that they have options and can fulfil their role as parents in different ways. In the case of the present study this premise of intentions is used to highlight these options and the way parents fulfil their role in the career development of their adolescent.

The importance of intentions for the study of career development lies with their potential to guide and direct action. Young and Friesen (1992) believe that intentions that remain in the mind of the individual are fleeting and easily changed. Whereas once they are communicated through action 'they are apt to become more stable and long lasting. Parents and children are likely to remember and act on them, and the intentions themselves are likely to last over time' (p. 200).

Ulrich and Dunne (1986) referred to family 'messages of designation' such as 'There's a lot out there - if you want to go for it' (p. xii). These messages are transmitted between generations often without the individuals realising. At one level "messages of designation" are represented in the intentional activities that parents engage in.

In Young and Friesen's 1992 research, parents' intentions associated with the critical incidents they undertook in the career development of their children were examined from an intentional action perspective. Ten categories (see Table 4.6, p.95) representing the intentions of parents were constructed. These categories illustrated that parents were active agents in influencing their children in a broad range of areas in career development - although not necessarily attempting to influence particular occupational choice.

It is this research by Young and Friesen (1992) - parent narratives that described the actual interaction between parent and child from the perspective of the parent being analysed and the critical incidents classified according to categories of parent intent - that informed this part of the study.

This dimension of the Research Question also focuses on the characteristics Parents of Hostel Adolescents intended to foster in their children. Informing this part of the study is the review on the urban context placed on career development theories provided in the section 2.6 Career Development Concerns of Rural Parents and, to a lesser degree, the section 2.5 The Cultural Capital of Rural Parents.

2.4   THE DELIVERY OF CAREER INFORMATION/GUIDANCE

The means by which parents deliver their children's career development is understood in this section of the study as occurring in an ecological context in which reciprocity and interdependence are factors. The interaction between the parent and child about career development is a microsystem event, that is, an event in the immediate setting involving face-to-face interaction.

The three building blocks or elements of the microsystem are activities, relations, and roles (Bronfenbrenner, 1979, p.88). Young, Friesen and Pearson's 1988 study researched two of these elements from the parent - adolescent microsystem: parental activities and interpersonal relationships with parents - within the context of career development. From this research they developed a taxonomy of parental behaviours occurring within the family context thereby enhancing the actual understanding of the parental behaviour in influencing career development (Young, Friesen and Pearson, 1988, p. 42). The taxonomy was accomplished by the construction of two categories, activities and interpersonal relations. The category system allowed critical incidents to be coded into more than one subcategory of each of the two categories, hence recognising the complexity of parental behaviour. Most incidents included more than one dimension of interpersonal structure and more than one parental activity. Categories were developed from narratives using the traditional critical incident procedure, that is, incidents were grouped and category labels attached until there was a sufficient range to account for all the incidents.

To research how Parents assisted with the delivery of career development activities with their children one section of the Young, Friesen and Pearson's 1988 study - the Activities Category

(see Table 4.7, p.97) was in part replicated. The activities category includes activities the parent carries out with the child or on the child's behalf.

2.5 THE CULTURAL CAPITAL OF RURAL PARENTS

2.5.1 RURAL AUSTRALIA

DeYoung and McKenzie (1992, p.18) have found that it is important to 'understand that education is influenced by the area's culture, history, economic conditions, and local politics.' Attention must be given to all these factors.

In his exploration of the mosaic of symbols and meanings that are often part of the Australian understanding of rurality Walton (1993, p.26) "plays" with the folk tradition of Rural Life: Clear Idyllic and Simple. He points out that the rural image which is part of Australian mythology still survives. This dichotomy of what is real, is further spotlighted by Colin Bowles feature article 'Are you a real Aussie?' in the Weekend Australian (April, 1991):

> Today, thousands of American and Japanese tourists arrive on these shores expecting to see tan men in dusty Akubras - with grey blond hair and knives the size of chain saws - hypnotising buffalo in the middle of the Hume Highway. They probably return to Kansas or Kobe more than a little disappointed with reality.
> Then he asks tongue in cheek, "What is the reality?"

The reality is not just about retention rates that so often are the focus when rurality and schooling is discussed (Abbott-Chapman, 1994, p.164).

Rather the reality is; and taking particular note of information connected to families with children at residential hostels:

- Rural Australia comprises 95 per cent of the Australian continent. Much of Australia resides in major coastal cities; 4 million people live in rural Australia; 1 million are students attending schools, of these approximately 12,000 reside in boarding schools or hostels.

- Rural Australia is characterised by considerable diversity among communities and regions. There is considerable variation in climate, topography, industry and population. Associated with this are geographic differences in land use and local industries. In some locations the industries are seasonal and provide irregular employment. As a result the population may be transient. Examples of Western Australian communities include, families from the Abrolhos Islands where the crayfishing industry is seasonal; 'short stay' mining families of Tom Price who moved to the area of employment but see their futures and those of their children being in larger centres of population; and long established families who have resided in farming and pastoral areas for generations. Attitudes and traditions regarding education can be distinctive in rural areas because of the small size and close-knit nature of many rural communities. Rural populations often differ in composition and nature from location to location. There is further diversity in terms of the social composition of the population in particular areas; - self employed farmers to miners to process workers to tourist industry workers. There is also ethnic diversity. For instance some areas have a high aboriginal population, other areas have attracted a high number of immigrants. For the Hostel of this study there are no aboriginal parents, however over 10% of parents have an Asian background. Many of these factors are often not recognised by teachers working with rural students who reside at metropolitan Hostels. Rather they think that by placing rural students together they are forming a 'like' group *all rural*

students are the same - isolated, farming backgrounds, limited education' (Personal Communication: Staff comment at High School Professional Development Day).

- Rural communities share many common features including living at a distance from any major centre of population, dependence on agriculture or mining industries, and a relative or absolute lack of community services.

- A number of these common features are in the realm of attitudes and perceptions, not always recognised by their urban counterparts:

  - many rural people feel themselves to be 'away from the centre of things' - distant from political power, decision making bodies, cultural activities, medical services etc.

  - there is also often the sense of 'being under threat' eg. local services being curtailed;

  - often there is the feeling that the contributions made by rural people and what they produce are not adequately appreciated;

  - the sense of community is usually strong in rural Australia. It should also be noted that this makes a person highly visible - something that might prove overbearing to adolescents. This sense of community and the relating visibility is viewed additionally by the parents of this study as a mechanism of maintaining honesty; and

  - many rural residents have a positive view about rural living.

- Economies in many rural towns are dependent on one industry making them vulnerable to downturns in international markets and other factors. The type of industry in rural towns is also relevant to the local economy. Rural crisis/recession have become common terms, the recent rural downturn has affected different industries and hence geographical areas in different ways. Areas producing cereal grains, sugar, horticultural products and rice

have borne the brunt of the rural crisis, while pastoral areas have been less affected. The late 1980's agricultural crisis has seen average farm income drop by an estimated 25% in nominal terms and 48% in real terms. The effects of this crisis have included an increased level of farm debt, high debt servicing costs, a run down of farm capital stock, falling land prices, and a low level of confidence in the industry. Many students who reside in metropolitan Hostels are aware of the financial burden and emotional stress these issues place on their parents. In turn this has an effect on their attitudes and work (Personal Communication: Hostel Managers, 1995).

- The number of people in on-farm employment has decreased since the late 1950's due to structural changes in the economy and increased integration between agriculture and other sectors of the economy. A decline in the number of farms and an increase in farm size has also been noted. There is still a strong performance in the non-farm sector, especially mining. There is an assumption that it is mainly children from farming communities who attend metropolitan Hostels, students from mining areas often live in mining towns with schools built by the mining industries (Personal Communication: Current Research).

- Compared with earlier recessions such as that of the 1960's, the current rural recession has seen less migration to the cities and more intra-regional migration. *'Why would anyone live in the city - if the work dried up we would move to another town'* (Personal Communication: Current Research).

(Source: Harrold and Powell, 1994, Schooling in Rural Australia Report).

2.5.2 SCHOOLING AND CAREER DEVELOPMENT IN A RURAL FRAMEWORK

In spite of there being talk of a shrinking planet and of the global village there remain several limitations to the delivery of education and training in the rural and isolated areas of Australia.

The characteristics of rural schools are diversity, isolation and small enrolments. For some, these features can be the strengths of rural schools. From their studies McCracken, Barcinas and Wims (1991, p.5), concluded that rural schools have some definite advantages over urban schools. These include the support they receive from the community, the degree of satisfaction of the parents with the education of their children and the establishment of a good environment in which to learn. They also found that rural youth often aspire to higher status jobs than those held by their parents. These very characteristics though can also be the factors that are endangering the survival of rural schools.

It is a political, educational and technological expectation that continual developments in communication and information technologies, coupled with decreasing costs and the response of educational institutions will eventually provide all people, regardless of location, with easy and full access to education and training opportunities (Lundin, 1994, p.157).

Today, however, there are three main ways in which education is provided for rural Australians and these reflect the two dimensions of rural education in the country. The first form of rural education provision is through correspondence lessons and the school of the air for students who live in the most remote parts of the country. Students who are educated in this way often live on large stations in the interior of the country. Their education is based on postal services, two-way radio receivers and, more recently, satellite technology.

The second form of rural educational provision caters for students who live at home or board in hostels and attend school on a daily basis in the small country towns.

The third form of educational provision for rural Australians is through boarding schools, which enable young people from rural areas to live at schools in urban centres and attend classrooms alongside their urban counterparts. The experiences of students educated in boarding school in Australia are not well documented in the literature.

It should be noted at this point that there are also still a small number of other school-age rural youth who have virtually no access to schooling due to cultural or family circumstances; some aboriginal communities fall into this category.

The present study is about a sub set of the third category of rural students, that is those students from rural centres who live in a residential hostel so that they can attend a metropolitan high school. Although something is known about rural high schools and rural education, little is known about rural students attending metropolitan Hostels and the way they cope with school learning and career development without the direct help/input of their families. As highlighted by Abbey (1994) the literature is limited, 'both in volume and in other ways' (p. 195).

Without this knowledge though there is a danger that more attention may be given to the development and purchase of technology for communication than to the way in which the recipients will process materials transmitted.

Presently all rural students (no matter what the provision for their Education) are covered under the Education Department of Western Australia (EDWA) Social Justice policy: Geographically Isolated Students. However, it is only in the last five years that policy statements have been articulated to schools. In most instances these procedures are still to transfer to career development practice. Throughout the documents there are no specific references to targeting parents as a valuable resource.

One area where there have been developments in career programs for rural students is the correspondence courses initiated by the School of Isolated and Distance Education (SIDE). Partly through the above policies and after years of 'ad hoc Vocational education', formalised Career Education Programs were introduced by SIDE for the first time in 1995. Although still in the developmental stages and with no materials, as yet, being produced specifically for parents, SIDE is currently initiating a range of career education practices, including:

1. introducing Year 10 career education modules

2. accessing a wide range of modern technologies for delivery of materials

3. modifying Work Experience, INSTEP and VET Programs

Interim reports will be available in 1998. It would be expected that some of their procedures could be adopted and adapted for parent initiatives (Personal Communication, Jim Maguire, SIDE, 1995).

Career Education in Rural High Schools is at the discretion of the high school and reflects current trends in Metropolitan High Schools. Therefore, as an example, it can be a School Priority, incorporate a Comprehensive K - 12 Program (or part program), involve Work Placement Programs include Vocational Education Training and link Community Activities.

Alternatively a high school may elect any or all of the above programs, or a limited selection of these programs. Parental programs are usually limited to Parent Information Evenings for subject selections. All these programs are written for an urban context (see 2.6 Career Development Concern of Rural Parents). While programs exist in rural high schools to familiarise students with urban career opportunities in both employment and further training there are no records of 'rural based' Career Programs.

2.5.3   RESIDENTIAL FACILITIES FOR RURAL YOUTH

There have been concerted efforts on the part of education authorities over recent years to improve and extend educational services in rural areas. This has lessened the need for children to move away from home for educational purposes. Nonetheless, there remain some children for whom reasonable educational services cannot yet be provided close to their homes but who can receive such provision if adequate access to living away from home facilities is available. Ewing's (1994) conference paper, indicated that many parents of secondary school age students in isolated areas realise the necessity to use living away from home facilities. For they enabled the children to attend schools where there were better opportunities for academic study, a wider choice of curriculum, participation in sporting activities and a broader social and cultural development.

A related consequence is the cost of students boarding away from home. All reports cited in this review provide submissions indicating the constant request from rural families to keep costs to a minimum.

At this point it is important to recognise that there is a subtle difference between hostels and boarding schools. Limited in number, hostels provide accommodation for students to attend state high schools. They are mainly situated in rural centres. Therefore the hostels covered by the relevant reports and studies are located in rural centres. As the 'Hostel' for this research project was not built at the time many of the reports/reviews were completed and, as it is unusual in that it is based in a capital city not a country town, the research related to boarding schools (which are mostly urban based) has been incorporated into the review. (Though it is important to note that some findings indicate that most parents consider boarding schools to be more desirable than hostels (Miland, 1982, p.9).)

As identified by Budarick and Fahey (1994, p. 67) the necessary characteristics of a successful hostel include:

◆ levels of staffing which allow for appropriate pastoral care and, structured study and homework sessions;

◆ the cooperation of principals and staff who are sensitive to the tenuous links between the local school and its community, and are conscious of the needs of students who live in the hostel;

◆ levels of accommodation appropriate to the age of students, with single rooms or cubicles for senior students; and

◆ recreational programs after school hours and, weekend activities with access to appropriate indoor and outdoor recreational facilities.

Each year, within Australia alone, there are numerous conferences dealing with rural education. However, a detailed review of conference reports over the last 10 years shows few presenters dealing with the issues surrounding rural students who live away from home to

complete their high school education. The main conclusion to be drawn from a variety of reports on Boarding Accommodation in Australia is that conditions and needs vary considerably throughout Australia. These reports deal almost exclusively with:

- Enrolments

- Capacity

- Origin Of Boarders

- Fees

- Allowances

This style of reporting and study is disappointing. For even though the provision of educational support programs was listed as one of the most important reasons for a family choosing which hostel to send their child to, reports review almost exclusively physical facilities. These included washing facilities, recreation areas, music rooms, study areas, and lounge/common room. The only programs mentioned were for pastoral care and even then no specific details were provided.

Budarick and Fahey's (1994, p. 27) summary of a rural student accommodation program, at the Conference for the Provision of Education in Rural Australia, supports this analysis of rural reports and studies. They comment that whilst providing a good overview of the development of the accommodation programs at Lucindale and Kingston, including some challenging case studies that highlight legal concerns, very little attention was paid to programs and initiatives developed at the hostels, or, the role different stakeholders, outside the hostel staff, play or are encouraged to play.

Miland's 1982, Commonwealth Schools Commission Report Into Schooling in Rural Australia, could be considered dated, however, it appears to be one of the only reports to specifically and extensively study living away from home facilities for isolated students. The study included all Australian boarding schools and student hostels which are run for the sole or main purpose of providing accommodation for students attending regular schools for tuition and which are non-profit making organisations. As an introduction Miland (1982, p.8) introduces the following issues that are relevant to this present research:

- standards of facilities and pastoral care in residential accommodation vary among and within states and territories;

- some hostels are suffering from waning popularity, particularly those where the hostel were seen as providing basic accommodation facilities with little regard for whether the care was affective and of a high standard;

- there is often parental dissatisfaction with the quality of supervision, staff management, lack of facilities and an ad hoc liaison between school and hostel. Concern has also been expressed by the Isolated Children's Parents' Association about the standard of physical, mental and moral welfare of students;

- the influence of fluctuating seasons, changes in the the rural economy and rising costs cause unplanned changes in the way in which isolated families educate their children; and

- families on lower socio-economic scales are most disadvantaged in determining choice of living away from home facilities.

Of concern, is that the submissions Miland (1982, p. 10) received, again clearly reflect that what parents seek most in living away from home facilities is undoubtedly the provision of pastoral care and educational support programs (eg. homework clubs). Yet her

recommendations were firmly centred on financial outcomes. Recommendations associated with educational and support programs were nebulous at best.

Miland's (1982) findings are supported by the 1987 Commonwealth Schools Commission Report into Schooling in Rural Australia. Although, again, the study is generally quantitative with an emphasis on financial arrangements, both at family and hostel level, the emotional costs to the family and the pastoral care for students living away from home to attend school is discussed.

These emotional costs include the distress parents may experience when separated from their child, parental concern about the child, distress on the part of the child at separation from his or her family, school and adjustment/transition difficulties which may be experienced by the child and distress experienced by other children in the family. These emotional costs to parents may be increased by concern about the quality of care their child receives while living away from home.

The submissions for the 1988 Schooling in Rural Australia Report showed that opinions vary regarding the most suitable type of accommodation for living away from home. In most cases there appears to be a preference for the boarding school although the financial consideration is usually the deciding factor. Other groups work in the negative, claiming that parents are dissatisfied with hostels because of unsuitable accommodation, inadequate supervision, poor liaison with the school, lack of pastoral care and restricted place for leisure and sporting activities. In some instances it is claimed that 'senior students will not accept hostel accommodation.'

In some parts of Australia rural parents preferred hostel accommodation because it is not too costly and especially in cases where it is located close enough to their homes to enable the children to return home at weekends (Tomlinson, 1994, p. 72).

A major reason for students boarding or residing at hostels is geographic isolation. Relatively few students were said to board because of their parents' employment position or because they came from single - parent families. Some boarding schools and hostel reported that they received many applications from overseas students, but only a few could be accommodated because of lack of bed space. As important as geographic isolation is, there is evidence that it is not the most frequent reason from students boarding. Specified often, as the reasons were 'specialist courses' and 'other' reasons. These were not always explained but some parents did indicate that these categories covered reasons such as 'desirability of a boarding education', 'character building' and 'education in self reliance'. It is likely that a number of parents send their students to boarding schools and hostels for a number of reasons. A parent near a rural town may have a local school available which is considered inappropriate for his or her child, or the living away from home facilities available locally are not perceived to be satisfactory. If the child is sent to a city boarding school or hostel for 'character building' and 'education in self-reliance', it is hard to determine whether 'geographic isolation' or 'character building' is the main reason for the 'choice of schooling' (Bowden, 1994, p. 189).

A higher percentage of boys than girls attended boarding schools due to geographic isolation (Bowden, 1994, p. 195).

A more recent report by Tarte (1988, p. 160) aims to persuade educationalists to continue to meet the future challenges in residential education with innovation and initiative. Though

based in the independent sector, Tarte (1988) promotes the professionalisation of the

residential component of education, believing the complex nature of the boarding school

environment and the delicate nature of care, necessitates the development of well trained and

responsible, informed and accountable leadership and staff. (p.162) Maybe here is one

opportunity to involve parents more, not just as fundraisers, but as an important resource in

their child's education.

Abbey's (1994) commentary on student housing covers students beyond high school age.

However, he makes a number of pertinent points that could easily be transferred to hostel

and boarding schools. Commencing with:

> 'the threads of business, charity and sentiment have always been tangled in the
> provision of student housing; although the mix of these has varied depending on
> whether the dominant provider has been the churches, the State or the market' (p.
> 195).

His paper reviews some of the major studies of student housing, provides an introductory

survey of its development and levels of current provision in Australia, then reviews some of

the supply and financing issues which student housing presently confronts.

A telling comment reiterated here is Abbey's (1994) conclusion:

> 'Housing underpins the quality of life of all Australians' according to the just-published
> draft of the Industry Commission's Report on Public Housing. Is it too much to extend
> this observation to say that housing also plays a major part in underpinning the
> quality of education of Australia's (Hostel) students?' (p.204).

So whilst the literature remains sparse, it is very clear the quality of pastoral care/lifeskill

initiatives and educational support able to be provided to rural students attending metropolitan

hostels often determines the success or failure of the hostel (Commonwealth Schools

Commission, 1988, p.60). Specifically, in Western Australia, boards of management which function within agreed guidelines administer hostels. The State Government provides hostels giving access to Senior High Schools with funding. Because their funding base is secure the pastoral care and educational support they provide is good, so consequently they have a high occupancy rate and are perceived by isolated parents as being suitable places to send their children (Commonwealth Schools Commission, 1988, p. 59). Based in Life-Skill Education, Pastoral Care and Educational Support Programs may be able to provide the vehicle to establish career development initiatives.

2.6   CAREER DEVELOPMENT CONCERNS OF RURAL PARENTS

2.6.1.   CAREER CONCERNS ORIGINATING IN URBAN DEFINED CONSTRUCTS OF CAREER

Recently, researchers and theorists have begun to challenge earlier assumptions that rural vocational experiences can be understood from urban defined constructs. These constructs result in inaccurate reflections of rural reality with regard to work and vocational development.

It is argued that rural career development should be understood through concepts that arise from rural career experience. Therefore, even though career initiatives may be taught in rural high schools and through the SIDE Correspondence programs, there is concern that their contextual base may be biased.

Little attention has been given to the phenomenological experience of work that allows for a direct examination of rural parent's individual experiences and offers an opportunity to illuminate the inaccuracies of assumptions about the place of career development within rural contexts. A voice given to rural families on how they experience the development of career would provide a more complete and less distorted knowledge, than one drawn out of urban experiences.

Cahill and Martland (1993b, unpublished) identify career counselling theory as growing out of a society based on mass production, with many of the assumptions underlying career theories being based in urban-industrial structures. They combine this information with the belief that rural areas have developed different social and economic structures that diverge from urban mainstream. Therefore, they propose that it may be invalid to apply the same theories to rural areas where residents hold different perspectives on some career matters.

Cahill and Martland's Newfoundland study (1993a, p.12) identifies similar issues faced by rural parents as those highlighted by the Tomlinson Report . Jeffery et al. (1992), in supporting this belief, adds the concern of relating mainstream programs to people on the periphery of the urban industrial culture.

Collett (1997) summarises it clearly when he states

> Traditional approaches to career guidance target client deficits in career awareness and decision making skills, but often ignore the wider picture of dynamic relationships within contextual systems that influence individual aspirations and expectations about work. This is a particular concern in rural locations (p.81).

In urban areas schools are viewed as vehicles for individual and community progress; in rural areas schools are seen as mechanisms for community cohesion and continuity (Boyd, and Immegart, 1977, p.51).

Cahill and Martland (1993a, p. 12) stress the need for sensitivity to these differences, and an awareness of the implications they have for life decisions. They discuss key career theory concepts and considerations practitioners working in the rural area may need to consider. These six sub-headings are:

The Meaning of Work: Career development theories generally place considerable emphasis on occupation and paid work. For example Super's (Herr and Cramer, 1992, p.137) conclusion that work salience is a major factor in the construct of career maturity is based on paid work, and similarly, he associates work ethic with paid work. These conclusions are inappropriate for a rural setting where work encompasses a broad range of activities that contribute to the well being of the household. Often this unpaid work has helped many country dwellers achieve a standard of living unattainable by those in an urban environment with the same cash income. As well as assisting the financial well being of the rural household, unpaid work is often a source of status. To be known in the community as a hardworker is fine praise. Earning this reputation does not depend on jobs found in the labour market, in fact it is actually based more around unpaid work (Cahill and Martland, 1993b, unpublished). The concept of work must take on a broader meaning if it is to be relevant to career development among and within rural populations.

Specialisation Versus Multitracking: Career development theories tend to assume the diversity of opportunities for paid work that exist in the urban industrial setting (Zunker, 1994,

p.11). Inherent dependence of rural communities on one, or at most a few resource industries, limits the number and type of jobs in the goods' producing sector. Small populations limit opportunities in the service industries. Many services that employ city residents do not exist, are part-time, voluntary, or pay-in-kind, in rural areas (Cahill and Martland, 1993a, p.13). Recent career development theories promote a holistic approach, with the need for clients to consider a range of different but related occupations that link together to define an individual's career path (McDaniels and Gysber, 1992 p.38). Many career programs are, however, still based around specialisation. Cahill and Martland (1993a, p.13) suggest that urban populations are being best served by specialists, where the career counselling goal is to help an individual choose an occupation based on congruence with aptitudes, interests and temperaments. However, they maintain that rural populations would be better served by a more generalistic approach that combines various unpaid work activities seen as salient to status and work identity in rural areas.

Geographic Preference V's Mobility: The entrenchment of career development theory in the urban industrial structure assumes diversity of occupational choice but pays little if any attention to the range of geographic location. A summary of the recent literature discloses that location is a major influence on the decisions individuals make (often at a subconscious level). The perception of rural areas being able to provide a better quality of life, has witnessed the increase in migration flow of urban dwellers to the country - often requiring the sacrifice of occupational benefits. By acknowledging the role that is played by geographic preference, career development theory may better explain the choices that many rural people make to stay in their home communities or on the farm, despite financial hardships and restricted occupational opportunities (Cahill and Martlanda, 1993a, p. 14).

Occupational Change: The goal of many career programs is to direct a client towards a suitable or congruent occupation. Cahill and Martland (1993a, p.15) describe the tendency to view clients who make frequent career changes as maladapted. However, they present a persuasive argument that an apparently erratic career path may in fact be well anchored, believing that in rural areas frequent changes may well be a part of an adaptive strategy. For example, rural workers may move to take advantage of short term job opportunities, or, seasonal work, to earn the money needed to support themselves and their families in their home communities. Informal conversations at the Victoria Park CES confirm that this is also a common practice in Western Australia. They provide the examples of cray boat workers who choose the country as their home and become 'drifters by necessity' when the season ends to earn money (Personal communication, CES - Victoria Park, 1995).

Career Skills: Cahill and Martland (1994, unpublished) define four options in the occupational realm for rural individuals: 1. Move to the city; 2. Pursue the traditional resource base and service occupations; 3. Combine several work activities; 4. Create own opportunities. Obviously, therefore, it is still necessary for rural students to learn the skills required in urban environments, and, just as importantly, how to adapt to this new culture. (A 'Portfolio' approach to career.) However, it is important for rural students to have the skills needed to succeed in the modern rural environment. For this to occur, according to Cahill and Martland (1994, Unpublished), programs need to legitimise rural values and practices, and, be sensitive to the fact that some skills normally included in urban programs may be inappropriate for rural settings. (For example assertive personal selling skills required in the urban environment are often detrimental in the rural environment.) Cahill and Martland (1993a, p.17) believe that the majority of job search skills that make up traditional career education programs are inapplicable in rural contexts. They promote an appreciation of

community norms when dealing with occupational exploration and job search techniques. Further they argue for entrepreneurial skills to be developed and for career development programs to address the feelings of 'helplessness' experienced by many rural students.

Global Change and Rural Societies: Cahill and Martland (1993a, p.18) believe the economic options open to rural areas are greater now than they have ever been. Computers and telecommunication networks have the potential to greatly diminish the problems associated with distance. Decentralisation of economic activity is more plausible. They also see technology as having the potential to free rural societies from the total dependence on natural resources. Identifying the relevance of this information and incorporating it into career education is an important role for career development programs. Either, for passing on skills and information to help rural residents succeed in a changing home environment (as well as in urban society), or, for using the technology to facilitate the delivery of information and/or various strategies.

Supporting this argument is work by DeYoung and McKenzie (1992) who address the dilemma facing rural schooling as a result of industrialisation and the changing nature of rural communities. Although their research is American based, parallel's can be drawn to the Australian environment including

> 'professional educators have typically assumed that their mission is to educate (rural) students for further careers in the city'. .... In addition, educators have been schooled to believe that the expressed traditional values of rural residents are illegitimate '(p. I).

Their paper contends that the traditional values of rural communities are relevant to rural education and questions the human costs of an education bent only on competitive consumerism (DeYoung, Alan, Lawrence, and Kent, 1995, p.i).

