CAREER-RELATED PARENT SUPPORT AND VOCATIONAL IDENTITY OF HIGH SCHOOL STUDENTS

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Abstract

The main purpose of this study was to investigate career-related parent support and vocational identity of high school students. Furthermore, this study aimed to investigate the differences in career-related parent support and vocational identity of high school students by gender, age, schools, districts and socioeconomic status. The population of this study consisted of Grade Ten and Grade Eleven students in Yangon Region. The sample of this study included 615 high school students from seven high schools in Yangon Region. Career-Related Parent Support Scale Questionnaires (CRPSS) developed by Turner et al. (2003) and Vocational Identity Scale Questionnaires (VIS) developed by Holland et al. (1980) were used to measure career-related parent support and vocational identity. In this study, there was no significant difference in overall scale as well as four-subscales of high school students' career-related parent support by gender, age and socioeconomic status (SES). Regarding schools and districts, significant difference was found to be overall scale as well as four-subscales of high school students' career-related parent support. And then, there was no significant difference in vocational identity of high school students by gender and age. Regarding schools, districts and SES, significant difference was found to be in high school students' vocational identity. Finally, the correlation result showed that career-related parent support and vocational identity were positively correlated. The findings of this study will be hopefully applicable to counselors, parents and educators to assist the children in career counseling and parental education.

Keywords: career-related parent support, vocational identity

Introduction

For a child, the most influential people in life are parents. Parental support plays a vital role in the life of children and has a strong influence upon them especially on two significant life events such as marriage and their vocational choice. The right choice of vocational will bring the best in the individual consequent to which he/she will be happy him/herself. Career choice is one of many important choices that students will make in determining their future plan and this decision will impact them throughout their lives (Borchert, 2002).

Adolescents construct their vocational identity that has long term implications for how they select their future occupational paths (Duffy, 2016). The construction of their vocational identity encompasses a meaningful integration of goals, values, and interests. It is very important component for their career choice. Vocational identity promotes vocational and career adaptation throughout adolescence.

Vocational identity promotes vocational and career adaptation throughout high school students. It being important psychological factor in the world of work, it seems that there is an urgent requirement to explore as to make an individual's interest of vocations. It gets crystallizing among the high school students once they reach at terminal stages of their education at that time parent support is important.

As Myanmar traditions, young people respect to the elders and always try to follow their decisions so that they are likely to feel confused and think that they are not capable of selecting a

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suitable career for themselves when they focused to decide. Thus, they followed the decision of their parents. As a result, they were not satisfied with their career choices, they could not achieve the successful lives.

Therefore, developing vocational identity of students has become one of the most important and valuable aspects of the career development process. So, career-related parent support plays an essential role in the process of promoting students vocational development. Moreover, it is urgent and necessary to find the way for the career-related support of their parent. Positive parental support builds students' vocational identity and allows students to feel free to make decisions regarding their future. On these reason, it is time to investigate the Myanmar high school students' vocational identity. So, the study of vocational identity can help and give proper guidance to students for knowing the right decision and parent support is important for their future career.

Purpose of the Study

The purpose of this study is to investigate the relationship between career-related parents support and vocational identity of high school students. To accomplish this study, the specific objectives of the study are as follows:

(1) To investigate the career-related support of high school students by gender, age, districts and socioeconomic status.
(2) To explore the vocational identity of high school students by gender, age, districts and socioeconomic status.
(3) To investigate the relationship between career-related parent support and vocational identity of high school students.

Definitions of Key Terms

Career-related parent support. Parental support is defined as the assistance, related to career decision or development, an individual receives by their primary caregiver in forms such as instrumental assistance, emotional support, verbal encouragement and career-related modeling (Turner & Lapan, 2002).

Vocational identity. Vocational identity can be defined as a clear and stable picture of person goals, interest, talent and an important component in making decisions regarding career choice (Holland et al., 1980).

Review of Related Literature

Career-related Parent Support

Career-related parental support plays an essential role in the process of promoting young people's career development. Career-related parental support is essential for enhancing vocational student's aspirations, career decision-making and career expectations and for developing skills and attitudes that will increase employability (Turner et al., 2003). Evidence reports in Western countries had indicated that career-related parental support is positively associated with students' career decision-making self-efficacy (Lee & Mun, 2011). Parent influences the career development and occupational attainment of young adults (Sewell & Hauser, 1975). The level of parent support in a child's life, whether positive or negative, can impact how the child chooses his/her future careers.

