

The Role of Parents in Career Guidance: Challenges, Needs, and Perspectives in the Age of Artificial Intelligence in Lebanon

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Abstract

This study explores the evolving role of parents in the career guidance of young people in Lebanon amid rapid technological advancement and an ongoing economic crisis. Using a mixed-methods approach, data were collected through electronic surveys and focus groups involving parents and students in two private Catholic schools. The analysis reveals that Lebanese parents face significant challenges related to artificial intelligence, labor market volatility, and a growing generational gap in information and expectations. Despite high levels of education, many parents experience stress and uncertainty when advising their children, exacerbated by limited access to up-to-date career information and digital skills. The findings highlight the predominance of mothers in the guidance process, the critical influence of parental self-efficacy and outcome expectations, and the tensions between traditional and emerging career paths. The study underscores the crucial, yet often underestimated, role of career counselors and recommends enhanced institutional support, improved communication, and parental empowerment to help young people navigate an increasingly complex professional landscape. These results contribute to a deeper understanding of family dynamics in career guidance and offer actionable insights for educational practitioners and policymakers in Lebanon and similar contexts.

Keywords

Career Guidance, Lebanon, Artificial Intelligence, Family Involvement, Parental Influence, Self-Efficacy

1. Introduction

Career guidance is a pivotal moment in the lives of young people, shaping not

only their economic future but also their personal and social identities. In this often-complex journey, parents play an essential role. They are not only emotional and financial supporters but also influential guides who can shape their children's aspirations and career choices. In Lebanon, this parental responsibility takes on a particular dimension: parents are perceived as the first advisors and protectors, especially in an often uncertain economic and social environment.

However, in the age of artificial intelligence (AI) and in the face of rapid changes in the labor market, the challenges parents must address have multiplied and become more complex. AI is redefining not only the required skills but also transforming employment sectors, thus creating a new dynamic in career choices. This compels parents to navigate a constantly evolving professional landscape. This phenomenon is even more pronounced in the Lebanese context, where economic and political crises intensify uncertainties, making career guidance decisions even more crucial and difficult.

Lebanese parents often find themselves juggling high social and familial expectations and the need to secure their children's professional future in an increasingly competitive and polarized job market. These pressures are exacerbated by a common dilemma: on one hand, parents aspire for their children to succeed in traditional careers, seen as more stable and rewarding; on the other hand, they also recognize the new opportunities and challenges offered by emerging sectors dominated by AI and digital technologies. In this context, parental influence can be both a source of support and stress for young people, who must sometimes reconcile their parents' expectations with their own aspirations.

This intergenerational tension, accentuated by the specific challenges facing Lebanon, highlights the importance of better understanding the family dynamics involved in career guidance. This article, based on a doctoral thesis in social work focused on socio-educational counseling, explores the role of parents and the complexities of career guidance for youth in two Lebanese schools.

This doctoral research was approved by the Ethics Committee of Saint Joseph University of Beirut (USJ), and informed consent was obtained from all participants.

The study, conducted in two private Catholic institutions, aims to decipher these complex dynamics by focusing on the parental role in children's professional choices. It seeks to understand the challenges parents face, to identify their needs for institutional support, and to propose recommendations to better assist them in this task in the age of AI. This research is set within a framework where Lebanon's economic realities, marked by repeated crises, strongly influence family decisions regarding young people's professional futures.

2. Methodology

To explore the role of parents in the career guidance of their children, this study adopted a mixed-method approach, combining quantitative and qualitative methods. This approach enabled a more comprehensive and nuanced understanding

of family dynamics in career guidance. By integrating these two types of methods, we were able to triangulate data and enrich our analysis with a variety of complementary perspectives, which is crucial for capturing both the breadth and depth of parental perceptions and behaviors.

The survey was conducted between April and May 2023, targeting parents of secondary-level students (Grades 10 to 12) from both participating institutions. Approximately 680 survey invitations were distributed through the schools' internal mailing systems and parents' WhatsApp groups. This number corresponds to the total number of students in the secondary cycle, not unique parent respondents, as no filtering was applied for families with multiple children. A total of 197 parents completed the survey, yielding a response rate of approximately 29%. The sampling strategy aimed to include parents from diverse socio-economic backgrounds to ensure a representative cross-section of the target population.