DeYoung's et al. (1995, p. 19) conclusions included the findings that there was a greater prevalence among rural than among nonrural adolescents for a potential conflict between the perceived importance of staying close to parents and relatives and moving away from their area. Those adolescents expressing this potential conflict were more likely to indicate feeling empty, angry and pessimistic about their futures. Compared to urban students, rural adolescents tended to express more hesitancy about pursuing further education, more anger about their futures and more worry and lower motivation when doing activities related to their future goals. Rural males appeared to be particularly affected by the negative consequences of the potential conflict.

Lutz, Lutz, and Tweeddale (1992, p.48) contend that rural education has values that are unrecognised by reformers and business people who want to make it more urban. Rural education is unique in that it is more responsive to the needs of its population. Educational reforms of the 21st century may deprive us of our rural heritage and history.

2.6.2. CONCERNS RELATED TO SUPPORT FOR PARENTS ASSISTING THE CAREER DEVELOPMENT OF THEIR CHILDREN

A consistent issue that was raised in the literature was the data suggesting that students expected, but did not receive, adequate career advice from schools. This is particularly disturbing in light of Young's (1984) comment: 'Families and school provide the social context in which young people themselves and others concerned about their welfare monitor and steer career development' (p.1). This is line with Poole's (1983, p.24) Australian research data that suggests that at age fourteen the major influence on the students' occupational aspirations and expectations are the parents.

Before continuing it is worth considering a differing opinion. Poole (1983, p. 24) cautions as to whether student reliance on parents may partly reflect the inadequacy of alternate guidance facilities. Certainly influence of parents is strongly evident in any decision by students concerning job choice but two questions remain unanswered

- can parents provide adequate career advice?

- do parents possess the skills to obtain career resources?

Reagor and Rehm (1995, p. 4) see the research as indicating that 'parents have an important influence, perhaps the single most important influence, on the career and job choices their children make.' They contend that while the parents' role is preeminent to their children's career decisions their role is unrecognised by schools. However, their study also indicates that to be effective in vocational guidance, parents need knowledge of career paths and development. Ironically, there is a lack of education designed to help parents assist their children in planning work and career choices. This suggests that the important influence of the family on career development has not been given credence in schools (Bratcher, 1982, cited in Reagor, 1995, p. 5).

Otto (1987, p. 37) provides an additional argument for parent programs when he notes that school systems are not able to provide the type of individual career counselling required by youths. Though some may see this last point as a generalisation, with recent cuts in EDWA programs, including those of Psychology Services (EDWA communication to Principals, September, 1995) this issue of reducing resources is one faced by many Western Australian High Schools.

2.7 THE RESOURCES AND SOURCES OF INFORMATION USED BY RURAL PARENTS

Regularly inferred throughout the literature is the difficulty rural parents face accessing career resources. Reagor and Rehm (1995, p. 4), for instance, comment that an isolated geographical location may hinder exposure to a wide variety of jobs and career. More specifically, some research has indicated socio-economically disadvantaged families do not have access to resources that middle class families do. There are also the following characteristics of lower income families; more evidence of broken homes, more friction due to one family member being in gaol, less frequent travel, less access to educational materials and less basic literacy amongst parents.

On occasion, it is also implied in the literature that rural parents are disadvantaged and not able to access resources and sources of information with the same ease and to the same degree as their urban counterparts. For example, Tomlinson (1994, p. 82) refers to the limited access many rural people have to libraries and Stevens and Mason (1993, p.206) comment that as the majority of published career materials are stored in Commonwealth Employment Service Centres they can become inaccessible to all country people except those in regional centres.

However, an extensive search of the literature revealed only one direct reference to resources and sources of information used by rural parents to assist in the career development of their children. According to Phelps et al, (cited in Reagor and Rehm, 1995, p.5) due to difficult rural socioeconomic conditions parents are unable to provide resources and the guidance that youth need in attainment of vocational success.

In discussing the concerns related to support for parents assisting the career development of their children Section 2.6.2. indicates that not only are school programs usually not available to aid parents but that the role of parents is extensively under-valued. Young's (1993, p. i) research findings include the conclusion that school figures predominantly in the critical incidents that parents engaged in with their children. It is therefore a concern for all parents and career educators that a major source of information and support - parents - is being under utilised.

However, whilst it is consistently argued that the family context has been ignored, numerous books and support material have been designed to familiarise parents with topics including their role in career planning, what vocational/career education offers, and what parents can do to help their children make the most of vocational and career opportunities. These include the slightly dated but valuable studies by Calabrese and Anthony (1987), Hoyt (1982), Bishop (1989), Otto (1987) (Castor, 1990) and the Australian, Stevens (1989). Though sales of some materials would indicate their success (for example the career book "What Colour is My Parachute by Bolles is in its 4th Edition) there were no studies on whether these materials were being used by parents to assist with their children's career development.

2.8 SUMMARY

While career development is a complex process for every individual, there are identifiable issues that cause it to be more complex for individuals in certain groups. Some issues relevant to rural communities have been discussed. What is not unique to rural locations, is

the under utilisation of parents as a career resource. In exploring the role Parents of Hostel Adolescents play in the career development of their children, both of the following issues need to be considered:

- the dynamic relationship between career theory and rural location; and,

- hostel parent involvement in the career development of their children.

Assumptions that are embedded in this study are:

- rural and city children and parents may have different career development needs; and

- rural hostel parents are an untapped resource in the career development of young people.

CHAPTER THREE
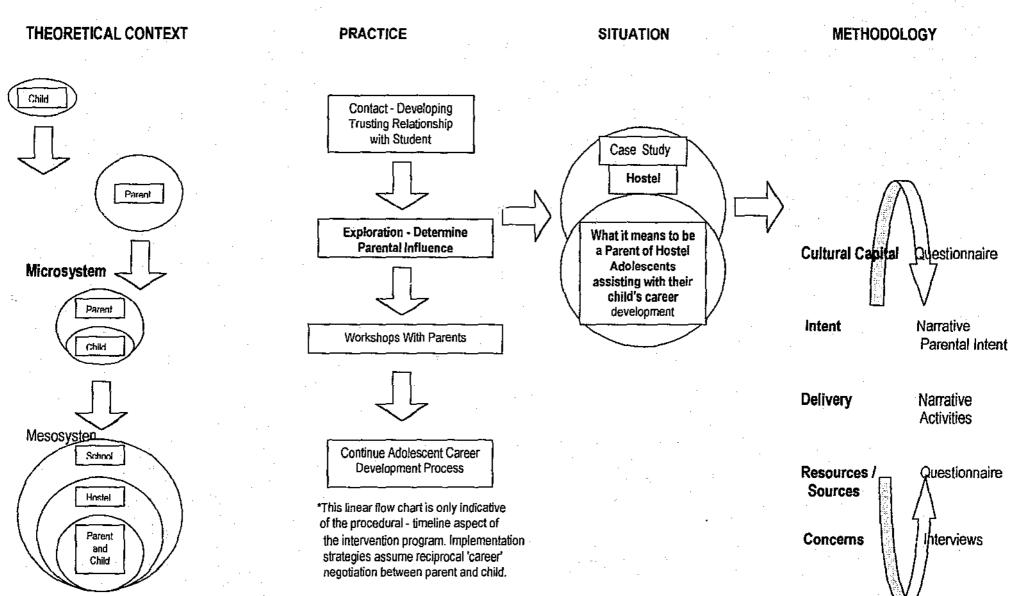
THEORETICAL CONTEXT

Young, Frieson and Dillabough's (1991, p.188) work highlights the importance of families as both transmitters of cultural values and norms, and significant influences in the career development of their youth. The value of this and similar research is in making the nature of parental influence and its effects more accessible to career teachers and counsellors and, the parents and children. In accepting these statements there is a need to understand the domain of parental influence in which their career guidance programs are tacitly embedded. As proposed by Grimsted and Way (1993) 'vocational education at all levels should be placed within a contextual framework where the work of the world and the work of the family are integrated simultaneously' (p.67).

The contextual framework in which this study is based is ecological. Based on interconnectedness, stressing integration, and therefore by its very nature, ecology can never be an autonomous discipline. Instead it provides a framework in which a range of diverse disciplines can cease to be regarded as unconnected. For this research it provides the umbrella understanding of the domain of parental influence. Figure 3.1 illustrates how this ecological framework serves to integrate diverse perspectives and interconnect the various dimensions of the study. That is:

- ◆ the **context** or construct in which the research is placed

- ◆ the intended use of the study - the **practice**/program implementation

- ◆ the actual study - the **situation** in which the research is focused

- ◆ the **methods** used to address the research question

Figure 3.1 ECOLOGICAL FRAMEWORK

THEORETICAL CONTEXT

Child

Parent

Microsystem

Parent

Child

Mesosystem

School

Hostel

Parent and Child

PRACTICE

Contact - Developing Trusting Relationship with Student

Exploration - Determine Parental Influence

Workshops With Parents

Continue Adolescent Career Development Process

*This linear flow chart is only indicative of the procedural - timeline aspect of the intervention program. Implementation strategies assume reciprocal 'career' negotiation between parent and child.

SITUATION

Case Study

Hostel

What it means to be a Parent of Hostel Adolescents assisting with their child's career development

METHODOLOGY

Cultural Capital — Questionnaire

Intent — Narrative Parental Intent

Delivery — Narrative Activities

Resources / Sources — Questionnaire

Concerns — Interviews

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The framework also helps focus on what is manageable - in this case the role of Parents of Hostel Adolescents in the career development of their youth.

3.1   CONTEXT

The help that parents provide in their children's career development is understood in this study as occurring in an ecological context in which reciprocity and interdependence are factors. The interaction between the parent and child when dealing with career development is a microsystem event.

Both intentional and nonintentional variables have been considered. Intentional variables are those activities and interactions parents purposefully engage in with their children. For example, a parent may encourage a child to participate in a team sport so that the child will develop a competitive attitude, or a parent may visit TAFE with their child as a means of having her consider TAFE as a further education/training option. Activities such as these, based on the subjective intentionality of the parent, are likely to involve parent-child dialogue and 'have cognitive and affective components' (Young and Friesen, 1992, p. 199).

In contrast, nonintentional variables involve the 'subjective experience of the person as agent in influencing the child's career development' (Young and Friesen, 1992, p. 199). An example from this study is the years the parent has lived in a rural centre. This can include the purpose for living in a rural community, how the rural environment directs their employment and in turn how this involves the child, the meaning 'rural' has for them in relation to their child's development. Whilst these variables were given very little consideration in terms of their

relationship to, and direct influences on, the child's career development, these variables did define the 'Who' and the 'What' of Parents of Hostel Adolescents. For instance parental employment was not linked with how parents actually mediate the effects of their employment activities with their children - the focus was not on a causal connection, but it did indicate the characteristics (if any) shared by Parents of Hostel Adolescents.

While recognising that parental influence is clearly the result of interactions between parent and adolescent, it was decided for reasons of time and clarity to restrict the investigation to the parent side of the parent-child interaction.

3.2 PRACTICE - IMPLEMENTING CAREER DEVELOPMENT STRATEGIES TO SUPPORT PARENTS ASSISTING THEIR CHILD'S CAREER DEVELOPMENT

Research by DeRidder (1990, p.4) supports the strong suggestion in the literature that counsellors work directly with parents, collaborating with them and helping them to improve their effectiveness in guiding their children. To this end career teachers/counsellors can help parents by providing them with information and support.

As a result of their study Middleton and Loughead (1993) have developed an Integrative Framework for Adolescent Career Counselling that serves as a guide to integrate parental influence into counselling with adolescents concerning their career decisions (See Appendix D). Their model incorporates parental influences that are both beneficial and harmful to a child's career development. An underlying assumption of this study was that the Parents of Hostel Adolescents wanted to be a helpful influence in their adolescent's career development. This study focussed on the pathway for Positive Involvement and Non-Involvement of

Parents. Their model was hence adapted and a modified version applied (as illustrated in Figure 3.1).

Middleton and Loughead (1993) encourage school staff and parents to meet either 'individually or collectively to disseminate information on how to facilitate their adolescents career development and familiarise them with career resource materials' (p.166). As the Parents of Hostel Adolescents are a discrete group, and, due to resourcing limitations (both availability of time and finance) the adapted Middleton and Loughead model has been interpreted with the intention of working with parents predominantly on a collective basis.

a. Developing a trusting relationships with the client (client in this case refers to a student residing at the Hostel). 'As with any counsellor-client relationships, the first phase of counselling is to make contact with the client and form a trusting relationship' (Yost and Corbishley, 1987). The teachers of the students at the hostel have achieved this by the creation of safe learning environments, by showing interest in the students, and by respecting and accepting the students career aspirations. They have allowed students to explore issues including interests, abilities, values and goals - all essential elements of career counselling. This process is ongoing.

b. Exploration Phase: It is in this phase that this research is focussed - the career counsellor ascertains parental involvement in the adolescent's future career plans. The research question:

> What does it mean to be a Parent of a Hostel Adolescent assisting with their child's career development?

is addressed. Although the assumption was that the parents' involvement would be helpful to the adolescent's career development, opportunity was afforded to collate and categorise parental involvement that was not supportive of the child.

c. Workshops with Parents: An aim for the use of this study is to inform career teachers and/or counsellors on who Parents of Hostel Adolescents are, so strategies can be developed to involve parents in their adolescents career development. Middleton and Loughead (1993) see three aspects to developing these strategies - they should act as a motivator, they should provide information, and they should provide guidance to the parents as to how to facilitate their adolescents career development. It is to this phase that the study will lead.

Young (1984, p. 156) promotes an ecological approach that encourages us to discuss research and practice together. This framework for the research incorporates this concept in two ways:

◆ Firstly, Roberts (1983, p.173) provides a means to this end when he suggests that counsellors should attend to how the individual constructs his or her career reality and meaning ie. - the intentional variables used by parents. From here individuals can understand their niche and its unique affordances and thereby construct their most effective environment. The use of narrative to identify parental intent and activities parents are involved in with their child's career development is a prime example of this.

◆ Secondly the growing belief that career development can be more fully understood within a relational, life-span framework includes an awareness that although the parent and child may be constructing their own 'career development' niche they are 'not an island' separate from other developments. Therefore other constructs often based in the mesosytem

and macrosystem level may, at the very least, impinge on and influence how parents and their children construct their environment.

On a logistical level there is a need to know about resourcing and sourcing of information available to parents - workshop material that can not be efficiently delivered and then accessed is in fact ineffective.

3.3   SITUATION - WHERE THIS RESEARCH IS BASED

To provide an understanding of this complex situation a case study methodology has been selected. Its scope is based in the co-operative nature of the study into an educational issue, that is, the joint effort of parents, students, teachers, and hostel staff to improve practices in the delivery of career information. It is expected to provide a rich, description of what it means to be a Parent of a Hostel Adolescent. One of the rationales for the use of qualitative methods is 'that so many of the issues are related to interpretation' (Young, 1984, p.3).

A case study approach is preferred due to both the 'how and what' questions being asked, and, the focus of the study being based on a contemporary phenomenon within a real life context. The hostel is an entity in itself - a bounded system. It is therefore possible for extensive data collection to produce not only a sound understanding of this unit but also for the investigation to retain the holistic and meaningful characteristics of real life events.

The question of whether the researcher should impose a predetermined conceptual framework on responses or whether the issues should or can emerge form the 'raw material'

is a well-documented dilemma in a case study research. In this study, by dividing the research question into the five elements, a description of Hostel Parents has emerged from both sources.

A number of researchers believe the role of the qualitative researcher is that of an advocate working to translate occurrences in the personal realm into the public realm (Grimstad, 1992, p.96). With this in mind results must be examined from an activist's perspective. 'A refusal to do so is tantamount to upholding the status quo' (Grimstad, 1992, p.96). In this case, in one instance, the results will inform the 'Integrative Framework For Adolescent Career Counseling.'

This belief can be used when approaching the other hotly debated issue associated with case studies. That is the question of whether the results of case-study research apply to a wider population, or whether their value lies in illuminating specific groups. As Hostel students are often considered as neither country students when referring to rural students, nor city youth when referring to metropolitan children, this research has a role to play in informing Hostel Programs. Just as importantly there is a need to identify Hostel families, so Parents of Hostel Adolescents and their children do not slip through unnoticed and unsupported because they are associated with neither group.

However having said this the case study is still expected to provide information about rural education and issues in Western Australia/Australia. The relevancy of work by authors such as Cahill and Martland to Western Australia/Australia can then be considered.

3.4 METHODOLOGY - ADDRESSING THE RESEARCH QUESTION

From the perspective of the parent's, the case study in answering the Research Question:

What does it mean to be a Parent of Hostel Adolescents assisting with their child's

career development;

maps out a description of the five dimensions:

Intentional Variables (parent and child constructing the environment)

1. The Career Development **Intentions** of Parents of Hostel Adolescents

   Methodology: Narrative - Critical Incident - Categories of Intent

   (Secondary: nonintentional variable - Direct to print Group Interview)

2. How Parents of Hostel Adolescents **Deliver** Career Information/Guidance

   Methodology: Narrative - Critical Incident - Categories of Activities

Nonintentional Variables (defining the Who and What of Parents of Hostel Adolescents)

3. The **Cultural Capital** of Parents of Hostel Adolescents

   Methodology: Questionnaire

4. The Career Development **Concerns** of Parents of Hostel Adolescents

   Methodology: Direct to print Group Interview

5. The **Resources and Sources** of Information used by Parents of Hostel

   Students,

   Methodology: Questionnaire

This will provide a detailed picture, and from this description of what it means to be a Parent

of Hostel Adolescents, looking at the gaps can commence.

3.5 SUMMARY

The family is an institution in which the entire array of human experiences exists and in which early conceptualisations of work and the meanings attached to it are formed. As a primary context for human development it also serves to mediate influences from a variety of other contexts (Grimstad, 1992, p. 81). Bronfenbrenner's (1979) ecological systems perspective provides a way in which to view the family as being effected by and effecting the environment in which it exists.

> The family is one of several microsystems that is embedded in increasingly larger environmental systems with reciprocal interactions occurring across system boundaries. The macrosystem embraces the overarching institutional patterns of culture such as political, legal, and educational ideologies. The family is a mirror for conditions existing in larger society, and these influences are often exhibited at the personal or micro level. This conceptualisation of vocational development makes it necessary to consider the interaction between the individual and the context. What has been sorely missing is the understanding of the nature of this familiar influence relative to the broader social context (Bronfenbrenner, 1979 and Lerner 1988, cited in Grimstad, 1992, p. 81).

This study is based on the belief that social science knowledge can contribute to human freedom - Parents of Hostel Adolescents are viewed as capable of choosing and actively participating in the way they assist their adolescent's career development. It therefore becomes imperative to identify niche, and affordabilitys, and hence identify the points at which meaningful choice is possible. Initial analysis of the literature has found that parents serve as a primary context in which adolescent career development is nurtured. Specifically, this research seeks to understand the ways in which hostel parents meet the career development needs of their children.

It may also allow, in future research or studies, for further exploration of the construct career conversations. This construct emerges from the ongoing research by Young et al. (1984, 1988, 1992).

CHAPTER FOUR

METHOD OF INVESTIGATION

This chapter describes the design of the research, the sample, and the construction of the questionnaire and the interviews. The data collection procedures are described and the chapter will conclude with a description of the data analysis procedures used.

4.1   DESIGN OF THE STUDY

As the study concerned itself with one residential hostel, a case study approach was applied. It relied essentially upon qualitative methods of data collection. The research is, therefore, descriptive in nature. Unlike the researcher who asks standardised questions of large, representative samples of individuals, the descriptive evaluation observes the characteristics (participation and attitudes) of a particular unit - a child, a clique, a class, a school, a community. The purpose of such observation is to probe deeply and to analyse intensively, the multiple phenomena that constitute the cycle of the unit. Specifically, this qualitative study was designed to survey and interview a range of rural parents whose children are residents at a metropolitan hostel.

The purpose of the study was to gather data regarding the actions, participation, attitudes, and opinions of Parents of Hostel Adolescents in their children's career development: to explore what it means to be a Parent of Hostel Adolescents. Table 4.1 indicates the three methods of data collection used in this study.

Table 4.1 Methods of Data Collection and Sample Sizes Used

STAGE	METHOD	NUMBERS IN SAMPLE
1	Questionnaire	45
2	Individual Interviews focussing on Narratives A modification of the critical incident technique as used by Young et al (1992, 1988)	13
3	Group Interviews A 'direct to print' methodology as used by Jeffery et al (1992)	19

The purpose of the study was discussed with the managers of the Hostel and the Board of Governors of the Hostel all of whom gave total support for the research. As the questionnaire total sample size was extremely small, one parent from each family at the hostel was asked to participate in the questionnaire.

Participants for the interviews, drawn from the pool of parents completing the questionnaire, were recruited initially through letters of invitation. However, their participation was restricted according to their availability.

The timeframe for the study is provided, including the data collection procedures in Table 4.2.

Table 4.2   Timeframe for the Research

TASK	TIME PERIOD
Research Proposal Prepared	March - April
Initial Contact with Hostel/School A (See Table4.3)	April
Proposal Submitted - Accepted	May
Extensive Review of the Literature	April - June
Questionnaire - Designed - Meeting with Informed Respondents - Trialed - Modified - Administered	June - July
Sample Groups attained for Interviews	July
Individual Interviews - Designed - Trialed with Informed Respondents, refined coding technique - Reliability established with independent coder - Administered - Transcribed - Critical Incidents categorised	August - September
Group Interviews - Met with Informed Group - Met with Respondents - Notes Reviewed by participants for accuracy	October
Data Analysed	From July
Preliminary Findings reported to Hostel Board of Managers	October
Summaries sent to Respondents for Comments/Corrections/ Additions	October
Report Finalised - Submitted to Edith Cowan University - Submitted to Hostel Board of Managers	December

4.2   BACKGROUND TO THE SAMPLE

The Hostel is a residential college for secondary high school students. (It is situated ten minutes, by public transport, from the capital city.) It is close to all amenities including public transport, major shopping areas, churches, sporting centres and a University. Husband and wife managers, who supervise a staff of 8 part-time workers, manage the Hostel.

The idea of the Hostel was generated by constant requests to metropolitan Rotary clubs for accommodation for country high school students wanting to study specialist courses. (Table 4.3 provides examples of specialist courses.) With the financial help of Federal, State and Local Governments, the Rotary Club of the area built and developed the Hostel for high school students whose isolation precluded them from enrolling in special courses. It has been open since 1991. The Hostel has 63 single, well-appointed rooms each with its own ensuite.

Entry to the Hostel is not automatic and as well as a selection process the following criteria apply. Intending boarders:
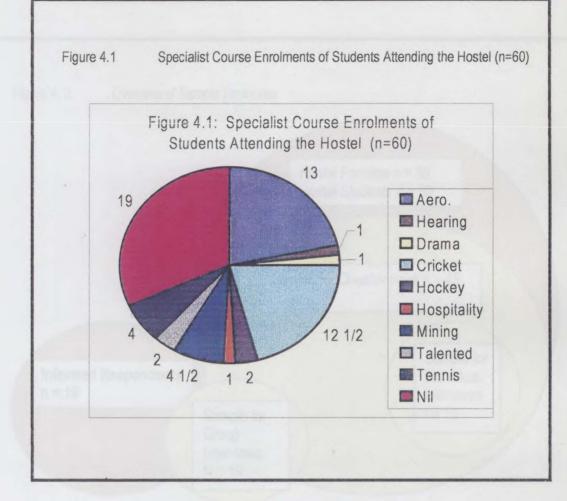
1. need to be accepted into a specialised course at government high school in the metropolitan area

2. need a recommendation and reference from their school principal

3. need to be an Australian Citizen

4. need to be effected by the extremes of distance for their education

5. need to be required to travel more than 1.5 hours to a high school by bus

The selection process is based on an interview between the Hostel managers and the family.

Anecdotal information and initial conversations with the managers of the Hostel indicated that the most important of these criteria was Number 1: acceptance into a specialist course at a government high school in the metropolitan area. Table 4.3 provides examples of specialist courses offered at metropolitan high schools within a 25 km radius of the Hostel and the numbers of Hostel students attending these school. As this table demonstrates, nearly 90% of the Hostel students attend High School A.

Table 4.3   Specialist Courses Offered by Metropolitan High Schools within a 25km Radius of the Hostel and Hostel Students attending these courses

High School	Specialised Course	Number of Students attending from Hostel
High School A	Cricket, Tennis, Aeronautics, Fashion and Design and Vocational Subjects	55
High School B	Hospitality, Access to Success - An alternative upper school program which includes fashion, child care and industrial arts	
High School C	ATP Advanced Maths and Science, Music, Indonesian	1
High School D	Tennis, Art	
High School E	Hockey, Music	2
High School F	Dancing and Vocational Studies	
High School F	Music, German, French, Japanese, Academic Extension	
High School G	Year 11 only Electronic Technology	
High School H	Aeronautics, Hearing Impaired and Education Support, Intensive Language, Academic Extension	1
High School I	Indonesian, Chinese, French, German, Italian, Greek, Music	
High School J	Drama	1
High School K	Music	
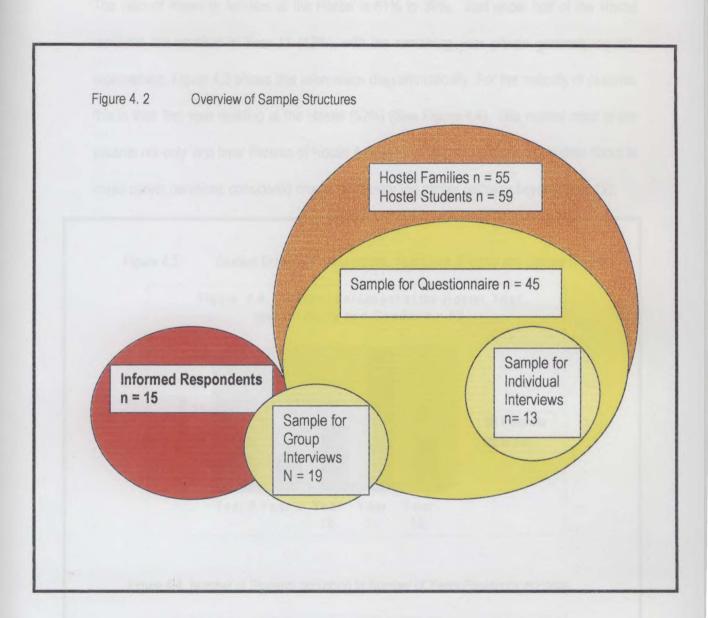
Further analysis of the data, however, indicates that the Hostel management enrols over 30% of the Hostel Students who are in no specialist course, a clear contradiction to the advertised selection criteria for student enrolment. Figure 4.1 illustrates this specialist course enrolment breakdown. (n=60 as one student is enrolled in two specialist courses full time. One student has a mixed enrolment of two specialist courses). If students are enrolled in a specialist course it is most likely to be in the Cricket Program (21%) or the Aeronautics Program (21%).

Figure 4.1   Specialist Course Enrolments of Students Attending the Hostel (n=60)

Figure 4.1: Specialist Course Enrolments of Students Attending the Hostel (n=60)

13

19

1

1

12 1/2

4

2

4 1/2   1   2

Aero.
Hearing
Drama
Cricket
Hockey
Hospitality
Mining
Talented
Tennis
Nil

4.3   THE SAMPLE

4.3.1   OVERVIEW OF THE SAMPLE:

The samples for all three methods of data collection: questionnaire, individual interviews, group interviews, were taken from the 55 families with students at the hostel. (Allowing for siblings this makes a total of 59 student residents at the Hostel). Figure 4.2 illustrates how these samples were comprised.