Vocational Identity

Vocational Identity can be described as one of the major component of agentic control which one has over his/her career development. Through vocational identity, a framework can be determined for setting up goals and self-direction. It also contributes to an individual's adjustment and well-being along with facilitating the transition which one goes through from school to work. Vocational development is a process that starts at a very age, mainly in childhood, an important role throughout the life-span (Lee & Mun, 2011). Promoting students' career development is also considered one of the most appropriate approaches to improving vocational identity (Katherine, 2018).

Method

Sampling

The sample of this study consisted of Grade Ten and Grade Eleven high school students from seven schools in Yangon Region. The number of participants was 615 students (278 males, 337 females). The samples of this study were collected by using random sampling technique.

Research Method

In this study, the design and method were quantitative research design and descriptive survey method.

Instrumentations

Career-Related Parent Support Scale (CRPSS): Career-Related Parent Support Scale (CRPSS) was developed by Turner et al. (2003). The scale for CRPSS was composed of four subscales and it consists of 27 items. The scales of items in the questionnaire were also five point Likert-scales. The internal consistency was 0.899 for the whole scale.

Vocational Identity Scale (VIS): Vocational Identity Scale (VIS) developed by Holland et al. (1980). VIS consists of 18 items and includes positive items (5 items) and negative items (13 items). The internal consistency was 0.7 for VIS.

Data Collection

During the second week of July 2021, a pilot testing was conducted on 50 High School Students from B.E.H.S (2) Dagon. Based on the result of the pilot study, the researcher improved the weakness of wording and changed kinds of questions which are inappropriate and could get incomplete responses. According to the permission of Ministry of Education, a total of 615 high school students from seven different high schools in Yangon Region gave responses to Career-Related Parent Support and Vocational Identity. Finally, by using the self-reported survey questionnaire, the required data were collected from July 2021 to August 2021. The data were analyzed by the Statistical Package for the Social Science (SPSS) software version 25 for quantitative data. Then, the data were analyzed by descriptive statistics, independent samples t-test, ANOVA and correlation analysis.

Findings

Comparison of High School Students' Career-related Parent Support by Gender

Concerning the high school students' career-related parent support, the gender difference was worthwhile to explore. The subscales of career-related parent support were categorized into four parts; instrumental assistance, career-related modeling, verbal encouragement and emotional support. In order to confirm the gender difference of the high school students' career-related parent support, independent samples *t*-test was applied. The mean scores and standard deviations for both male and female high school students across four subscales as well as total scale score were reported in Table 1.

Table 1. Independent Samples *t*-test Result of High School Students' Career-related Parent Support by Gender

Variables	Gender	Mean	*SD*	*t*	*p*
Instrumental Assistance	Male	26.04	4.641	-.869	.385
	Female	26.35	4.387		
Career-related Modeling	Male	26.90	5.128	1.101	.271
	Female	26.44	5.110		

Table 1 (Continued)

Variables	Gender	Mean	*SD*	*t*	*p*
Verbal Encouragement	Male	25.02	3.697	-.906	.365
	Female	25.34	4.762		
Emotional Support	Male	26.77	5.562	.875	.382
	Female	26.38	5.526		
Overall Career-related Parent Support	Male	104.72	15.932	.168	.867
	Female	104.51	15.819		

This finding can be interpreted that there was no significant difference in high school students' career-related parent support by gender. This may be due to the fact that both male and female high school students in this study received equal career-related parent support in this study.

Comparison of High School Students' Career-related Parent Support by Age

To find out the differences between career-related parent support with subscales such as instrumental assistance, career-related modeling, verbal encouragement and emotional support by age, descriptive statistics was made. The mean values of male and female students for career-related parent support were reported in Table 2. According to the results, the mean score was slightly difference in all subscales and overall career-related parent support by age**.** To make the confirmation of the significant differences of high school students' career-related parent support by age, ANOVA was calculated.