Quantitative Component: Electronic Survey

The quantitative component of the study was based on an electronic survey conducted among parents of secondary cycle students in the selected institutions. The choice of an online survey was mainly motivated by the need to quickly collect a large volume of data while ensuring sufficient representativeness of participating parents. The carefully designed questionnaire included a series of closed questions as well as Likert scales to assess parents' perceptions, expectations, sources of stress, and priorities in terms of career guidance. For example, one question focused on the importance parents place on technological skills in their children's career choices, reflecting the growing impact of artificial intelligence on the labor market.

The collected data were analyzed using descriptive statistical methods to identify general trends. In addition, an exploratory factor analysis (EFA) was conducted to extract the underlying factors influencing parental decisions. This method made it possible to reduce the complexity of the data by grouping correlated variables into significant dimensions, thus revealing latent patterns of career choices influenced by factors such as economic insecurity and the evolving skills required by the labor market.

Qualitative Component: Focus Groups

In parallel with the quantitative survey, five focus groups were conducted: two with parents (8 participants each) and three with students (10 participants each). Each session lasted approximately 60 minutes and was facilitated using a semi-structured guide.

This method was chosen to deepen the understanding of participants' attitudes, experiences, and concerns, offering a richer insight into parent-child interactions in the career guidance process. The discussions were structured around key themes such as parental expectations, labor market challenges, the impact of artificial intelligence, and the tensions between the aspirations of young people and the wishes of parents. For example, during one session, a parent shared: "I see AI as an opportunity, but I am not sure my son really understands the implications of choosing a career in this field."

The verbatim accounts collected were analyzed using a thematic analysis method, allowing us to identify recurring patterns and link these themes to the quantitative results. This approach revealed not only divergences in parental perceptions but also unexpected similarities in the concerns of young people and parents, facing a constantly changing labor market.

Methodological Justification

The use of a mixed-method approach is justified by the inherent complexity of studying career guidance, a multidimensional process influenced by psychological, social, economic, and technological factors. By combining quantitative and qualitative data, the study quantifies the extent of the observed phenomena while exploring the motivations and underlying reasons guiding parental behaviors and young people's career choices. For example, the exploratory factor analysis (EFA) used in the quantitative component aims to uncover complex underlying structures that could not be captured by simple descriptive methods.

In parallel, the thematic analysis of qualitative data provides a rich and detailed context, linking these structures to lived experiences and subjective perceptions. This methodological duality is essential for obtaining a comprehensive understanding of the parental role in career guidance. In addition, methodological precautions were taken to ensure the validity and reliability of the results: the survey sample was stratified to represent the socio-economic diversity of parents, while the focus groups were carefully composed to include a diversity of perspectives among both parents and students.

Finally, to ensure the robustness of the results, the data collection instruments were pretested for clarity and relevance, and the analyses were triangulated to strengthen the credibility of the conclusions. These measures ensure that the study offers a balanced and nuanced view of the challenges faced by parents and family dynamics in the context of career guidance in Lebanon.

While both schools shared similarities in terms of student socio-economic status and Catholic educational ethos, subtle differences were observed during data collection. Notably, one school demonstrated slightly higher levels of parental engagement in guidance activities, possibly due to the presence of a more active and visible counseling department. Nevertheless, the thematic patterns that emerged were consistent across both institutions, supporting the validity of integrating the data into a unified analysis.

3. Demographic Characteristics of Responding Parents

The analysis of the demographic data of parents who participated in this study reveals notable trends that deserve particular attention. Three aspects stand out significantly: the predominance of mothers among respondents, the high educational level of parents, and their employment status.

Predominance of Mothers

One of the most striking findings of this study is the strong representation of mothers in the sample, representing 82.2% of respondents ($n = 162$), compared to

only 17.8% of fathers ($n = 35$). This imbalance highlights the central role of mothers in supporting and accompanying their children throughout the career guidance process. This observation is consistent with Bronfenbrenner's ecosystem theory, which emphasizes the importance of the family microsystem in children's development.

In Lebanon, this female predominance may also be explained by specific social and cultural dynamics, where mothers are traditionally considered the guardians of education and family well-being. Furthermore, mothers may have greater availability to participate in surveys and focus groups, or there may be a division of roles within families, with fathers more engaged in professional activities. This raises important questions about how fathers perceive their role in supporting their children's career guidance and the potential impact of this dynamic on young people's career choices. For example, a father absent during the discussions mentioned: "I am often busy with work, and I fear I am not sufficiently involved in my children's educational decisions."

