



The Mediating Role of Students' Perception of Parental Behaviours between Parental Attachment and School Choice Exploration

Diego Boerchi¹ · Giulio D'Urso² · Ugo Pace²

Published online: 2 September 2019

© Springer Science+Business Media, LLC, part of Springer Nature 2019

Abstract

Objectives This study aimed to explore the relationships between students' perception of parental behaviours towards their children's choice, parental attachment and students' exploration when choosing a school.

Method Participants included 1851 pre-adolescents attending some public middle schools' third classes. They completed the adaptation to school choices of the Exploration of Vocational Issue Scale—the SIL Scale—to evaluate the students' perceptions of their parents' career-related behaviours and the Inventory of Parent and Peer Attachment to evaluate the parental relationships.

Results The results showed significant relationships between communication, parental trust and parental alienation in regard to the exploration of choosing a school. Furthermore, the three perceived parental behaviours (support, interference and lack of engagement) partially mediated the relationship between parental attachment and exploration.

Conclusions The study suggests that a good attachment relationships encourages students to explore their own opportunity to choose the best schooling option only if they feel supported and not bypassed by their parents.

Keywords Parental attachment · Parental career related behaviours · School choice

Choosing a school represents a fundamental step in the development of the adolescent and for subsequent career choices. Palmonari et al. (1991) suggested how this development task can be ascribed to socio-institutional development tasks, which can be defined as more complex, because there are many internal influences (previous experiences, attitudes, own life project) and external ones (interactions with peers, interactions with parents) (Guichard 2001). In regard to the internal influences, the choice of school is configured as a development task because a boy has to commit himself to making the choice to achieve a positive internal state (Havighurst 1952, 1953). Howard and Walsh (2010, 2011) underlined how this task—as all those concerning any career choice—requires an adequate ability to think about career choices and their attainment.

According to their model called Conceptions of Career Choice and Attainment (CCCA), cognitive reasoning is related to three approaches: association, sequence and interaction. The first is typical of children and is more primitive, and the last one should be typical of adolescents and adults and leads to more efficient career choices. Adolescents' school choices will be more reliable if they have reached the last developmental level because “Choice requires the consideration of interaction of personal attributes, environmental influences, and systemic level factors (e.g., employment trends). Attainment involves dynamic interactions of factors at the personal, relational, environmental, and societal levels (e.g., emerging occupations such as green jobs)” (Howard and Walsh 2010, p. 144). Also, the model Social Cognitive Career Theory (SCCT) by Lent and Brown (1996) underlined how an adequate level of maturity, on the one hand, help with the perception of self-skills and aptitudes and, on the other hand, helps with understanding the results that will be likely achieved by making a choice. Said choice will develop specific school and professional interests, which will lead to more efficient career choices.

In regard to the external influences, the ecological model by Bronfenbrenner (1977) highlighted how the context the

✉ Giulio D'Urso
giulio.durso@unikore.it

¹ Faculty of Educational Sciences, Department of Psychology, Università Cattolica del Sacro Cuore, Milan, Italy

² Faculty of Human and Social Science, “Kore” University of Enna, Enna, Italy

individual is inserted into (e.g., family context) can have repercussions on the development tasks that are required to carry out choosing a school. The period of high school choice coincides with many changes in adolescent development, including cognitive growth, social development and the renegotiation of family patterns and links (e.g., Grolnick et al. 2007). In this sense, given the critical nature of the development phase that adolescents are experience, the role of family members is placed in a privileged position, especially in regard to supporting them in this choice (Hill and Tayson 2009; Jeynes 2012; Muscarà et al. 2018). In the original version of the SCCT model (Lent and Brown 1996, p. 93), contextual influences were considered to be moderators in proximity to the choice goals and choice actions, but the same authors underlined how they can be not only “moderators of certain key theoretical relations” but “precursors of socio-cognitive variables” and “direct facilitators of deterrents” (Lent and Brown 1996, p. 101). In other words, parents’ roles should not include choosing schools instead of their children; however, they can play an important role in helping their children perceive themselves as being more self-aware and competent when choosing a school. In this sense, parental support is configured as a protective factor connected to the exploration of school choice, as the adolescent will have developed an adequate sense of self-efficacy thanks to his parents, who have proved competent and sufficiently good in promoting autonomy.

