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**Master's Thesis of  
International Studies**

**PARENTAL INFLUENCE ON  
GIRLS' POLITICAL CAREER  
ASPIRATION**

**소녀의 정치 경력에 대한 부모의 영향**

**August 2022**

**Graduate School of  
International Studies**

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# **PARENTAL INFLUENCE ON GIRLS' POLITICAL CAREER ASPIRATION**

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# Abstract

The study generally discusses the possible impact of parents on girls in terms of decision to pursue a political career. It turned out that the parents of girls who want to make a political career are mostly politicians. We also found that although there was an indirect transmission of political career aspiration rather than direct transmission such as 'observation and imitation'. Indirect influence, here, was understood as a more politicized atmosphere in the home. On the other hand, a number of factors were revealed that alienated girls from politics, which were mainly understood as the late onset of political socialization and traditional values prevailing at home.

**Keyword:** Political career aspiration, parental influence, parental socialization, intergenerational transmission

**Student Number:** 2020-24781

# Abstract

이 연구는 일반적으로 정치 경력을 추구하기로 결정하는 측면에서 여아에 대한 부모의 가능한 영향에 대해 논의합니다. 정치인을 꿈꾸는 소녀들의 부모는 대부분 정치인인 것으로 드러났다. 또한 '관찰과 모방'과 같은 직접적인 전달보다는 정치경력에 대한 열망의 간접적인 전달이 있음을 발견하였다. 여기서 간접적인 영향은 가정에서 보다 정치적인 분위기로 이해되었습니다. 한편, 정치적 사회화의 늦은 시기와 가정에 만연한 전통적 가치로 주로 이해되었던 정치로부터 소녀들을 소외시키는 여러 요인들이 드러났다.

**키워드:** 정치적 경력 열망, 부모의 영향, 부모의 사회화, 세대 간 전달

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## CHAPTER 1. INTRODUCTION

### 1.1. Background of the study

#### *Chronology of women's political independence in Azerbaijan*

The status of Azerbaijani women in the early twentieth century was not enviable. All of their activities were confined to the household chores, food preparation, child care, family care, and other domestic duties. This was the scenario in Azerbaijan's rural areas. In urban areas, the picture was slightly different. It was mainly associated with the 'oil boom' in Baku in the end of nineteenth century. Consequently, in the beginning of twenty century, A strata of the local wealthy commercial and industrial bourgeoisie emerged, including women representatives, who gave them the right to vote in elections to local government bodies. According to the "electoral lists" submitted to the Baku City Duma between 1906 and 1909, more than 200 women who matched the standards outlined in the "qualification of electors" voted in elections. However, as seen by the preceding example, this rule did not apply to all women, but only to those whose families had a particular level of financial competence. The national intellectuals made one of the earliest attempts to alter the situation while serving in Russia's second State Duma. In 1907, Muslim faction lawmakers introduced a bill (on the idea of Khalil bey Khasmammadov) allowing women the right to vote. The measure was approved by the Muslim faction, but with a stipulation (election meetings were to be held separately). The Czar's dissolution of the Duma left the plan unfulfilled.

The 1917 February Revolution was a watershed moment in the battle for women's equality. The Provisional Government enacted a resolution on "Proceedings of elections of members to the City Duma and on precinct urban government" in April 1917, as part of the preparation work for the convocation of the Constituent Assembly. According to one of the clauses, "the right to vote is granted to Russian citizens of both sexes, of all nations and faiths, who have achieved the age of 20 at the time of the formation of electoral rolls." Women were granted the right to vote in the All-Russian Constituent Assembly elections as a result of this. This occasion enabled Azerbaijan National Movement leaders to elevate the "women's problem" to a higher political level. The party program was adopted during the

first congress of the "Musavat" party (the largest political party of Azerbaijanis at the time), held on October 26, 1917, with the 14th paragraph reading: "All citizens having reached the age of 20 have the right to vote, regardless of their gender, nationality, or religion." The inclusion of this item in their political platform enabled the Musavat Party to earn great victory in the Constituent Assembly elections (32 out of total 44 seats obtained by Muslim parties). Also it is worth noting that the Islamists represented by the "Ittihad" party, who adamantly opposed providing women equal rights with males, calling it "lechery and apostasy," were unable to prevent women from actively participating in the polls. Following the formation of the Azerbaijan Democratic Republic on May 28, 1918, the ultimate consolidation of women's voting rights in Azerbaijan occurred. The Parliament passed the bill "On the Constituent Assembly elections of the Republic of Azerbaijan" on July 21, 1919, reflecting the Parliament's constant dedication and willingness to overcome the problem of political disenfranchisement of Azerbaijani women. "The Constituent Assembly is constituted of members elected by the public on the basis of universal and equal suffrage without any gender discrimination, through direct elections and secret ballot, with the use of proportional representation," said the basic provision of the legislation. Furthermore, the third paragraph of the second chapter stipulates that "the right to participate in the elections to the Constituent Assembly is granted to citizens of the Republic of both sexes who have reached the age of 20 on election day." Hence, the national intelligentsia not just to secured the right of the female half of the people to freely engage in political life, but also did so for the first time in the Muslim East as a whole, making them pioneers in this respect. It is especially significant as, at the same time, this problem has not yet been solved in a number of other European nations. In the United Kingdom, for example, women were granted the right to vote in 1928. Similar regulations were enacted in Spain and Portugal only in 1931. The significance of this achievement demonstrates how a woman had a significant role in the thoughts of the national intellectuals. This action has now greatly influenced the role of women in Azerbaijan's political life and contributes to the country's favorable image internationally. Because, as one of the founders of the Azerbaijan National Movement, M. A. Rasolzadeh, put it, "if a woman is miserable, deprived, and ignorant, half of the



nation is sick and paralyzed." Following the collapse of the Soviet Union, the new Constitution of Independent Republic, legalized in 1995, had a special clause ensuring women's equality with men. According to the Constitution, the rights of both women and men are considered in the same level in. As joining international organizations, Azerbaijan began cooperating closely with all institutions addressing gender problems and enhancing the status of women.