Educational Level of Parents

The majority of parents who responded to the survey have a relatively high level of education: 46.5% hold a bachelor's degree, 20.1% a master's degree, and only 4.1% have obtained a doctorate. This educational profile suggests that these parents are generally well-informed and have high expectations regarding their children's academic and professional pathways. According to Bandura's social cognitive theory, parents who strongly believe in their own personal and academic efficacy are more likely to transmit these beliefs to their children, directly influencing their professional aspirations.

However, despite their level of education, many of these parents express a sense of confusion when faced with the rapid advances of artificial intelligence and new technologies. This situation can create additional pressure on children, who feel an implicit obligation to meet their parents' high expectations. One participant shared: "I want my children to be well prepared for the future, but I myself am overwhelmed by all these new technologies." This remark illustrates the possible gap between high expectations and parents' perceived abilities to provide relevant support in a rapidly changing world.

Parents' Employment Status

Regarding employment status, 69.5% of parents are currently employed, indicating that the majority are professionally active despite Lebanon's difficult economic context. This high employment rate can add another layer of complexity to their parental role, as they must juggle professional responsibilities, time management, and support their children's career guidance.

The fact that most parents are professionally engaged may also influence the values they instill in their children, particularly regarding the importance of professional and financial stability. According to Savickas's career construction theory, working parents may encourage their children to consider careers that value financial autonomy and job security, while facing the increasing uncertainty of

the labor market. A parent noted during a discussion: “I want my child to understand the value of a stable job, especially in such an unpredictable economic environment.” This quote underscores the perceived importance of stability as a determining factor in young people’s career decision-making process.

4. Theoretical Framework

The exploration of the role of parents in their children’s career guidance is anchored in several fundamental theoretical models, each offering a complementary perspective for understanding the complex dynamics at play in educational and vocational decision-making within families.

Bandura’s Social Cognitive Theory

Bandura’s social cognitive theory, as mobilized in this research, is built around three core concepts: self-efficacy beliefs, outcome expectations, and personal goals. (Bandura, 1986; Robert, Steven, & Gail, 1994)

- **Self-efficacy beliefs** refer to individuals’ convictions about their own abilities to organize and execute the actions required to achieve specific goals. In the family context, parents play a critical role in strengthening their children’s self-efficacy, particularly through encouragement, support, and modeling adaptive behavior when facing challenges related to academic and career choices.
- **Outcome expectations** are the beliefs that young people hold regarding the likely results of their actions—what they anticipate as the benefits or consequences of pursuing particular educational or professional paths. Parents significantly influence these expectations through their attitudes, advice, and the values they transmit about the world of work and future opportunities.
- **Personal goals** represent the objectives and ambitions that young people set for themselves in the context of their academic and professional development. These goals are strongly shaped by parental guidance, family discussions, and the support that parents provide for the exploration and pursuit of various career options.

Within the framework of career guidance, these three concepts interact dynamically. Parental support, dialogue, and involvement can foster motivation, perseverance, and adaptability in young people as they face the evolving demands of the labor market. For example, a parent who encourages their child to embrace new learning opportunities or to persevere in the face of difficulties can help cultivate both robust self-efficacy and realistic outcome expectations, supporting the formulation and achievement of personal goals. (Schunk & Pajares, 2002)

Bronfenbrenner’s Ecological Systems Theory

Urie Bronfenbrenner’s ecological systems provide a valuable lens for analyzing how different environmental systems interact to influence young people’s development and choices (Bronfenbrenner, 1979). The microsystem, comprised of family, school, and peers, plays a fundamental role in shaping career aspirations and decision-making processes. In the Lebanese context, the family unit is especially central, often mediating between external social pressures and individual am-

bitions. The economic crisis and social instability amplify the family's influence as a stabilizing or constraining force, orienting young people toward perceived "safe" or prestigious fields, sometimes at the expense of their intrinsic interests.

Savickas's Career Construction Theory

Mark Savickas's career construction theory emphasizes the importance of personal narratives and identity-building in career development. (Savickas, 2005; Savickas, 2013) According to this model, young people actively construct their professional trajectory by integrating their experiences, values, and aspirations into a coherent story. Parents play a decisive role in this narrative construction by providing guidance, support, and reference points that help youth make sense of their options and define their goals in a rapidly changing world. This theory highlights the need for young people to develop adaptability and resilience, qualities that can be nurtured by parental encouragement and openness to emerging opportunities.