In the literature, different styles of family involvement are differentiated. Following attachment theory (Ainsworth et al. 2015; Bowlby 1969), the style of attachment (in terms of safety, communication and affection) that the child develops towards his parents can be defined as family involvement. Sufficiently good primary relationships can be factors of protections for development, as they represent an important secure base (Bowlby 1969). In particular, if an adolescent develops positive feelings of trust and appropriate communication patterns with his/her parents, he/she will develop internal emotional patterns to address important developmental tasks, such as school choice. In other words, the adolescent will be able to exploit his own ties with his parents to deal with the choice adequately. According to many studies and in terms of scholastic adaption, an adequate parent–child relational style is connected to good outcomes of psychosocial development (D’Urso and Pace 2019; Castro et al. 2015; Wang and Sheikh-Khalil 2014; LeCroy and Krysik 2008; Ma and Huebner 2008; Nickerson and Nagle 2004). Moreover, other more recent studies that follow this theoretical model agree in affirming how suitable styles of a relationship with parents can have adequate development outcomes in terms of educational satisfaction during the school transition from one cycle to another (e.g., Muscarà et al. 2018). In particular, the literature underlined how an affective family

climate made of communication and trust can be a factor of protection towards positive development outcomes and be connected to the academic path of one’s child (e.g., Winnicott 2012). Furthermore, in the educational field, it is possible to define the term parental involvement in the specific behaviour of parents in relation to the scholastic context with which the child is in contact.

The No Child Left Behind Act (2002, § 9101) defined it as the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. In this regard, many studies have also investigated the role that parents have in relation to the choices that their child makes in school contexts (e.g., in terms of types of school to attend) (e.g., Bauch and Goldring 1995). Hill and Tyson (2009) suggested how family involvement is a factor related to the promotion of success in school activities. Other studies have shown that parental involvement in the educational process is positively associated with the academic outcomes of adolescents in middle and high school (e.g., Catsambis 2001; Hill and Taylor 2004). In contrast, other research has shown that family involvement does not affect the achievement of academic outcomes (e.g., Balli et al. 1998; Bronstein et al. 2005). Epstein and Sanders (2000), integrating the psychosocial and educational perspectives, suggested how the family can play an important role in relation to support during development and a child’s school career. McGinn and Ben-Porath (2014) also highlighted how important it is to implement programs that involve parents in their child’s choice of school to improve school performance and performance overall. Wright et al. (2017) underlined how attachment affects career decision self-efficacy “defined as the ability to overcome personal barriers or otherwise aversive conditions in pursuit personal goals, coping efficacy in particularly relevant in the context of how students approach challenges related to their academic and career success” (Lent et al. 2000, p. 445).

Some studies have underlined as attachment style can be considered a personal input in the SCCT model, which influences the learning experiences, self-efficacy beliefs and outcome expectations regarding future career success (Wright and Perrone 2008). Wright (2017) found that attachment may influence career search activities, even though the direct effects in his study were small. Other studies has highlited how parental support in career choices has a strong influence in career search activities (e.g., Boerchi and Tagliabue 2018). To the best of our knowledge, nobody has considered all at once the relation between attachment and parental career related support and their role in career search activities. Our hypothesis is that the relationship between attachment and career search activities in the previous studies was present but small because it is mediated by adolescents’ perception of

parental career behaviours. In other words, a good attachment relationship produces students' exploration to choosing a school just slightly if parents are not perceived as supportive in this specific task.

Method

Participants

Participants in this study were 1851 pre-adolescents (901 boys [48.7%] and 650 girls [51.3%]), aged from 12 to 15 years old ($M = 12.96$; $SD = 0.509$), attending the third classes of some public middle schools situated in Italian medium-sized cities and small villages. We choose this target because, in the middle of the third class, students are asked to subscribe to a specific high-school course, choosing it among more than forty alternatives. The period between September and January, then, is the most important and challenging for this target of students, highlighting their skills in choosing a school and the role of adults in supporting them in this process.

Procedure

We contacted students in October 2018 during a vocational guidance project based on the administration of a battery of psychological tests composed of an interest inventory, a cognitive abilities test, a personality questionnaire and a questionnaire on study methods and motivation.

A few weeks before the planned day of the administration of the tests, written informed consent was given to the parents, and none of them objected to their child's involvement in the study. Assent was also obtained from all the students involved in the study. This research was approved by the ethics committee of the Department of Psychology of the Catholic University of Milan. Therefore, all procedures which involved human participants were performed in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Measures

General information

Two demographic questions that investigated gender and age were applied.

Inventory of parent and peer attachment (IPPA)

This self-report questionnaire contains two scales that assess adolescent attachment to parents and peers. For this

study, only the scale related to parents has been administered (Armsden and Greenberg 1987). It is composed of 28 items and assesses a children's attachment to his parents via three subscales: trust, communication, and alienation. For example, the trust scale measures the agreement of mutual understanding of and respect for the parents' relationship with him/her and whether they can be considered a "secure base" (e.g., My parents understand me; My parents accept me as I am). The scale of communication investigates the quality of communication (e.g., My parents encourage me to talk about my difficulties; When we discuss things, my parents care about my point of view). Finally, the scale of alienation/disaffection measure the feelings of anger and interpersonal alienation (e.g., Talking over my problems with my parents makes me feel ashamed or foolish). Participants were asked to reply to the questionnaire using a 5-point Likert scale (range 1–5), which ranges from 1 (*never true*) to 5 (*always true*).