### ***Gender disparity in Parliament of Azerbaijan***

Despite the above, it should be noted that women still fall behind men in pursuing a political career. As an example, according to the data from the State Statistical Committee of the Republic of Azerbaijan, after 2010 parliamentary elections, women held just 16% of seats in the parliament, and this percentage increased to 16.8% following 2015 parliamentary election. The latest data from the 2020 election results show that, overall, women now hold 18.2% of seats with only 13.3 percent chairing boards. The low representation of women in the country's governing body is a cause for concern, because there are statistically more women in Azerbaijan population than men, yet their representation in Parliament does not reflect those numbers. According to the State Statistical Committee of the Republic of Azerbaijan (2021), there are approximately 5.07 million women compared to 5.05 million men in the Azerbaijan population. In general, the fact that the number of women in Parliament is approximately 6 times less than that of men can be explained by the unwillingness of women to pursue a political career or the obstacles they face. Women's presence in parliaments and other elected political positions is not the only way in which they participate in politics, and it does not represent their whole influence. Much has been published about female voter behavior, as well as other non-electoral types of political activity, such as protesting, political persuasion, and campaigning, where gender disparities and inequalities have been found.

### ***Current obstacles to girls' reluctance to have political career aspiration***

While research initially attributed women's continued under-representation in politics to a lack of political ambition, it is now recognized that other more structural and societal barriers continue to

prevent women from running for office, fulfilling their mandates, and gaining access to leadership positions once elected. Additional or special hurdles that different groups of women may experience due to their age, class, ethnic heritage, religion, handicap, or sexual orientation are also a source of concern. Women politicians face varied difficulties and barriers across the Caucasus region, including Azerbaijan. First, there are barriers that block the 'supply' of women entering politics. Women's individual perceptions of their own abilities, as well as the costs and risks of running for office, are among the obstacles, as are broader factors such as unequal access to key resources like time, money, and political networks; unequal family responsibilities; male-dominated political cultures in parties and parliaments; gender roles and stereotypes in wider society; parental influence and a lack of female role models. Obstacles to women's engagement in politics can begin at an early age, with the molding of distinct professional objectives for girls and boys in school, due to gender stereotyping. A message that women "aren't made for" politics or aren't "genuine" political participants might be part of this stereotype. Despite the fact that powerful women – and the association of women with power – now sit alongside men in parliaments and government, powerful women – and the association of women with power – continue to elicit strong, negative reactions, posing a barrier to women wishing to enter – and thrive – in politics and other areas of leadership.

### ***The influence of family agent***

Many studies show that the barriers to take political career aspiration are more likely to occur during girls' initial career aspiration, and they are prevented from choosing a background such as law or politics. Some scholars (Conway, Ahern, & Steuernagel, 2004; Dolan, 1991; Ford, 2006; Fox & Lawless, 2003; Sapiro, 1983) believe that a person's first decision to pursue a political career is influenced by their exposure to political socialization. Supporting this claim, it was also noted by the scholars that political orientations and other key attitudes seem to be socially inherited from parent to child, which means family agent through parents is an important part of early political socialization. A few studies have also found that women are generally less interested (Jennings and Niemi, 1981; Verba

et al., 1995) and less knowledgeable about politics than men (Delli Carpini and Keeter, 1996). Despite the fact that these studies were conducted in the United States, comparable discrepancies have been observed in other countries. (Christy, 1987; Inglehart, 1981; Inglehart and Norris, 2003). Fox and Lawless (2003) noted that “traditional family structures and historically socialized gender roles continue to discourage women from seeking public office”, and that’s the reason why there are limited women working in the political sphere. Because in fostering a feeling of political effectiveness, an activist sex-role ideology and the development of skills, competences, and expectations about one's ability to control one's day-to-day living are required (Kelly & Boutilier, 1978). On the other hand, some scholars claim that the presence of politically oriented parents substantially reduces the gender gap in the early political socialization and stimulates political engagement among girls (Powell, Brown, and Hedges 1981). There is also evidence that the within a family or culture, the presence of female role models who are active in politics can assist to counteract the impacts of female political socialization. A woman's involvement in politics or position of power can serve as an important symbolic message that politics "is not just a man's game." Burns et al. suggest that politics is more likely to be known and cared about by women who live in an atmosphere where women pursue and hold public careers. (Burns et al., 2001, p. 383).

Reviewing all approaches by scholars, it is understood that the absence of women in political profile, cannot be taken as evidence that they are not suited to those positions. Rather, it can be attributed to factors that curtail women's career aspirations and development. This study is undertaken and focused to explore the influence of family factors in career aspirations of university girls as this is the stage when career aspirations are formed (Hellenga et al. 2002, Rainey & Borders, 2000).

I argue that the determination of parental factors influencing on girls’ decision to pursue political career aspirations will allow us to better understand the structural conditions and subjective resources that foster girls’ political career aspiration, as well as the obstacles that have to be overcome in order to engage in politics.

## **1.2 Problem Statement**

As previously noted, the rate at which women are elected to parliament is proportionately less than that of men. This problem indicates that there are some obstacles or reluctance for women to pursue a political career. If we consider scholars' views in terms of family influence as a predictor affecting political aspiration of girls and family agents' important role in this process, it should be examined how and in what way parents affect women's political career aspiration in the context of Azerbaijan.

## **1.3. Purpose of the Study**

The purpose of this phenomenological study is to understand why girls are hindered in political sphere, what kind of factors lead girls not to take interest in political sphere by concentrating and analyzing parental roles' influence on girls' decision to seek or not to seek political career.

## **1.4. The Nature of the Study**

The study's design is based on a phenomenological approach. Merriam (1998) suggested that a phenomenological study “focuses on the essence or structure of an experience (phenomenon)” (p. 15). To further understand the political socialization structure, we will examine women law students' experiences in making career choices in politics. As a result of this method, the participants are able to remember and verbalize their own political socialization experiences, as well as their sentiments and views. This study topic can best be answered through in-depth interviews with women who have directly encountered this phenomenon. The best way to answer the research topic is to conduct in-depth interviews with women who have personally encountered the phenomena. Other approaches, such as the case study and survey method, were considered, but they were rejected because they could not provide a deeper knowledge of the significance of everyday experiences. (Patton, 2002). Phenomenological methodology allows female law students to explain their experiences and touch on topics that the survey technique does not stimulate (Creswell, 1998). Understanding the experiences of girls having political career aspiration and hesitating to pursue political career is important for us to

understand how family agent influence on girls' decision to pursue a political career. The research is conducted based on the interview of twenty female law students from Baku State University in Azerbaijan using semi-structured open-ended questions as a guide.