Table 2. ANOVA Results of High School Students' Career-related Parent Support by Age

Variables	Age	Mean	*SD*	*F*	*p*
Instrumental Assistance	14	29.20	3.564	1.807	.109
	15	25.90	4.280		
	16	26.12	4.688		
	17	27.25	3.900		
	18	25.19	6.705		

Variables	Age	Mean	*SD*	*F*	*p*
	19	26.67	4.926		
	Total	26.21	4.503		
Career-related Modeling	14	28.40	2.302	.637	.671
	15	26.50	4.787		
	16	26.49	5.486		
	17	27.17	4.669		
	18	27.13	5.726		
	19	28.83	7.305		
	Total	26.6	5.119		
Verbal Encouragement	14	25.80	3.421	1.087	.366
	15	24.72	3.596		
	16	25.34	5.034		
	17	25.83	3.331		
	18	25.56	5.046		
	19	26.00	5.899		
	Total	25.20	4.313		
Emotional Support	14	28.60	5.941	1.270	.275
	15	26.15	5.407		
	16	26.45	5.536		
	17	27.62	5.219		
	18	26.75	6.875		
	19	28.83	10.048		
	Total	26.55	5.541		
Overall Career-related Parent Support	14	112.00	13.266	1.467	.199
	15	103.27	14.797		
	16	104.40	16.818		
	17	107.87	13.237		
	18	104.63	21.500		
	19	110.33	26.897		
	Total	104.60	15.857		
Overall Career-related Parent Support	14	112.00	13.266	1.467	.199
	15	103.27	14.797		
	16	104.40	16.818		
	17	107.87	13.237		
	18	104.63	21.500		
	19	110.33	26.897		
	Total	104.60	15.857		

According to the results, there were no significant differences in both each subscale and overall career-related parent support by age (see Table 2). It can be concluded that career-related parent support of high school students was not dependent on their age.

Comparison of High School Students' Career-related Parent Support by Districts

In this study, career-related parent support of high school students from four districts of Yangon Regions were examined. In order to investigate whether there were significant differences in career-related parent support of high school students with subscales such as instrument assistance, career-related modeling, verbal encouragement and emotional support by districts,

descriptive statistics was done and the differences in mean scores of career-related parent support by districts were presented in Table 3.

Looking across the districts, Table 3 shows the mean score of high school students from district (3) on career-related parent support was the highest among four districts. The mean score of high school students from district (2) was the second highest among other districts. According to the results, the mean score of students in all subscales and overall career-related parent support was mean difference for districts (see Table 3). To make the confirmation of the significant differences career-related parent support with subscales such as instrumental assistance, career-related modeling, verbal encouragement and emotional support by districts, ANOVA was calculated.

Table 3. ANOVA Results of High School Students' Career-related Parent Support by Districts

Variables	Districts	Mean	*SD*	*F*	*p*
Instrumental Assistance	District (1)	25.54	4.664	**15.007*** **	**.000**
	District (2)	26.6	4.14		
	District (3)	30.39	2.542		
	District (4)	25.57	4.578		
	Total	26.21	4.503		
Career-related Modeling	District (1)	26.99	4.945	**18.676*** **	**.000**
	District (2)	26.43	4.726		
	District (3)	32.11	3.882		
	District (4)	25.73	5.196		
	Total	26.65	5.119		
Verbal Encouragement	District (1)	24.61	3.718	**18.622*** **	**.000**
	District (2)	25.51	5.133		
	District (3)	29.74	0.95		
	District (4)	24.52	3.668		
	Total	25.2	4.313		
Emotional Support	District (1)	26.25	5.655	**26.317*** **	**.000**
	District (2)	25.98	5.445		
	District (3)	33.84	2.717		
	District (4)	26.06	5.061		
	Total	26.55	5.541		
Overall Career-related Parent Support	District (1)	103.4	15.85	**29.336*** **	**.000**
	District (2)	104.5	14.82		
	District (3)	126.1	7.709		
	District (4)	101.9	15.15		
	Total	104.6	15.86		

Note: ***The mean difference is significant at the 0.001 level.

As the results, there was a significant difference on each subscale scores as well as overall score of career-related parent support among districts (see Table 3). It can be concluded that there was a significant difference in career-related parent support among districts.