Figure 4. 2   Overview of Sample Structures

Hostel Families n = 55
Hostel Students n = 59

Sample for Questionnaire n = 45

Sample for
Individual
Interviews
n= 13

Informed Respondents
n = 15

Sample for
Group
Interviews
N = 19

Over 83% of the Hostel families reside in remote areas of Western Australia. The towns or localities where Hostel families live, and their participation in the research are categorised in Appendix E.

The ratio of males to females at the Hostel is 61% to 39%. Just under half of the Hostel residents are enrolled in Year 11 (43%), with the remaining year groups generally equally represented. Figure 4.3 shows this information diagrammatically. For the majority of students this is their first year residing at the Hostel (62%) (See Figure 4.4). This makes most of the parents not only 'first time' Parents of Hostel Adolescents but also parents of children about to make career decisions considered crucial by society (eg career pathway beyond Year 12).

Figure 4.3   Student Enrolment at the Hostel, Year Level of Study and Gender n = 59

Figure 4.4 : Student Enrolment at the Hostel, Year level of Study and Gender n = 59
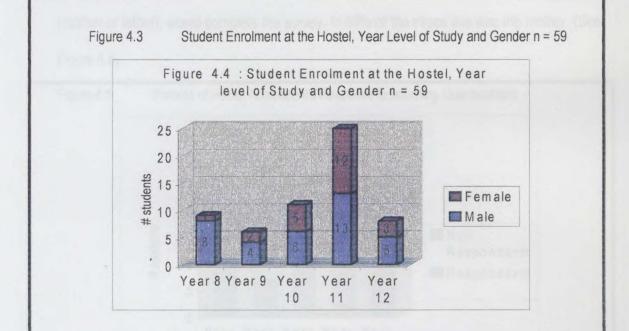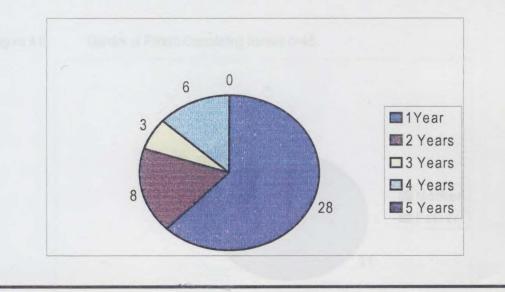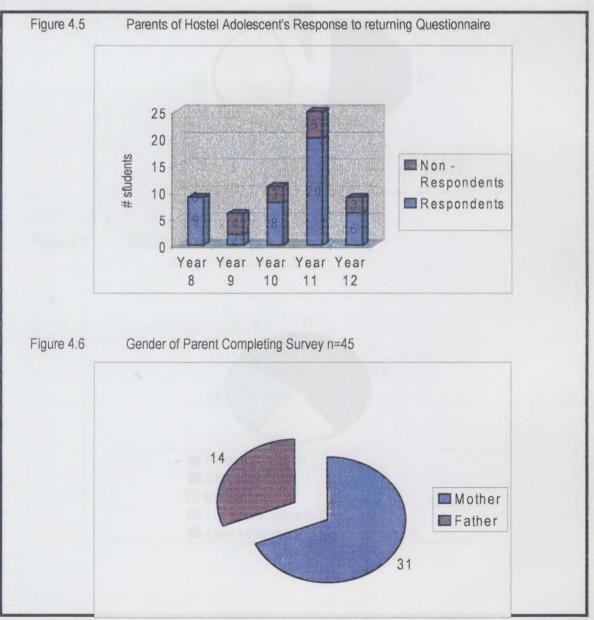
Figure 4.4 Number of Students according to Number of Years Residency at Hostel
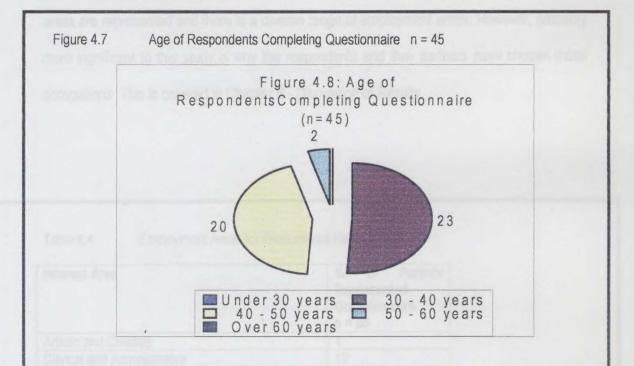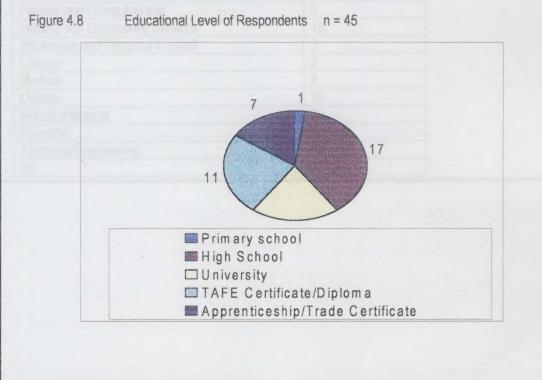
4.3.2   SAMPLE FOR QUESTIONNAIRE

Participants were recruited through letters of invitation to all of the families with children at the Hostel. Telephone calls supporting the integrity of the questionnaire were made by the researcher to coincide with speaking to one of the parents no more than 2 days before the questionnaire arrived at the country home.   Forty-five of the potential 55 parents (82 %) responded (See Figure 4.5). The volunteer sample of 45 parents self-selected which partner (mother or father), would complete the survey. In 69% of the cases this was the mother. (See Figure 4.6).

Figure 4.5   Parents of Hostel Adolescent's Response to returning Questionnaire

Figure 4.6   Gender of Parent Completing Survey n=45

82

All but 4% of the parents who responded were between 30 - 50 years of age. (Figure 4.7). Their educational level varied, though all, bar 2%, had a minimum educational level of high school. 40% of the respondents had then trained in a trade or similar position either directly through the apprenticeship system or by attending TAFE. 20% had continued their education at university. (Figure 4.8)

Figure 4.7   Age of Respondents Completing Questionnaire   n = 45

Figure 4.8: Age of
RespondentsCompleting Questionnaire
(n=45)

2

20

23

■ Under 30 years   ■ 30 - 40 years
□ 40 - 50 years   ▨ 50 - 60 years
■ Over 60 years

Figure 4.8   Educational Level of Respondents   n = 45

7   1

17

11

■ Primary school
■ High School
□ University
□ TAFE Certificate/Diploma
■ Apprenticeship/Trade Certificate
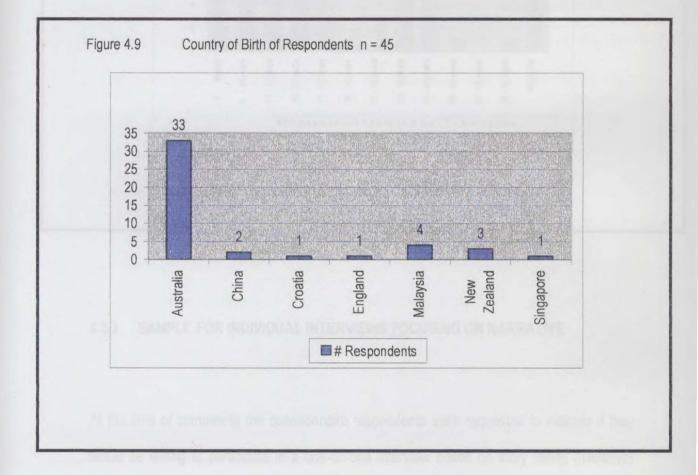
All respondents were asked to provide information about their area of paid employment and if appropriate their partners paid employment. A detailed description of the range of occupations is provided in Appendix F. These occupations were classified according to the employment areas identified by the Department of Education Training and Youth Affairs in the 1997 Job Guide. Table 4.4 summarises this information. As can be seen, all employment areas are represented and there is a diverse range of employment areas. However, probably more significant to this study is why the respondents and their partners have chosen these occupations. This is covered in Chapter 6 - Discussion of Results.

Table 4.4   Employment Areas for Predominant Field of Work

Interest Area	% of Parents Represented Questionnaire n = 60
Artistic and Creative	1
Clerical and Administrative	12
Figures and Computational	5
Helping and Community Services	15
Influencing and Personal Contact	3
Literary	3
Medical	8
Outdoor	10
Practical/Manual	29
Scientific	5
Technical/Engineering	2
Nil	7

With the exception of the residents of the Christmas Islands, 87% of the respondents were born in Australia (See Figure 4.9). The results from the Christmas Islands were interesting. All 6 respondents (through additional comments on the questionnaire) defined themselves as Australian citizens but identified themselves by their country of birth - 2 from China and 4 from Malaysia. For all the Christmas Island respondents English was their second language.

Figure 4.9   Country of Birth of Respondents n = 45

44% of the respondents had spent all of their lives in rural communities, and of these, 11% in the same rural community. As Figure 4.10 demonstrates, however, there is a full range of years spent in rural communities. For instance 20% of the respondents had spent less than 5 years in a rural community.
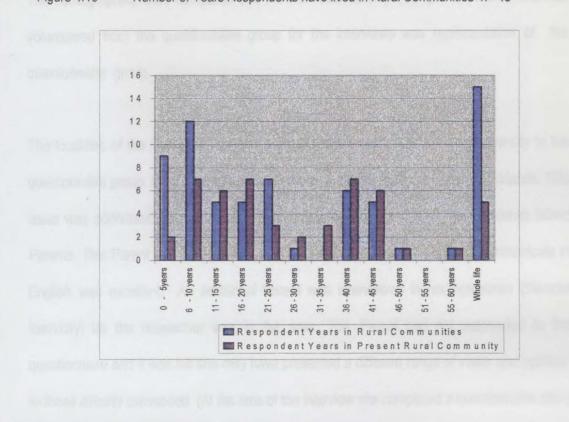
Figure 4.10   Number of Years Respondents have lived in Rural Communities n= 45

4.3.3 SAMPLE FOR INDIVIDUAL INTERVIEWS FOCUSING ON NARRATIVE

At the time of completing the questionnaire respondents were requested to indicate if they would be willing to participate in a one-on-one interview based on story telling (narrative) about their child's career development. Confidentiality was again assured and response forms were separate to the questionnaires. These interviews had a time range of 40 to 60 minutes. Originally it was intended that all interviews would be conducted in Perth and selection of Parents was therefore initially dependent on Parents availability to attend interviews in Perth. Twenty one Parents responded that they would like to participate and were available. Due to unforseen circumstances on the part of the families this number reduced to eleven.

The demographics were compared and the individual interview sample of parents who had volunteered from the questionnaire group for the interviews was representative of the questionnaire group.

The localities of the individual interview sample's family home had a similar diversity to the questionnaire group though no representative was available from the Christmas Islands. This issue was addressed by organising a telecommunication with one of the Christmas Island Parents. This Parent was selected because her understanding and ability to communicate in English was excellent. An additional Parent was interviewed in her hometown (Remote town/city) as the researcher was in the area. This Parent had not responded to the questionnaire and it was felt she may have presented a different range of views and opinions to those already canvassed. (At the time of the interview she completed a questionnaire also.)

Again more females volunteered than males with 71% of the participants being women. A diverse range of occupations were involved though no male farmers were interviewed, it was always the wife. Once again, the predominant country of birth was Australia though also interviewed were Parents born in New Zealand, England and Malaysia. Two of the interviewees had been in rural communities for less than 5 years, whilst 4 had spent their whole life in rural communities (1 in the same centre). The remaining 8 Parents interviewed had spent between 11 and 25 years in rural settings.

All Parents interviewed had completed high school level education. Four had also attended University and 6 had either continued immediately on to TAFE or to a trade (apprenticeship) or had done so at a later date. With the exception of one Parent who was over 50 years of age all Parents were between 30 and 50 years old.

4.3.4   SAMPLE FOR GROUP INTERVIEWS

Two group interviews were conducted. This provided a different forum for both the Parents to express their opinions and for the researcher to address the question of what it means to be a Parent of Hostel Adolescents. The first group interview was with an informed group. This group helped direct and focus the group interview with Parents. The informed respondents comprised parents of students who had once resided at the Hostel and the Hostel Managers. They were considered 'informed' because their children had resided at the Hostel for a minimum of 2 years and now these 'children' were either in at least their second year of further training or education, or at least their second year of employment.

The second group interview followed a parent workshop to which all Parents with students at the hostel were invited. An extensive career education program for all parents had been conducted at High School A. Parents had requested a similar program but on a Sunday so at least those closest to Perth would be able to combine attending a workshop with a visit to their adolescent. This was organised and then parents were asked if they would be willing to participate in a group interview to assist with this current research. This timing was selected as it was one of the very few opportunities to meet with a number of the Parents at the one time.

Individual phone calls to all Parents who had initially responded to the Parent Career Workshop were made. At this time it was explained to parents that the workshop was not dependent on parents participating in the group interview, nor would their children be penalised or future career programs be jeopardised in any way if parents choose not to participate. Twenty-two parents (15 families), attended the Parent Career Workshop, 19

parents (12 families) participated in the group interviews. As the group interview was reviewing strategies used by parents to assist with career development of adolescents many parents later commented (assessment of Workshop) that they had not really noticed that the workshop had stopped and the interview begun - even though the two events were separated by afternoon tea. Also, at the assessment stage of the workshop, there was consensus that the only way to improve the flow of information between the school and the Parents was to attend these meetings and *have their opinions noted*. Most Parents did not see a disadvantage to the group interviews following the Parent Career Workshop though most insisted on 'sticking to' the 50 minute timeframe.

The demographics of this subset of Parents (who had volunteered from the original questionnaire sample) for the group interviews was then compared to the original questionnaire sample group. There were some subtle differences between these two groups. For the first time the sample was more evenly represented by males with a ratio of 9 males:10 females. In 7 cases both partners were present at the group interview, meaning 7 people had not completed the original questionnaire and several families were represented twice. The majority of these parents lived within a 600-km radius of Perth. Though both rural and remote communities were still represented the localities were no longer state-wide. Appendix E highlights where these families reside.

In all other aspects, however, the group interview sample was representative of its original group (questionnaire group). Respondents were aged between 30 - 50 years of age, with 84% being born in Australia. All Parents had attained a minimum high school education level, with a further 26% attending university and 42% completing trade training and/or a course at

TAFE. Over 88% of the parents had spent more than 5 years in a rural community, and of these parent 39%, had spent their whole lives in rural communities.

4.4 DESCRIPTION OF THE DATA-GATHERING INSTRUMENTS

Items in the questionnaire, individual interviews (narratives) and group interviews were developed to relate to each of the five interwoven dimensions of the Research Question. This connection is illustrated in Table 4.5.

Table 4.5   Summary of Data Collection as Related to the Five Dimensions of the Research Question.

Elements of the Research Question	Method of Data Collection
Intentions of Parents of Hostel Adolescents	Group Interviews (Primary method of data collection) Questionnaire: Questions 20 - 23, 27 Individual Interviews (Secondary method of data collection)
Delivery of Career Information/Guidance by Parents of Hostel Adolescents	Individual Interviews Questionnaire: Question: 25
Cultural Capital of Parents of Hostel Adolescents	Questionnaire: Questions: 1 - 19, 26
Career Development **Concerns** of Parents of Hostel Adolescents	Questionnaire Questions 28, 29 Group Interviews Individual Interviews (Secondary method of data collection)
Sources/Resources used by Parents of Hostel Adolescents	Questionnaire: Questions 24, 30, 31 Individual Interviews (Secondary method of data collection)

4.4.1 QUESTIONNAIRE

A questionnaire (see Appendix G) was developed from the preliminary range of opinions and perceptions that had been gathered from the literature. This stage of the study was designed to ascertain the cultural capital of Parents of Hostel Children, their level of awareness of career development initiatives (sources and resources) and the technology they had at their disposal for the delivery of career education initiatives (delivery, and sources and resources). Further, it was developed to provide a general picture of the perceptions and opinions Parents of Hostel Adolescents had regarding career development, how they delivered career education initiatives to their adolescents and their concerns regarding the career development of their children. This information was then used to inform the interviews conducted later in the survey.

Initial questions were designed to reveal the demographics of the group. Influences on the respondent's career path was then sought, this included the role their family had or had not played in their career paths. The next series of questions focused on the 'tools' seen to be important by the parent in the career development of their child. In this context 'tools' was interpreted as skills, knowledge, understanding and values. Tables listing resources and strategies were provided to elicit a summary of the predominant resources being used by parents and the delivery mechanisms being used. Information regarding available technology for families was also requested. Definitions for 'career' were explored, and finally a series of questions on concerns and unaddressed issues concluded the questionnaire. The final item in the questionnaire required the parent to comment further on any issue they felt was of concern, that they had not had the opportunity to address appropriately, or any aspects of

career development they felt were not covered by the items already included, thereby functioning as a 'catch all'. The questionnaire consisted of 33 items.

For the majority of the survey short answers were requested. This was done to ensure that respondents had the opportunity to include any information they deemed necessary and for the questionnaire not to lead the respondents.

To ensure validity of the questionnaire, it was developed in consultation with the thesis supervisor and informed respondents (parents of Hostel children who were no longer residents at the Hostel and the current managers of the Hostel.) A trial of the questionnaire was conducted with 12 parents whose children attended a similar (though larger) hostel who advised on the structure of the questionnaire. Where required, items were altered to ensure clarity, precision and appropriateness. Fourteen changes were made to the original questionnaire.

The questionnaire was sent to all Parents with children residing at the hostel. Parents were very keen to participate as is indicated by the high return rate of the questionnaires - 82%.

A content analysis of the comments made in the questionnaire by the parents was undertaken. Comments were examined and divided into categories, depending on the type of comments made. The reliability of these categories was confirmed by a member of the staff at School A who was involved in the Career Education Program.

4.4.2   INDIVIDUAL INTERVIEWS

The individual interviews were designed to gather information on the way Parents delivered career information to their adolescents. This inadvertently would also involve clarifying some of the perceptions and practices of Parents of Hostel Adolescents.

The data-gathering in this stage of the research was the semi-structured critical incident interview with the Parents. The critical incident interview (Flanagan, 1954) was used to elicit from parents specific activities they had used in assisting or influencing the career development of their children. At the beginning of the interview, as a warm-up, parents were asked to talk generally about their children. They were asked to describe their Hostel Child(ren) in terms of his or her career development to date, including progress in school, their aspirations and the planning and decision-making their child had engaged in.

Subsequently each Parent was asked to relate specific events in which he or she had engaged that were intended to facilitate the adolescent's career development and then to recount:

a)   The story of how the decision was made for their child to reside at the hostel, and

b)   Other specific incidents that stood out as important influences that they had on their child in the area of career development.

Therefore essentially, Parents themselves identified their own incidents by detailing events they felt had effects on their adolescents. It was assumed that Parents would disclose aspects of the activities that were meaningful to them and thus implicitly and explicitly address their intentions. Consistent with the phenomenological method, 'specific situations

and action sequences in the world of the 'interviewee' (Kvale, 1983, p. 176) were the focus of the interviews. The interviewer served to encourage the Parent to describe the activities and to help the Parents clarify aspects of them.

IDENTIFICATION OF INCIDENTS:
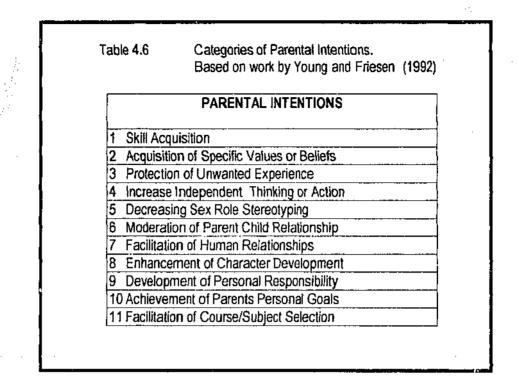
The tape (audio) recordings of the interviews were transcribed and divided into critical incidents based on the interviewer's notes made during and immediately after the interview. Flanagan's (1954) criterion for what constitutes an incident, that is, any observable human activity that was sufficiently complete in itself and allowed inferences and predictions to be made was used by the interviewer in this procedure. As a result of this procedure a total of 230 incidents formed the pool of incidents used in this stage of the study.

Identification of Parental Intentions Categories:

Young and Friesen (1992, p. 201) used the traditional critical incident procedure to construct 10 categories of Parental Intentions. Each of their 10 categories pertains to the content of the intention and specifies that the parent engaged in the activity for the purpose defined by the category label.

> 'All but the last category address parental intentions that are in some way realised in the child, that is, the parent's frame of reference for engaging in the events is that the child may benefit from the activity in some defined way. The last category, achievement of parent goals, refers to intentions that are primarily in the parent's interests' (Young and Friesen, 1992, p.203).

After analysis of the data from this research, an eleventh category was added to Young and Friesen's 10 categories: Facilitation of course selection/subject selection. These categories are listed in Table 4.6.

Table 4.6   Categories of Parental Intentions.
Based on work by Young and Friesen (1992)

PARENTAL INTENTIONS
1 Skill Acquisition
2 Acquisition of Specific Values or Beliefs
3 Protection of Unwanted Experience
4 Increase Independent Thinking or Action
5 Decreasing Sex Role Stereotyping
6 Moderation of Parent Child Relationship
7 Facilitation of Human Relationships
8 Enhancement of Character Development
9 Development of Personal Responsibility
10 Achievement of Parents Personal Goals
11 Facilitation of Course/Subject Selection

Following the precedent set by Young and Friesen (1992) it is accepted that the incidents represent complex activities that often contain more than one intention. As a result, categories can not be considered inclusive and intentions represented in incidents could be categorised in one or more categories. As noted by Young and Friesen (1992, p. 202) the 'alternative procedure would have resulted in the development of such broad categories so as to be much less meaningful'.

Using Young and Friesen's (1992) 10 Categories and including the eleventh Category: Facilitation of course selection/subject selection, Parental intentions were classified according to these 11 categories. A frequency count was conducted for each subcategory based on the total number of incidents (n=230).

Identification of Parental Activities Categories:

The original categories as described above provided information on Parental intentions. The primary purpose of this next section of the study was to describe the activities and strategies that characterised parental behaviour in achieving these intentions and, thereby, the career development of Hostel adolescents

This description was accomplished by the use of the activities' category identified by Young et al in (1988). This category includes activities carried out by the parent with the child or on the child's behalf. It has two broad dimensions:

◆ Independent, those activities that affect the child but are not carried out directly with the adolescent and,

◆ Joint, those activities carried out directly with the adolescent.

Table 4.7 lists the subcategories for these two dimensions.

Two purposes were served by coding the incidents according to Young et al's (1988) categories of parental behaviour in the career development of their children:

a) the domain of the behaviour is described by the frequency with which the categories and subcategories are used, and

b) a feeling for the theme of differences in the frequency of use between Young et al's (1988) research and Parents of Hostel Adolescents can be identified.

Table 4.7   Categories of Parental Activities; Independent and Joint.
                 Source: Young et al (1988)

ACTIVITIES	INDEPENDENT	Gathers information
Activities the parent carries out with child or on the child's behalf	Independent activities are those that affect the child but are not carried out directly with the child	Intervenes directly on behalf of the child
		Provides instrumental support for the child
		Provides access to the parent's personal-social network
		Structures the environment for the child
		Observes the child
	JOINT	Gives information
	Joint activities are those carried out directly with the child	Advises suggest action
		Requests information
		Develops alternatives
		Demonstrates
		Sets expectations
		Gives feedback
		Teaches
		Challenges ideas/actions of the child
		Rejects ideas/proposals/actions
		Creates novel environment
		Incorporates other ideas
		Initiates compromise
		Sets personal limits
		Sets limits
		Shows interest
		Communicates values/beliefs
		Encourages
		Dialogues
		Allows freedom to experiment
		Joins in/Participates
		Models Behaviour
		Takes over
		Monitors

The 230 previously identified incidents, representing 13 parents, were used to construct the

categories relating to parental activities (independent and joint subcategories) identified by

Young et al (1988). All subcategories were treated as categorical variables. Incidents were either categorised or not categorised in each subcategory. The subcategories were not considered as mutually exclusive. Incidents could be classified in as many subcategories as appropriate.

A frequency count was conducted for each subcategory based on the total number of incidents (n=230).

It should be noted that specific hypotheses are not being tested in this study. Rather, subcategories were identified to establish patterns and strategies used by Parents of Hostel Children in the career development of their children.

Reliability

The reliability of the coding procedures was established by having a random sample of seven transcripts coded by an independent coder. The researcher, using three practice transcripts, trained the coder. Parents from the informed respondents group volunteered to be participants. The average proportion of agreement between the researcher and reliability coder, using Cohen"s (1960) kappa for the 46 subcategories of parental activities and interpersonal interaction categories was .63. Kappa is always the lowest estimate of agreement between observers (Hollenbeck, 1978) as recommended by Young et al. (1988).

Case Example

The category system is best illustrated by citing from one of the interviews used in this part of the study. In this case a mother of a 14 year old began by describing her intention in this way 'He is always grumbling about the compulsory homework sessions - the others don't have to do it - it's like a slave camp - often there's nothing to do - it's boring .... I try to show him that self-discipline is required .... that he needs to set goals .... achieve higher than just passing grades ....'Asked about the outcome the mother indicates that there is still resistance and often anger but that at least her child can, when asked, explain why the homework sessions are important.

This led to the discussion of why the Hostel was chosen and not the option of private boarding. 'We (my husband and I) wanted a structured environment for our child - this was explained to our son - we told him we wanted a safe environment - one where they knew where he was - where he was to be accountable - where the values would be similar to ours .... we wanted him to be able to participate in organised activities, not just 'hang out'. In the beginning he understood this .... and he still does ...... deep down ...... but know he is more likely to ask why? .... To argue back.'

Later in the interview the mother recounted an incident in which she and her son had fought. She had refused to allow him to attend 'The Big Night Out' (a school social) because of the older students who were attending and 'they would be likely to think it's funny to get you drunk, or give you pills or something worse.......You can attend a social event for the Year 8 students or the Blue Light Disco.'

Subsequently, in advising her son to apologise to the Hostel chef, because of the son's perceived rudeness by the chef (something the son denies) the mother stated: 'there must have been something in your behaviour to make the chef angry - you should apologise he is an adult, he deals with kids daily and they have not upset him .... he's doing a difficult job - I can not imagine what it would be like feeding 50 of you .... if you don't apologise you will most likely get all the awful jobs in the kitchen like dishwashing ...... sometimes it is important to make the first move ....' (Subsequently the mother rang the chef and tried to resolve the issue.)

In each of these incidents the parent's intentions can be classified as either acquisition of specific values or beliefs or protection from unwanted experiences, or both. The parent sees the world as one where hard work, manners and respect are both virtues, and, necessary for success. She is also aware of potentially dangerous experiences that the child may be too young and/or not prepared to deal with. These themes run through the interview and partially represent a framework for the parenting the mother engages in.

In addressing the subcategories for the activities the mother carries out with her son or on the child's behalf:

a)   Independently she has intervened directly on behalf of the child and structured the environment for the child, and

b)   Jointly she has given information, suggested action, requested information, set expectations, rejected ideas, set limits, communicated values, dialogued and taken over.

As noted by Young and Friesen (1992, p. 203) 'the category system enables the reader, and potentially the counsellor and ultimately the parent, to see beyond the specific activities to broader aspects of influence that the parent manifests.'

4.4.3 Group Interviews

Two meetings were organised. The views of a total of 19 people were heard.