Theory of Parental Competencies in Career Guidance

The theory of parental competencies underscores the essential role of parents in developing their children's decision-making and career planning skills. (Gati & Saka, 2001; Dietrich & Kracke, 2009) Competencies such as effective communication, active listening, and emotional support are critical to helping young people navigate the complex and often stressful process of choosing a career. Parents who foster an environment of trust and exploration allow their children to consider diverse career paths and to build confidence in their own ability to make informed choices. (Dietrich & Kracke, 2009)

In summary, these theoretical frameworks collectively shed light on the mechanisms through which parental influence is exerted and on the challenges and opportunities that characterize career guidance in Lebanon today. They also provide a robust foundation for interpreting the empirical results of this study and for formulating recommendations for families and educational professionals.

A growing body of literature highlights AI's influence on youth career trajectories and the corresponding literacy gap among parents (Bankins et al., 2024; OECD, 2024) These studies demonstrate that AI-enabled career platforms can bolster young people's occupational confidence, though only when parents are equipped to interpret and contextualize these tools. These findings reinforce our study's focus on empowering parents in the digital career guidance ecosystem.

5. Parental Perceptions and Challenges regarding Artificial Intelligence, the Economic Crisis, and Labor Market Changes

In an era marked by rapid technological transformations and recurring economic crises, Lebanese parents face unprecedented challenges when guiding their children in career choices. The rise of artificial intelligence (AI) and the constant evolution of the labor market have profoundly changed the required skills, sometimes creating a gap in understanding between generations. At the same time, the ongoing economic crisis adds another layer of uncertainty, forcing parents to juggle

between financial security and their children's personal aspirations. This section examines how these factors influence parental perceptions and family dynamics regarding career guidance.

1. Parental perceptions of artificial intelligence, social media, and smartphone use

The introduction of artificial intelligence across various fields has not only transformed the labor market, but also deeply influenced Lebanese parents' perceptions of their children's professional futures. As they navigate this new technological landscape, many parents experience growing insecurity, not only due to the skills required by AI, but also because of uncertainty about which career paths to encourage. "We are in a world we no longer recognize," confided a mother of two teenagers, highlighting the gap between her own professional experience and the new realities her children face. This ever-accelerating technological evolution is redefining necessary skills and questioning the stability of traditional careers. This situation is a source of confusion and stress for many parents. Another parent expressed this uncertainty by saying: "I often wonder if the advice I give my children is still valid. Everything changes so quickly with AI that I'm afraid of being left behind."

According to the quantitative results of the study, the main challenges and stress factors identified by parents regarding their children's career choices are that 47.72% of parents feel stressed by the lack of adequate information and resources to help their children make informed career choices. This stress is amplified by the speed of technological advances and economic uncertainties, making it difficult to assess the best options for their children's future careers. (Figure 1)

Parents are also concerned about the influence of social media and excessive smartphone use among young people. "This generation is always on that phone. They say things I never would have imagined," commented a father, reflecting a widespread mistrust of the impact of digital platforms on young people's perceptions of careers and opportunities for success. Many fear that this overexposure to digital media distracts youth from more traditional or stable careers. A mother shares this concern: "They see people making money by posting videos on TikTok." This abundance of information, while rich, can also be a source of confusion. Another parent explained: "Our children now think certain fields are attractive simply because they seem to promise big future gains." This illustrates how difficult it is for parents to give sound advice when the professional landscape is changing so rapidly, and their own knowledge may become obsolete.

Facing this new dynamic, many parents feel overwhelmed and ask their children to come back to them to discuss information found online. "No matter what they see on the Internet, I tell them to come and talk to me about it," insists a mother. This demonstrates a desire to control and filter the information their children receive, out of concern for safety and realism in career choices. Additionally, some parents strongly discourage training that does not seem aligned with local employment opportunities. "When it comes to technical fields, it's a no," says another mother firmly. "I absolutely tell my child that you must go to university and specialize."