### 1.5. Research Question

- *How family influence girls' decision to pursue political career aspiration?*
- *Which factors determine parental influence on girls' decision to pursue political career aspirations?*

### 1.6. Definition of significance terms used in the study

***Political career aspiration*** – The notion of political career aspiration is significant in deciding on a political profession that is compatible with an individual's self-image and is shaped by interactions between the person and the environment.

***Political socialization*** – is defined as an individual's "understanding of social patterns related to her societal position as mediated by numerous societal institutions" (Hyman ,1959). It is a mostly unstructured learning process that practically everyone goes through throughout their lives as a result of interactions with parents, relatives, friends, neighbors, classmates, coworkers, and so on.

***Intergenerational transmission***, – is described as the transfer of individual talents, characteristics, behaviors, and results from parents to their offspring (Lochner, 2008).

**A family** - is a group of people who are linked by marriage, blood, or adoption who live together in a single household, engaging in their social roles, which are often spouses, parents, children, and siblings.

***Political participation*** – People form and express their thoughts about the world and how it is controlled through a variety of activities, and they strive to participate in and impact the decisions that affect their life.

### 1.7. The Significance of the Study

While it is obvious that certain women are in positions of political leadership in Azerbaijan today, it is unclear how and why some women have been able to overcome some of the obstacles in the country's political environment. There are also limited empirical studies in terms of direct and indirect intergenerational transmission of political ambition, such as early exposure to politics at home through parents and its effect on women's initial career aspirations. This research fills this gap by explaining the influence of parents on girls' political career intentions from all aspects in the context of Azerbaijan.

### **1.8. Limitations**

One limitation is indicated by the limited number of people interviewed, as the limited number does not create a total image of the motivation and demotivation of all female law students in the country. The second limitation is that the interview conducted in Azerbaijani language, and the translation process into English was goal-oriented, not literal, in this regard, there might be some unmatching points between indication of real intention and translation of verbal sentences. In terms of third limitation, it should be noted that only the family factor was considered, but it should be taken into account that there are other agents of political socialization, which might affect the initial decision-making process of women.

### **1.9. Outline of the study.**

Chapter one introduces the background of the study, statement of the problem, purpose of the study, nature of the study, research question, definition of significant terms used in the study, the significance of the study, and limitations of the study. Chapter two provides a review of relevant literature on the issues of girls' political career aspiration, political socialization and gender/sex role stereotypes, family and female political socialization, and politicized family environment and girls' political career aspiration. Chapter three outlines the research design, target & sample population, sampling and data collection procedures as well as analysis. Chapter four presents the analysis of data and its presentation and discussion, and chapter five summarizes the findings and conclusion.

## **CHAPTER 2:**

### **A REVIEW ON GIRLS' POLITICAL CAREER ASPIRATION AND FAMILY'S ROLE IN THIS PROCESS FROM DIFFERENT ASPECTS**

In this chapter, it is discussed through comprehensive review of literature that which kind of factors affect girls political career aspiration. It begins with a discussion of the girls' political career aspiration, political socialization and gender/sex role stereotypes in this sphere, and family's role in female political socialization. Secondly, it is discussed how family influence girls' political career development through direct and indirect transmission to establish the extent of the family background's influence on women's career aspiration.

#### **2.1. Girls' political career aspiration**

While women are increasingly getting involved in the workforce, a shift from primarily traditional female oriented jobs, it seems that many are entering jobs such as politics that remain mostly segregated by gender (Hesse-Biber & Carter, 2000). Generally, researchers have, consistently documented women's political career, choices as lower compared to men's (Betz 1994, Betz & Fitzgerald 1987, Fitzgerald & Crites, 1980). More recently, researchers have documented declining political career aspirations of young women as they grow older (O'Brien et al, 2000) and the continued trend of women's lack of participation in politics. (Conton, 2002).

Generally, in most societies, whether developed or developing, women appear to have been brought up to believe in and adhere to gender roles which are conveyed to them on a daily basis. These beliefs are so ingrained into the females that they are extended to vocational choices (Valiante, 1996). An individuals' acceptance of these stereotypes would have a strong effect upon whether or not one is willing to step outside the boundaries of career traditionalism. Societies have also labelled different occupations as appropriate for males or females, and in general, women's work tends to be devalued (Padavic & Reskin, 2002). Gender role socialization theories suggest that boys and girls are socialized as children to be oriented towards jobs that are deemed appropriate for their gender (Kimmel 2000,

Padavic & Reskin, 2002, p. 53). Both men and women's future ambitions are shaped by social norms and gender role expectations (Greene & DeBacker, 2004). Men tend to focus more on employment goals, such as being politician, lawyer and etc., while women have a more diverse set of goals, including goals for "carriage and family as well as career (Greene and DeBacker, 2004). Thus, for women occupational decisions are often made in conjunction with choices about marriage and children. (Eccles, 1994, Marini et al. 1996).

Osipow and Fitzgerald stated that "gender is clearly one of the most powerful of all influences on vocational behavior". Jones and Wombe (1997) revealed that female secondary students were more conflicted between their future career commitment, marriage, and family. Studies on gender and career aspirations revealed that girls opted for a narrow range of occupational categories, excluding politics or different non-traditional choices (Loft, 1971, Crawford, 2002, Wahl and Blackhurst, 2000). Though other studies indicated that girls had broadened their career preferences, their expectations for career attainment remained low especially for high status-traditionally male jobs (Wahl and Blackhurst, 2000). This shows that gender stereotypes have a strong effect upon whether girls and boys are willing to step outside the boundaries of career traditionalism.

In terms of politics, according to Jeremy Mayer and Heather Schmidt's research (2004), girls tended to see politics as a male domain. Similarly, Diana Owen and Jack Dennis (1988) found that girls tended to be less interested in politics and typically paid less attention to presidential policymaking. Girls also scored lower on knowledge of political figures, political issues, and political symbols. The gender disparities were especially evident among the 14-to-17-year-olds. Finally, Cindy Rosenthal and her colleagues' (2001) study of Model United Nations underscored the extent to which gendered political roles are entrenched by early adulthood. The female participants took turns speaking much less frequently than their male counterparts and appeared reluctant to display their knowledge of politics. A study that looked at anticipated political participation, on the other hand, found that 14-year-old girls in the United States mentioned more activities that they might take part in than did boys of the same age (Hooghe and Stolle 2004). However, this may reflect the fact that the list of possible forms of



involvement included a number of social-movement-oriented activities such as volunteering, collecting money, and collecting signatures that were more appealing to girls. The United States also seems to be an exception in this respect: across twenty established democracies, Finland was the only other country where adolescent girls envisioned themselves as being more politically active as adults than did the boys (Wolbrecht and Campbell 2007). In this regard, Sapiro (1983) argue that political socialization is a predictor in a person's decision to seek a political job.