The first meeting with informed respondents was quite unstructured. Respondents were simply asked to help the researcher learn about Hostel career-related concerns and activities, career -related problems and any useful 'tools' that they felt their children needed to achieve their career goals.

Based on the information gathered at this first meeting an ensuing meeting was structured so as to collect both new information and to seek comments and elaboration on previously presented views. These views were collated from the questionnaire, the individual parent interviews and the informed respondent meeting.

The data gathering methodology was based on a much-modified Delphi Strategy as used by Jefferey et al. (1995, p.49).

The second session was divided into three parts. First participants were asked to comment, as had the participants in the initial informed group, on two areas:

a) the tools they thought were most important for their child's career development

b) their career-related concerns.

In the second part, general themes that had been raised in earlier sessions, but not raised in the current group, were introduced by the researcher for confirmation and elaboration. In the final phase, specific topics which had been offered by the previous groups but not previously discussed in the current meeting were introduced for comment. Whenever a topic was spontaneously raised it was removed from the list of topics to be explored.

Following the two sessions, the data was analysed and the tools and concerns lists were updated.

Using Jeffery et al's (1992) recording procedures a 'direct-to-print' methodology was used to record the comments of informed respondents and parents. Comments, points and suggestions made by each participant were directly recorded in a verbatim or paraphrased form while the person was making the comment. There were no intermediary steps of tape-recording and transcribing the data.

Immediately following the sessions, notes were re-read and edited and where points were unclear, clarification was sought from one of the session participants. Similar points and contributions made by respondents were then collated and sorted. Related comments were grouped and assigned an appropriate 'tool' or 'concerns' label. Master lists of needs (each derived from participants' comments) were thus developed.

4.5   LIMITATIONS OF THE STUDY

Even though there are similar hostels in operation only one hostel has been used. Given the purpose, scope and exploratory nature of this study it would therefore be easy to comment that ideally the involvement of more hostels would have been desirable, as the results would have been more indicative of the attitudes of parents of Hostel adolescents. However, although there are similar Hostels either within the private school sector, or for specific groups (for example agricultural colleges), in many ways this hostel is unique. Although not able to be generalised, valuable insights can be gained by focusing on a discrete group. There is real opportunity that information specific to this group can be acted upon for the benefit of the group, as noted earlier a group that may otherwise 'slip through the cracks'.

As a case study, the findings of the research will be significant for the members of the Hostel within which it has taken place. The research should assist the management of the Hostel and Parents to clarify the current role they see Parents playing in the career development of their children and perhaps take steps to develop educational career packages for Parents of Hostel Children. As a case study, the research is interested in moving from the general to the particular by way of focussing on an instance, ie. the role hostel parents play in the career development of their children. This study does not set out to link all observation to the cultural context. Other Hostels may share certain instances in common with those at the case study Hostel, however it must be understood that what has occurred within the research Hostel pertains to the parents of those Hostel adolescents. The study does not attempt to conclude that what has taken place at the case study Hostel will occur at other Hostels researching the role parents play in the career development of their children.

CHAPTER FIVE

RESULTS OF THE STUDY

This chapter deals with the presentation and analysis of the qualitative data that has been gathered through the questionnaire and the interviews. The mapping of the research question **'What it means to be a Parent of a Hostel Adolescent assisting with their child's career development?'** has been subdivided into five interwoven dimensions:

1.   The Career Development **Intentions** of Parents of Hostel Adolescent

2   How Parents of Hostel Adolescents **Deliver** Career Information/Guidance

3   The **Cultural Capital** of Parents of Hostel Adolescents

4.   The Career Related **Concerns** of Parents of Hostel Adolescents

5   The **Resources and Sources** of Information used by Parents of Hostel Adolescents

The data and associated information is presented according to these areas.

5.1   CAREER DEVEOLPMENT INTENTIONS OF PARENTS OF HOSTEL ADOLESCENTS

5.1.1.   THE USE OF INDIVIDUAL INTERVIEWS - NARRATIVES - TO IDENTIFY CRITICAL INCIDENTS AND THEREBY DEFINE PARENTAL INTENT

Results were identified by the intensive analysis of 26 transcribed narratives **(individual interviews)** and 57 tape recorded direct- to-print narratives **(individual interviews)**. Appendix H provides a summary of these narratives, a sample is provided in Table 5.1. Conversation A and Conversation B were transcribed and Conversations C (usually involved

3 narratives) were direct-to-print narratives. In Conversation A Parents were asked to tell 'the story' of how the decision was made for their child to attend the Hostel. In Conversations B and C Parents described specific activities and events that they believed were important and/or typical of the 'career' activities they were involved in with their child. They were then asked to tell the story of this event. Parents then selected which was the more significant narrative for them. This significant narrative became Conversation B and was transcribed.

Table 5.1 Sample of the summary of one Parent's Narratives

Parent		Summary of Conversation	Parent Intent
Parent 1	A	Child instigated conversation - cricket students from metro. school visited town - motivated student - talented recognised by school and local coach - a dream of child and father - parents discussed pro's and con's decided if it didn't work out it 'was only lower school that had been "messed up'" - child seen as mature for years (parent's and child's evaluation)	11 1, 3, 10
	B	Phone call (follow up to concerns expressed at home) re not wanting to attend specialist camp - most of conversation spent trying to find out 'real' reason for not wanting to attend - felt their child was hurt by parents apparent lack of support for his wishes - parents wanting to build strength of character - not just for sport but also for life	8 2, 10, 3
	C	Request for more spending money Inviting friend home (to country) Subject selection for following year Problems with not having 'latest clothes'	9, 1, 6 7, 9, 2 1, 1, 1 9, 3, 6

*Parent Intent Key provided in Table 4.6

When the 83 narratives were reconstructed 230 of the 243 intentions were readily identifiable. A primary intent was established (where the intent became a theme running throughout the narrative) (n=81) and then secondary intentions classified (n=149). In the example of Table 5.1 these are shown in Column 4.

Figure 5.1 categorises the Intent of the Parent's. Appendix I provides a more detailed reporting of this data.

♦ Forty two percent (42%) of Parents engaged in a variety of activities intended to foster specific values and beliefs including values relating to the traditional work ethic, and avoiding drugs.

♦ Forty percent (40%) of the Parents fostered activities that allowed their children to take personal responsibility for their actions. They fostered this through such activities as making their own decisions regarding attending school functions and being responsible for their own actions.

♦ Thirty six percent (36%) of the Parent's purpose in the incident was to have their child acquire specific skills, eg. a mother teaching her son to organise his finances.

♦ Thirty two percent (32%) of Parent's saw part of their roles as protecting their children from undesirable experiences and to intervene with the child or with others to prevent such experiences. As an example a father who talked to his son about the disappointment that can be associated with not being elected to the Student Council and how to deal with this issue.

♦ Twenty seven percent (27%) of the Parents engaged in activities designed to assist with subject and course selection. This included assisting with the completion of forms, discussing jobs and questioning their child on the adolescent's intent.

◆ Twenty Five percent (25%) of the Parents also wanted to enhance their child's feelings about self, including self-image and self-confidence. Praise and acceptance were common tools used by Parents.

◆ Twenty five percent (25%) wanted to foster within their child the ability to get along with others. To accomplish this Parents used activities with the Hostel staff and discussion of racial issues that were currently being discussed at a national level.

◆ For 16% of the Parents they had amongst their goals fostering good relationships between themselves and their children. To accomplish this parents engaged in such activities as attending sporting events together, and, discussing issues on a one-to-one adult basis.

◆ Some parents, 15% of the Parents wanted to foster their own goals, as an example one parent discouraged her child from applying to study in Queensland because of the distance from their country home.

◆ Only 4% of the Parents involved their child in activities intended to decrease sex role stereotyping.

Figure 5.1 Categories of Parent Intent

Number of intentions n = 230

Skill Acquisition

Protection-Unwanted Experience

Decrease Sex Role Stereotyping

Facilitation of Relationships

Development of Responsibility

Facilitation of Course Selection

Secondary Intention

Primary Intention

5.1.2 CHARACTERISTICS ENCOURAGED BY PARENTS OF HOSTEL ADOLESCENTS DURING THEIR CHILD'S CAREER DEVELOPMENT

Information from the Group Interviews and **Questionnaire Questions 20 - 23 and 27**, were collated to compile a list of 'tools' that Parents believed to be important for their adolescents to learn and continue to develop. This resulted in the accumulation of the 'Desired Characteristics' List for Hostel Adolescents, as identified by their Parents, and presented in Table 5.2. These tools have been categorised according to the following areas: Values, Personal Attributes, Personal Skills, Skills for Life and Educational Skills. Two examples of typical comments are:

> 'I would like my kids to be honest, obliging, good manners, never too late for work and dedicated to their work'

> 'Hoping they will have ambition where they can better themselves and always get along with people'

Without exception the most important characteristic identified by Parents was honesty. For many honesty/respect was the foundation for everything else. When asked how they thought this varied (if at all) from urban parents one answer encapsulated all others:

> 'Honesty and respect ... respect for yourself - for others - for property .... they go hand in hand ... the same thing .... in the city you can hide behind the numbers ... it is possible to be anonymous .... in the country you can't .... your word .... your actions ... your honesty .... they are there always for all to see and for you to be identified by ...... in the city you can hide... people don't always know who you truly are ....

Numerous Parents commented that they felt honesty was not taught in schools. The reasoning for some was based on the perceived heavy load already on teachers, for others because it was not the role of the school but the home, and, a small group felt that teachers themselves were not always role modelling honesty and respect.

Questionnaire Question 23 asked Parents to identify those tools they believed were taught or reinforced in schools. Most Parents highlighted a selection of those skills listed under educational skills but, after that, there was no consensus. Some Parents stated that that was all schools taught, whilst others listed a range of interpersonal skills. A typical comment included the listing of 'tools' they believed schools taught and then a general comment:

'Some can't get taught in schools - more provision of role models required.'

Those responses with the most common support from a number of Parents are highlighted in Table 5.2.

In identifying the skills that were particularly important in rural environments there was greater consensus amongst Parents. The most common responses were based around establishing a strong work ethic, respect for others, initiative, independence and perseverance. These are highlighted in Table 5.2. In addressing this issue most Parents also commented that to be effective and successful, parents had to teach these skills and values early in life. This belief is reflected in the following comment:

'We hopefully have already taught them their values, if not it's nearly too late (by the time they get to Year 10). We like them to be independent know what they want. Very good manners. Respect for themselves as well as others'

Table 5.2   Characteristics (skills, values. knowledge) Parents of Hostel Adolescents would like their children to possess when they leave school. (Continued on following page)

VALUES

Honesty

Compassion
Loyalty
Loyalty to employer
Respect for self, others, environment
Tolerance

PERSONAL ATTRIBUTES

Ability to stand up for what they believe
Confidence
Determination
Happy
Independent
Individuality
Manners
Motivated
Optimistic about future
Perseverance
Self confidence in own ability to be able to work hard and do a full days work for a full days pay
Self confident ·
Self discipline
Try the best they can
Understanding
Well adjusted
Work Ethic
Work to the best of their ability

PERSONAL SKILLS

Ability to communicate peers + older people
Communication skills
Critical thinking
Interpersonal skills
Interpersonal skills with peers/Getting along with others
Problem solving

Table 5.2   Characteristics (skills, values. knowledge) Parents of Hostel Adolescents would like their children to possess when they leave school. CONTINUED
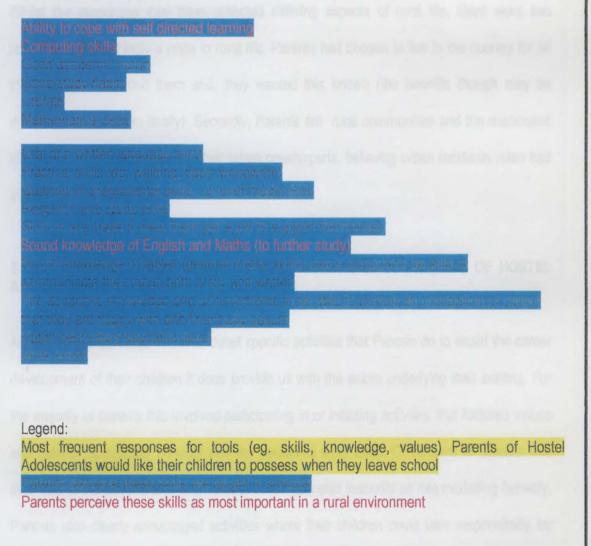
SKILLS FOR LIFE

Able to cope in the real world. eg. financial management/to use a bankcard sensibly
Appreciation of the value of money
Being able to achieve their goals
Business directions
Lifeskill coping mechanisms for everyday living experiences
Lifeskills
People skills
Socialisation skills
To have the skills they want

EDUCATIONAL SKILLS

Ability to cope with self directed learning
Computing skills
Good academic record
Good study habits
Literate
Mathematical skills

Oral and written language skill
Practical skills (eg. welding, basic woodwork)
Qualified in professional skills - or even trade skills
Research and study skills
Skills in any trade to help them get a job to support themselves
Sound knowledge of English and Maths (to further study)
Sound knowledge of tables (general Maths skills) and a competent to be able to communicate their ideas both orally and written
The academic knowledge and achievements to be able to pursue an occupation or career that they are happy with and financially secure
Post secondary education level

Legend:

Most frequent responses for tools (eg. skills, knowledge, values) Parents of Hostel Adolescents would like their children to possess when they leave school

Parents perceive these skills are taught in schools

Parents perceive these skills as most important in a rural environment

112

Questionnaire Question 27 asked Parents what perceptions about rural life they would like promoted in urban schools. Their responses were categorised into four themes: sense of community, an understanding of the land, valuing rural communities, comparison to city life and job opportunities. One comment (uncategorised) reflected the changing nature of the rural environment. Examples (from Parent comments) illustrating these categories are provided in Table 5.3.

Whilst the responses may have reflected differing aspects of rural life, there were two common themes. Firstly a pride in rural life. Parents had chosen to live in the country for all the benefits it afforded them and, they wanted this known (the benefits though may be different from family to family). Secondly, Parents felt rural communities and the associated lifestyle were misunderstood by their urban counterparts, believing urban residents often had stereotypical views of rural life.

5.1.3 SUMMARY CAREER DEVEOLPMENT INTENTIONS OF PARENTS OF HOSTEL ADOLESCENTS

Although Parental Intent does not detail specific activities that Parents do to assist the career development of their children it does provide us with the axiom underlying their actions. For the majority of parents this involved participating in or initiating activities that fostered values and beliefs. Specifically honesty and the traditional work ethic. Of concern to schools and their staff is the notion that many Parents do not perceive teachers as role modelling honesty. Parents also clearly encouraged activities where their children could take responsibility for their actions. It is important also to recognise the premise behind these intents. Parents of Hostel Adolescents choose to live in rural environments. It is a deliberate action on their part.

Table 5.3 Perceptions about Rural Life Parents of Hostel Adolescents would like to promote in metropolitan career development programs.

SENSE OF COMMUNITY

The friendliness - know your neighbour, respect their property

Feeling of belonging to a community

UNDERSTANDING OF THE LAND

The land needs people to love it. Commitment. Rewards other than political, power and money.

Farming is not just put the crop in and wait for it to grow, it really is a science, there are really so many factors governing it

Farming is a business - it is challenging, requiring a diverse range of skills. A university degree in Agribusiness is almost essential for young ones

VALUE OF RURAL COMMUNITY

Without small rural communities to support production the country would 'go down the gurgler' - that country people should be more highly regarded - not treated as peasants (my husband's contribution)
Valuing of country heritage
Understand about rural areas

COMPARISON TO CITY LIFE

Different from city life - not better or worse
We do have the same goals - not country bumpkins
Living in rural areas is not so different to the city these days - we have most of the 'mod cons' - it's really only the distance factor that is different - with the internet you can be in touch with everyone.

Rural life and people are up with technology.
Rural communities require all the professions and infrastructure that are found in city life (doctors, lawyers, accountants, insurance, brokers, plumbers, carpenters, salesmen

Downplay isolation from 'Hungry Jacks', 'Footy', 'Night Clubs"
Though isolated we provide our own entertainment, don't miss the constrictions of overcrowding in the cities

LIFESTYLE/JOB OPPORTUNITIES

Many opportunities available - multi skilled is helpful and willingness to learn, don't expect high wages because 'country' not so. Good lifeskills for families (not so good for teenagers especially small towns - they get bored unless into sport)
There are opportunities available in rural area
The jobs are there, it is a safe and rewarding environment with many and varied career and activities

Maybe career programs on station life - jackaroos, jillaroos, aboriginal culture and perhaps the good old basic camping techniques eg. camp oven cooking, lighting fires, putting up tents etc. as very few city know these skills
Ability to contribute to council

MISCELLANEOUS

Unsure at this stage - rural life is changing considerably - a lot of opportunities available in the past are unlikely to be available in the future

5.2 DELIVERY OF CAREER INFORMATION/GUIDANCE BY PARENTS OF HOSTEL ADOLESCENTS

5.2.1. SELF REPORTING OF ACTIVITIES PARENTS ENGAGED IN WITH THEIR CHILD
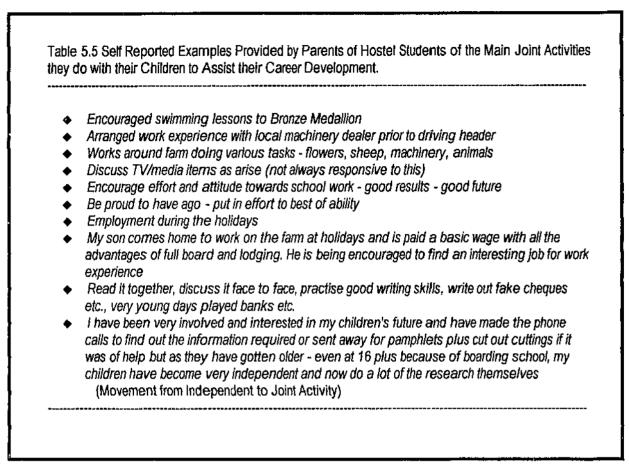
Questionnaire Question 25 asked Parents to self report on the activities they did with their child to assist in the career development of their children. In the first part of this question Parents identified the value they saw generally in the independent activities identified by Young et al (1988, p.33) (See Table 4.7, p.97) and then were asked to clarify whether they found these activities personally useful. These results are summarised in Appendix J.

Seventy percent of the Parents believed that the provision of support for young people was the most valuable activity for Parents and 50% said that they would personally consider this activity as something they would use all the time. Approximately 30% of Parents stated that they not only saw excellent value in them structuring their child's environment but would consider using this strategy personally. Whilst only 12% felt that gathering information for their child was an activity they would use all the time, 21% of the Parents felt this was an excellent general strategy for the career development of young people.

Table 5.4 provides self-reported examples of how Parents had personally used these **independent** activities (activities **without** their children). Table 5.5 lists the self-reported examples provided by Parents of the main **joint** activities they do **with** their children to assist their career development. These activities were sought in case Parents needed help identifying topics/areas for their narratives.

Table 5.4 Self Reported examples provided by Parents of Hostel Adolescents on how they have structured independent activities for their children.

Independent Activity	Example of how Parents of Hostel Adolescents have used Independent Activities.
Gather information	*Speaking to people in occupations related to career path* *Used known contacts* *Wrote away for information regarding particular jobs* *Obtained pamphlets from University + used the Good University Guide* *Contact Defence Forces* *Collect appropriate information at specific functions* *Look through all info and keep relevant - show - discuss* *Applying to various establishments for their pamphlets and info* *Go to parent/career nights* *Info that helps towards a project*
Intervene directly on behalf of your child	*Asked local business if needed a junior during the school holidays - got job for son* *My child is very independent and is not keen on parental advice* *They have their own mind I would advise not intervene* *Guide them but not push*
Provide support for your child	*Socially and financially to enable them to concentrate on future decisions* *Cost of attending Hostel* *Purchasing Book* *Paying for excursions* *In the home environment* *Drove child to local business to follow up on job*
Provide access to your personal/ social network	*Use contacts to get work experience* *Make the kids welcome socially* *Learn from our experience* *Used day to day contacts* *Babysits friend's children* *By being involved in sport* *When asked I do*
Structure the environment for your child	*Child must want what is offered* *If it is not the correct time, place, mood etc. I suggest a better place time etc.* *Must be prepared to work for it himself* *Supported him in his activities* *Farmer friend has employed my son giving him good work experience* *Being aware of study environment* *We have extensive library and a good computer an a local telecentre* *Transporting child to destination*
Observe your child	*Mainly to know his interests, steer in direction we know he'd enjoy* *Be there as often as possible* *Oversee my son working on the farm* *We babysit 8 month old twins together - see how she gets on with children and how she gets on with them*

Table 5.5 Self Reported Examples Provided by Parents of Hostel Students of the Main Joint Activities they do with their Children to Assist their Career Development.

- *Encouraged swimming lessons to Bronze Medallion*
- *Arranged work experience with local machinery dealer prior to driving header*
- *Works around farm doing various tasks - flowers, sheep, machinery, animals*
- *Discuss TV/media items as arise (not always responsive to this)*
- *Encourage effort and attitude towards school work - good results - good future*
- *Be proud to have ago - put in effort to best of ability*
- *Employment during the holidays*
- *My son comes home to work on the farm at holidays and is paid a basic wage with all the advantages of full board and lodging. He is being encouraged to find an interesting job for work experience*
- *Read it together, discuss it face to face, practise good writing skills, write out fake cheques etc., very young days played banks etc.*
- *I have been very involved and interested in my children's future and have made the phone calls to find out the information required or sent away for pamphlets plus cut out cuttings if it was of help but as they have gotten older - even at 16 plus because of boarding school, my children have become very independent and now do a lot of the research themselves*
  (Movement from Independent to Joint Activity)

5.2.2 USE OF NARRATIVES TO IDENTIFY CRITICAL INCIDENTS AND THEREBY DESCRIBE INDEPENDENT AND JOINT ACTIVITIES ENGAGED IN BY PARENTS WITH THEIR CHILD

The frequency with which Parents used independent and joint activities is reported in Table 5.6.

INDEPENDENT ACTIVITIES

Of the 230 incidents, 83% (191) contained independent activities. Among these, 'provides instrumental support and structures the environment' were most frequently used. 'Provides instrumental support' refers to the financial support of the child's activities, often manifested in buying books and paying for excursions for the adolescent. Structures the environment refers to the Parent changing or shaping the environment to what he or she sees as important for the adolescents' career development. For example, it may describe a Parent's effort to

Table 5.6: Frequency of Activities for the Independent and Joint Parent Activities Categories.

INDEPENDENT	f n=230	%	
Gathers information	25	10.9	
Intervenes directly	9	3.91	
Provides support	99	43	
Provides access-network	8	3.48	
Structures environment	40	17.4	
Observes	10	4.35	
	191		

JOINT	f n=230	%	
Gives information	91	39.6	
Advises	132	57.4	
Requests information	97	42.2	
Develops alternatives	44	19.1	
Demonstrates	13	5.65	
Sets expectations	87	37.8	
Gives feedback	42	18.3	
Teaches	5	2.17	
Challenges ideas	23	10	
Rejects ideas	44	19.1	
Creates environment	7	3.04	
Incorporates ideas	8	3.48	
Initiates compromise	9	3.91	
Sets limits	49	21.3	
Shows interest	67	29.1	
Communicates values	81	35.2	
Encourages	72	31.3	
Dialogues	81	35.2	
Allows freedom	33	14.3	
Participates	5	2.17	
Models Behaviour	21	9.13	
Takes over	24	10.4	
Monitors	38	16.5	
	1073		0 20 40 60 80

personalise their child's room at the Hostel, or their collection of their child every Friday so the adolescent can return to the country home for the weekend.

JOINT ACTIVITIES

Most of the incidents, which had a joint component, were complex. From the pool of 230 incidents, 1073 categorisations of joint activities were made. The average number of categorisations for the joint activities category was 4.66. Among the most frequently used joint activities were advises, requests information and gives information. A significant number of Parents (over 20%) also set expectations, communicated values, encouraged, showed interest and set limits. Among the least often identified joint activities (less than 3%) were: teaches, creates the environment, incorporates ideas, initiates compromise, and participates.

Table 5.7 provides specific examples (from the Parent narratives) of joint and independent activities.

SELF REPORTING INDIVIDUAL AND JOINT ACTIVITIES BY THE PARENTS

Questionnaire Question 21

Only one Parent commented that they did not try to teach the tools they personally listed at home:

> ' No as I'm not a qualified person. However, I have the urge to guide and tell my children to study hard and achieve more'.

It may be that a common understanding by researcher and respondent of the word 'teach' resulted in this answer.

Table 5.7   Examples from Narratives of How Independent and Joint Activities were Categorised From the Parent Narratives.

ACTIVITES	Examples provided from Narratives

INDEPENDENT

Gathers information	Collected information on Tafe courses
Intervenes directly on behalf of the child	Spoke to a teacher re: disciplinary action taken by teacher
Provides instrumental support for the child	Provides financial support
Provides access to the parent's personal-social network	Organised part-time holiday work for child with family friend
Structures the environment for the child	Purchased items for room in Perth Hostel
Observes the child	Watched child play sport

JOINT	
Gives information	Provided information on personal management skills eg. grooming, washing clothes
Advises suggest action	Recommended certain subjects for study
Requests information	Questioned which adults would be present at a party
Develops alternatives	Helped child structure a different roster that meets the cleaning needs of the hostel and still allows them to meet their training commitments
Demonstrates	Demonstrated wood work - how to finish a table
Sets expectations	Explained the decision of the Hostel Managers are not to be argued with
Gives feedback	After curfew rules changed discussed outcomes
Teaches	Helped work through some Science homework
Challenges ideas/actions of the child	Queried loyalty of child's friends - parents concerned about friends behaviour
Rejects ideas/proposals/actions	Child suggested stay in Perth for long weekend - permission not given
Creates novel environment	Redesigned child's country bedroom to a unique style
Incorporates other ideas	When dispute arose with Hostel chef, assisted child resolve problem by combining child's career ambitions in the hospitality industry
Initiates compromise	After dispute in Perth re: attending night production of school play - rang child at hostel to organise alternate arrangements
Sets personal limits/Sets limits	Set limit on money allowed to be spent on clothes
Shows interest	Ring daily to give farm report and ask for the 'news of the day'
Communicates values/beliefs	Instigating conversation on safe sex and respecting one's partner
Encourages	Attended school assembly when child receiving merit certificate for achievement
Dialogues	**All conversations considered as dialogue
Allows freedom to experiment	Trusted to choose what activities to attend - if mistake made child knows there are consequences
Joins in/Participates	Joined in parent child sporting game
Models Behaviour	Talked about 'Mabo' - read relevant newspaper articles - accessed library
Takes over	When student suspended directed child's activities for two weeks
Monitors	Observed/commented/directed farm work

The format of how Parents addressed this question varied. Some simply stated what they did:

> *'I encourage my children to always do their best and they will never have to wonder what might have been*

And others gave concrete examples:

> *'During the holidays the boys earn the money for use during term time. If they don't work, they don't have surplus money during term. They are given responsibilities, regular chores, we trust them to do the work to the best of their ability'*

> *'I have given ideas on study habits and helped/shown how to get information from different available resources. I have taught them lifeskills - eg. cooking, cleaning, values like honesty - all taught in the home'*

A few Parents answered by stating why they knew their approach had been successful:

> *' The example is three well adjusted children who cope with everything that's been put before them so far without many problems'*

Parent responses were initially categorised into 7 subheadings. This information is provided in Table 5.8. As in many of the cases the Parents did not indicate whether these were joint or independent activities (they were not asked to) it was not possible to formally use Young and Friesen's (1988) categories for independent and joint activities (Table 4.7, p.97). However, a casual observance of these categories indicates that the responses from the Parents would fit with those of Young and Friesen's and, possibly more importantly, not introduce additional categories.