Table 4. Result of Tukey HSD Multiple Comparisons of High School Students' Career-related Parent Support by Districts

Variables	(I) District	(J) District	Mean Differences(I-J)	*p*
Instrumental Assistance	District (3)	District (1)	**4.856*** **	**.000**
		District (2)	**3.791*** **	**.000**
		District (4)	**4.823*** **	**.000**
Career-related Modeling	District (3)	District (1)	**5.119*** **	**.000**
		District (2)	**5.680*** **	**.000**
		District (4)	**6.376*** **	**.000**
Verbal Encouragement	District (3)	District (1)	**5.127*** **	**.000**
		District (2)	**4.230*** **	**.000**
		District (4)	**5.217*** **	**.000**
Emotional Support	District (3)	District (1)	**7.594*** **	**.000**
		District (2)	**7.866*** **	**.000**
		District (4)	**7.785*** **	**.000**
Overall Career-related Parent Support	District (3)	District (1)	**22.696*** **	**.000**
		District (2)	**21.567*** **	**.000**
		District (4)	**24.201*** **	**.000**

Note: ***The mean difference is significant at the 0.001 level.

To obtain more detailed information, the Post-Hoc Test was carried out by Tukey method (see Table 4). Concerning instrumental assistance, the mean score of district (3) was significantly higher than that of district (1), district (2) and district (4). Regarding career-related modeling, the mean score of district (3) was significantly higher than that of district (1), district (2) and district (4). Concerning verbal encouragement, the mean score of district (3) was significantly higher than that of district (1), district (2) and district (4). Regarding emotional support, the mean score of district (3) was significantly higher than that of district (1), district (2) and district (4). It can reasonably be concluded that high school students from district (3) get more career-related parent support than high school students from other districts in this study.

Comparison of High School Students Career-related Parent Support across Socioeconomic Status

In order to test whether high school students' career-related parent support depend on their socioeconomic status (SES) or not, demographic data were collected to get some information deal with students' socioeconomic status. To obtain more detailed information on the difference of high school students' career-related parent support across socioeconomic status, ANOVA was calculated.

Table 5. ANOVA Results of High School Students' Career-related Parent Support across Socioeconomic Status

Variables	SES Low	SES Middle	SES High	*F*	*p*
Instrumental Assistance	25.66 (4.826)	26.45 (4.405)	26.54 (4.179)	2.383	.093
Career-related Modeling	26.43 (5.529)	26.63 (4.973)	26.93 (4.808)	.435	.647
Verbal Encouragement	25.17 (3.922)	25.12 (3.712)	25.34 (5.438)	.134	.874
Emotional Support	26.53 (6.055)	26.83 (5.310)	26.20 (5.205)	.637	.529
Overall Career-related Parent Support	103.79 (16.973)	105.03 (15.646)	105.01 (14.756)	.414	.661

According to Table 5, there was no significant difference in career-related parent support of high school students across socioeconomic status. It can reasonably be concluded that wealth does not predict increased career-related parent support of high school students in this study.

Comparison of Vocational Identity of High School Students by Gender

Concerning the high school students' vocational identity, the gender difference was worthwhile to explore. In order to confirm the gender difference of the high school students' vocational identity, independent samples *t*-test was applied. The mean scores and standard deviations for both male and female high school students were reported in Table 6.

Table 6. Independent Samples *t*-test Result of Vocational Identity of High School Students by Gender

Variable	Gender	Mean	*SD*	*t*	*p*
Vocational Identity	Male	9.50	3.554	1.547	.122
	Female	9.05	3.517		

Regarding the gender, although a slight variation of mean scores exists in vocational identity, significant differences were not found in high school students' vocational identity. This finding can be interpreted that there was no significant difference in high school students' vocational identity by gender. It was concluded that vocational identity of high school students was not dependent on gender in this study.

Comparison of Vocational Identity of High School Students by Age

In order to test whether there was a significant difference in vocational identity of high school students with respect to age, descriptive statistics was conducted. The mean score of vocational identity by age were presented in Table 7. According to the results, the mean score of age in vocational identity was slightly difference for all high school students in this study. To make the confirmation of the significant differences of students' vocational identity by age, ANOVA

was calculated. According to the results, there was no significant difference in vocational identity of high school students by age (see Table 7).

Table 7. ANOVA Results of Vocational Identity of High School Students by Age

Ages	Mean	*SD*	*F*	*p*
14	10.20	2.387	1.398	.223
15	9.47	3.651		
16	9.35	3.470		
17	8.55	3.513		
18	8.81	3.544		
19	7.33	2.066		
Total	9.25	3.538		

This finding can be interpreted that there was no significant difference in high school students' vocational identity by age. It can be concluded that vocational identity of high school students was not dependent on age in this study.