The Italian version of the questionnaire (Baiocco et al. 2009) has been tested on adolescents from 15 to 19 years old ($M = 17$; $DS = 1.41$). Because our sample was composed of pre-adolescent students, before of testing our hypothesis, it was important to verify the deep psychometric features of the scale. First, we analysed the distribution of each item: Items 2, 3, 4 and 18 had a non-normal distribution, due to the concentration of the students' answers on one of the two extremities. It is likely that these four items are not adequate for our sample: For example, it is quite typical for adolescents to feel angry with their parents (item 18 is "I feel angry with my parents") but it is uncommon for pre-adolescents. So, we decided not to consider these items for the following analysis. Because the questionnaire was administered by students' teachers and not by experts in psychological testing, unreliable answers may be present. So, we decided to eliminate 132 outliers selected using the Mahalanobis distance method. The following analysis will be conducted on a sample of 1719 students. This partial sample and the sample of the outliers did not statistically differ for age and gender. In the Italian study, Baiocco et al. (2009) tested its three-dimensional structure using a principal components analysis and decided to only consider a general score instead of the scores of the three subscales. We decided to utilise a different procedure using a confirmative factorial analysis, alongside the maximum likelihood method, to test a model with three correlated latent variables. A nonsignificant chi-square, suggesting that the observed and reproduced covariance matrix do not significantly differ, is desired. However, because the chi-square test is sensitive to sample size, models with a large sample are better evaluated using RMSEA and CFI (Byrne 2016). Models with $RMSEA < 0.08$ and $CFI > 0.90$ are considered to have acceptable fit (Bentler 1990), whereas models with $RMSEA < 0.05$ and

$CFI > 0.95$ are considered to have a more optimal fit (Hu and Bentler 1999). The model with 24 items (28 without the four with non-normal distribution) did not show good fit indexes due to the presence of covariance between the errors of couples of similar items. Step by step, we eliminated the item for each couple with the lower factor loading of the pertaining latent variable. This resulted in a model composed of 18 items—6 for each scale—with good fit indexes ($X^2(132) = 991.686$, $p = 0.000$; $CFI = 0.937$; $RMSEA = 0.062$) and all parameters significant with factor loading higher than 0.480. Instead of the reduced number of items, Cronbach's alpha indexes were also good, and the three scales were correlated similarly to the previous Italian study (Table 1).

SIL scale

This self-report questionnaire assesses students' perceptions of their parents' career-related behaviours (Boerchi and Tagliabue 2018). It is composed of 18 items and assesses three subscales: support, interference and lack of engagement. For example, the support scale measures how much the student feels his/her parents are supporting him/her in choosing a school or a job (e.g., My parents ask me which are the courses that interest me most; My parents give me tips on choosing the best job for me). The interference scale measure how much the student feels his/her parents are interfering in his/her career choice (e.g., My parents would I share their ideas about my academic future; My parents talk to me about career choices that they do not like). The lack of engagement scale measures how much or little the student feels his/her parents is interested in his/her career choice (e.g., My parents have little interest in the choice of

my future studies; My parents do not help me a lot in choosing my future job). Each scale is composed of three items related to the study and three items related to job choices. Participants were asked to reply to the questionnaire by indicating how much they agree with each statement using a 5-point Likert scale (range 1–5), which ranges from 1 (*not at all*) to 5 (*completely*). To compare our psychometrics with those of the original validation study (Boerchi and Tagliabue 2018), we conducted the same statistical analysis. For our sample, some of the items had a no-normal distribution, so we used the asymptotically distribution-free method for the confirmative factorial analysis and omega index for reliability. The CFI index was acceptable (0.904) and very similar to that of the original study (0.919). The RMSEA was optimum (0.035), slightly better than that of the original study (0.042). Both omega indexes and correlations between the subscales were similar to those of the original study (Table 2).