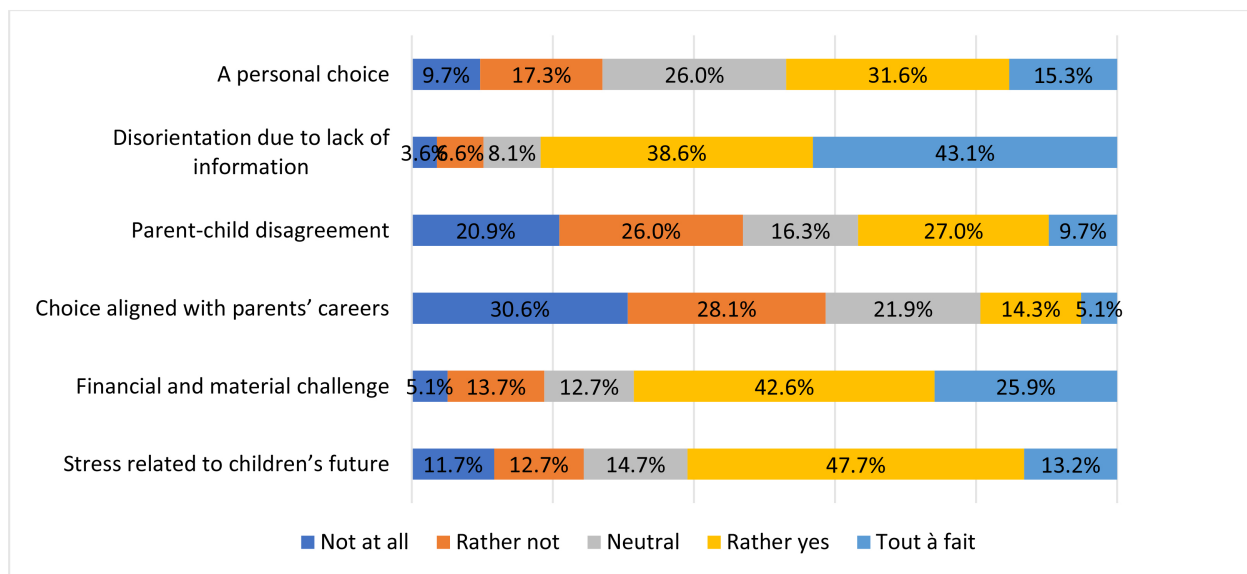


Figure 1. The main challenges and stress factors identified by parents regarding their children's career choices (Likert scale responses).

2. The Impact of the economic crisis and the choice of unemployable degrees

The current economic crisis further accentuates these concerns. Already worried about labor market changes, parents are also concerned about their children's financial stability. Ensuring a stable professional future becomes a priority, even if it conflicts with young people's personal aspirations. Fifty percent of parents identify their children's career guidance as a major source of stress. This economic pressure drives parents to favor career choices perceived as safer, even when those choices are not aligned with their children's desires. "With the current economic situation, you have to choose carefully," warns one parent. "Every mistake can be costly," reflecting the omnipresent fear of financial failure. This sense of vulnerability leads parents to encourage careers they perceive as more stable, even if this sometimes thwarts young people's ambitions.

For their part, young people also feel this economic pressure, but their view of the labor market often differs from that of their parents. They see AI and new technologies as opportunities rather than threats. However, they are also aware of the challenges posed by the information overload. One young participant noted: "My parents insist that I follow a classic path, but I can see that the world is changing and those jobs are no longer as secure." This awareness of changes in the labor market creates tension between the aspirations of youth and the more conservative expectations of their parents. Furthermore, unequal access to information—where youth are often better informed than their parents—widens this gap. A mother observed: "They know more than we do now; it's hard to keep up with everything going on."

6. The Crucial Role of the Career Counselor

In today's Lebanon, shaken by a persistent economic crisis and rapid labor market changes, the role of the career counselor is more relevant and indispensable than

ever. Yet this role is often underestimated, both by institutions and families. In the face of these challenges, many parents are beginning to realize just how crucial professional support is for helping their children navigate an ever-changing professional landscape.

Study data show that 60.5% of parents ($n = 118$) feel an urgent need for support to better understand new career options and available training programs. This statistic reflects a growing awareness of the importance of access to up-to-date information, which is essential for guiding youth in a constantly evolving job market. During a discussion, a mother expressed this urgent need: "We don't know everything about these new careers. The career counselor must be our source of information." Her comment highlights the sense of confusion shared by many parents, who are often overwhelmed by the speed at which the labor market is changing.