In over 63% of the responses the Parents focused their examples on the teaching of interpersonal skills and a strong work ethic.

Table 5.8   Strategies and Methods Parents of Hostel Adolescents Used to Teach their Children the Characteristics They Consider Important For When They Leave School.

Role model
 - all behaviour
 - oral/written language - clear correct diction
 - provide good example
 - respect for people's culture - discussion of racial issues

Teach
 - basic farm skills are taught on holidays
 - that money needs to be managed - to save and plan for the things they want
 - to cook, wash, clean and look after themselves, repairing anything that is broken

Explain
 - how my income is divided into essentials, treats, investments for the future

Communicate
 - being very open with each other and discussing all problems
 - explanation of what to expect when leaving school (eg. job interview, preparation, where to go for help regarding certain situations
 - phone calls
 - what is happening on the farm on a daily basis

Encourage
 - alternate ways/means of 'doing things' eg. cheaper ways to do farm work
 - confidence and communication eg making own appointments
 - good manners
 - homework, manners, consideration for others
 - sportsmanship
 - to apply themselves
 - to seek holiday employment

Participate
 - made all children play team sports - now they are older they would not dream of not playing sports
 - playing of games - discussion eg. cards etc.
 - sport and physical activities

Assist/Provide
 - help them withour time to pursue their interests
 - strict discipline, no talking back and a good slap across the legs or bottom does do the trick and I'll have no-one telling me otherwise. These kids turn out better kids
 - with educational progress at home
 - with financial assistance
 - time

5.2.3 SUMMARY OF THE DELIVERY OF INDEPENDENT AND JOINT CAREER DEVELOPMENT ACTIVITES BY PARENTS OF HOSTEL ADOLECENTS

Parent's self-reporting and the results from the narratives both indicate that the most frequent activity Parents facilitated without face to face contact with their child was provision of support. When working with their child the narratives indicated that Parents were most likely to advise and give, and request information. These finding are substantiated by the Parents self-reporting the type of career activities they completed with their child. The narratives and the self-reporting also indicated Parents involved themselves extensively in activities where they could encourage their child and communicate/dialogue with their child. When self-reporting Parents reflected that they participated with their child - this is less supported in the narratives. The self reporting and narratives were both employed so an exhaustive search for Parent activities could be completed - this had the possibility of identifying activities not already listed in Young and Friesen's categories of independent and joint activities (1992). Although there may be room to modify the language, for example changing the term dialogue to communicate, no additional categories were discovered.

5.3 CULTURAL CAPITAL PARENTS OF HOSTEL ADOLESCENTS

It could be argued that questions involving course enrolment, year group of child, etc., do not directly relate to the cultural capital of Parents of Hostel Adolescents. However, if we accept that parents are active agents in influencing their children in a broad range of areas in career development, these issues may assist in developing a profile of the parents. It is for these reasons these questions were included in the questionnaire.

The description of the sample (Chapter 4) provides detailed information on the demographics of Parents of Hostel Adolescents. A summary is provided here:

5.3.1. INFORMATION CONNECTED TO ADOLESCENT

Questionnaire Question 1; Specialist Courses in which Hostel Students are enrolled

Forty two percent of the Parents of Hostel Adolescents have children enrolled in either cricket or aeronautics specialist courses, a further 28% are parents of students enrolled in one or two of 8 Specialist Courses (one student is combining studying mining and cricket). Thirty percent of the parents have students enrolled in no specialist course (of these, 90% of the students are upper school students, studying a diverse range of courses).

Questionnaire Question 2; Year level of Hostel Student:

The majority of the Parents of Hostel Adolescents have children in Year 11 (45%). Twelve percent are parents of Year 8 students, 10% are parents of Year 9 students, 19% have children in Year 10 and 8 % of the parents have students in Year 12. There are some similarities for Parents who have 2 siblings at the hostel. Two of the families have children in Years 9 and 11, 2 of the families have children in Years 10 and 12, and 1 family has children in Year 8 and Year 11.

Questionnaire Question 3; Years the student has resided at the Hostel:

Sixty two percent (62%) of the Parents of Hostel Adolescents were in their first year of being a Hostel Parent. Table 5.9 demonstrates that the majority of students enter the Hostel as either Year 8 or Year 11 students. Year 8 entry (7 of 7 Year 8 students, 2 of 2 in Year 9 students, 3 of 9 Year 10 students, 6 of 20 Year 11 students, 0 of 5 Year 12 students)

represents 40% of the Hostel Student population. Year 11 entry (0 Year 8, 9, 10 students, 12 of 20 Year 11 students, 4 of 5 Year 12 students) represents 35% of the Hostel Student Population.

Table 5.9   Number of Years Students have Resided at the Hostel according to Year Group.

Number of Years at Hostel	Year 8	Year 9	Year 10	Year 11	Year 12
1	7 (100%)	2 (100%)	6 (66%)	12 (60%)	1 (20%)
2				2 (10%)	4 (80%)
3			3(33%)		
4				6 (30%)	

Questionnaire Question 5; Configuration of the immediate Hostel Family:

Ninety five percent of Hostel students live with both parents during the school holidays (no distinction was made between parents and step -parents). In 49% of the cases the Parents of Hostel Adolescents have one other child residing in Perth. In 42% of the cases the Parents of Hostel Adolescents have 2 children and in 39% of the cases the Parents of Hostel Adolescents have 3 children.

5.3.2   DEMOGRAPHIC INFORMATION

Questionnaire Question 6; Age of Parents of Hostel Adolescents:

Fifty one percent of the Parents of Hostel Adolescents are between 30 and 40 years of age and 44% between 40 - 50 years of age. The remaining 5% are over 60 years of age.

Questionnaire Question 7; Educational Level attained by Parents of Hostel Adolescents: Although Table 5.10 indicates that 98% of Parents of Hostel Students have completed high school education or higher some additional clarification is necessary. After follow-up phone calls it was identified that all students completing an apprenticeship or trade certificate had also attended TAFE. The question also did not allow parents to identify whether they had completed Year 10 at high school or Year 12. For future studies in this area it may also be beneficial to ascertain where the parents education was completed - in a rural environment or in the metropolitan area.

Following additional phone calls it was evident that 75% of the Hostel Parents who had completed a university degree had done so in nursing. (In this study though, the sample was definitely skewed; females being the majority of Hostel Parents responding to the questionnaire, and along with education and childcare, nursing being one of the predominant career options for women up until the 1980's. - Source Bureau of Statistics, 1995).

Table 5.10   Educational Levels of Parents of Hostel Students.

Education Level	# respondents
Primary school	1 (2%)
High School	17 (38%)
University	9 (20%)
TAFE Certificate/Diploma	11 (24%)
Apprenticeship/Trade Certificate	7 (15%)

Questionnaire Question 8; Country of Birth of Parents of Hostel Adolescents:

Of the Parents of Hostel Students who live on mainland Australia 85% were born in Australia and 94% have English Speaking Backgrounds (See Table 5.11). On the surface all but one would be described as coming form the traditional Anglo Saxon Background.

The Christmas Islands are situated in the Indian Ocean. Recent settlement has been based on the phosphorus mine with the 'locals' (as they identify themselves) moving from Malaysia and China for the employment opportunities (anecdotal information from one of the Christmas Islands residents). Of the Hostel Parents 13% live on Christmas Islands (n=6). From this group 33% come from China and 67% from Malaysia. For this entire group English is the second language. The two religious groups of the Islands are Christianity and Islam, both groups are represented by the Hostel Parents. Rather than a distinction based solely on the religious group it may be more important to identify the role religion plays in the lives of Hostel families from the Christmas Islands for as identified by one parent:

'God guides and directs our lives, it is important that our children continue to live to our religious beliefs when they are at the Hostel - we (parents, of all religions, from Christmas Islands) all feel the same - respecting your God is important.'

Table 5.11   Country of Birth for Parents of Hostel Students.

Country of Birth	# Respondents
Australia	33
China	2
Croatia	1
England	1
Malaysia	4
New Zealand	3
Singapore	1

Questionnaire Question 9; Country Centre where Parents (Families) of Hostel Adolescents Live:

As identified in Appendix A families of Hostel Students live statewide. These rural communities include coastal and inland environments, farming and mining centres, alternate communities and traditional 'country towns'. Some friendly bantering between Parents of Hostel Students highlights this diversity:

> Parent A: "You can't call 'X' a country town, it has traffic lights ...... all the trappings of Perth ....being country is being isolated ..... no amenities .... if you blink as you drive through it you miss it, that's country .... 'Y' is country not 'X'."

> Parent B: "We still have to drive 6 hours to Perth...... have the same exorbitant costs ... few resources ..... the only difference is we have a few more people."

> Parent C: (Tongue in cheek) "You're both wrong a country town is where you can pick grapes ..... 15 minutes from the beach ... and be four hours from Perth"

Questionnaire Question 10 and 11; Time Parents of Hostel Adolescents Have Spent in Rural Centres and Current Rural Centre.

Parents of Hostel Adolescents represent the full gamut of years a person could spend in a rural community. Thirty three percent have spent their whole life in rural localities with 5% of Parents of Hostel Children living in the same rural centre all their lives. Again it is worth considering that in the majority of cases it was the mothers who filled out the questionnaire. A number of who answered Question 12: Why did you choose to stay in the country, or, move to the country, with an answer similar to this mother:

> 'I married a farmer - we moved to the family farm - which he now runs'

Had the fathers completed the questionnaire the number of Parents of Hostel Children spending their whole lives in rural communities or the same rural locality may have be higher. At the other extreme 13% of the parents have spent less than 5 years in rural centres, and 4% have lived in at least two communities during this time. The figures that are provided in Table 5.12 illustrate this diversity.

Table 5.12   Years Parents of Hostel Adolescents have spent in Rural Communities

	Respondent Years in Rural Communities	Respondent Years in Present Rural Community
0 - 5 years	6 (13%)	2 (4%)
6 - 10 years	8 (18%)	7 (16%)
11 - 15 years	5 (11%)	6 (13%)
16 - 20 years	5 (11%)	7 (16%)
21 - 25 years	7 (16%)	3 (7%)
26 - 30 years	1 (2%)	2 (4%)
31 - 35 years		3 (7%)
36 - 40 years	6 (13%)	7 (16%)
41 - 45 years	5 (11%)	6 (13%)
46 - 50 years	1 (2%)	1 (2%)
51 - 55 years		
55 - 60 years	1 (2%)	1 (2%)
For whom above figures represent whole life	15 (33%)	5 (11%)

At the group interview the Parents of Hostel Adolescents made clear that it wasn't the number of years that a family had spent in a rural community that was important but the families attitudes. Parents of Hostel Children were not:

> 'money motivated people who moved to the country for a quick buck - those people often moved back to the city when their children go to high school ' .... rather they (Parents with children at the Hostel) had chosen the country.

A number of people may choose to disagree, arguing that in many country centres it takes at least a generation to be considered a local. Further, one of the Parents of A Hostel Student, from her own admission, has moved to the country for promotional reasons. However, this statement received full support from the group. As a postscript to this conversation one of the parents openly pondered that this (acceptance into a rural community being based on living in that community for an extensive period) once again reflected a 'city view to 'the bush'. The reality was that:

'country folk looked at the commitment made to the community before .... deciding .... well...... how well they would get to know someone ...... did the person help out their neighbours, play in a sporting team ... or volunteer to work on a committee....'

5.3.3 REASON FOR LIVING IN RURAL COMMUNITIES Questionnaire Question 12

'It is a way of life that many envy and few have .... at times it may be boring for our children ...... but we know where they are, we can influence them, give them a safer environment..... we can do things as a family'

'Contrary to popular opinion there is work - in fact so much work that we have run out of housing in the town.'

These two answers best summarise the only two reasons given by Parents of Hostel Students for living in rural localities - lifestyle and work. (See Table 5.13)

Table 5.13   Reason Parents of Hostel Adolescents choose to live in the country.

Reason for living in Rural Community	Frequency of Response
Lifestyle - more relaxed, freer, easier - less crime, traffic etc., security for the family - better for children - better for children, most of the time know where they are - climate	29
Fathers career is in the rural community	12
Mothers career is in the rural community	1
Work Job/employment opportunities	12 8
Farm commitments - family farm - married a farmer	9
Job transfer	2

5.3.4 CAREER DEVELOPMENT OF PARENTS OF HOSTEL ADOLESCENTS

Questionnaire Question 17; Brief History of Career Background of Parents of Hostel Adolescents

When this question was initially proposed I expected, as was the case when the questionnaire was trialed, answers reflecting a career summary commencing from the time the Parents of Hostel Adolescents left school. Only six people responded this way, all had attended University (only 4 of these respondents have stayed directly in the area for which they initially trained). Instead as Table 5.14 indicates many of the responses focused more on what Parents of Hostel Adolescents perceived as critical events and incidents in directing or defining their career pathways.

As recorded by the Parents of Hostel Adolescents underlying all the controlling influences on career pathways is availability of work and/or type of work that is available. (There appears to be an important distinction. In some centres it seems that work is not available or is seasonal, whilst in others it is not that paid work is unavailable, just the diversity of employment options is restricted). In some instances the Parents of Hostel Adolescents have clearly commented on the type of work available being a discriminating factor, in others it is implied within their answers.

Five parents (mothers) with University training have married farmers and stayed in the farming community. (Implied in these answers are the husbands moved from school to working on the farming property.) There were then two common scenarios: firstly, the female changing career direction to suit the availability of work in the community, and secondly, the female returning to work (after children) to assist with the financial running of the farm.

Table 5.14   Brief History of Career Pathways of Parents of Hostel Adolescents

Comments based on availability of work

    ◆   *Only job going in town*
    ◆   *It was the job that was available*
    ◆   *Travelling around there has always been demand for hairdresser - at 45 I thought I would be retired but the town won't allow me to*

Comments based on previous work in country community leading to employment

    ◆   *I worked as a volunteer helper in the school as well as casual relief helper for handicapped*
    ◆   *Applied this year for temporary registrars job - got it - Drove school bus for 10 years - then purchased contract when owners were leaving*

Comments based on farming role/commitment of partner

    ◆   *Married a farmer, 100kms from nearest....... (eg.hospital) - impossible to continue as ...... (eg. a medical technologist)*

Comments based on initial study at University

    ◆   *School up to Year 12 - completed TAE - entered WA school of nursing - obtained diploma of nursing - marriage/family - part-time work - moved to country - started business/practiced nursing - quit - manage another business*
    ◆   *University - Teacher - Deputy Principal (promotion trail)*
    ◆   *Away to University then Home*
    ◆   *University years but ...... have done office duties as home business for years*
    ◆   *Study - Experience in the Field*

Comments based on returning to the workforce/reemployment

    ◆   *Returned to full time nursing as a result of declining work for my husband - had to do a refresher course - out of nursing and years*
    ◆   *Farming sector is not financially secure. Returned to teaching 7 years ago*
    ◆   *Originally maths teacher, resigned due to ill health - now work as salesperson*
    ◆   *Redundant from Government Body (after 41 years) purchased farm for aquaculture*
    ◆   *Downturn in self contracting work led me to apply for a position with the local Shire Council*

Comments based on enjoyment of work

    ◆   *Enjoy work and have completed an accounting course to further my prospects*

Comments based on reason behind work

    ◆   *I don't think it's a career but I do this work to pay for our children's higher education in Perth*
    ◆   *I don't consider my job as a career it's something I do for money not for love*

Miscellaneous comments

    ◆   *Emotional trauma, mid life crisis, study, prayer and patience*
    ◆   *Nursing is all I have ever done - it doesn't qualify me to do much else*
    ◆   *Life doesn't stop*

Four parents also indicated that their career direction was a result of their need/desire to pay for their children's education.

Only one parent commented that their work in the country centre reflected a goal to attain promotion in their chosen field. One parent has actively chosen a career direction change (into aqua culture) to provide a future employment opportunity for their child.

Although it would be inaccurate to assume that the majority of comments reflected people who had planned their career pathway, 4 responses clearly indicated a lack of career planning on behalf of the respondents. As an example:

'I have no idea I just rolled with the flow.'

The issue of career/work planning is probably best summarised by a parent:

It was sort of fifty fifty, I like having enough money, I like working outdoors, trying my hand at different things, I like challenging myself .... I was born in the bush .... the country teaches this .... honest hardwork brings rewards and different opportunities.... but the country has only limited chances...... at times you have to go with what is available, do what falls into your lap - you can't plan for this ..... and at other times think laterally .... Plan for when this opening arises ... make it happen ..... I know the lifestyle I want and where I want to end up ..... but how I get there sometimes depends on life ....

Questionnaire Question 18; Main Influences for the Choice of Work Direction for Parents of Hostel Adolescents

As with the previous question, Parents of Hostel Adolescents answered in the present, not looking at past influences but at what affected their current choice of work. Only 6% of the responses related to parental expectations or influences of teachers as a main influence in their choice of work direction. No other comments could be attributed to a longer-term influence. The average number of influences cited by parents was 2.4. All comments related

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to paid work. Table 5.15 presents a summary of this range of influences provided by the Parents of Hostel Adolescents and selected quotes that reflect the range of comments within each influence.

Thirty five percent (35%) of Parents of Hostel Adolescents commented that the main influence on their choice of work was availability of work. Availability was not just reported in a negative context, for example for some parents there was a plethora of jobs and for others availability meant combining their job with their partners work or farm commitments.

A re-occurring theme throughout the research was the parents being *'there for their children'*, reflected here with 25% of the parents commenting that the selection of paid work was dependent on their being available to provide support to their children. (Eg. only prepared to work hours that allowed them to be at home when their children were home from school).

In defining financial considerations (15% of influences) one parent commented that *'it's not for luxury items I work for .. but ... the essentials .... money for (child's) education ..... the rates .....'.* It could also be that the responses to finances as an influence would have been higher but as one parent pondered *'finances are an obvious reason to work - too obvious to write down'.*

Eleven percent (11%) of the respondents prioritised lifestyle as an important influence - referring as one parent said to the belief that *'work plays second fiddle to the benefits of a country lifestyle.'* One parent further identified personal health issues and three parents the benefits of a specific job. Job Satisfaction (6%) provided comments that were less easy to categorise.

Table 5.15   Range of Influences provided by Parents of Hostel Adolescent for their choice of work direction (n = 109)

Categories and Examples of Influences	Frequency N = 109
███████████	39

A good job in the town that I live in
Lack of skills
Opportunity - there are not a lot of career opportunities in a country centre
Practicalities of joining husband on the farm
Rural employment situation -not many positions or large diversity in positions available

████	27

Children - it fits with school hours and holidays
Children - to be available to push kids and get them motivated
Still available to fulfil my parenting role

██████████	16

Finances - money commitment with morgtages
Finances - university fees

████	12

Health requirements - jobs met requirements
Hours of work
Market - believe demand for seafood/crustaceans will increase world wide

████████	7

Being able to achieve a goal
Promotion
I love working with children
Motivation - I find the kids at school very motivating
Mentally stimulated
Security of the position

█████████	5

My parents - mum is a nurse, dad insisted on a certificate after I left school

█████████	3

Teacher - liked my first teacher and aspired to copy

Questionnaire Question 19; Family Influences on the Choice of Career by Parents of Hostel Adolescents

As illustrated in Table 5.16 nine percent (9%) of the Parents of Hostel Adolescents addressed this question by reviewing current family influences on their choice of career. Comments indicated the value parents saw in being physically available to their children. It appears that for some of the Parents of Hostel Adolescents this influence was long standing as is reflected in this comment:

> 'As I enjoyed caring for people my parents thought I would make a good nurse and also it would be a good job that could mix with family life'

Four percent (4%) of Parents stated their parents had no influence on their choice of career.

Forty four percent (44%) believed their parents encouraged their interests and supported their choices. For some this distinction of support was very clear:

> 'I made my own choice but my parents provided all the support I required'

For others the support of their parents was combined with their own goals:

> 'Always been very keen (as a 10-year-old) to do people's hair. I had 11 brothers and sisters to practice on and my parent helped in making the decision. I also thought this would help to overcome my shyness'

Other parents reflecting back stated:

> 'I only learnt how proud my dad was of me years later .... his mates were discussing me at the birth of my daughter, saying how proud my dad would have been ..... then I was able to see his statements of fact ...."you will continue to study" ...... were .... like .... confidence in me'

> 'I was told that I was expected and capable of doing my Leaving and furthering myself ... wanted to as well'

Four parents commented on how the influences on their career direction had changed. For example:

'My mother got me a part-time job when I was 14 years old - eventually did nursing assistant in the same place - had natural ability - the matron and my mother further supported my wish to be a nurse, encouraged, enrolled at nursing school. Current career was influenced by husband for monetary reasons.'

Twenty seven percent (27%) of the responses further commented not just on the encouragement and support provided by their parents but also the assistance their parents provided with the provision of resources:

'My mother asked her hairdresser if she required an apprentice. I was very lucky to get in as even in the late 60's it wasn't easy to get into a salon of your choice. At the age of 20 I had my own shop thanks to my father redecorating an empty building and building me a salon'

Table 5.16   Categories of Family Influences on the Choice of their Career provided by Parents of Hostel Adolescents for their choice of work direction (n = 45)

Family Influence	Frequency
1. Encouraged interests Supported	20
2. Assisted with provision of resources Father set me up in business Family business Followed father into business It was always expected that I would take over the running of the farm	12
3. Nil - they didn't	9
4. Availability for children It's important for me to be available to my children Hours appropriate to being home for children when they are home Family togetherness	4

Questionnaire Question 26; Meaning of the term 'career' to Parents of Hostel Adolescents:

As Table 5.17 indicates definitions of 'career' revolved around a paid job. For a substantial group there was also an expectancy of advancement and/or planning for the future. To five people 'career' was *'something that encompassed your whole life'* - no-one, however, defined 'career' as a lifetime process. Interestingly 3 parents saw 'career' as a focus or a direction, a factor that may be of importance when parents are discussing goal setting with their children.

5.3.5 SUMMARY OF THE CULTURAL CAPITAL OF PARENTS OF HOSTEL ADOLESCENTS

Diversity in physical profiles but a common approach or shared personal characteristics is an appropriate summary of Parents of Hostel Adolescents. A predominant attitude was the commitment to their child's education in general and more specifically for this research to their child's career development. This was one of the assumptions of this study - the desire by Parents to be helpful in their child's career development.

A thumbprint profile would see the majority of Parents of Hostel Adolescents from an Anglo Saxon background, aged between 30 years and 50 years with 2 or 3 children. For many of these one child, other than the adolescent at the Hostel, had studied or was currently studying in Perth. Although just under half of the Parents had spent over 20 years in rural communities, just over 10% had spent less than 5 years in a rural environment. Just less than 60% of the parents had continued their education beyond high school.

Parents of Hostel Adolescents identify themselves as people in control of where they live. They have chosen to live in the country for the more relaxed, safer lifestyle it affords

themselves and their families. There is a significant number of farming families but just as many parents who work in support services, local industries and seasonal employment. The common ground is that one of the main reasons they live in the country is the employment opportunities it provides. A number of professionals had married farmers thereby adopting the rural community as their home. The only two parents who commented that they would return/move to the city to live reflected that this would be for their children's education.

Another common theme was the importance placed by parents on the mother being home from work at the same time as their children were home from school. Current research indicates that traditional values including limiting gender stereotypes and opportunities available for rural women are still a reality of rural life. This current study only hints at this theme.

The role of their own families in influencing their career direction was seen in terms of parents encouraging and supporting interests and with the provision of resources (usually financial).

Table 5.17 Summary of the Term 'Career' as defined by Parents of Hostel Adolescents

A job

'Employment'

'A future trade, profession or job that current education should lead to'

'Workforce - money and security'

'The field you choose to work and study in'

'One eyed blinkered view of what you are going to do for the rest of your life'

Involves payment (payment defining part of definition)

'Job (pathway to achieve one's ultimate goal in making a living for rest of one's paid working life'

'A means of getting enough money to have a long happy retirement'

'What activities you do to gain an income'

Provides opportunity for advancement

'An occupation/profession which provides opportunities for advancement'

'Security, learning, placing experience gained into practice - ability to expand horizons'

A lifetime commitment:

'A job that encompasses your whole life - a lifetime commitment to achieving your goals in life'

'A lifelong job with opportunities to climb the ladder. It provides independence confidence and security'

'Life time of study and work'

Planning for the future

'Future direction - opportunities'

'Their future'

'A focus'

'It means looking to the future with a set agenda or ambition in mind'

Involves more than just pay - also job satisfaction

'A career is more than a job it revolves around mental and physical satisfaction as well as a pay packet at the end of the week'

'To do a job you really care about learning all the time, progressing from one stage to another. One must really love the work, find it stimulating and have pride in what they do'

5.4 CAREER DEVELOPMENT CONCERNS OF PARENTS OF HOSTEL ADOLESCENTS

The career development concerns of Parents of Hostel Students were placed into two broad categories, Family/Community/Cultural Concerns and Job and Employment Concerns. A summary is provided in Table 5.18. These categories were constructed from responses to **Questionnaire Question 28** and the **Group Interviews**.

In the majority of cases parents identified:

a) generic concerns that they felt all parents would share:

'It's all so expensive'

'I worry for her physical well being - will she 'hang out' with the wrong crowd .... Drugs is always an issue .... Is she safe coming home from school .. or (just coming home from the shops)'

'Children these days often don't have any idea what they want to do (job wise) even up to Year 12 and yet have to follow pathways in Years 10, 11 and 12'

'The current employment situation even for those with a qualification'
'There are not the positions available today for a start and it's very hard for the majority to get work and what they want to do. It's a worry. All this study for some and then they are unable to be given that opportunity to get a start as no experience'

'Lack of guidance - (school) help is required now so as he does the right subjects and is then nurtured through them'

'Making an incorrect choice - that he chooses the right subjects - making a choice of educational direction that limits the career choices in the future'

'Hard to communicate over the phone'

or at least that parents with children in the same course would share:

'Tennis is a new area - will it proceed smoothly or will there be delays in development and opportunities due to 'things' still being sorted out'

'That as an airforce pilot he will be taught to kill and wreck things - and that he may be killed or killed in conflict'

and b) those they felt were specific to their own situation:

'We are in an isolated area and accommodation after Year 12 is going to be a problem'

'It appears that my child may opt for something other than what he really wants because it appears to be easier. This could ultimately lead to dissatisfaction'

'The future of farming itself is in a delicate balance. For this reason we have encouraged our son to undertake the mining and technology course (he showed interest in it himself) so he may study something else at University. We would like him to have a Tertiary qualification so he has something else to fall back on - he agrees with us'

The examples given in the generic concerns expressed by Parents of Hostel Adolescents reflect their major concerns. That is, the general lack of employment opportunities for young people Australia wide, their children lacking a career focus, the quality of the career guidance their children were receiving and that they were able to provide, and problems with communicating with their family over a long physical distance. Safety, cost and loneliness (both for the child and the family) were also major areas of concern.

Four parents indicated they had no concerns:

'Nil, in career development I am confident they will do well in what they choose, future, how they will survive and get what they want out of life'

'None at this stage he is working hard for a goal he has set'

5.4.1. PARENT CHILD CONVERSATIONS ABOUT THESE CONCERNS

Questionnaire Question 29 asked Parents of Hostel Adolescents if they talked about these concerns with their child. All parents except one did. Here though, except with the comments about encouraging their adolescents, parents reverted to a narrow 'career' focus covering issues associated with; subject and course selection and employment options. Examples of the topics they covered are provided in Table 5.19.