Comparison of Vocational Identity of High School Students by Districts

In this study, vocational identity of high school students from four districts of Yangon regions were examined. In order to investigate whether there were significant differences in vocational identity of high school students by districts, descriptive analysis was done and the differences in mean scores of vocational identity by districts were presented in Table 8.

Looking across the districts, Table 8 showed the mean scores of high school students from district (3) on vocational identity was the highest among four districts. The mean score of high school students from district (2) was the second highest among other district. To make the confirmation of the significant differences in vocational identity by districts, ANOVA was calculated.

Table 8. ANOVA Results of Vocational Identity of High School Students by Districts

Variables	Districts	Mean	*SD*	*F*	*p*
Vocational Identity	District (1)	9.13	3.429	**3.208***	**.023**
	District (2)	9.59	3.457		
	District (3)	10.42	3.010		
	District (4)	8.83	3.702		
	Total	9.25	3.538		

Note: *The mean difference is significant at the 0.05 level.

As the results, there was a significant difference in vocational identity of high school students by districts (see Table 8). As the results, there was a significant difference on vocational identity among districts.

Table 9. Result of Tukey HSD Multiple Comparisons of Vocational Identity of High School Students by Districts

Variable	(I) District	(J) District	Mean Difference(I-J)	*p*
Vocational Identity	District (3)	District (4)	**1.591***	**.049**

Note: *The mean difference is significant at the 0.05 level.

To obtain more detailed information, the post-hoc test was carried out by Tukey method (see Table 9). Concerning vocational identity, the mean score of district (3) was significantly higher than that of district (4). It can reasonably be concluded that the high school students from district (3) have higher vocational identity than the high school students from district (4). Because the students from district (3) have high socioeconomic than other. It can be concluded that vocational identity of high school students was dependent on districts in this study.

Comparison of High School Students Vocation Identity of High School Students across Socioeconomic Status

In order to test whether high school students' vocational identity on their socioeconomic status (SES) or not, demographic data were collected to get some information deal with students' socioeconomic status. The mean value is 1.94 and the standard deviation was 0.780 and P_{25} = 24, P_{50} = 26 and P_{75} = 29. Based on the percentile results, the value above P_{75} is defined as high socioeconomic status, the values between P_{25} and P_{75} is defined as middle socioeconomic status and the values below is defined as low socioeconomic status. To obtain more detailed information on the difference of high school students' vocational identity across socioeconomic status, ANOVA was calculated.

Table 10. ANOVA Results of Vocational Identity of High School Students across Socioeconomic Status

Variables	SES Low	SES Middle	SES High	*F*	*p*
Vocational Identity	8.89 (3.641)	9.05 (3.420)	9.99 (3.488)	**5.207****	**.006**

Note: **The mean difference is significant at the 0.01 level.

According to the results, there was a significant difference in vocational identity of high school students by socioeconomic status (see Table 10).

Table 11. Result of Tukey HSD Multiple Comparisons of Vocational Identity of High School Students across Socioeconomic Status

Variables	(I) SES	(J) SES	Mean Difference(I-J)	*p*
Vocational Identity	SES High	SES Low	**1.099****	**.007**
		SES Middle	**.938***	**.022**

Note: *The mean difference is significant at the 0.05 level.

**The mean difference is significant at the 0.01 level.

To obtain more detailed information, post-hoc test was executed by Tukey HSD method (see Table 11). Concerning vocational identity, the mean score of SES high was significantly higher than that of SES low and SES middle. It can reasonably be concluded that high school students from high socioeconomic status family have higher vocational identity than other high school students from low and middle socioeconomic status family in this study.

Relationship of Career-related Parent Support and Vocational Identity of High School Students

The main purpose of this study investigated the relationship between career-related parent support and vocational identity of high school students. The Pearson product-moment correlation was used to examine the relationship among the variables. The correlation between career-related parent support and vocational identity is shown in Table 16. Results revealed that career-related parent support and vocational identity were positively significantly correlated. There was a positive correlation between career-related parent support and vocational identity of high school students.

Table 12. Correlation between Career-related Parent Support (CRPSS) and Vocational Identity (VI) of High School Students

	CRPSS	VI
CRPSS	1	0.085*
VI		1

Table 13. Inter-correlations between Subscales of Career-related Parent Support and Vocational Identity of High School Students

	VI	IS	CM	VE	ES
1. VI	1	**.140****	.060	.059	.027
2. IS		1	.501**	.549**	.650**
3. CM			1	.464**	.518**
4.VE				1	.606**
5.ES					1

Note **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

CRPSS=Career-related Parent Support, VI=Vocational Identity, IS=Instrumental Assistance, CM=Career-related Modeling, VE=Verbal Encouragement, ES=Emotional Support.