Young people, for their part, expect career counselors to go beyond mere academic advice. They want to be encouraged to explore less conventional career paths and discover new possibilities. As one student shared: "The counselor should be someone who helps us explore all possible options, not just the classic fields." This testimony underscores young people's desire for a more innovative and diverse approach to career guidance, preparing them for the realities of a dynamic job market.

At the same time, 47.2% of parents ($n = 92$) express significant stress due to a lack of adequate information and resources to guide their children. This stress is further heightened by the speed of technological and economic change. As one father put it: "We're afraid of giving our children bad advice because the world of work is changing too quickly." This sense of uncertainty highlights the need for a more active and informed role for career counselors. They must be able to reassure parents while providing them with the tools and knowledge needed to properly advise their children in a constantly evolving environment.

Some parents have also pointed out a lack of institutional support and have expressed a desire for counselors to play a more proactive role. A mother commented: "Counselors must also educate parents on how to help our children. Sometimes we are just as lost as they are." This remark reveals a need for closer collaboration between counselors, parents, and students to make career decisions that are informed and suited to everyone's needs.

Furthermore, 35.8% of parents ($n = 70$) would like to have more regular meetings with career counselors to stay up to date on the latest job market trends. "One annual session is not enough. We need more contact points to stay informed," insisted a parent, emphasizing the need for ongoing and effective communication between parents and counselors to keep pace with rapid changes in the professional world.

In summary, to meet the complex challenges posed by the economic crisis and technological transformations, it is crucial to redefine and amplify the role of the career counselor. These professionals should not only be seen as guides, but as strategic partners. They have the responsibility to equip young people and their

parents with the necessary tools to successfully navigate a constantly changing job market. This redefinition is essential to prepare younger generations to face the professional challenges of tomorrow with confidence and resilience.

7. Analysis of Results considering Theories of Parental Competencies, Social Cognitive Theory, and Career Construction Theory

The analysis of this research highlights complex dynamics influencing the process of career guidance for young people in Lebanon, a central theme of this article. These dynamics are shaped by factors such as parental beliefs and competencies, perceptions of artificial intelligence (AI), and economic pressures. By mobilizing the theories of parental competencies, Bandura's social cognitive theory (Bandura, 1986), and Savickas's career construction theory (Savickas, 2013), we explore how these elements interact to shape young people's professional aspirations, while taking into account intergenerational tensions and the challenges related to the rapid evolution of the labor market.

- Parental Competencies and Sense of Disorientation

The results show that, despite often high levels of education, many parents feel overwhelmed by the rapid advances of AI and the constant transformations of the labor market. This sense of disorientation, already mentioned in the section on parental perceptions, is partially explained by the theory of parental competencies, which emphasizes the importance of effective communication, emotional support, and the ability to guide children in uncertain contexts (Eccles, 2009). In the face of a lack of digital skills and limited understanding of new technologies, these parents experience diminished self-efficacy, which affects their ability to actively support their children in exploring new careers. This observation is consistent with Bandura's social cognitive theory, which posits that self-efficacy beliefs directly influence behaviors and decision-making abilities (Bandura, 1986). Thus, parents who perceive their own lack of knowledge as an obstacle are less likely to encourage their children to explore unconventional career paths, as confirmed by the qualitative data collected in the focus groups.

- Flexibility and Resilience of Youth: A Perspective from Career Construction Theory

At the same time, Savickas's career construction theory (Savickas, 2013) suggests that young people build career narratives in response to family influences and labor market realities, a concept addressed in the discussion on youth expectations. The results show that, while young people are influenced by their parents' expectations and beliefs, they also demonstrate a remarkable capacity to adapt their career strategies to new economic and technological realities. This adaptability reflects flexibility and resilience, in line with Savickas's proposition that individuals must be able to build and rebuild their professional trajectories by developing adaptive narratives (Savickas, 2013). This adaptability is particularly crucial in a context where 62% of parents say they are insufficiently informed to effectively advise their children, highlighting the importance for youth to take own-

ership of their decision-making process (Bimrose et al., 2019). This sets the stage for future recommendations, where strengthening youth decision-making autonomy is advocated.