Table 5.18: A summary of the Career Development Concerns of Parents Of Hostel Adolescents for their children (CONTINUED ON THE FOLLOWING PAGE)

FAMILY/COMMUNITY/CULTURAL CONCERNS

Age at which to leave home

Closeness - Lonely - Close ties

Commitment - Dedication waver if going gets too tough

Communicating and staying in contact with child whilst their in Perth

Crime - No respect for others property

Drugs

Friends - May mix with the wrong group

High travel costs

Homesickness - family to child

Homesickness - child to family

Hostel accommodation

How to help their children cope with the different freedom

Innocence - loss of

Lack of community role models who have participated in a similar educational program

Loneliness, relocation problems

Lose the advantage of the country lifestyle

Misunderstanding of country children

Naive - not competitive enough

Safety

Work Ethic - may not push themselves / opt for easy option (lack of dedication)

JOBS/CAREER/INFORMATION CONCERNS

Achieving level required to progress in chosen career

Completing forms, legal documents, application forms etc.

Table 5:18 A summary of the Career Development Concerns of Parents Of Hostel Adolescents for their children CONTINUED

Costs -lodging, telephone, travel(+ more pressure because didn't want to get it wrong, informed carefully made + put extra pressure on child)

Difficulties in finding information about alternatives and unknown careers

If knowledge of resource how to access this resource/how could this information be delivered or obtained

Information goes to hostel managers not parents

Lack of knowledge of trends in employment

Lack of knowledge of what resources are available

Lack of specific information (limited information)

Lack of direction - from child re: career area they would like to explore

Limited knowledge of wide range of career options that exists

Making contact with teachers

Misinformation about Perth and the job situation - what it is really like (today)

Need for latest technology

Need to be able to use latest technology

No jobs (country area)

No jobs/apprenticeships/trainee positions (general)

Studying away from home

Subject Selection - choosing the appropriate subjects

Unable to attend parent evenings

Unsure how to help

Unsure how to identify persons or services who can supply or lead to information

Urban assumption of career material - assume easy access to material

Urban assumption of career material - inherent in material

Urban assumption of career material - political issues

Work place agreements / Unionised worksites

Table 5.19   Examples provided by the Parents of Hostel Adolescents of areas of concern they
                  discuss with their children

Talk about topics - drugs, respect, honesty, crime

Try to encourage them to look beyond the moment to look at the long term picture rather than the immediate
one
Set goals
To always try best - so know what capable of

TAFE Apprenticeships
University/TAFE forms
Subject selection and changes
Regular discussion on subject choice, options post secondary

Discussion include university degrees are sometimes not as helpful as actual work experience when it comes
to make decisions about careers

Emphasise if don't get 'his' choice of career there is always another job in another field
Discuss what is feasible likely to happen in the future/where best opportunities could be
Try to get him to think about what he would like to do - or does not want to do
We encourage them to do what they want and to do something they enjoy

Encourage self motivation
Talk about the importance of doing something you enjoy
Discuss whatever career they choose it should be possible and we will always be there for them
Encouraged to do well because then options are greater
Encourage to choose career with long term benefits

He is aware of my attitudes towards the armed services and warfare etc. I do not go on about it - he must in
the end find his own way

When visiting we offered advice on options when applying for jobs eg. apply to as many places as possible.
Urge not to leave school until job is attained

I ask him to ask teachers and councillors at school to help him

We are preparing him for the fact that we will live in Barracks and he will not be free to do as he likes

Yes - but after all the discussions and work I also believe that if you try hard enough and you are very keen
and don't give up, plus have the right personality you won't have a real problem - I believe it's really up to you

Frequently and as a close knit family we have now decided to move to Perth for our children's sake and for
their education. First child presently at boarding school, Year 11 and had many problems adjusting - thus our
decision to move

5.4.2 SUMMARY OF THE CAREER DEVELOPMENT CONCERNS OF PARENTS OF HOSTEL ADOLECENTS

As the Tables indicate, parental concerns were far ranging. There were, however, two areas where Parents expressed the most concern. Firstly there were issues associated with finding an occupation or career pathway. Lack of direction on the part of the students, feelings of inadequacy regarding supplying accurate assistance, students selecting inappropriately (reducing study/employment options, not meeting personal needs), lack of employment options, and lack of guidance or support from the school, were all cited in this domain of concern. The second area of concern was related to the problems caused by separation. These included personal safety issues for the child (including the influence of drugs), emotional costs of separation on the family, and the high costs for rural families of education. Few families were concerned that their children would *'loose their commitment to, enjoyment of and understanding of the rural way of life.'*

5.5 SOURCES/RESOURCES USED BY PARENTS OF HOSTEL CHILDREN

Table 5.20 provides a summary of the responses to **Questionnaire Question 24** - sources of information that inform Parents of Hostel Students on the career development of their children. A more detailed summary, including Parent comments is provided in Appendix K.

Of the Print Information, the CES Job Guide (55%), TAFE Entrance Handbook (56%) and Information from the Defense Force (53%) are the most highly rated. However almost as many parents, 41%, 45%, 47% respectively, have not used this information. An interesting result comes from the use of the Lower School Course Manual and the Upper School Course Manual. All Parents of Hostel Adolescents should have been exposed to one or both of these, as they are issued to each student to help with their subject selections. Over 50% of the Parents of Hostel Adolescents had not used either. Fifteen percent would not recommend them and only 20% (Lower) and 33%(Upper) rated them as a good to excellent resource.

Work Experience, be it part of the school program, part-time work or casual work was seen as the most valuable resources overall. Generally Parents of Hostel Adolescents did not attend Career Expos, visit the Career Reference Centre or DEETYA programs or access information in school libraries or at university and TAFE Information Services.

Over 75% of Parents of Adolescents did not use media and computer packages. Although 40% of Parents have collaborated with other parents and/or teachers seeing them as a good resource the majority of Parents of Hostel Adolescents work in isolation from other people.

This includes not attending workshops and courses, or, consulting with councillors or course advisors.

5.5.1 HARDWARE AVAILABLE TO PARENTS FOR THE DELIVERY OF CAREER MATERIAL

Questionnaire Question 30 asked parents of Hostel Adolescents to identify the technology they had access to that would allow for a multimedia delivery. Table 5.21 demonstrates the technology that Parents of Hostel Adolescents indicated was available. Thirty percent of the parents do not have a local library as part of their Shire Services, 27% do not have access to a computer, and 52% are not connected to the Internet. Half of those connected to the Internet also have an Email address. The majority of homes have a television and video recorder, though not all.

5.5.2 SUMMARY OF THE SOURCES OF INFORMATION AND RESOURCES USED BY PARENTS OF HOSTEL ADOLECENTS

Most Parents can obtain relevant and recent career information, and have access to the most recent technology, however in the majority of cases they are not using what is available. The one exception to this was the Work Placement Program. Parents clearly support this initiative, encourage their adolescent to be involved, and where necessary assisted with the actual placement (eg. finding the student part-time work).

Table 5.20   Use of information that inform Parents of Hostel Students on career development for
their children

(Type of Career Resource - some of the Titles have been shorten)	% Not used (Sum NA + 1)	% Not recommended (Sum 2 + 3)	% Good to Excellent (Sum 4 + 5)
PRINT INFORMATIION			
Lower School Course Manual	62.2	17.8	20
Upper School Course Manual	53.3	13.3	33.3
Directories			
CES Job Guide	40.9	4.55	54.5
Good University Guide	86.7	6.67	6.67
Specific career information	58.1	16.3	25.6
Apprenticeships/Traineeships	75.6	0	24.4
Tertiary Entrance Handbooks -			
University	53.3	17.8	28.9
Tafe	44.4	0	55.6
Defence Force Information	46.7	0	53.3
Government produced information	75.6	14.6	9.76
Private Providers	88.4	0	11.6
Company Brochures and Booklets	73.8	16.7	9.52
Association/Institution Newsletters	59.5	33.3	7.14
Self Help Material	72.9	12.5	14.6
Book	52.3	27.3	20.5
Reference material	83.7	0	16.3
Newspaper, magazine articles	82.9	12.2	4.88
Programs - Video etc.	81.4	0	18.6
PLACES			
Industry Visits/Guest Speakers	36.4	13.6	50
Work Experience	28.9	6.67	64.4
Part-time work	22.7	13.6	63.6
Volunteer Work	26.7	0	73.3
Career Expos/Displays etc	81.4	0	18.6
Career Reference Centre	58.1	6.98	34.9
DEETYA - Offices, centres,	60.5	23.3	16.3
Public Libraries	40.9	40.9	18.2
School Libraries/Reference Centre	77.3	4.55	18.2
Univeristy/TAFE Career Info. Services	81.8	0	18.2
MEDIA/COMPUTER PACKAGES	40	15.6	44.4
Eg. JAC / Careermate			
Videos	75.6	20	4.44
CD Rom	85	10	5
Online Resources	97.6	0	2.38
Internet	81	4.76	14.3
Listservers	97.7	0	2.27
PEOPLE			
Other Parents/Guardians	38.1	19	42.9
Teachers	40.9	18.2	40.9
Councillors	86.7	4.44	8.89
Courses	77.7	0	4.5

Table 5.21 Type of Technology Accessible to Parents of Hostel Students allowing for a Multimedia delivery of Career Information.

Hardware	%	n = 45
Radio	100	45
Tape Player	100	45
TV	91	41
Video Recorder	91	41
Computer	77	35
Computer - Local schools	6	3
Local Library	69	31
Internet	48	22
Internet via local telecentre	8	4
Westlink	27	12
Email	27	12
Fax Machine	33	15
Projector	16	7

5.6 ADDITIONAL INFORMATION AND FURTHER COMMENTS PROVIDED BY PARENTS

Questionnaire Question 32 provided Parents with the opportunity to record any issues they felt required further attention or had not been addressed previously in their questionnaire answers. These answers, as applicable, have been incorporated into addressing the five dimensions of the research question.

CHAPTER SIX

DISCUSSION OF RESULTS

6.1   INTRODUCTION

The family has been found to have an important influence on career development. There is, however, the assumption that all Parents work within the same premises when influencing their child. Further the role of how Parents actually exert this influence and the actual family socialisation and interaction patterns have been largely ignored in the career development research literature. This study sought to map out and define one such group - Parents of Hostel Adolescents - and review the activities and interpersonal structures representative of how they assist in the career development of their youth.

As each student at the Hostel moves through their life course, different interpretations of Parental influence may emerge which accounts for not only the Parental influence but how Parental influence figures in the Hostel adolescents current life construction. Even as this data was being collected and the narratives told, the Parents and the adolescents 'meaning(s) for self were in process and continued to be negotiated' (Young et al, 1994, p.187). Notwithstanding the dynamic and changing quality of future relationships between the Parent and their child the study completed here stands as an interpretation of who Parents of Hostel Adolescents are at a specific point in their lives. As such, the information adds to our knowledge of the effects and meaning of the efforts of Parents of Hostel Adolescents to influence their adolescent's career development.   Moreover, the findings of this study illustrate and extend Super's (1980) proposal that career development takes place as the

individual shapes a variety of roles in four environments: home, school, community and workplace.

In describing what it means to be a Parent of a Hostel Adolescent meeting the career development needs of their child five interwoven dimensions were explored. These elements covered both intentional and nonintentonal variables thereby providing a composite picture of the Parents.

6.2 THE CAREER DEVELOPMENT INTENTIONS OF PARENTS OF HOSTEL ADOLESCENTS

This section of the study had two main components. The most innovative used Young and Friesen's (1992) 10 categories of Parent Intent (See Table 4.6) and resulted in the further constructions of 1 additional category, namely: Assist with subject and course selection.

The parents intentions described in the categories are quite broad. The researcher did not conceive a narrow definition of career. Although the parents defined career development with a predominant paid work focus their narratives, discussion at group interviews and, responses to the questionnaire, indicate that in reality they did not have a narrow sense of 'career' in terms of just occupational aspiration or choice. The intentions, in fact, involved many aspects of child rearing. As with Young and Friesen's work (1992, p.203), several parents began by disclaiming any intention to influence their child's career choices. There seemed to be a cultural belief that the choice of one's occupation was an individual's right, much like the choice of one's spouse. Young (1994, p.197) emphasises that this should not be interpreted as a lack of interest or effort on the parents' part. Rather, those parents had a

range of acceptable occupations to which they would like their child to aspire. Certainly this belief is supported by the research.

Just as significantly, reflected in the current study and supporting work by Young and Friesen (1992), Parents of Hostel Adolescents believe that they could lay a suitable groundwork for the career development of their children by influencing them broadly to become responsible and capable human beings. This is seen in the content of the intentions. They reveal that some parents attempted to influence the development of a wide range of skills and attitudes of their children, considering such a wide range important as a means of enhancing their children's ability to choose appropriate career aspirations and make decisions consistent with those aspirations. Other parents' intentions represented the view that if the child was happy and well adjusted and could engage in satisfactory relationships, then the child's specific career development would be based on important personal characteristics and would ensue appropriately.

The categories suggest that in the large majority of incidents, the parents framed their intentions in relationship to the child (categories 1-9, 11). Only one category (category 10), and a relatively small number of incidents, was construed to fulfil the parents' goals exclusively.

Category 11: Assist with subject and course selection, had not been identified by Young as a significant grouping for parental intent. (Twenty-seven percent of the Parents engage in activities designed to assist with subject and course selection.) This could reflect a difference in the educational systems between Canada and Western Australia. In Western Australia selection of subjects occurs on an annual basis and is the focus of numerous parent evenings

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and school career programs. (This is especially the case at High School A where over 90% of the Hostel students attend.) Certainly other parent intents are also in operation. The parent who encourages their child to select a computer subject *'as keyboarding skills and a knowledge of computer skills are excellent skills for both further study and joining the workforce'* has the intent of 'Skill Acquisition' alongside 'Assist with Subject and Course Selection'. However, the primary intent for the conversation was to select subjects to study or a course of study, secondary was the reason for selecting the subject or, the process of the subject selection.

Using parental intent the events used by Parents of Hostel Adolescents in the career development of their child contained the following practices:

◆ Activities to foster specific values and beliefs

◆ Activities that allowed children to take responsibility for their own actions

◆ Activities with the purpose of the child acquiring specific skills

◆ Activities where the parent was able to protect their child

Connecting these 'activities' of parent intent and the list constructed on the 'characteristic's Parents wanted their children to possess (Table 5.2, p.111), is the understanding that Parents want their children to feel good about themselves, have a positive self image and have self confidence. The Parents in this study substantiated the findings in the literature that self-concept is an important dimension of career development (eg. Crook, Healy and O'Shay, 1984).

For the Parents, a student's self-concept would be based predominantly on honesty, and respect, independence and confidence. Parents were keen for their children to develop a

strong 'Protestant Work Ethic', to always give their best and not give up. They saw these skills as being supported by well-developed people skills that included respect for their employer and their elders. One parent imagined that their views on the 'characteristics' they wanted for their children would be 'somewhat old fashioned - but envied by the parents of city kids.' Educational skills desired for their children included the expected literacy/numeracy skills, and computer skills, but also the ability to cope with self-directed learning. Some parents also saw the need for their children to establish a selection of practical trade type skills.

In asking parents to self report on how they developed these skills in their child they felt it was essential that they, as parents, act as role models. This is not supported in the joint activities data that recorded the frequency of incidents (Table 5.16, p.138). Here less than 10% of the incidents recorded involved parents acting as role models. It could be that parents did not provide narratives that reflected their role modelling. Alternatively, it could be that in not discussing why they choose to behave in a certain way they are not making it clear for their child exactly what they are aiming to achieve - in this case the role modelling of honesty. Either way, the use of narratives, as an intervention, can allow parents to see the discrepancies in what they say and what they do thereby discretely challenging their actions.

In asking parents to highlight what perceptions they would like known about rural life, there was one very clear, and reoccuring theme: Parents of Hostel Adolescents chose for themselves and their family to live in the country. It was not a second best option. Lifestyle and employment opportunities were 'the hook that reeled (them) in and kept them in the bush'. They felt many myths had to be dispelled, that they 'were not country bumpkins.' Once this occurred city students could be encouraged to see the 'value of rural communities' including gaining the sense of community that many 'city folk claim to have lost ...... like

those ads on TV for retirement villages say'. The Parents of Hostel Adolescents also felt there was a strong need for all people to learn to understand and respect the land. Many parents saw no reason why urban students could not attend short-term work placements in the country to achieve these goals. *'Just like a rural student goes to the city for Work Experience so the city high school student could come and live in the country for a week or two.'* One parent, in continuing this discussion, commented that if urban students came to the country for a short term stay they would begin to see *'it was not a one-way process .... (that is) ..... you only leave the country.'*

6.3   THE DELIVERY OF CAREER INFORMATION/GUIDANCE BY PARENTS OF HOSTEL ADOLESCENTS

As described by Young and Friesen (1992), the link between parents' intentions and the actions they undertake with their children is not a direct, causal connection. The intentions cannot be said to have caused the actions. Nonetheless, they are important in understanding the interaction and practices between parent and child. 'The categories on intentions contribute to our appreciation of parents as agents of their own development as well as that of their children' (p. 204).

In accepting this point, however, knowledge of the actions of parents can only enhance the understanding of parental behaviour in influencing the career development of their children. This part of the research was based on Young, Friesen, and Pearson's 1988 study and used their category system organised around two elements of the microsystem, namely independent activity and joint activity. By using their categories in which incidents can be

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coded into more than one subcategory of each category it meant the complexity of the parental behaviour could be recognised.

Parents self reported that their preferred **independent activities** for the delivery of career information were providing support for their child and structuring the student's environment. This is supported in the analysis of the narratives where these two activities were preferred by the parents. Although parents saw the value in providing adolescents access to the parent's personal network, it was an activity they rarely actually used; maybe indicating the limited opportunities Parents of Hostel Adolescents feel rural parents can offer their children in this regard. Very few parents indicated that intervening directly on their child's behalf, without their child's involvement, was an activity they would use. This is supported in later comments where numerous parents indicated that a 'character' they would like their child to possess is independence.

These results are compatible with those reported by Young et al (1988) with the exception that 'structures the environment' was more frequently used than 'provides instrumental sup;iort' (the opposite to this study).

The **joint activities** parents most frequently engaged in with their children for the delivery of career information were those where they could advise, request information and give information. Additionally, in the delivery of career development materials, parents preferred activities where they could set expectations and limits, communicate values, encourage and show interest. As was to be expected with the problems associated with distance between Parents and their adolescents, Parents' least used activities were those where they could teach, participate and create the environment. In comparing the frequency of the use of joint

activities between Young et al's. (1988) study and this current research the results were similar with a few notable exceptions. The Parents of Hostel Adolescents were more likely to request information, set limits and communicate values.

This study was not designed to compare results with those reported by Young and others (1988, 1992). However, it is both appropriate and valuable to compare themes between the two studies.

Parents enjoyed this activity, many self analysing their own narratives; seeing where the common themes were, where they repeated patterns and what they thought they did that they didn't. At the general interview parents were also keen to swap examples of each activity so that they had a 'storehouse' of activities they could try that they would not normally have considered.

Developing on these parental intentions independent and joint actions can become central in the development of programs with Parents of Hostel Adolescents. They represent one way that parents communicate messages to their children. Teachers, and in particular those working in the career education field, need to recognise the range of intentions that parents use to frame their actions with their children.

> 'By helping parents and adolescents make intentions more explicit, counsellors can begin to unpack the positive and negative baggage that individuals carry to their career lives. The categories can be used directly with parents and young people in counselling or career development programs to understand the nature of parental influence - to broaden the range of intentions, to consider alternatives, or to reframe maladaptive actions (Young and Valach, 1996, p.205).'

6.4 THE CULTURAL CAPITAL OF PARENTS OF HOSTEL ADOLESCENTS

Maybe in any other part of the world being a rural parent would be associated with a range of similarities. However, the very nature of the massive rural land area (as discussed in Chapter 2) from which the Parents of Hostel Adolescents come, means that the diversity found in Parents of Hostel Adolescents was to be expected. In fact, apart from at boarding schools and similar hostels, this diversity would also not be seen when referring to other Western Australian rural parents. As an example, their students would attend local schools within their own communities, schools that reflect this community.

Most teachers of Hostel students acknowledge the diversity at the Hostel but the comparison is usually to their city counterparts and not within the Hostel residents themselves. If the differences in the Hostel student group are acknowledged it is often just 'paying lip service'. The biggest common factor Parents of Hostel Adolescents shared was that their children all reside at the Hostel during school term - that their students share similar life experiences once at the Hostel.

Informal conversations with teaching staff at the feeder high schools indicate that there is a common understanding that all the Hostel students were enrolled in specialist courses and parents would be receiving support form the Specialist Course Co-ordinators. With 30% of the students not in a specialist course there is not such and support mechanism in place. A further 28% of the parents have only one or two other parents with children in similar speciality groups, making support groups in the majority of situations ineffective.

In a similar vein, rather than a commonality of physical identity, for example employment histories, there was more likely to be a shared attitude base between Parents of Hostel Adolescents. One salient example is how Parents of Hostel Adolescents approached career development. The Parents of the study inferred that there were at least two quite distinct groups of rural parents. One group strongly supports career aspirations which may mean separation if necessary from the family and community. The other group appears to be ignoring, denying or be unaware of the limited career opportunities in rural communities. Parents of Hostel Adolescents, not surprisingly, were not represented in this second sample of parents. They saw themselves in the first group: parents who were aware of the difficulties facing their child's career development but prepared to 'face these difficulties head on........ making the most of opportunities and together (with their child) finding solutions.' Mention was frequently made of this second group by the Parents of Hostel Adolescents.

In expressing the 'characteristics' they would like their children to develop Parents of Hostel Adolescents reported a range of skills in Values / Personal Attributes / Personal Life Skills categories. This supports the earlier literature review that the offering of Pastoral Care Programs was important to rural parents.

6.5 CAREER DEVELOPMENT CONCERNS OF PARENTS OF HOSTEL ADOLESCENTS

No concerns were hypothesised rather it was assumed that the raw data would provide a list of concerns that Parents of Hostel Adolescents had for the career development of their youth. However, from the literature review, it was believed that the adolescents would be closely bonded to their parents and this bonding would be reflected in a parental concern for their

adolescents selecting career pathways that kept them away from the rural community. Rather it was found that a high parental expectancy of their youth leaving the community is inevitable and hence is expected and supported. The parents sampled appear to support, albeit with regret and concern, their children moving to the Hostel and then continuing employment and training away from their rural centre. Among the concerns observed is the narrow range of the means of influence Parents feel they have over their children's career development. Parents were apt to wonder if there was anything more they could do than talk. Many were concerned that they were unable or unqualified to advise on educational and occupational pathways, alternatives and choices. Many parents, for example, feel they didn't know enough about the changing world of work, the influence of new technologies, or the nature of the economy to be able to advise their children wisely.

Specifically there were strong parental concerns about limited information on viable careers and the difficulties involved in finding information about alternative and unknown careers. Lack of job, career and labour market information was a further major identified area of concern.

The parents knew that career identification and preparation problems existed. They were extremely anxious for help or guidance in their personal efforts to support their youth. Communication between the school, the Hostel and the country home was also considered poor by numerous parents. Similarly, there were strong concerns expressed about the adequacy of local career-search opportunities.

Limited access to a variety of 'role models' at the Hostel, and in their own rural communities who had used Hostel/Residential Colleges/Boarding Schools to study in Perth was a concern.

Along with this, a number of parents were concerned that the parent-child relationship may suffer if parents forced issues. This finds agreement in work completed by Young, Valach and Patrick (1995) who state;

> parents 'indicated that providing specific direction, particularly when it is not consistent with the immediate intentions of the young person, may jeopardise the relationship between then and the possibility of further influence or assistance' (p. 48).

Parents were very concerned about the safety of their children. This issue was revisited on a regular basis during this part of the study. Safety included faith in the adults into whom their child's care had been entrusted, knowing (or a responsible adult knowing) where their child was at all times, and issues associated with drugs and lifestyle. Sometimes the situation, on the parents own admission was trivial (eg. buying protective gear for sport). At other times it involved school policy (eg. bullying). In a few instances it has meant that the family will relocate to the city to be with their children (eg. a child in the area being physically assaulted).

A most pervasive theme expressed by parents, and reflected previously in the literature review, related to the high costs associated with education. The parents felt that they had limited resources yet were faced with very substantial costs when supporting the education of their children. They often commented on the very inequitable urban-rural education costs. The Parent of Hostel Adolescents, for example, need to pay for the Hostel accommodation, travel, extra telephone bills, and miscellaneous costs not encountered by an urban peer whose child attended the same metropolitan high school. Some youth reportedly chose and were encouraged to travel to places where other family members or previous neighbours had moved. A specific example of this is the parents of the students from the Christmas Islands. Anecdotal information suggests that students were given two options by their parents; stay

with relatives in Perth, or live at the Hostel; both 'knowns' to the Parents. In a number of cases siblings followed their older brother or sister to the Hostel.

Some parents actually identified the Hostel accommodation (and therefore the provision of access to a metropolitan school) as assisting with an identified problem in rural communities. In this case the students could easily obtain well-paying, but short-term (or seasonal) employment. Such jobs often lured the young people from school, hence finishing their education earlier than the parents would like, and with little or no job security.

The Parent of Hostel Students, citing both emotional and financial costs, felt greater pressure to ensure their choice of high school be well informed and carefully made - not just a simple case of attending 'the local school down the road.' Some parents felt these additional costs resulted in them placing additional pressures on the young person to 'succeed'. That their youth might seek training for a career in which there is little chance for employment was an especially significant concern.

Parents did not suggest that they felt their youth could not compete. But they were concerned with the loss of innocence or lack of competitive skills that may occur. Their students persevering when the situation became difficult was an issue for a number of parents.

Work by Jeffery et al (1992, p.249) suggested that rural parents may encourage their children to return home if confronted with stressful situations while away from the country home. While no Parents presented specific strategies to help their children who were at the Hostel cope with difficult and stressful situations, there was a strong desire for them to develop their independence and perseverance skills to 'make it on their own'.

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6.6 THE RESOURCES AND SOURCES OF INFORMATION USED BY PARENTS OF HOSTEL ADOLESCENTS

A liberal generalisation that the data would support is that over 60% of the resources and sources of information that inform Parents of Hostel Adolescents were not used by them. There are a number of reasons for this - the parents have not heard of the resource, it is not available in rural communities, or, parents deem it not to be effective. It could also be suggested that statistics can be manipulated to benefit the researcher. However, even having discussed these arguments, most would agree that the Parents of Hostel Adolescents are, for whatever, reason generally not accessing the resources that are available to their city counterparts. Some of these resources have been specifically produced for parents of high school students - the Lower/Upper School Course Manual for example - and whilst some Parents of Hostel Adolescents may receive the information well over 50% didn't.

Many parents believe that communication channels have to be improved between the school, the Hostel and the rural home. In other cases they state that the materials should be modified so they can be made available to rural parents. Alternatively, as access to a library or DEETYA style office is often not possible, there was the suggestion that the extra expense could be incurred by the publishers or the 'Government of the day' so all rural families received their own copy. In a number of cases parents' expressed a wish just to be informed as to what was available - then they would be able to *track it down themselves.'*

Supporting this poor use of resources (obtained from Questionnaire Question 24) is the information that no parent narratives included the use of print material/resources or media/computer packages. A number of narratives did, however, discuss activities based around work placements. This supports questionnaire data that indicate that the majority of

parents did access work placements for their children - believing them to be invaluable. Parents were fairly evenly divided in their valuing of working with either staff at their children's school, or other parents. Forty percent (40%) of Parents have not worked with either parents or teachers whilst 40% believe them to be excellent resources. Parents, have however, requested access to the Career Development Parent Workshops that were organised by one of the schools.