### **Political socialization and gender/sex role stereotypes**

Political socialization began to spread within the limitations of behaviorist approach at the end of 1950s as a sub-field of political science. Greenstein (1968) defines political socialization as a broader conception that would encompass all political learning; formal and informal, deliberate and unplanned at every stage of the life cycle, including not only explicit political learning but also nominally non-political learning that affects political behaviour. In the process of political socialization political self, beliefs, attitudes and behaviours are being formed in accordance with the ways of which politics puts an impact on individuals and society. In return, perceptions and behaviours designate how the individual will react and influence the politics in the light of his or her opinions, beliefs, attitudes and behaviours. This way, interactive sociopolitical relations get into a vicious circle in which the system reproduces itself. Therefore, political socialization process, the construction phase of these relations with its cognitive, affective and evaluational domains, and agents of socialization, enhances the reproduction of abovementioned relations and subtle ties among them. The affective domain (attitudes and beliefs) is what counts the most in adult political behavior. Facts or the knowledge domain follow the affective domain and are in a sense sifted through what we feel about politics (German, 2011, p.311). Political atmosphere in which the individual stand, adjusts the attitudes and socialization process in connection with the other sub factors affecting the process. In other words, political socialization is a continuous process of an adaptation of social values, norms, relations and behaviours. Although attitudes change somewhat over time, the development of political identity during childhood appears to influence future

political decision-making profoundly (Healy and Malhotra, 2013, p.1024). However, what changes these attitudes might be more related to the social reality rather than individuals' own life experiences since scholars have looked for other links between individuals' political attitudes and their personal experiences, including experiences as losing a job (Sears et al. 1980), having close friends or family serving in Vietnam (Lau, Brown and Sears, 1978), having children in public schools (Kinder and Sears 1981), or lacking health insurance (Lau and Heldman, 2009) and inability to find meaningful information.

People's political socialization might take place at any stage of their life (Easton, 1968; Eulau, Buchanan, Ferguson, & Wahlke, 1959; Verba & Nie, 1972). Meanwhile, cultures impose limits on the political development of individuals, and these limits might be explicit instructions, or they could be interpreted by others "as was experienced through social interactions." (Arnett, 1995, p. 618). It should be noted that clear instructions with specific cultures, stereotypes or, on the contrary, motivating content result in appropriate expectations from children. Expectations learned in childhood endure throughout adulthood, in spite of any changes in expectation, there would always be a sense of anticipation in adults' minds as they go forward (Arnett, 1995).

A major part of the process of female political socialization is internalizing the notion that politics is a man's domain. Traditionally politics was also considered an arena that was best suited for a man. Because of patriarchy, women's early political indoctrination was impeded, and their entry into the political realm was often facilitated by the death of their husbands, or parents. For example, Aristotle (1947) in *The Politics* (as noted in Ford, 2006) saw the rule of society as the job for a man because women were "naturally subordinate to men" (p. 8). Women had a hard time breaking the masculine standard in politics since males dominated (Sapiro, 1987); they were isolated and considered dots in society's eyes (Rosenthal, 1998). Consequently, women were underrepresented in political leadership and today one possible explanation for the low number of female political leaders, is that some of the women are indoctrinated not to feel that politics is their place. (Rosenthal, 1998). In light of this issue, Sapiro (1987) pointed out "gender is an important part of people's identity and day-to-day lives and we

would do well to understand how gender influences people's approaches to politics" (p. 169). According to the studies, girls' political aspiration is influenced through the five agents of political socialization, which are the family, school, peers, church, and the media (Easton, 1968; Easton & Dennis, 1969; Hess & Torney, 1967; Hyman, 1959; Jennings & Niemi, 1974; Myers & Booth, 2002).

### **Family and female political socialization**

Greenstein (1965) sought to answer the questions of who learns what, from whom, under what conditions, and with what outcomes during political socialization. When the agencies of socialization are considered, in the sense of playing a determining role, Hyman and Sigel, put a great emphasize on family and family environment. Although, Greenstein accepts the dominant role of family, scholars like Greenstein and Langton, who also based their arguments on learning theories, argue that social environment has a priority over family environment. Furthermore, they propose that social environment is influential in the behaviors of a person in the adulthood period. In this context, Langton and Karns (1969) conclude that the social environment of a child determines the level of efficacy and signifies future attitudes and behaviors. A number of other researchers also think that the family through parents is the major agent in this process (Easton, 1968; Eulau et al, 1959; Patrick, 1967; Verba & Nie, 1972; Verba, Schlozman, & Brady, 1995).

In general, parent-child relationships have a significant impact on an adolescent's future ambitions. According to Kristen Anne, parents have a variety of influences on their children's career aspirations. According to Otto (2000), young people are more often influenced by their mother when it comes to job direction. Poulter (2006) observed that fathers have a substantial influence on children's career decisions than mothers do. Regarding this issue, Bleeker, Chhin and Jacobs (2006) hypothesized that children react differently to maternal and paternal expectations based on the child's gender. It should be noted that, all three researchers accepted that gender stereotypes had a significant effect on children's career decisions. Kent Jennings and his colleagues (1999) have stipulated the most powerful evidence that, "parents play an important role in the political career of their offspring". However, the level of

family impact should not be overdone: the degree to which parents and their adult children are politicized is not high. (Beck and Jennings 1991). Regarding parental support and motivation in career choices, Hackett, Esposito, & O'Halloran(1989) argue that the fathers provide the daughter rather than mothers with a supportive role model, reflecting a positive approach towards gender parity, providing guidance and not commanding. According to Ellen Hawley Mcwhirter (1997), girls are fully supported by their mothers in terms of their future careers, however, on the other hand, they are fully controlled by their fathers in terms of their career choices which contain gender disparities. According to Jeremy Mayer and Heather Schmidt's (2004) observation, "The family environment is typically suffused with subtle and blatant messages about gender roles, many with long-term political ramifications". The families' authority structures and their impact on political socialization have received a great deal of study since the mid-1960s (Greeley, 1975; Langton, 1969; Renshon, 1974a). To understand the family structures is important to reveal its relationship with gender roles and the extent to which it provides a girl with opportunities to gain control over her life space. (Kelly & Boutilier, 1978). To gain control over the life also makes it easy to attend political sphere and seek political career. In this sense, Kelly & Boutilier (1978) also think that in fostering a feeling of political effectiveness, an activist sex-role ideology and the development of skills, competences, and expectations about one's ability to control one's day-to-day living are required.