Exploration of the Vocational Issue Scale

This scale assesses the level of commitment in tasks related to career exploration (Kracke 1997). It is a monodimensional scale composed of six items with a Cronbach's alpha of 0.70. We chose the version adapted to students to assess school choice exploration (Boerchi and Tagliabue 2018), and we used CFA, in addition to the maximum likelihood method, to test the monodimensionality of the scale; fit indexes were good after considering covariance between the error of items 2 and 4, both related to the fit between courses and students' interests and aptitudes ($X^2(8) = 56.410$, $p = 0.000$; $CFI = 0.963$; $RMSEA = 0.059$). Cronbach's alpha was 0.68,

Table 1 IPPA—Cronbach's alpha and correlations comparisons between the previous Italian study (Baiocco et al. 2009) and the actual study

	Trust	Comm.	Alienation	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Trust	0.85 (0.84)	0.78**	−0.59**	3.72	0.74	−0.559	0.089
Communication	0.72**	0.84 (.83)	−0.49**	3.51	0.82	−0.378	−0.328
Alienation	−0.68**	−0.65**	0.78 (0.83)	2.07	0.78	0.782	0.251

Cronbach's alpha indexes are shown in the diagonal (previous Italian study indexes are in brackets)

Upper position correlations refer to the actual study

Lower position correlations refer to the previous Italian study

Table 2 SIL—Omega and correlations comparisons between the original study (Boerchi and Tagliabue 2018) and the actual study

	Support	Interference	Lack of eng.	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Support	0.80 (0.86)	0.12**	−0.59**	3.56	0.71	−0.368	0.111
Interference	0.22**	0.77 (0.83)	−0.14**	2.27	0.74	0.530	0.106
Lack of eng.	−0.77**	0.02	0.76 (0.81)	1.65	0.59	1.172	1.668

Omega indexes are showed in the diagonal (original validation study indexes are in brackets)

Upper position correlations refer to the actual study

Lower position correlations refer to the original study

acceptable but lower than the 0.79 of the Italian study of validation (Baiocco et al. 2009).

Data Analyses

The study's objectives have been verified using four-path analysis models that apply the asymptotically distribution-free method, using SPSS AMOS. Specifically, we tested three models, one for each subscale of students' perceptions of their parents' career-related behaviours. The same models will be used to test their mediation role on career exploration. In each model, the three attachment subscales affect career exploration with the mediation of one parent's career behaviours.

How attachment affects school choice exploration

We tested a model with the three attachment subscales affecting school choice exploration (Fig. 1). This model is partially explained by attachment ($R^2 = 0.15$) and is explained positively by trust ($\beta = 0.28$; $p < 0.001$), communication ($\beta = 0.23$; $p < 0.001$) and alienation ($\beta = 0.20$; $p < 0.001$).

How attachment affect students' perception of parental career behaviours

Support (Fig. 2) is partially explained by attachment ($R^2 = 0.34$), mostly by communication ($\beta = 0.45$; $p < 0.001$), trust ($\beta = 0.21$; $p < 0.001$) and in part by alienation ($\beta = 0.09$; $p < 0.01$). Interference (Fig. 3) is scarcely explained by attachment ($R^2 = 0.09$), mostly and negatively by trust ($\beta = -0.34$; $p < 0.001$), followed by communication ($\beta = 0.26$; $p < 0.001$) and ending with alienation ($\beta = 0.15$; $p < 0.001$). Lack of engagement (Fig. 4) is slightly explained by attachment ($R^2 = 0.15$), mostly by alienation ($\beta = 0.22$; $p <$

0.001) and negatively by communication ($\beta = -0.20$; $p < 0.001$), but not by trust ($\beta = -0.03$; $p = 0.560$).

Mediating role of students' perceptions of parental career behaviours between attachment and school exploration

We can explore the mediating role of students' perceptions of parental career behaviours if these are significantly related with school choice exploration. Support impacted school exploration quite strongly ($\beta = 0.30$; $p < 0.001$) and increased the amount of variance explained ($R^2 = 0.21$). Also, a lack of engagement impacted school choice exploration, but moderately and negatively ($\beta = -0.10$; $p < 0.001$), and very slightly increased the amount of variance explained ($R^2 = 0.16$). Even though interference impacted school choice exploration significantly ($\beta = 0.05$; $p = 0.031$), its effect size is so small that it can be considered negligible, so its mediation effect will not be considered.

Support (Fig. 2) mostly moderated communication ($\beta = 0.09$; $p < 0.001$), followed by trust ($\beta = 0.21$; $p < 0.001$) and alienation ($\beta = 0.17$; $p < 0.001$). Lack of engagement (Fig. 4) slightly moderated all the attachment subscales: trust ($\beta = 0.27$; $p < 0.001$), communication ($\beta = 0.21$; $p < 0.001$) and alienation ($\beta = 0.22$; $p < 0.001$).