Parents have available to them a wide range of hardware with over 83% having access to a computer. There is a suggestion that training in the use of hardware will be required. For example 48% of the Parents have access to the internet but only 18% are currently using internet programs.

Parents of Hostel Adolescents need information and services that are tailored to their situation. An initial concern identified by the researcher was that career-development packages and materials might be developed and written in an urban context. Many of the Parents of Hostel Adolescents agreed that most products and materials assume that parents have relatively easy access to sources of information or job-related experiences. Use of mentors, access to DEETYA Offices and Information Centres for Tertiary Institutions and TAFE, job shadowing or libraries replete with career information and pamphlets are assumed to be readily available if the parent has the appropriate guidance and is offered the necessary skills to avail him or herself of the resources. These assumptions are valid in urban settings but not necessarily for all of the Parents of Hostel Adolescents, particularly those in remote areas. Some Parents felt that even though their students, when they resided at the Hostel, were afforded the same opportunities as their city counterparts they still faced compounding issues. For instance, even though they were able to participate in school career development

initiatives including visits to tertiary institutes and work placements. They were not able to immediately discuss these event and activities with their parents as their urban counterparts were able to.

6.7 SUMMARY OF THE MAIN FINDINGS

Parents have been found to have an important influence on adolescents' career development. This study indicates that it is not just the demographic data of Parents of Hostel Adolescents that distinguishes the influence on their child's career development but also their means of delivery of this information and the intrinsic values that are behind their actions.

What it means to be a Parent of a Hostel Adolescent assisting with the career development of their youth is based on who they are not what they are. They are people with a sense of pride in their community and an understanding of the land and the rural community. They have chosen to move to (or stay) in the country because of the freedom and safety of lifestyle it gives their families. Their work is in the country. Above all else they value honesty, some 'may call them traditional' but a belief 'in a hard days work for a fair day's pay' is still a philosophy many believe in.

Parents of Hostel Adolescents aim to be physically present for their children wherever possible. This makes the choice to move their children to the city, so they can continue their education, not just a financial difficult one, but also emotionally difficult. However, they believe it to be essential for their children's overall well being. To this end they instil in their children independence, responsibility, initiative, perseverance and respect. They involve themselves in career development activities that are intended to foster these values along with, where

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possible, protecting their children from unwanted experiences. The most common career development activity is the selection of subjects for study and/or courses to complete. Parents of Hostel Adolescents favour activities that involve them advising their children and requesting and giving information. While they encourage and support their children, showing interest and communicating values, they also see the need to set expectations and limits. Although not totally supported in their actions, the parents themselves feel it is imperative that they act as role models.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

While career development is a complex process for every individual, there are identifiable issues which cause it to be more complex for individuals in certain groups. Some issues relevant to Parents of Hostel Adolescents have been discussed. What is not unique to this group is the under utilisation of parents as a career resource. From this comes the main recommendation of this study:

RECOMMENDATION A: Parent involvement should be incorporated into all career development initiatives.

By researching what could be considered a complex parent child relationship (difficulties caused by separation) this study highlights that parent involvement needs to be placed in context. The ecological framework provided in Chapter 3 promotes the understanding of reciprocity and interdependence between parent and child as important factors in a child's career development.

This particular research reviews the influence of Parents of Hostel Adolescents on their child's career development. It is relevant to this group, providing only a starting point for the design of strategies for parent involvement for other parent and child groups.

This premise leads to **RECOMMENDATION B: when planning for parent workshops include strategies that assist determine the parental influence for the particular individuals involved.**

Figure 3.1 (p. 64) provides an ecological framework and a means of determining parental influence. That is, when planning parent workshops it is essential to consider both intentional and non intentional parental influence. This may include; the cultural capital of the parent, their intent, modes of delivery and even resources and sources at their disposal.

As this current research has demonstrated, determining parental influence and implementing parent workshops are not mutually exclusive. Reviewing parent narratives and independent and joint activities can at the same time be a strategy for workshops for parents in their child's career development, and also a means of determining parental involvement in their child's career development.

7.1   INTRODUCTION

An understanding of what it means to be a Parent of a Hostel Adolescents assisting with their adolescent's career development has the potential to enhance the career teacher's ability to approach and interact with the Hostel students in an effective manner. Further, according to Middleton and Loughead (1993, p.170), through the use of interventions, educational materials, and comprehensive counselling, career teachers have the potential to empower parents to be active facilitators of their adolescents' career decision-making process. Parents who acquire career development skills are more likely to feel competent and engage in the

facilitation process. The results of this study can help provide the groundwork and framing needed to enhance parents and school's involvement in their students career development.

Along with the more traditional methods of data collection associated with a case study an alternate approach to understanding parental influence on career development of adolescents, as used by Young et al. (1984, 1988, 1992), has been incorporated into this research. This is an exciting approach that is worthy of further study and development. Firstly, because it provides a clear link between practice and theory and secondly, to compare Australian data with that being obtained in comparable research overseas.

7.2 PARENTS OF HOSTEL ADOLESCENTS

Rather than seeing talk as merely talk, Young and others' work demonstrates that discourse between parents and adolescents is itself action that is intentional and goal directed. This study illustrated that there are a host of ways in which Parents of Hostel Adolescents approach adolescents in conversations about career and a range of intentions that parents attributed to their actions. In some cases their focus is on external action (eg. passing an examination) or career (eg. taking up an apprenticeship position). In other cases, the focus was on internal action (eg. feeling competent in a particular situation) or career (eg. leading a life independent of others).

Although substantially more joint activities between Parent and Child could be identified than independent activities, it is still important to realise that at least 80% of the original 230

incidents contained independent activities. Parents often questioned their ability to assist their child with their career development - this almost 'hidden' support needs to be recognised by Parents.

RECOMMENDATION C: Parents of Hostel Adolescents and their adolescents are encouraged to realise that parents can have an active, intentional role in helping their adolescent children with their career development.

That this care and investment in their offspring is not confined to a single stage in their child's lives nor limited to a narrow range of activities is also important. Further, the active role of the Parents of Hostel Adolescents cannot be separated from the larger picture of the meaning that these activities have for the parents' own as well as their children's lives.

Matching work by Young (1994, p. 203) is the assertion from this study that leads to the next recommendation: **RECOMMENDATION D: Parents of Hostel Adolescents and their Youth need to become aware of each other's perspective's and intentions as they negotiate career help and influence.**

This knowledge can further be used to ask parents to clarify what they want to do to help their child and how they can go about it. This clarity can lead to a much clear communication with young people when help is being offered. Additionally it can be used to make parents aware of inequitable treatment of their sons and daughters of other unconscious factors that may be present in their actions. Narratives can serve as a first step in eventually bringing these factors into awareness. Counsellors can help both parents and adolescents by making them narrators of their stories of influence.

7.3   FOR SCHOOLS/CAREER DEVELOPMENT INITIATIVES

In embracing Young, Valach and Patrick's (1995, p.52) proposal, that the parent needs to accept the on-going reciprocal and constructed nature of the relationship with their adolescent as the key to any influence that they might have, there is also the responsibility of providing for parents to accept this idea. For instance programs and other interventions may assist parents to consider how their action regarding career involves the interaction with, negotiation about, and construction of various ecological settings and contexts. For example, parents can be asked to consider:

- How systems with which either they or their adolescents have face-to-face interaction are involved in their joint career development activities

- How their own or their adolescents place of work (or schooling) is involved in their discourse about career

- To what extent (and how) do they and their adolescents involve systems that are influential but do not usually involve their explicit face-to-face interaction (such as the media, or social policy makers) involved in their career conversations?

RECOMMENDATION E: A framework for career development workshops designed to assist Parents of Hostel Adolescents and their Children is essential.

This framework needs to reflect the cultural community of families from the Hostel. Initiatives should address the concerns expressed by the Parents of Hostel Adolescents and initially focus on Parents with children in Years 8 and 11.

Two styles of products have been identified as needed, namely those of 'an educational/information' nature and those of an 'interpersonal/supportive' nature. The educational products would be intended to acquaint rural parents with sources of career information and to offer them specific strategies for obtaining this information. Subject career counselling material needs to be covered and information based on current employment trends discussed. The nature of the interpersonal/support components is less obvious. While these could include help of a type traditional career teacher/career counsellors might offer, limited funding, few Parents of Hostel Students located physically near to each other, and a scarcity of trained professional hinder the delivery of such support. Products aimed at encouraging self-help, at least in the early stages of career exploration, are deemed appropriate and realistic. Material and guidelines for establishing Hostel support and interest groups are an example of what is viewed as being needed.

Programs can be most helpful if they

◆ Address those aspects of parental influence that are within the parents' purview

◆ Allow identification and elaboration of a personal construct of influence - can be particularly helpful because both parties can begin to view their specific acts of influence from a broader perspective. Parents' and adolescents' constructs can become evident in workshops through a discussion of a particular actions of the parent, the adolescent's reaction to them, their interactions with each other, and the perceived effect that their actions have on career development. Workshops can allow for the exploration of how these constructs might change with the development of the family as well as with the development of the young person. Another way to approach

this topic is to ask parents about their intentions in helping in the career development of their children and what actions they use to carry their intentions to fruition. The purpose here is to have parents clarify for themselves what they want to do to help and how they can go about it. This clarity can lead to a much clearer communication with young people when help is being offered.

A product which seeks to empower parents to help themselves, by acting alone or in small groups could be developed. These could be designed to encourage the sharing of solutions and the facilitation of contacts between parents and resource people. All materials should be developed to support each other but so that they can also stand-alone. These products could offer suggestions for obtaining information on careers and jobs and give suggestion for utilising community, hostel, school and more distant help.

Another type of resource that is suggested is a hostel leaders guide and resource book. This will offer hostel mangers suggestions to help them assist parents of hostel adolescents with their youth's career development.

Examples of material includes titles dealing with:

- ◆ Finding career information
- ◆ Helping adolescents anticipate and deal with their new freedom
- ◆ Communicating and staying in contact with the child who is away
- ◆ Coping with loneliness and relocation problems

There is a wealth of information on careers which simply is not readily available to the Parents of Hostel Adolescents or that does not make it home.

RECOMMENDATION F: The implementation of systems for establishing direct contact between relevant career information and Parents of Hostel Adolescents needing this information.

Throughout the study, it was repeatedly made clear that there is a great need for innovative means of supporting Parents of Hostel Students and getting information to these people. Parent frustration with the absence of such support is extremely high. Communication links between the Hostel, the School, and Parents of Hostel Families needs to be made stronger and clearer.

7.4   IMPLICATIONS FOR FURTHER RESEARCH

The research implications stimulated by this style of research are varied. The use of family interventions for issues relating to career development is a relatively unexplored area. Middleton and Loughead (1993, p.171) suggest that many people apparently seek to gain acceptance and support from parents well past their early childhood, and a common family phenomena is when the child follows in the parent's occupational footsteps as one way to gain approval. In a related matter, it would be interesting to know how the actual education of Parents of Hostel Adolescents impacted on the career development of their children. For example does the locality of the Parents of Hostel Students schooling, eg. rural or urban later impact on the choice of where their children are educated.

It is also unknown as to why rural parents whose children attend metropolitan high schools do not have children attending the Hostel. Why, for instance, do they choose alternate accommodation. Researching how they assist in their child's career development and where the similarities and differences are between the two groups could provide valuable counselling tools which could be used to enhance parent's roles in facilitating their adolescents career development.

Another area for research pertains to whether Parents of Hostel Students who are not presently involved in assisting their adolescents with career concerns can be significantly motivated to become involved. Moreover, in what ways might parents be most effective facilitators of their adolescent's career development.

Further research in this area may see exploration into Young, Friesen and Borycki (1994) work on narrative structure and parental influence in career development. They have identified five narratives that can be used to categorise parental influence. These are the progressive narrative with a dramatic turning point, the progressive narrative within a positive evaluation frame, the progressive narrative with negatively evaluated stages, the anticipated regressive narrative, and the sad narrative (Young, Friesen, Borycki, 1994, p.173). No attempt was made during this study to identify the type of parental involvement, rather it was assumed to be a positive influence.

This study addresses the parent's side of the parent-child interaction that is particularly appropriate to the study of parental influence in the career development of their children. For purposes of clarity and practicality, the present study was restricted to an investigation of the

parents' side of the parent-child interaction. It was the parent who interacted with the child or intervened on the child's behalf and whose action had intention. Future studies could address the student's intentionality and the child's response to the parent's intentionality. Therefore further research is necessary that will more explicitly address the reciprocal nature of parent-child interactions in career development.

As well, further work on the reliability and validity of the categories - parental intent, joint and independent activities - is required.

This study did not categorise parental behaviour according to Young et al (1988, p.38) categories of interpersonal interactions instead just working with their categories of independent and joint activities. In future studies these categories of interpersonal interaction has the potential to assist in elucidating what it means to be a Parent of Hostel Adolescents along with providing data on the nature of the sex-of-parent/sex-of-child interaction with regard to the differential socialisation of boys and girls.

7.5   CONCLUSION

One of the results of research on adolescents since the eighties is a renewed emphasis on the family as the context for adolescent development (Gecas, Self, 1990, p.949). It is contingent on career teachers and others to help parents provide the kind of family context and specific assistance appropriate to adolescents at their developmental level. Because career choice is one of the primary developmental tasks of adolescence, it represents an important means for constructive parent-adolescent engagement. Conversely, because of the

very salience of career issues, they can also exacerbate conflict between parent and adolescent.

Finally, as summarised by Middelton and Loughead (1993, p.172), an impressive amount of career growth and maturity is possible when a coalition is fostered between parents and their adolescents. Such a cooperative venture, however, may not be limited solely to an adolescents career development, but may also include parental career development and an enrichment of family relations. Adolescents want and need guidance for their future. Parental involvement in adolescents career development is an important component of career development and deserves further investigation in the future.

'Real partnership comes when parent and teacher recognise that each has a role, vital but different, and that together they can accomplish twice as much. They give the child the security of feeling that these important people are pulling together' (Alice V. Keliher cited in Bishop, 1989, p.4).

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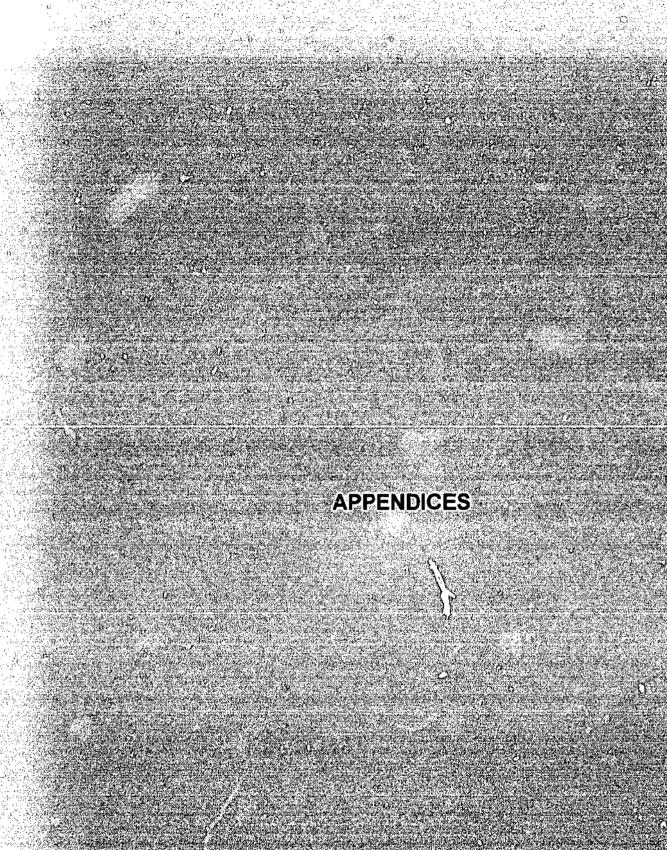
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Mr and Mrs Hillman, Hostel Managers, 1995, 1996

Mr and Mrs Jones, Hostel Managers, 1997

Mr Jim Maquire, School for Isolated and Distance Education, 1997-12-05

Ms Gail Taylor, Principal, High School A, 1997

Victoria Park Commonwealth Employment Service, 1995 (now re-structured as a part of the Department of Employment Education and Youth Services)

APPENDICES

APPENDIX A - Categorisation of Rural and Remote Places Western Australia

Small Rural Cities

Bunbury

Mandurah

Other Rural

Augusta/Margaret River	Cuballing	Merredin	Wagin
Beverley	Cunderdin	Moora	Wandering
Boddington	Dandaragan	Murray	Waroona
Boyup Brook	Dardanup	Narrogin	West Arthur
Bridgetown/Greenbushes	Donnybrook/Balingup	Northam	Wickepin
Brookton	Dowerin	Pingelly	Williams
Busselton	Gingin	Quairading	Wongan-Ballidu
Capel	Goomalling	Tammin	Wyalkatchem
Chittering	Harvey	Toodyay	York
Collie	Katanning	Victoria Plains	
Corrigin	Kellerberrin		
	Kojonup		

Remote Towns/Cities

Albany	Esperance	Karratha Roebourne
Broome	Geraldton	Port Hedland
Carnarvon	Kalgoorlie/Boulder	

Other Remote Areas

Albany	Exmouth	Menzies	Sandstone
Broomehill	Gnowangerup	Mingenew	Shark Bay
Bruce Rock	Greenough	Morowa	Tambellup
Carnamah	Halls Creek	Mount Magnet	Three Springs
Chapman Valley	Irwin	Mount Marshall	Trayning
Coolgardie	Jerramungup	Mukinbudin	Upper Gascoyne
Coorow	Kent	Mullewa	West Pilbara
Cranbrook	Kondinin	Murchison	Westonia
Cue	Koorda	Nannup	Wiluna
Dalwallinu	Kulin	Narembeen	Woodanilling
Denmark	Lake Grace	Northampton	Wyndham-East
Derby West Kimberley	Laverton	Nungarin	Kimberley
Dumbleyung	Leonora	Perenjori	Yalgoo
Dundas	Manjimup	Plantagenet	Yilgarn
East Pilbara	Meekatharra	Ravensthorpe	

APPENDIX B - Statement of Disclosure and Informed Consent

RESEARCH PROJECT FOR	JULIE HOWELL MASTERS STUDENT - EDITH COWAN UNIVERSITY
PARTICIPANTS	PARENTS OF STUDENTS RESIDING AT THE COLLEGE/HOSTEL
TITLE	EXTENDING THE REACH - EXPLORING WHAT IT MEANS TO BE A PARENT OF A HOSTEL ADOLESCANT ASSISTING WITH THEIR CHILD'S CAREER DEVELOPEMENT

Dear

Thank you for considering being part of this study. The aim of this research is to examine the participation of rural parents (whose children board at a college/hostel) in the career development of their children. All families at the college/hostel have been invited to participate on a voluntary basis.

It is anticipated that the research will be completed by the end of 1997, with final results being made available to parents in December, 1997. Throughout the study participants will be asked to verify that what has been collated is an accurate reflection of their responses.

All data concerning participants will be regarded as strictly confidential, and all information will be safeguarded for privacy and anonymity.

All parents will be asked to complete a questionnaire. A range of parents will then be asked to participate in an interview. It is anticipated that the interview will be face-to-face, at the start of Term 3. Alternatively interviews can occur when parents are visiting Perth. It is planned that the interview will be tape recorded if this is acceptable to the parents. (Tape-recording the interview is solely for accuracy.) At this time it is anticipated that over the course of the year the project will involve about one hour of parents time.

It is hoped that the research will prove valuable to parents and students by helping:
- Clarify what is important four your family regarding career development
- Initiate career conversations within families
- Identify what career resourcing is available and useful
- Provide another link between you and your high school

Though it is intended that results from this research will help myself, and other tachers at the school develop career resources and programs, your participation in the research is entirely voluntary. Access to all school career resources and programs is not dependant on participation in any research program. Student grades in any subjects are not influenced by participation, or not, in the study.

As you may be aware I am currently the Youth Educatic...Officer at _____
So should you have any questions concerning the project of the associated procedures I can be contacted though the school on _____ Alternatively if you would prefer I can be contacted at home on _____ Please do not hesitate to contact me if you have any queries.

Should you decide **not to** be part of the research please complete the attached form and return to: Julie Howell
_____
_____
_____

Again thank you for considering being part of this research.

Yours sincerely

Julie Howell

RESEARCH PROJECT FOR   JULIE HOWELL
                                   MASTERS STUDENT - EDITH COWAN
                                   UNIVERSITY

PARTICIPANTS   PARENTS OF STUDENTS RESIDING AT THE
                                   COLLEGE/HOSTEL

TITLE   EXTENDING THE REACH - EXPLORING WHAT IT
                                   MEANS TO BE A PARENT OF A HOSTEL
                                   ADOLESCANT ASSISTING WITH THEIR
                                   CHILD'S CAREER DEVELOPEMENT

I _____ DO NOT wish to participate
        (Name of Parent/Family)

in the research project: EXTENDING THE REACH - EXPLORING WHAT IT MEANS TO BE A PARENT OF A HOSTEL ADOLESCANT ASSISTING WITH THEIR CHILD'S CAREER DEVELOPEMENT

_____   _____
        Parent Signature   Date

APPENDIX C - Proforma: Consent Form Completed by Parents Participating in Interview (Individual/Group)

RESEARCH PROJECT FOR   JULIE HOWELL
MASTERS STUDENT - EDITH COWAN
UNIVERSITY

PARTICIPANTS   PARENTS OF STUDENTS RESIDING AT THE
COLLEGE/HOSTEL

TITLE   EXTENDING THE REACH - EXPLORING WHAT IT
MEANS TO BE A PARENT OF A HOSTEL
ADOLESCANT ASSISTING WITH THEIR
CHILD'S CAREER DEVELOPEMENT

INDIVIDUAL INTERVIEW _____ (Date) and/or

GROUP INTERVIEW _____ (Date)

I _____ have read the Statement of Disclosure
   (Name of Participant)
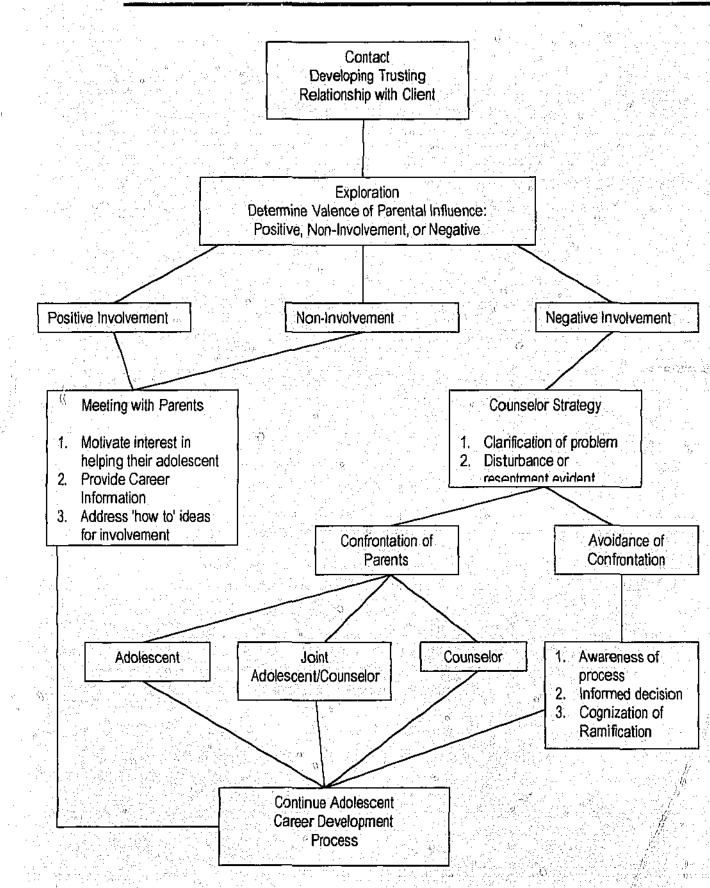
concening all aspects of the research: EXTENDING THE REACH - EXPLORING WHAT IT
MEANS TO BE A PARENT OF A HOSTEL ADOLESCENT ASSISTING WITH THEIR
CHILD'S CAREER DEVELOPMENT. Any questions I have asked have been answered to my
satisfaction. I agrees to participate in the Interview(s), realising I may withdraw at any time.

I agree that the research data gathered for this study may be published provided I am not
identifiable.

_____   _____
Parent Signature   Date

APPENDIX D - Integrative Framework for Adolescent Career Counselling: Source: Middleton and Loughead's

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                    ┌─────────────────────────┐
                    │         Contact         │
                    │    Developing Trusting  │
                    │  Relationship with Client│
                    └─────────────────────────┘
```

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          ┌──────────────────────────────────────────┐
          │               Exploration                │
          │  Determine Valence of Parental Influence:│
          │    Positive, Non-Involvement, or Negative│
          └──────────────────────────────────────────┘
```

```
  ┌─────────────────────┐   ┌──────────────────┐   ┌──────────────────────┐
  │ Positive Involvement │   │  Non-Involvement │   │ Negative Involvement │
  └─────────────────────┘   └──────────────────┘   └──────────────────────┘
```

```
  ┌───────────────────────────┐          ┌───────────────────────────┐
  │    Meeting with Parents   │          │     Counselor Strategy    │
  │                           │          │                           │
  │ 1. Motivate interest in   │          │ 1. Clarification of problem│
  │    helping their adolescent│         │ 2. Disturbance or         │
  │ 2. Provide Career         │          │    resentment evident     │
  │    Information            │          │                           │
  │ 3. Address 'how to' ideas │          │                           │
  │    for involvement        │          │                           │
  └───────────────────────────┘          └───────────────────────────┘
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                    ┌──────────────────┐      ┌──────────────────┐
                    │ Confrontation of │      │   Avoidance of   │
                    │     Parents      │      │  Confrontation   │
                    └──────────────────┘      └──────────────────┘
```

```
  ┌─────────────┐  ┌──────────────────┐  ┌─────────────┐  ┌──────────────────┐
  │ Adolescent  │  │      Joint       │  │  Counselor  │  │ 1. Awareness of  │
  │             │  │Adolescent/Counselor│ │             │  │    process       │
  └─────────────┘  └──────────────────┘  └─────────────┘  │ 2. Informed decision│
                                                           │ 3. Cognization of │
                                                           │    Ramification   │
                                                           └──────────────────┘
```

```
                    ┌──────────────────────────┐
                    │  Continue Adolescent     │
                    │  Career Development       │
                    │       Process             │
                    └──────────────────────────┘
```

Rural Centre	# Students n = 59	# Families n = 55
SMALL RURAL CITIES		
NIL		
OTHER RURAL		
Bakers Hill	1	1
Beverley	1	1
Clackline	1	1
Cunderdin	1	1
Kojonup	1	1
Kattaning	2	1
Wongan - Ballidu	3	3
Wyalkatchem	1	1
18%of Hostel Families reside in rural communities		
REMOTE TOWNS/CITIES		
Albany	1	1
Broome	1	1
Carnarvon	2	2
Esperance	2	2
Geraldton	1	1
Kununurra	1	1
Newman	4	4
Port Hedland	1	1
Onslow	2	2
Christmas Island	6	6
38% of Hostel Families reside in remote towns/cities		
OTHER REMOTE AREAS		
Coorow	1	1
Derby - West Kimberley	1	1
Doodlakine	1	1
Halls Creek	1	1
Jerramungup	1	1
Jurien	5	4
Kalannie	4	2
Koodinin	2	2
Kulin	2	2
Lake Grace	1	1
Meekatharra	1	1
Mukinbudin	1	1
Nullagine	1	1
Nungarin	1	1
Pannawonica	2	2
Southern Cross	1	1
Watheroo	1	1
44% of Hostel Families reside in other remote areas		

APPENDIX F(1) - Classification of Parent's Occupation: (Predominant Field of Work)

Type of Work	Frequency (n = 60)
Accountant	1
Baker	1
Boat Builder	1
Boilerworker, Welder	1
Canteen Manageress	1
Cleaner	1
Clerk	1
Crayfisherman	1
Deputy Principal	2
Emergency Services Operator	1
Environmentalist	1
Environmental Planning Manager	1
Farmer	4
Fisherman	1
Foreman	1
Home Duties	5
Insurance Broker	1
Landcare Centre Manager	1
Medical Technologist	1
Miner	1
Office Clerk	1
Plumber	1
Plumber/Gasfitter	2
Prison Officer	1
Receptionist	1
Registered Midwife	1
Registered Nurse	5
Salesperson	1
Secretary	1
Self Employed	1
Hairdresser	1
Secretarial	1
Unidentified	1
Farm Machinery	1
Shire Worker	1
Shop Assistant	1
Shovel Operator/ Haulpak Driver	1
Supervisor	1
A4Project and Maintenance	1
Hardware Store	1
Tafe Lecturer	1
Teacher	3
Woolbuyer	1
Nil	4

APPENDIX F(2) - Classification of Parent's Occupation.
(Additional Work Area)

Type of Work	Frequency (n = 51)
Assistant on Farm	3
Boatlifter/Repairs	1
Brickpaver	1
Caretaker	1
Catering Supervisor	1
Coaching	8
Gardener	1
Fisherman	1
Home Duties	6
Manager	1
Manager	1
Marine Fabrication	2
Office Cleaner	1
Photographer	1
Radio Announcer	1
Receptionist	1
School Bus Contractor	1
School Bus Driver	1
School Bus Mechanic	1
School Registrar	1
Swimming Instuctor	1
Voluntary and Community Work	14

CAREER QUESTIONNAIRE - PARENTS OF HOSTEL ADOLESCENTS

Thank you for taking the time to complete this survey. Although it has been designed as part of my Masters Thesis for Edith Cowan University, it is intended that the results will help myself, and other teachers at the school, develop resources and programs to help Parents of Hostel Children. Some of the information gathered will also assist in providing a better understanding of 'who' our hostel parents are.