According to Monica C. Schneider (2016), as politics is deemed males' domain by the parents in traditional homes, they prevent daughters' aspiration in this sphere. This situation leads girls to lose interest in this domain. Diana Owen and Jack Dennis (1988) found that girls had a less level of understanding of public leaders, problems, and symbols and therefore, they noted that no matter how much socialization occurs in the home, women continue to be less politicized than men in spite of the fact that men are more politicized, and, in this sense, mother-daughter relationships are the most enduring. Until now, most other research has focused on the relationship between mother and child to determine if maternal dominance has a good or negative impact on political involvement, efficacy, interest and value orientations. In their study of the question, "Who Is Boss in Your Family?" Robert

Hess and Judith Tomey (1967, pp. 100-106) reported that elementary school boys had a lower sense of political efficacy and were less interested in politics when the mother dominated the family. No effect on the girls was found.

On the other hand, according to the research, not only boys, but also girls are supported in their choices in regard to stepping to the political sphere by their parents within family, but it should be matter that families' background impact a significant role in such kind of parity. According to the studies of Richard Fox and Jennifer Lawless in 2005, men and women with business, law, education, and political activism did succeed them to path for elected office, and it was also determined by them that individuals with a politicized background were almost twice as likely to consider running for office, and this was true for both men and women. Similarly, to have politically engaged parents significantly decreases the gender gap in political sphere in terms of participation (Powell, Brown, and Hedges 1981). Powell and her colleagues advocate that as women are likely to get less guidance from other channels which would promoting elite political participation, in this way family environment might be more important for them. In the Canadian context, to own a parent who has ever been a member of a political party is a strong motivator for young girls to join one. (Cross and Young, 2008). Obviously, these young people are encouraged to engage in leadership contests by their parents. The fact that the mother with politics background conveys a strong overt message to the notion that it is no longer just a domain for males which is influential on his attitude towards the socialization of girls. Interestingly, Lawless and Fox (2005) also found that female participants with political oriented mothers were more likely in majoring in politics comparing the males. They conclude that the result demonstrates the part that a political mother might play in influencing her daughter to pursue careers in male-dominated fields such as finance, law, or politics. In a similar attitude, Powell and her colleagues (1981) put forward that the mothers' awareness and interest in politics serves as a role model for their daughters when it comes to contributing to a cause. The impact of mothers is not limited in the elite level. When Ronald Rapoport (1985) assessed the intergenerational transmission of political attitude expression, he revealed that mothers' influence on the daughters is much more significant rather than influence of fathers. The study

found more promising findings when respondents' recollections of parental political interest were used rather than parent–child pairs: when women's political aspiration was reported higher, likely more remarks they made about parties and candidates, and they were to express political attitudes (Atkeson and Rapoport 2003). Accordingly, this brings the question whether to rise in a political family atmosphere may increase girls' intention to pursue a job in politics and decrease gender/sex role stereotypes in the vocational choices, including politics.

## **Politicized family environment and girls' political career aspiration**

### ***Family background***

Children learn through observation and imitation: when their parents participate in politics, their children are more likely to do the same in the future. Parents can effectively serve as role models in this manner (Mustillo et al., 2004). There has been little study into the parental socialization of political activity. This is considered as intergenerational transmission which is an application of the social learning theory (Bandura, 1986, Jennings et al., 2009). When children directly imitate their parents' political engagement behavior, and when they receive direct guidance on how to participate in politics direct intergenerational transmission occurs. (Nesbit, 2012, Spellings et al., 2012). Only a few research have been found exploring intergenerational transmission of political engagement. Jennings and Niemi (1981) found that between parents and children, there is a correlation of 0.16 for turnout and 0.27 for political activity. Plutzer (2002) also uses Jennings and Niemi's data to demonstrate that children are more likely to vote as adults if they saw their parents vote when they were children. Similarly, it has been shown that if parents are civically involved (in school or other associations), their children are more likely to be politically active later in life (registering to vote, voting in elections, volunteering, being involved in a political campaign, being a member of a political organization) (McFarland and Thomas, 2006). Matthews et al. (2010) explore the transmission of civic activity and find that the effect of adult civic identity on child civic identity is around 0.3, controlling for a number of variables. Roker et al. (1999) also found, using qualitative interviews, that if a young person had a parent who was

involved in some form of volunteering or campaigning then he or she was much more likely to participate in community activities. Using the Swiss Household Panel, Coffé and Voorpostel (2011) investigated the transmission of turnout and political activity among 18 to 25-year-olds. The transmission of political engagement is estimated using standardized parameter estimates to be approximately 0.1-0.2.

While there has been little study on the intergenerational transfer of political engagement, there has been more research on the transmission of political attitudes, such as political interest, knowledge, efficacy, trust, and so on. Some studies demonstrate that political beliefs are passed down through the generations in a significant way. Some correlations are briefly presented below. Jennings et al. (2009) find unstandardized estimate impact sizes of 0.10-0.18 for political interest (comparable to Coffé and Voorpostel (2011)). For political knowledge, the effects are slightly larger (e.g., unstandardized estimates of 0.42; Dalton (1980) reports correlations of 0.25-0.50), and these estimates remain quite stable between the 1960s and 1990s. When utilizing item correlations, political efficacy has a low degree of transmission (0.14), but when using structural equation modeling (and therefore adjusting for measurement error), this transmission climbs to 0.49. (Dalton, 1980). Political trust is transmitted in a range of 0.05 to 0.30. (Dalton, 1980; Jennings et al., 2009). Overall, the evidence indicates that political engagement and political beliefs are passed down over generations, but this transmission is minor.