Discussion

The study sought to explore if the relationship between attachment and students' exploration behaviours in choosing a school is mediated by students' perception of parental choice-related behaviours. The model with attachment directly affecting school choice exploration (Fig. 1) shows how all three attachment subscales affected students' exploration positively and in a similar way. It means that to

Fig. 1 Relationship between parental attachment and school choice exploration. Path coefficients are standardised, where * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

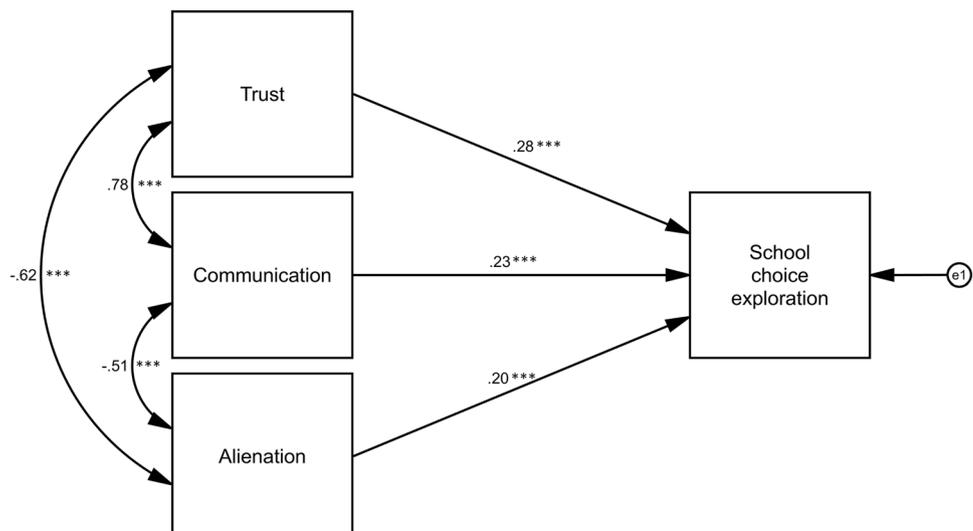


Fig. 2 Model summary 1. Path coefficients are standardised, where * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

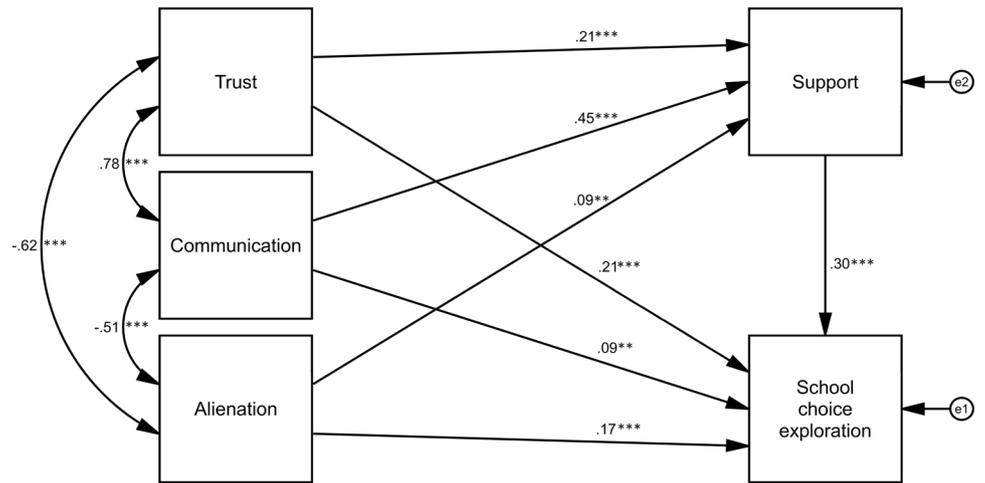


Fig. 3 Model summary 2. Path coefficients are standardised, where * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