It is hoped that the research itself will prove valuable to parents and students by helping you:
- ◆ clarify what is important for your family regarding career development
- ◆ initiate career conversations within families
- ◆ identify what career resourcing is available
- ◆ establish another link between you and your high school

Participation is voluntary. All information is safeguarded for privacy and anonymity.

For the majority of questions space has been provided for explanation or comment, if no space has been provided, or there is not enough room, please use the general section at the end of the paper. Similarly if there were any issues not addressed by the survey that you would like to comment on, or if you have any questions, please utilise the general section at the end of the survey.

- ▪ -

1. What specialist course is your child enrolled in? _____

2. What year group is your child currently in?

   Year 8 _____ Year 9 _____ Year 10 _____ Year 11 _____ Year 12 _____

3. How many years has your child resided at the hostel (count 1997 as one Year) ? _____

4. What is your relationship to the child?

   Mother _____ Father _____ Other _____

5. What is the configuration of your immediate family (that would reside together when not boarding in Perth?)
   eg. Father, Grandmother 3 children; 1 son (14 years, Perth), 2 daughters (9 and 5 years, at home)

   _____

   _____

6. Please indicate your age range

   Under 30 yrs ____ 30 - 40 yrs ____ 40 - 50 yrs ____ 50 - 60 yrs ____ 60yrs +____

7.   Please indicate the highest education level you have completed:

by ticking the appropriate box

High school	
University - Degree	
University - Higher Degree	
TAFE Certificate/ Diploma	
Apprenticeship/Trade Certificate	
Agricultural College	

8.   Where were you born?

Please circle the appropriate country then, answer the question in the accompanying box.

Australia	Are you of Aboriginal or Torres Straight Islands Descent YES/NO
Overseas	Which country:

9.   What country town does your family live in? _____

10.   How long have you lived in this country centre? _____

11.   How long have you lived in rural communities? _____

12.   Why did you choose to stay in the country, or, move to the country? (If you will be returning to the city, Why?)

_____

_____

_____

13.   What is your main occupation? _____

14.   What other work do you do? *(Please give details)*

_____

15.   What is your partners (wife/husband etc.) occupation? _____
     (Please write N/A if not applicable)

16.   What other work do they do? *(Please give details)*

_____

17.   Briefly tell me how you came to be at this stage of your career.

_____

_____

_____

18.   What were the main influences on your choice of work direction?

_____

_____

_____

19.   How did you family influence your choice of career?

_____

_____

_____

20.   What tools (eg, skills, values) and knowledge would you like your child to possess when they leave school?

_____

_____

_____

21.   Do you try to teach these tools and this knowledge at home? If yes, please provide an example.

_____

_____

_____

22.   Please go back to Question 20 and place an ✳ next to those you think will be particularly important in a rural environment

23.   Please go back to Question 20 and place a ✓ next to those you think are taught in schools.

24. Please indicate your knowledge of the following career resources

RESOURCE	USE OF RESOURCE							
	Please rank how useful you found the resource:						///////////// ///////////// please tick those not used because they are inacces sible	/////////////////////// /////////////////////// Please commer why you used th
	N/A	1	2	3	4	5		
Print Information	////	////	////	////	////	////	///////////	//////////////////
Directories - Employment/Education eg. CES Job Guide Good University Guide Other:								
Industry -based Information/ Specific Career Information eg. Careers in Mining Other:								
Tertiary Entrance Handbooks eg. TAFE/University								
University Faculty Handbooks								
Defence Forces Information								
Government Produced Information								
Company Brochures and Booklets								
Association and Institution Newsletters and Brochures								
Self Help and Activity Programs eg. Book; What Colour Is Your Parachute? Other:								
Reference Material - theory, journals, reports, general								
Information on Year 12 Examination and Assessment Practices								
Newspaper and Journal Articles								
Books								
Other: _ _ _ _ _ _ _ _ _ _ _ _								
Places	////	////	////	////	////	////	///////////	//////////////////
Industry Visits/Guest Speakers								
Work Experience								
Part-time work								
Volunteer Work								
Career Markets and Fairs								

RESOURCE	USE OF RESOURCE							
	Please rank how useful you found the resource:						/////////// ///////////	///////////////////// /////////////////////
							please tick those not used because they are inaccess ible	Please commer why you used th
	N/A	1	2	3	4	5		
Careers Reference Centre								
DEETYA - Offices, centres, agencies								
Public Libraries								
School Libraries/Reference Centres								
University/TAFE Information Centres/Career Services								
Other:								
Media/ Computer Packages	////	////	////	////	////	////	///////////	/////////////////////
Counselling Packages eg. JAC Careermate/Careerbuilder Australian Junior VIP Other:								
Videos								
CD Rom								
Online resources Job Guides Other:								
Internet								
Listserves								
Other:								
People	////	////	////	////	////	////	///////////	/////////////////////
Other parents/guardians								
Teachers								
Counsellors								
Other:								

APPENDIX G CONTINUED - Questionnaire

25. Here are some activities that parents in the past have indicated they do to assist the career development of their children. Please can you complete the table

ACTIVITIES YOU USE WITHOUT YOUR CHILD'S INVOLVEMENT	How valuable do you think these activities would be in the career development of young people? 1. Of no value 2. Of little value 3. Occasionally valuable 4. Good value 5. Excellent value					How valuable are these activities to you personally when you think of helping your child with their career development? 1. Would not consider using 2. Have not used but would try 3. Would use occasionally 4. Would use often Would use all the time					Please can you provide an example of how you have used this activity
	1	2	3	4	5	1	2	3	4	5	///
gather information											
intervene directly on behalf of your child											
provide support for your child											
provide access to your personal/ social network											
structure the environment for your child											
observe your child											
ACTIVITIES YOU USE WITH YOUR CHILD	Please can you provide some examples of the main activities you do WITH your child - to assist their career development. Your definition of career can be as broad or narrow as you like, for example including lifeskills, education (study) etc., or just involving jobs and work etc.										

26.   What does the term career mean to you?

_____

_____

_____

27.   What perception about rural life would you like schools to promote in the career development programs?

_____

_____

_____

28.   What concerns do you have regarding your child's future and their career development?

_____

_____

_____

29.   Do you talk about these concerns with your child? If yes, please give an example.

_____

_____

_____

30.   What technology do you have that would allow for a multimedia delivery* of career information?

_____

_____

_____

•   eg. Video recorder, Computer

31. Are there any other resources that you use (or could use) that are not mentioned here?

_____

_____

32. Are there any other issues you would like to address or comment on at this time?

_____

_____

_____

Additional Comments/Questions:

_____

_____

_____

_____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONAIRRE

Please can completed surveys be placed in the enclosed envelope and posted as soon as possible.

The second stage of this study involves interviewing parents on a one-to-one basis. This will happen in Term 3. It is expected that interviews will take between 30 minutes and 45 minutes.

If you will be down in Perth next term, and you would be prepared to be interviewed, please can you indicate on the attached sheet . (By using a separate sheet we can maintain confidentiality)

As you may be aware I am currently the Youth Education Officer at Kent Street Senior High School. So should you have any questions concerning the research or the associated procedure I can be contacted through the school on 9362 1277. Alternatively if you would prefer I can be contacted at home on 9335 7042. Please do not hesitate to contact me if you have any queries.

APPENDIX H - Summary of Content of Parent Narratives

Conversation A: Parent's of Hostel Adolescents 'narrative' of how the decision was made for their child to attend the 'Hostel'.

Conversation B: Parent's of Hostel Adolescents self selected most significant 'narrative' (from descriptions of 'career' activities they were involved in with their child)

Conversation C: Topics of additional 'narratives' discussed by Parents of Hostel Adolescents with their children

Parent		Narrative	Frequency
Parent 1	A	Child instigated conversation - cricket students from metro. school visited town - motivated student - talented recognised by school and local coach - a dream of child and father - parents discussed pro's and con's decided if it didn't work out it 'was only lower school that had been "messed up"' - child seen as mature for years (parent's and child's evaluation)	11 1, 3, 10
	B	Phone call (follow up to concerns expressed at home) re not wanting to attend specialist camp - most of conversation spent trying to find out 'real' reason for not wanting to attend - felt their child was hurt by parents apparent lack of support for his wishes - parents wanting to build strength of character - not just for sport but also for life	8 2, 10, 3
	C	Request for more spending money Inviting friend home (to country) Subject selection for following year Problems with not having 'latest clothes'	9, 1, 6 7, 9, 2 11, 1 9, 3, 6

Parent		Narrative	Frequency
Parent 2	A	Following older sibling - expectation of child that he would receive the same chances (excitement and opportunities as sister who had attended hostel previously) - discussion based around logistics/ organisation/expectations of behaviour	19 2, 8, 6,
	B	Student phoned to organise work experience dates - returning home for work experience - parents would rather placement organised in Perth - explanation/reasons from both sides - parents convinced child to complete work experience in Perth - appointment made with school	10 4, 7, 8
	C	Desire to join Student Council Sporting commitments Assistance with woodworking assignment Subject selection for following year Attendance at a party Sharing a room when return home (to country)	8, 3, 7 1, 4, 7 1, 4 11, 1, 4 2, 5, 6 7, 2, 9
Parent 3	A	Student attends district high school , studying in Perth (eg. over distance edu., attending country senior high school) always an expectation, only question, timing - conversations commenced in Year 7, decision for hostel made in Year 10. Final decision one of cost - decision made by parents but child involved in all stages of planning	11 6, 4, 9
	B	Phone conversation initiated by student - complaining about restrictions, lack of free time at the hostel. Agreed over some of the issues eg. having to do homework if no homework - but also tried to explain the curfews and rules about going out their for a purpose - discussed how to ask for something, tone of voice, attitude etc. - even if disagree respect important	7 9, 8, 2
	C	Organising weekend out Paying for school rugby jumper Parent concern over smoking Arranging parent visit to Perth Discussion re Marbo	3, 6 9, 4 2, 4 11, 1, 4 7, 3

Parent		Narrative	Frequency
Parent 4	A	Keen aeronautics student - student aiming for ADFA - parents feel may be to high an expectation however as farmers with plane used for working on the property if their child 'did not make the airforce he would at a young age, for a cheap cost, have a pilots licence' - child adamant not going to be a farmer, causing friction - hostel meets both needs	11 1, 7, 2
	B	Conversation at home after parents evening re subject selection - concern that grades may have been affected due to time missed (3 months) because of family holiday, concern with prerequisites required for further study in aviation field - questions as to how this affected pathways - frustration, worry on all fronts	1 2, 11, 9
	C	Commenting on successful assignment Discussion building the plane Organising afterschool activities Student complaining about a teacher	2, 8, 1 1, 8, 11 4, 9 7, 3
Parent 5	A	Parent expectation that child will complete high school and tertiary study - studies indicate chances of completing tertiary studies reduced if complete Yr 12 by Distance Edu. Cannot afford private school, therefore hostel good option. Child not want to leave country home, (also upsetting to parents, acknowledge that a clash of their values ie. Respect for child, family closeness V's education) not so much arguments as depressed child	10 8, 4, 3
	B	Phone call from teacher - student distressed over situation on farm (financial problems dur to poor seasons) - phone call made to student by mother - result child brought home for one week mid-term - reassurance, part of the wheel of life, what is important is family - explained why the family had taken the action they had eg. father leaving property to work in another town - concluded with child being involved in family planning of next strategies, opinion sought , ideas incorporated. 'It sound corny but for the first time I heard the pain she was in.	6 3, 2, 1
	C	Discussion over lack of free-time, student perspective Concern over drugs Arranging holiday activities Parents challenging but not stopping involvement with boyfriend Sharing responsibilities when at home	9, 1 8 3 2, 8 7, 9

Parent		Narrative	Frequency
Parent 6	A	Accepted by community (Christmas Islands) that once students complete their education they will complete their high school education in Perth - only question where to study, school connected to this hostel, private school with boarding facilities, stay with relative and study at high school near their home. This hostel good reputation - affordable. Although student involved in the weighing of the options, the decision was in reality already made - student aware that this decision made by parent but courses etc. will be their choice	11 10, 1, 2
	B	At home child organised to stay in Perth next holidays to study for TEE, student explained how this would help their exam preparation and that the uncle would ensure the food was correctly prepared and that she would be safe - at this time she also told them of her course selections for next year - issue of accommodation raised if accepted into university - parents reinforced their values re parties, drugs, safety	2 1, 9, 8
	C	Involvement in a sporting team Request for study texts Organising a dress for the school ball Discussion re after ball party Discussion re Tafe and University options	10, 1 9, 1 3 11 2, 9, 8
Parent 7	A	Child bought information home from primary school in Year 5, has been a goal of child ever since - 'wore parent down' - child did all the research, parents assisted and supported - 'before we knew it we had to give it a go'	11 1, 9, 6
	B	Student homesick - numerous phone calls home - tried to supply a small activity each day to assist settling in eg. join school play production as extra - switched emphasis that parent would ring each day to keep student informed of what was happening at home - take the pressure away from the student being seen as week for ringing home - alternatives being discussed for next year eg. return home, family moves to Perth	3 8, 7, 6
	C	'Hello phone call' parent instigated Handling a disagreement with the chef Spending allowance Consequences for not completing homework	3, 7 7, 8 9, 7, 2 9, 6

APPENDIX H CONTINUED - Summary of Content of Parent Narratives

Parent		Narrative	Frequency
Parent 8	A	Family tragedy - one option for child to avoid following similar pattern to sibling was to continue education in Perth. Together researched options in Perth. Specialist course met career plans, accommodation from hostel made it possible. Child involved in all stages	11 3, 1, 2
	B	Student having trouble in two classes - mother regularly in Perth - students perspective of situation explained to parent - parent visits school - report by parent given back to child, discussion of how to handle these issues in the future	7 1, 3, 2
	C	Organising weekend out Discussion re: homework V's going out Student request for help with history assignment Weekly phone call to compare 'weekly notes'	9, 2 2, 8 3, 2 3, 9
Parent 9	A	Parents heard about new course on offer at metro. high school - student wanted to study in Perth - visited school together - school organised hostel information to be sent to family - student not totally happy with subject selection - negotiated compromise with parents re course	11 10, 1, 9
	B	Student returns home most weekends - discussion over study arrangements - both the practicalities ie a room and the amount of time spent studying - parents not want to force the issue but encourage initiating this by having child design own study	2 1, 10, 9
	C	Organising weekend out Parent reminder re: thank you cards Correction over manners - parent Organising visit	2, 9 2 7, 8 4, 3, 8

Parent		Narrative	Frequency
Parent 10	A	Positive word of mouth in community re: the hostel accommodation - believed only way to stay at hostel was to be enrolled in specialist course - parents gathered information on specialist courses - decision of which course given to child to make	11 9, 4, 7
	B	Phoned and faxed information for TAFE application - discussion on courses selected and why - difficult to do over the phone so organised for mother to visit Perth - with student the two extended options for next year by visiting school councillor, Defence Force Recruitment, TAFE counsellor - student seemed relieved parent in Perth - embarrassed about her attendance at school	3 4, 9, 5
	C	Assisted with homework Discussion re: problem with petty thefts Assisted sought out transport routes Reviewed travelling home on weekends	1, 2 2, 4 1, 3, 4 6, 7
Parent 11	A	Student staying with friends in Perth, problems with family staying with - perceived lack of discipline - parents enrolled child at hostel - argument with child though child realised/accepted present condition could not continue	7 10, 9, 3
	B	Conversation at home re subject selections. Arguments over favourite subjects V's though subjects which will help in the future - not resolved (*student actually submitted a form that had a forged parent signature	7 10, 8, 9
	C	Organised attendance at sporting match Assistance with subject selection Organised participation in school fund raiser Advice on working as part of team to complete assignment	4, 8 11 2, 9 7, 9, 2

Parent		Narrative	Frequency
Parent 12	A	Student and family read of course in newspaper - odd conversations over year. Sat test, accepted - conversations in earnest - lots of 'twoing and throwing' - student keen but seen as big decision (though eventually inevitable) - decision for trial period made	11 3, 6, 1
	B	Phone conversation (follow up to conversation at home) regarding which sporting tem to join - student wanted to participate in individual sport (archery) parent keen that student involved in team sport - explained reasons - some values (teamwork) others logistics (transportation)	10 1, 2, 5
	C	Teach to use farm equipment Concern over party on the weekend Changing country curfew rules	1, 9 4, 2 6, 4, 3
Parent 13	A	Student heard about course during Year 10 counselling - keen - discussed idea with parents - parents supportive - student aware that he would eventually be required to continue education in Perth - arranged to visit school and hostel	11 1, 8, 9
	B	Argument at home over amount of money provided by parent as 'spending money' - explained that student could earn any additional money they needed - student reluctant - issues discussed eg. work rules at hostel, affect on study (parents questioned this) - alternatives discussed eg working when student comes home for Christmas holidays	9 1, 2, 4
	C	Assisted with sewing project Discussion re use of/lack of free time, led into attending party's Argument re: behaviour at hostel	1, 2 2, 9 2, 8

APPENDIX I - The Intent of Hostel Parents in the Delivery of 'Career' Activities With Their Adolescents

| | NATURE OF ACTIVITY | | | | | | TOTAL | | |
| Intent | Decision to Move to Hostel | | Career Activity Selected by Parent as most Significant | | Additional Examples | | Total | | Combined Total |
Level of Intent	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	
1 Skill Acquisition		8	1	6	8	6	9	20	29
2 Acquisition of Specific Values or Beliefs		4	2	6	12	10	14	20	34
3 Protection of Unwanted Experience		5	2	4	5	10	7	19	26
4 Increase Independent Thinking or Action		3		3	4	9	4	15	19
5 Decreasing Sex Role Stereotyping				2		1	0	3	3
6 Moderation of Parent Child Relationship		4	1	1	2	5	3	10	13
7 Facilitation of Human Relationships		3	3	2	7	5	10	10	20
8 Enhancement of Character Development		3	1	5	2	9	3	17	20
9 Development of Personal Responsibility	1	6	1	6	7	11	9	23	32
10 Achievement of Parents Personal Goals		5	3	3	1		4	8	12
11 Facilitation of Course/Subject Selection	13			2	5	2	18	4	22

ACTIVITIES YOU USE WITHOUT YOUR CHILD'S INVOLVEMENT	How valuable do you think these activities would be in the career development of young people? 1. Of no value 2. Of little value 3. Occasionally valuable 4. Good value 5. Excellent value					How valuable are these activities to you personally when you think of helping your child with their career development? 1. Would not consider using 2. Have not used but would try 3. Would use occasionally 4. Would use often 5. Would use all the time					Please can you provide an example of how you have used this activity
	1	2	3	4	5	1	2	3	4	5	
gather information	2	2	17	14	10	1	6	16	16	6	Speaking to people in occupations related t career path Used known contacts Wrote away for information regarding particular jobs Obtained pamphlets from Uni's + used the Good Uni Guide Contact Defence Forces Collect appropriate information at specific functions Look through all info and keep relevant - show - discuss Applying to various establishments for their pamphlets and info Go to parent/career nights Info that helps towards a project

	1	2	3	4	5	1	2	3	4	5	
Intervene directly on behalf of your child	8	13	16	8		12	11	18	4		Allow child to take some responsibility - but provide support when necessary Talked with child My child is very independent and is not kee on parental advice They have their own mind I would advise n intervene Asked local business if needed a junior dur the school holidays - got job for daughter Guide them but not push Be approachable and open to their ideas
provide support for your child				6	31		2		19	22	Just talking about options - know we are h to support mentally and financially Socially and financially to enable them to concentrate on future decisions Helping find info Talking to children re job and going to plac to see what is involved with that particular j In the home environment Encouraged and instructed her to make herself known to local business/follow up jc Offer advice Make myself available to listen, help, advis

	1	2	3	4	5	1	2	3	4	5	
provide access to your personal/ social network		6	20	10	9		29	2	12		Use contacts to get work experience Make the kids welcome socially Learn from our experience Used day to day contacts Babysits friends children By being involved in sport When asked I do
structure the environment for your child	2	9	18	8	8	8	8	13	8	8	Child must want what is offered If it is not the correct time, place, mood etc. suggest a better place time etc. Must be prepared to work for it himself Supported him in his activities Farmer friend have employed my son givin· him good work experience Being aware of study environment We have extensive library and a good computer an a local telecentre
observe your child		6	4	18	16		6	4	20	14	Mainly to know his interests, steer in directi we know he'd enjoy Be there as often as possible Oversee my son working on the farm We babysit 8 month old twins together - se· how she gets on with children and how she gets on with them

APPENDIX K - Use of Resources and Sources of Information that Inform Parent's of Hostel Adolescents

N/A	Not Applicable Have not heard about		3	Acceptable - gained some information but would not recommend
1	Heard about but, not used		4	Good
2	Poor - would not use again		5	Excellent

	N/A	1	2	3	4	5	Total	Selected comments
PRINT INFORMATIION								
Kent St SHS Lower School Course Manual	21	7		8	9		45	
Kent St SHS Upper School Course Manual	14	10	2	4	9	6	45	
Directories								All comments related to the Job Guide
CES Job Guide	6	12	2		20	4	44	To see what is available
Good University Guide	30	9		3	2	1	45	Good because available through schools and local library
Other								Excellent resource/Best resource Helped student select course
								Provides good overview/starting point
								School made available to bring home and use with student - this should happen with more resource
								As teacher used with students
Industry based information/Specific career information	13	12		7	7	4	43	
Information on Apprenticeships/Traineeships	31	3			5	6	45	
Tertiary Entrance Handbooks - Including Faculty handbooks								
University	11	13		8	8	5	45	
Tafe		20			18	7	45	

N/A	Not Applicable Have not heard about	3	Acceptable - gained some information but would not recommend
1	Heard about but, not used	4	Good
2	Poor - would not use again	5	Excellent

	N/A	1	2	3	4	5	Total	
Defence Force Information	14	7			13	11	45	Inquired for my son Because of sons interest
Government produced information	20	11		6	4		41	From workplace
Private Providers eg. Secretarial College, Hospitality	29	9		3	2		43	From workplace
Company Brochures and Booklets	21	10		7	4		42	Source mining companies Source parents work
Association and Institution Newsletters and Brochures	23	2		14	3		42	In the past very good newsletter from Hostel but 1997 very disappointing Receive magazine from Tennis West as part of specialist course
Self Help Material	28	7		6	7		48	Some brilliant programs available
Book		23		12	2	7	44	But which to buy???
Reference material - eg. theory, journals, reports	29	7		4	3		43	If you hunt for any particular information you can usually find it
Newspaper, magazine articles	4	30	2	3	2		41	
Programs - Video etc.	16	19		6	2		43	
Information on Year 12 Graduation/Examination and Assessment Practices and Procedures								I certainly know about this but I have no knowledge except through occasional I have conversations with my child Very confusing form parents not in education Information from school

N/A	Not Applicable Have not heard about		3	Acceptable - gained some information but would not recommend
1	Heard about but, not used		4	Good
2	Poor - would not use again		5	Excellent

Other							
PLACES							
Industry Visits/Guest Speakers	10	6		6	12	10	44	Depends on presenter - Defence Force Usually excellent
Work Experience	6	7		3	10	19	45	Excellent Essential Not needed yet Limited places lead to limited options
Part-time work	8	2		6	13	15	44	School Holidays Not in chosen career - school holidays
Volunteer Work	6	6			8	25	45	Farm Community Church Creche Senior Citizens
Career Expos/Displays etc	12	23			4	4	43	
Career Reference Centre	11	14		3	7	8	43	
DEETYA - Offices, centres, agencies	21	5	5	5	7		43	
Public Libraries	6	12	6	12	4	4	44	Own satisfaction Could be more information available
School Libraries/Reference Centre	1	33		2	7	1	44	To find out more about local history Quality changes from year to year
Univeristy/Tafe Information Centres/Career Services	18	18			3	5	44	Phoned TAFE to discuss courses When visited colleges for Uni accommodation
Other								

N/A	Not Applicable Have not heard about	3	Acceptable - gained some information but would not recommend
1	Heard about but, not used	4	Good
2	Poor - would not use again	5	Excellent

	N/A	1	2	3	4	5		
Media/Computer Packages JAC Careermate/Careerbuilder Australian Junior VIP Other	11	7		7	9	11	45	Good but only to stimulate thought and discussion Excellent school program but difficult for Parents to become involved
Videos	22	12		9	2		45	Kent St video about Mt McClure was very informative
CD Rom	25	9	2	2	1	1	40	
Online Resources	29	12			1		42	
Internet	20	14		2	2	4	42	
Listservers	29	14			1		44	
Other								
PEOPLE								
Other Parents/Guardians	2	14		8	10	8	42	
Teachers	5	13		8	8	10	44	To address specific concerns Especially those with a few years experience outside teaching
Councillors	5	34		2	2	2	45	For problems
Courses	5	30		0	3	7	45	
Other								

General comments:

I have not used these but inform my son to use them when the need arses
I would like to have this info.
Perhaps son has some of these and not passed on
These so-called resources must be so very valuable as I have not seen any of them
All of these so-called resources have not been available to me as a parent
Other people in the workforce - to explain the differing aspects of certain occupations
School displays
All of these are inaccessible to me personally but available to the student
School organises - not just Work Exp.
Found (sometimes accidentally) in travels;
Requested from school - posted
Already in Career - talk about good and bad
Course selections help