### ***Mediating factors***

A study of the literature indicated three elements that are more likely to mediate the transfer of political involvement intentions (Almond & Verba, 1963; Rosenstone & Hansen, 2003; Verba, Schlozman, & Brady, 1995; Verba, Schlozman, & Burns, 2005). We discover in the research that cognitive skills may mediate the method by which behavior is transmitted (Bandura, 1986), which is commonly operationalized as political conversation (Jennings et al., 2009) or political interest in the political science literature (Gabriel & van Deth, 1995).

***a) political discussion in the family***

Young people's participation in political debates with their parents is an important part of their political socialization and may be viewed as an activity in which they develop certain fundamental democratic abilities. According to the social learning theory and the attitude stability literature, transmission in families is more successful when the topic (in our instance, politics) is more significant. The amount of political talk in the family and the parents' degree of political engagement have been operationalized as 'highly politicized families,' which is assessed by the amount of political debate in the family and the parents' level of political participation. (Dalton, 1980, Jennings and Niemi, 1968, Tedin, 1974, Flanagan, 2013). People who talk politics with their families are more likely to engage in other types of political activity. This holds true for voting in elections and extra-parliamentary actions such as petitions and demonstrations (Gundelach and Levinsen, 2011), as well as civic behavior, attitudes, and skills assessments. Face-to-face communication, according to McIntosh et al. (2007), is essential in the development of civic competences. They discovered that teenagers who talk about politics and current events with their parents perform better on civic behavior, attitudes, and skills tests. Furthermore, past qualitative studies on political mobilization stress the importance of intergenerational political debate and recommend that family members give direct political stimulation through dialogues. (Bloemraad and Trost, 2008). Jennings et al. (2009) notes that Parents' effect on their children is determined by the kind of family talks and political debates. There is more consensus between parent and children on significant problematic political topics, as well as preferences for political parties and presidential candidates, among households with high levels of political activity and debate. (Jennings et al., 2009). Lane (1959) found, using qualitative interviews, that in families in which politics is less salient, there is less needed to discuss politics with parents or to challenge their ideas. As a result, there is no transmission in these families. According to Coleman (1988), social capital promotes access to human capital since parents spend more time with their children (i.e., spend more time with them and perform more joint activities) and children have greater access to their human capital. Although Coleman did not specifically mention politics, his theory can be applied here as well: if parents do not interact with



their children about politics, their political participation may be irrelevant to their children's political behavior, because social interaction provides the necessary information for effective transmission (Anderson, 2009). More political conversation does, in fact, contribute to more successful transmission, according to research. Several studies have found that teenagers who talk about politics with their parents more frequently are more civically active (Kahne and Sporte, 2008, Verba et al., 1995, Diemer and Li, 2011). Although political discussion is important for transmission, Jennings and Niemi (1968) discovered that it is not equally important for all political attitudes.

***b) family socio-economic status***

Parental socioeconomic position is another method in which parents impact their children (SES). Due to a direct influence on children's SES, parental SES can contribute to political engagement. Children of parents with a higher socioeconomic status are more likely to have a high degree of schooling. The educational levels of children have an impact on their political interest and knowledge. Furthermore, parental socioeconomic status can influence the formation of class-specific political perspectives as well as stimulate civic attitudes and participation. (Beck and Jennings 1982, 96–97; Verba, Schlozman, and Burns 2005, 97; Jennings, Stoker, and Bowers 2009, 790). However, Westholm (1999) shows that Parent-child socialization isn't merely a two-step process in which youngsters get an impression of their parents' political views and then alter their own behavior and thinking to fit that image. Instead of being a conditioning element, the picture that youngsters have of their parents' political ideas acts as an intervening factor. Furthermore, there is a reciprocal link between children's own opinions and the picture they have of their parents' opinions. Some socialization procedures are obscured when children's images of their parents' opinions are substituted for genuine parent facts. Westholm (1999, 542, 548) thus warns that the use of children's subjective images of their parents' political views should be avoided in favor of studies based on multiple sources of parental political preferences (i.e., using both children and parents as sources). Newer study on the impact of parents on their children has cast doubt on the notion that children mostly inherit their parents' viewpoints. Dinas (2014) shows that parent-

child correspondence in party identification is dependent on parental politicization. Because "those who are politically engaged are most likely to be exposed to new political stimuli in early adulthood, "those with politically interested and involved parents are more likely to adopt their parents' party affiliation as adolescents, but they are also more likely to revise their party affiliation in (early) adulthood. (Dinas, 2014, 827). Wolak (2009), who was also looking at the flaws in parental transmissions, discovered that adolescent personality as well as their larger political context affected parent-child transmission in party identification. Wolak (2009, 581) agrees with Dinas that more curious teenagers and those who pay more attention to political news have more fluctuating party preferences and are thus more prone to question their parents' political beliefs.

As a result, it is understood that families transfer indirectly political engagement through their socioeconomic standing (Nesbit, 2012, Mustillo et al., 2004). "Parents and children generally share the same cultural, social, and socioeconomic environment," Dalton (1980) said, "offering extra resources of indirect parental socialization. "Through this 'social milieu pathway' or 'status transmission model,' young people inherit their parents' social status as well as the accompanying levels of political attitudes (Dalton, 1982, Tedin, 1974) and political participation (McFarland and Thomas, 2006, Schlozman et al., 2012). Vollebergh et al. (2001), for instance, show that children inherit their parents' social status. Coffé and Voorpostel (2011) find that higher-educated mothers are more likely to transfer their higher levels of participation to their children. More political participation and transmission of political activity are associated with better socioeconomic level.

The degree of direct intergenerational transmission of political conduct is projected to decrease as socioeconomic position rises. According to Schlozman et al. (2012), political involvement is primarily transmitted indirectly through socioeconomic position. Controlling for parent education and family wealth diminishes the influence of parental political knowledge on the child's political knowledge, according to other research (Jennings et al., 2009).