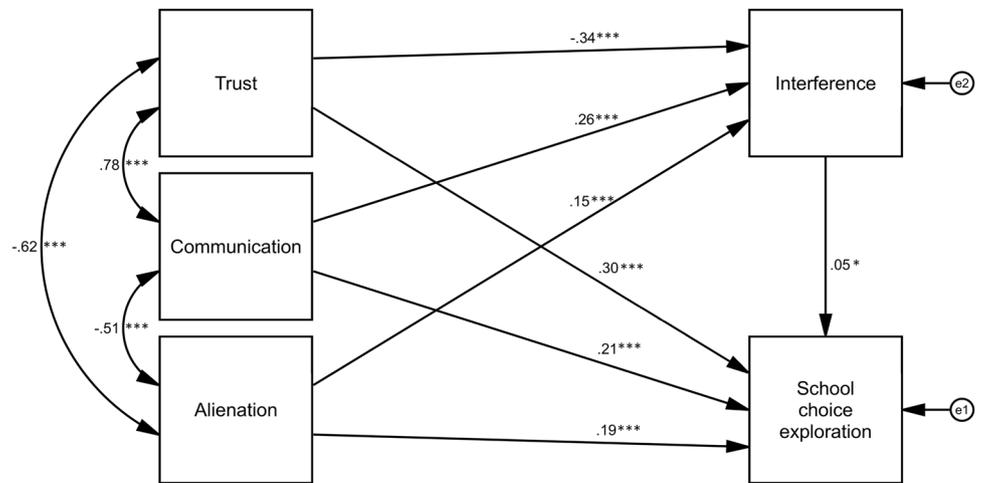
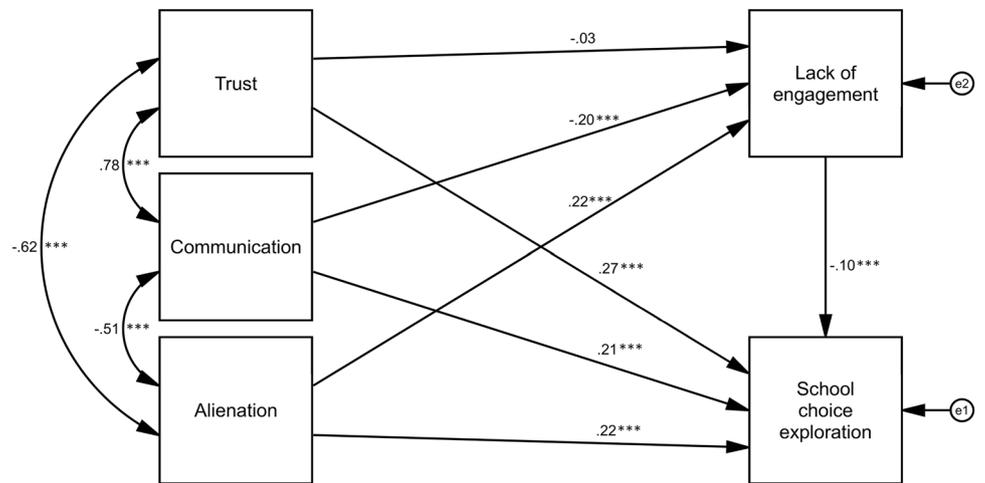


Fig. 4 Model summary 4. Path coefficients are standardised, where * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$



explore, students need to feel trusted by their parents, to communicate well with them and to preserve a fair degree of independence.

The Relationship between Supportive Parental Behaviours, Exploration and Parental Attachment

The first model of mediation (Fig. 2) shows that supportive parental behaviours are strongly related with exploration and mediate the relationship of exploration completely with communication, partially with trust and very partially with alienation. In accordance with literature (e.g., Wright and Perrone 2008), and in line with our theoretical framework, students involved in a school choice are those whose parents communicate mostly on topics related with high school, who put trust in their children in general and in their skills when facing this specific choice and who provide the relationship with a certain degree of distance so that students feel that at least part of this choice is on their shoulders. Furthermore, these results suggest how parental relationship may be a key protection factor during the life span (Wang and Sheikh-Khalil 2014).

The Relationship between Parental Interference, Exploration and Parental Attachment

The second model of mediation (Fig. 3) shows that attachment is related with parental interference behaviour which is not related with exploration. In other words, interference does not explain exploration, but it is explained well by attachment: parents who tend to interfere with their children's school choice do not trust them, show high levels of communication and show moderate levels of parental alienation. It is likely that they communicate a lot with their children but with the aim of manipulating them, not to help them make an independent choice (Kinnier et al. 1990; Lustig et al. 2017).

The Relationship between Parent' Engagement, Exploration and Parental Attachment

The third model of mediation shows that the lack of parents' engagement in their children's school choice is slightly and negatively connected with students' exploration. Parents' absence of engagement does not mediate the relationship between trust and exploration, but it negatively mediates the one with communication. Moreover, alienation maintains a direct and positive relationship with exploration but, at the same time, it has a positive relationship of the same intensity with parental lack of engagement. In line with attachment theory (Ainsworth et al. 2015), it is as if a lack of parental involvement in their children's school choice can reduce students' exploration behaviours, but this effect can be at least in part compensated for by a good attachment relationship.

This study suggests that if the adolescents have sufficiently good bonds with their parents and they feel supported and not bypassed, they will feel motivated to explore their own features and opportunity to choose the best schooling option. This is explained in part by students' feelings of being supported, not interfered with or abandoned by parents (Boerchi and Tagliabue 2018); by an attachment relationship based on trust, communication and the right distance, all of which push students to be more responsible about their future careers (Wright and Perrone 2008); and by helping their children perceive themselves as competent in choosing a school (Lent and Brown 1996). However, according to attachment theory (Ainsworth et al. 2015; Wang and Sheikh-Khalil 2014), therefore primary relationships and their functioning are protective factors in adolescence in relation to this development task. The study, then, suggests that it is appropriate to focus on the key role of parents during the life span of tasks. Parental support also does not end in the early stages of development but continues in adolescence, and also concerns developmental tasks that apparently concern only the adolescent. The study also suggests how integrating the two theoretical models may help in understanding the risk and protection factors connected to such an important development task, because, from an ecological point of view, it does not only involve students and their skills, but it can also involve other significant people (e.g., parents).