- **Intergenerational Tensions and the Need for Mediation**

The intergenerational tensions identified in the study resonate with the theory of parental competencies, which emphasizes the challenges involved in transmitting values and aspirations in a context of technological and economic upheaval. As mentioned in the section on the economic crisis, the divergence between parental expectations, often oriented toward security and professional stability, and young people's aspirations, more oriented toward innovation and emerging opportunities, creates a need for mediation. Parents, while wanting the best for their children, struggle to accept these new professional realities, reflecting resistance to change, often exacerbated by limited skills in supporting children in a digital environment. This observation is corroborated by researchers such as Boudarbat and Montmarquette (2009), who have observed similar phenomena in other socio-economic contexts.

- **Implications and Future Recommendations**

Integrating these theoretical frameworks not only helps to better understand the results observed but also highlights specific needs for support and information for parents and youth. It appears crucial to strengthen parental competencies, particularly in the field of career guidance and adaptation to new technologies. This would improve family dynamics and provide youth with the support they need to build career paths aligned with contemporary labor market demands. Looking ahead to the conclusion of this article, these observations suggest avenues for action for educational institutions and career counselors to better respond to the challenges identified.

This apparent contradiction, youth being both adaptable and overwhelmed, reflects the dual nature of digital exposure: it fosters agility but also generates anxiety. The findings suggest that while young people possess the skills to adapt, they still require structured guidance to manage information overload and align their goals with realistic opportunities. Clarifying this tension reinforces the need for balanced and adaptive career support frameworks.

To bridge the gap between digitally fluent youth and parents experiencing uncertainty, it is essential to go beyond institutional interventions and invest in direct family-oriented support. Targeted workshops and digital literacy training for parents can play a pivotal role in this regard. Such initiatives would enable parents to better understand technological trends and engage more effectively in conversations about their children's evolving aspirations and career choices.

8. Limitations

This study, while providing valuable insights into the role of parents in career guidance in Lebanon, has several limitations. First, the research was conducted in two private Catholic schools, which may limit the generalizability of the findings

to other types of educational institutions or regions. The reliance on self-reported data from parents and students may introduce social desirability or recall bias. Additionally, the sample size, while sufficient for qualitative and exploratory analysis, does not permit broad statistical generalization to the national population. The study was conducted during a period of acute economic and political crisis, which may have influenced participants' responses and heightened perceptions of uncertainty. Finally, while the mixed-method approach strengthened the analysis, further research using longitudinal or nationally representative samples could provide deeper insights into evolving trends in parental influence and career guidance in Lebanon.

9. Conclusion

The findings of this research highlight the complex and essential role played by parents in the career guidance of young people in Lebanon, a country facing economic uncertainties and the rapid evolution of technologies, especially artificial intelligence. Drawing on theories of parental competencies, Bandura's social cognitive theory, and Savickas's career construction theory, the study reveals how parental beliefs, self-efficacy, and perceived competencies deeply influence young people's career choices.

Despite their level of education and willingness to support their children, many parents often find themselves in difficulty, facing their own uncertainties and a lack of up-to-date knowledge about the new requirements of the labor market. This information gap, combined with often high social and family expectations, generates considerable stress. This stress can sometimes limit their ability to encourage their children to consider diverse and innovative career choices, a challenge that clearly emerges from the study's findings.

At the same time, young people demonstrate a remarkable ability to adapt. They skillfully navigate between their parents' expectations and the realities of the job market, while acquiring the new skills needed to thrive in a constantly changing environment. This flexibility and resilience, already highlighted in previous analyses, underline the importance of a more flexible approach to career guidance, where young people are encouraged to explore and adapt to rapid change.

The study also highlights the need for stronger institutional support. Career counselors, in particular, must be trained in the contemporary dynamics of the labor market and emerging technologies. It is essential to bridge the information gap between generations and promote a closer educational partnership among parents, youth, and educational institutions. By strengthening parental competencies, improving access to up-to-date information, and adopting a more flexible and inclusive approach to career guidance, young people can be better prepared to meet the challenges of the modern labor market.

In summary, this research makes a significant contribution to understanding the dynamics of career guidance in Lebanon. It highlights both the challenges and opportunities facing parents and youth in the age of artificial intelligence. More

than just a statement of fact, it calls for a rethinking of guidance practices by developing more suitable support strategies. Ultimately, the goal is to effectively support young people in building their professional paths and to equip them to succeed in an increasingly uncertain future.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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