*c) family types*

To study the family typed that arise from determining where the family falls on the dialogue and conformity dimensions, which are consensual, pluralistic, protective, and laissez-faire, are instructive in terms of determining influence of family on children (Koerner, Fitzpatrick, 2002). According to McLeod and Chaffee's model, the socio-oriented dimension, which distinguishes families that encourage the child to value harmony, and the concept-oriented dimension, which distinguishes families that encourage the child to think about political and social issues, are two dimensions that characterize patterns of interpersonal communication within families. A parent or child who is very socio-oriented believes that children should not display anger in front of others, should not confront or quarrel with their parents, and should stay out of trouble. Family talks are vital to highly concept-oriented families, who think it is necessary to get their point of view through even if the others disagree, and so on. The two dimensions are discovered to be independent. It creates a typology of four types of families based on their positions along two dimensions that the authors identify as socio-orientation and idea orientation: protective (low conversation, high conformity); consensual (high conversation, high conformity); laissez-faire (low conversation, low conformity); and pluralistic (high conversation, low conformity). This typology explains, among other things, the variation in political activity among these families' offspring. (Chaffee et al., 1973; Chaffee & Yang, 1990). These investigations begin with the notion that while striving to comprehend more distant and inevitably mediated social processes, children depend on their own micro interactions and micro experiences. It is assumed that children generalize from their unique family communication pattern to how constructivist perspectives function in the broader world, such that, for example, females reared in a protective family learn that politics is a male area. Girls from pluralistic households, on the other hand, learn that political ambition may arise independent of gender identification (Liebes, Ribak, 1992).

## **CHAPTER 3: RESEARCH METHODOLOGY**

### ***3.1. Research design***

In its design, the study takes a phenomenological approach. The data collection is conducted based on the interview of twenty female law students from Baku State University in Azerbaijan using semi-structured open-ended questions as a guide and designed to ensure that participants can describe their political socialization experiences fully as it related to their decision to pursue political career. Creswell (2001) suggested that open-ended questions, “should elicit views and opinions from the participants” (p. 188). Therefore, phenomenological methods are particularly effective at bringing to the bow the experiences and perceptions of individuals from their own perspectives. When phenomenological research is given an interpretative component, it may be utilized as a foundation for practical theory and to enlighten, support, or criticize policy and social action. Therefore, the Interpretative Phenomenological Analysis (IPA) by Smith, Jarman, and Osborn (1999) was adopted as a guideline for this analysis. This study calls for an idiographic strategy, in which the researcher does a detailed textual analysis of transcripts before moving on to explore for similarities across people. This procedure outlines an idiographic, case study technique, in which the analysis progresses from individual case reading to claims for a group. The goal of IPA is to learn more about the participants' perspectives on the topic under discussion. As a result, the method is phenomenological in that it is concerned with a person's own view or account of an item or event rather than an attempt to generate an objective description of the thing or event itself (Smith et al, 1999). As a result, the interpretation of the phenomena in this research is to give insight into how gender equality or inequality come to have personal meaning, a lived through significance that is not always transparent to awareness, through the human condition. During the interview, I took notes on fascinating or noteworthy phrases, statements, and key words that expressed the spirit of the issue. Additionally, linking themes reflecting linkages with prior portions of the conversation were sought for and highlighted. I noted patterns of similarity and difference in what the participants stated, as well as themes of highly interested, slightly interested, and not interested groups. I created a list of all the emerging concepts and arranged them in a logical

sequence. This type of analysis required a close engagement between the text and myself, as well as an attempt to comprehend what a specific participant was saying while relying on my own interpretive resources. Then I separated demographic factors related with parents influencing girls and analyzed under the particular section. Then I divided other data into three group: girls having political career ambition, girls hesitating to seek political career and girls being reluctant to seek political career, then it was then separated based on relevance to the research question. The following step was to group the linked patterns into coherent clusters, which allowed for the discovery of emergent common themes. Direct citations from the participants' narratives are used to support the analytical explorations of the themes. Participants' deep feelings, experiences, and basic perspectives of the problem are revealed through direct quotations.

### ***3.2. Target population***

The population of interest in this study was 20 law school girls from Baku State University. The subjects are drawn from Baku State University Law School. Because they are at such a stage that their political ideologies and political intentions have already been shaped. (Helienga et al 2002, Rainey & Borders, 2000). This is also the period when occupational interests are crystallized as individuals consider all of the factors (Tiedman & O'Hara, 1963). Law, on the other hand, is an sphere where the intention of the girls, who already have a certain political ideology, to turn political ideology into a career intention 'at a later stage' can be clarified.

### ***3.3. Research instrument***

A questionnaire was used to gather information (Open ended questions). The type of the data to be gathered, as well as the study's aims, informed the selection of this instrument. The goal of the study was to learn more about the nature and nuances that play a role in young girls' profession choices and decisions. Views, opinions, perceptions, feelings, and attitudes were the focus of the study, and this material was gathered using narrations in response to open-ended questions (TouJiatos and Compton 1988; Bdl, 1993).

## **CHAPTER 4.**

### **PARENTAL INFLUENCE ON GIRLS' POLITICAL CAREER ASPIRATION**

A significant theme of the study highlights how parents influence girls' political career aspirations through various ways. In order to answer the study's research objectives, there was a need for a theoretical debate ground based on paradigm changes. Therefore, discussing the studies about family influence on girls' political career aspiration from different aspects showed us that motivation, demotivation, and barriers about young girls facing about political career aspiration, as it will be explored in this chapter. We primarily need to know what kind of a reflection the family has on the current political socialization and political career aspiration of young girls.

The data of this study revealed that the various factors pertaining parents influence on girls' political aspirations are not assessed only in an inspiring way, but also some of them are considered as factors which lead girls to hesitate or refrain from political career. To understand girls' political career aspiration experiences explaining stimulating and hindering family factors comprehensively, the research starts with the reference point if young girls studying in law school have career aspiration in politics. In general, first twelve participants (1 to 12) evaluated themselves with "political career aspiration", while the 13th and 14th participants (13-14) with 'somewhat intended to pursue political career', and last six participants (15-20) evaluated themselves 'not indented to seek political career'

It should be highlighted that; parental influential factors are apparent in all three directions of girls related to career choices in accordance with Table 2.

To understand influence of demographic characteristics, deriving from interview data, of family on girls' political career aspiration, firstly, findings is presented under the section: "Influence of demographic characteristics of family on girls' political career aspiration". The analysis is based on Table 2, which presents particular demographic data related with respondents' families.

Then, in order to better understand women's experiences in relation to their parents' influence and demonstrate the root of their political motivation/and demotivation in terms of pursuing political career

finding will be depending on the political aspirations of the girls, findings is continued to present under the sections such as: 1) Factors affecting girls having political career aspiration, 2) Factors affecting girls hesitating to take political career, 3) Factors affecting girls refusing to take political career. The certain themes were mentioned in Table 1.