Finally, this study suggests how, in schools, career guidance interventions aimed to actively involve students should also be directed towards their parents. Moreover, the interventions should be shaped according to the relationship between each student and his or her parents. Parents need "to be supported to support"; usually, they are not experts in career counselling, and this can result in unsuitable behaviours or in a lack of involvement. Parents should be a safe base in developmental challenging tasks, such as choosing a school during adolescence, developing self-efficacy, promoting autonomy and working alongside their children in the co-construction of their careers. Helping parents support their children in the specific task of choosing a school is fundamental for those with a good attachment relationship—because it is helpful, but it is not enough—and for those with an unsuitable attachment relationship—because it can be, in part, compensated by adequate skills in the specific task.

Limitations and Future Research

Although this study contributes to extending the literature, it must be taken into consideration in light of some limitations. First, if on one side the sample is very big, the other side is a group of convenience, and therefore, the results cannot be extended to all adolescents. A second limit is

linked to the process of social desirability, which can affect the compilation of self-report questionnaires, and the fact that the questionnaires are based on the perceptions that the adolescents have about themselves and their parents' behaviours. Future studies could investigate the same variables through different methodologies (interviews, implicit tools) and/or consider different points of view (e.g., parents, teachers). A third limitation is due to the fact that the study is cross-sectional, but a school choice is a process. Future studies could verify these results through a longitudinal perspective, which would cover at least the last 4 months before the choice is formalized. Furthermore, it would be advisable to evaluate which other possible variables can influence the exploratory behaviours attributable to adolescents' internal characteristics (temperament/personality) and to the other social influences (peer group, teacher support, counsellor support).

Author Contributions This paper is the joint work of all the authors. However, the authors worked together at each part of the manuscript.

Compliance with Ethical Standards

Conflict of Interest The authors declare that they have no conflict of interest.

Ethical Approval All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards and were approved by the Italian Psychology Association.

Informed Consent Informed consent was obtained from all individual participants included in the study.

Publisher's note: Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

References

- Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. N. (2015). *Patterns of attachment: a psychological study of the strange situation*. New York, NY: Psychology Press.
- Armsden, G. C., & Greenberg, M. T. (1987). The inventory of parent and peer attachment: individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence*, *16*(5), 427–454.
- Baiocco, R., Laghi, F., & Paola, R. (2009). Le scale IPPA per l'attaccamento nei confronti dei genitori e del gruppo dei pari in adolescenza: un contributo alla validazione italiana. *Psicologia Clinica dello Sviluppo*, *13*(2), 355–383.
- Bauch, P. A., & Goldring, E. B. (1995). Parent involvement and school responsiveness: facilitating the home-school connection in schools of choice. *Educational Evaluation and Policy Analysis*, *17*(1), 1–21.
- Balli, S. J., Demo, D. H., & Wedman, J. F. (1998). Family involvement with children's homework: an intervention in the middle grades. *Family Relations*, *47*, 149–157.
- Bentler, P. M. (1990). Comparative fit indexes in structural models. *Psychological Bulletin*, *107*(2), 238–246.
- Boerchi, D., & Tagliabue, S. (2018). Assessing students' perception of parental career-related support: development of a new scale and a new taxonomy. *International Journal for Educational and Vocational Guidance*, *18*(2), 1–21.
- Byrne, B. M. (2016). *Structural equation modeling with AMOS: basic concepts, applications, and programming*. New York, NY: Routledge.
- Bowlby, J. (1969). *Attachment and loss: Volume 1*. New York, NY: Basic Books.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, *32*(7), 513–531.
- Bronstein, P., Ginsburg, G. S., & Herrera, I. S. (2005). Parental predictors of motivational orientation in early adolescence: a longitudinal study. *Journal of Youth and Adolescence*, *34*, 559–575.
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: a meta-analysis. *Educational Research Review*, *14*, 33–46.
- Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: connections with high school seniors' academic success. *Social Psychology of Education*, *5*, 149–177.
- D'Urso, G., & Pace, U. (2019). Homophobic bullying among adolescents: the role of insecure-dismissing attachment style and peer support. *Journal of LGBT Youth*, *16*(2), 173–191. <https://doi.org/10.1080/19361653.2018.1552225>.
- Epstein, J., & Sanders, M. (2000). Connecting home, school, and community: new directions for social research. In M. Hallinan (Ed.), *Handbook of the Sociology of Education*. New York, NY: Kluwer.
- Grolnick, W. S., Farkas, M. S., Sohmer, R., Michaels, S., & Valsiner, J. (2007). Facilitating motivation in young adolescents: Effects of an after-school program. *Journal of applied developmental psychology*, *28*(4), 332–344.
- Guichard, J. E. A. N. (2001). Adolescents' scholastic fields, identity frames, and future projects. In J. E. Nurmi (Ed.), *Navigating through adolescence: European perspectives Vol. 12* (pp. 275–302). New York, NY: Routledge Falmer.
- Havighurst, R. J. (1952). Social and psychological needs of the aging. *The Annals of the American Academy of Political and Social Science*, *279*(1), 11–17.
- Havighurst, R. J. (1953). *Human development and education*. New York, NY: Longmans, Green.
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: pragmatics and issues. *Current Directions in Psychological Science*, *13*, 161–164.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement. *Developmental psychology*, *45*(3), 740–762.
- Howard, K. A., & Walsh, M. E. (2010). Conceptions of career choice and attainment: developmental levels in how children think about careers. *Journal of Vocational Behavior*, *76*(2), 143–152.
- Howard, K. A., & Walsh, M. E. (2011). Children's conceptions of career choice and attainment: Model development. *Journal of Career Development*, *38*(3), 256–271.
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, *6*(1), 1–55.
- Jeynes, W. J. (2012). A meta-analysis of the efficacy of different types of parent involvement programs for urban students. *Urban Education*, *47*, 706–742.
- Kinnier, R. T., Brigman, S. L., & Noble, F. C. (1990). Career Indecision and family enmeshment. *Journal of Counseling & Development*, *68*(3), 309–312.