Career-related parent support is divided into four related but separate components, instrumental assistance, career-related modeling, verbal encouragement and emotional support (Turner et al., 2002). Table 13 showed that vocational identity was only related to one of the categories of CRPSS. For example, there was significant relationship between vocational identity and instrumental assistance, one of the categories of CRPSS ($r = .140$, $p < .01$). It can be interpreted that the higher the career-related parent support, the higher the vocational identity of high school students.

Discussion and Recommendation

Career-related parent support plays an essential role in the process of promoting young people career development. It will help young adults adapt to different types of career and work opportunities. Adolescents with access to caring parent have high career choice and can develop high capacity goals as result in positive vocational identity. Vocational identity promotes vocational and career adaptation throughout adolescence. All schools should consider providing parents with timely information and advice on how to encourage their child's career planning in a positive and supportive way. Parents are helping their children to develop vocational identity and help them towards their goals and can receive more satisfaction with their future lives. This study could also assist in career counseling and parental education on how to prepare children for making career and academic decisions that best suit the children, as well as teaching children coping skills and career guidance strategies that would be beneficial as they make decisions about their futures.

Conclusion

In this study, there was no significant difference in high school students' career-related parent support by gender. This finding was consistent with other studies that there was no significant difference in career-related parent support by gender (Katherine, 2018). However, in a work conducted by Elizabeth (2016), there was a significant difference in career-related parent support by gender. Sun (2015) also found that there was a significant difference in career-related parent support by gender. It can be concluded that both male and female high school students received equal career-related parent support. There were no significant differences in both each subscale and overall career-related parent support by age. However, in a work conducted by Elizabeth (2016), there was a significant difference in career-related parent support by age. It can be concluded that career-related parent support of high school students was not dependent on their age. There were significant differences on each subscale scores as well as overall score of career-related parent support among districts. According to the Post-Hoc Test, it can be concluded that high school students from district (3) get more career-related parent support than high school students from other districts. There was no significant difference in career-related parent support of high school students across socioeconomic status. This finding was consistent with other study that there was no significant difference in career-related parent support depending on socioeconomic status (Elizabeth, 2016). It can be concluded that wealth does not predict increased career-related parent support of high school students.

In this study, there was no significant difference in high school students' vocational identity by gender. This finding can be interpreted that there was no significant difference in high school students' vocational identity by gender. This finding was consistent with the previous findings of

Thadtisha (2004), Samer (2007), and Soowhan (2020). They found that there was no significant difference in vocational identity by gender. However, in a work conducted by Chan (2013), there was a significant difference in vocational identity by gender. It was concluded that vocational identity of high school students was not dependent on gender. There was no significant difference in vocational identity of high school students by age. This finding was consistent with the work by Samer (2007) and Thadtisha (2004). They found that there was no significant difference in vocational identity by age. It can be concluded that vocational identity of high school students was not dependent on age. There were significant differences on vocational identity among districts. According to the Post-Hoc Test, it can be concluded that the high school students from district (3) have higher vocational identity than the high school students from district (4). Because the students from district (3) have high socioeconomic than other. It can be concluded that vocational identity of high school students was dependent on districts. There was a significant difference in vocational identity of high school students by socioeconomic status. It can be concluded that high school students from high socioeconomic status family have higher vocational identity than other high school students from low and middle socioeconomic status family.

There was a positive correlation between career-related parent support and vocational identity of high school students. It can be interpreted that the higher the career-related parent support, the higher the vocational identity of high school students.

Limitations of the Study

Firstly, the study of longitudinal design is necessary to clarify age difference, regarding from childhood to adulthood. Secondly, the sample size was not sufficient to represent the whole high school students as there were many Basic Education Schools in the whole of Myanmar. To confirm the findings, target population should be selected from different townships and districts. Thirdly, another limitation related to the sample is the high ratio of female to male students. It should be done to work with other high school students to better explore relationship between career-related parent support and vocational identity. Furthermore, interview methods could be used to measure the different variables as well as self-reported measures.

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