- Kracke, B. (1997). Parental behaviors and adolescents' career exploration. *The Career Development Quarterly*, 45(4), 341–350.
- LeCroy, C. W., & Krysik, J. (2008). Predictors of academic achievement and school attachment among Hispanic adolescents. *Children & Schools*, 30(4), 197–209.
- Lent, R. W., & Brown, S. D. (1996). Social cognitive approach to career development: an overview. *The Career Development Quarterly*, 44(4), 310–321.
- Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: a social cognitive analysis. *Journal of Counseling Psychology*, 47(1), 36–49.
- Lustig, D. C., Xu, Y. J., & Strauser, D. R. (2017). The influence of family of origin relationships on career thoughts. *Journal of Career Development*, 44(1), 49–61.
- Ma, C. Q., & Huebner, E. S. (2008). Attachment relationships and adolescents' life satisfaction: some relationships matter more to girls than boys. *Psychology in the Schools*, 45(2), 177–190.
- McGinn, K. C., & Ben-Porath, S. (2014). Parental engagement through school choice: some reasons for caution. *School Field*, 12(2), 172–192.
- Muscarà, M., Pace, U., Passanisi, A., D'Urso, G., & Zappulla, C. (2018). The transition from middle school to high school: the mediating role of perceived peer support in the relationship between family functioning and school satisfaction. *Journal of Child and Family Studies*, 27(8), 2690–2698. <https://doi.org/10.1007/s10826-018-1098-0>.
- Nickerson, A. B., & Nagle, R. (2004). The influence of parent and peer attachments on life satisfaction in middle childhood and early adolescence. *Social Indicators Research*, 66, 35–60.
- No Child Left Behind Act of 2001, Pub. L. No. 107–110, 114Stat. 1425 (2002). <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>.
- Palmonari, A., Kirchler, E., & Pombeni, M. L. (1991). Differential effects of identification with family and peers on coping with developmental tasks in adolescence. *European Journal of Social Psychology*, 21(5), 381–402.
- Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? *Child development*, 85(2), 610–625.
- Winnicott, D. W. (2012). *The family and individual development*. New York, NY: Routledge.
- Wright, S. L. (2017). Attachment and self-efficacy in career search activities: a structural model. *The Career Development Quarterly*, 65(2), 98–112.
- Wright, S. L., Firsick, D. M., Kacmarski, J. A., & Jenkins-Guarnieri, M. A. (2017). Effects of attachment on coping efficacy, career decision self-efficacy, and life satisfaction. *Journal of Counseling & Development*, 95(4), 445–456. <https://doi.org/10.1002/jcad.12159>.
- Wright, S. L., & Perrone, K. M. (2008). The impact of attachment on career-related variables: a review of the literature and proposed theoretical framework to guide future research. *Journal of Career Development*, 35(2), 87–106.