**Table 1. Main family factors chosen from girls' experiences affecting girls' political career aspiration**

	<b>Girls having political career aspiration</b>	<b>Girls hesitating to take political career</b>	<b>Girls refusing to take political career</b>
<b>1</b>	Politics as a family tradition: family background, political interactions at home and parental political expectations	Parental pressure to pursue same occupation	Political socialization processes did not start at an early age
<b>2</b>	Parental encouragement and support	Pluralist decisions espoused in home	Protective attitudes of political active parents.
<b>3</b>	A sense of self-efficacy promoting by family		Traditional values including gender stereotypes espoused in home
<b>4</b>	Mother's independence inside and outside home		

Findings is given by the order of the data collection instruments because sequence of the questions have been organized by taking the analysis and the discussion processes into account. These patterns will be beneficial to present a better perspective and build the understanding, which will be deduced from the gathered information, on a solid ground. Information held from the participants is given below within the given paradigm debate. Examples are selected with regard to reflect all the aspects of given answers across the sample. Each example submitted with the respondent number. Participants were assigned a number from 1 to 20.

At the end of this section, readers can find a new perspective for positioning young girls in front of the dynamics of socio-political realm of Azerbaijan.

#### ***4.1. Influence of parental demographic factors on political career aspiration of young girls***

Data revealed that nine out of twelve politically ambitious girls were raised in a politically oriented family, which means family's political background influence in girls' inclination to politics. According to Table 1, politically active parents are associated with higher socioeconomic status. Socioeconomic status (SES), here, is understood as social standing or class of parents. "If one were permitted only a single variable with which to predict an individual's occupational status," according to Schulenberg, Vondracek, and Crouter (1984), "it surely would be the socioeconomic status of that individual's family of orientation" (p. 130). This statement is founded on the idea that parents of various socioeconomic classes create their own social and cultural values based on their existing social status. These social class ideals are then passed down to their offspring, preparing them for comparable vocational responsibilities within that social class system (Wright & Wright, 1976). SES is measured as a combination of education, income, and occupation. Education and income level, which have a positive correlation with girls' intention to pursue political career. This leads us also to think that girls raising by the parents with higher education, income and background are more inclined to take political career aspiration. Because Parental SES contribute to political involvement due to a direct effect on children's SES. Parents with higher SES have children who are more likely to have high levels of education. Children's levels of education, in turn, influence levels of political interest and knowledge. Parental SES, moreover, can contribute to the development of class-specific political orientations as well as encourage civic attitudes and involvement (Beck and Jennings 1982, 96–97; Verba, Schlozman, and Burns 2005, 97; Jennings, Stoker, and Bowers 2009, 790). Meanwhile, when we analyzed the location factor and family values and communication types espoused in home, we saw that these factors positively correlated with parents' SES status and girls' political interest.



How it can be explained? Firstly, respondents with political career aspiration belong to capital, north-west and east areas, which are considered metropolitan cities in Azerbaijan. Table 1 shows that girls living mainly in urban areas socialized by modern values in home. Here, modern values are defined as extraversion and openness in the family. Parents in such families are open-minded about their children and are there for them every step of the way. Modern values also embody motives to pursue one's own achievement and dominion over others, as well as self-gratification. Achievement, hedonism, and stimulation are also connected with modern values (Maercker, 2009). As a result, girls with supportive parents in terms of success, hedonism, and stimulation are more likely to pursue political career goals. On the contrary, traditional values, here, involve greater introversion and constriction, while modern 'values' involve more extraversion and openness. Additionally, traditional values emphasize collectivism, submissive self-restraint, traditional customs preservation, protection, and stability. Traditional values are also associated with conformity, customs orientation. In such families, parents are loyal to the intergenerational practices and this lead parents to be closed to offspring's contemporary mindset. In Azerbaijan, South, West and South-west areas are considered rural areas, and not surprisingly families living such areas uphold traditional values which lead girls to flee from political career aspiration.

If we consider positive correlation between parental SES and other three demographic factors as well, we can say that parents with higher SES living mainly in urban areas possess more modern values. In terms of family conversation type, not surprisingly, we see that families upholding modern values involving achievement, hedonism, stimulation are mainly more open to discussions, which is justified with 'consensual' family types. Consensual family types involve high conversation and conformity orientations, and in this families parents encourage open communication with children, however the hierarchy within the family is also maintained which puts parents above children. As consensual family type is explained by high conformity, considering similarity between parents' political background, interest and girls' inclination to take interest in politics in terms of first twelve respondents, high conformity is apparent. Interestingly, the political mother of respondent N12 has higher education,

urban life, modern values and pluralistic mindset, while her father represents the opposite perspective. Considering the low conformity level of pluralist conversation type, we revealed that mother having higher SES and modern values is inclined to draw daughter's interest as a role model, and lead girls to follow similar background. On the other hand, girls exposing to pluralist communication are not associated with high inclination to politics. This is explained by the fact that, parents having pluralist mindset leads also pluralist communication with the children, in this regards, open discussion is encouraged for children, and the parental model who does not strive to control the children's or each other's behaviors or decisions. Consequently, low conformity occurs between parental backgrounds and girls' career goals. Eventually, it should also be noted that girls coming from the families with protective communications, which have high correlation with also their parental traditional values and rural location, are disinclined to pursue politics. A protective family is associated with low level in conversation orientation and high level in conformity. They expect daughters to be compliant to parents, and does not value any open communication. In this regards, in such kind of families, daughters are reluctant to pursue any non-traditional jobs, such as politics.

Overall, as can be seen from Table 2, factors influencing girls such as parental SES is positively correlated with location, area-based values and mindset upholding family, lead us to think that girls are highly influenced by demographic factors related with family.

**Table 2. Influence of demographic factors on girls' political career aspiration**

Case	Girls political career aspiration	Parental SES			Location	Family values	Communication Pattern
		Politically active parents	Income level	Education of parents			
1	Yes	X	Middle	High educated <sup>1</sup>	Capital	Modern	consensual
2	Yes	Father- V Mother- X	Middle	High educated	Capital	Modern	consensual
3	Yes	Mother - V	Middle	High educated	North-west	Modern	consensual
4	Yes	V	High	High educated	Capital	Modern	consensual
5	Yes	Mother- X	Middle	High educated	North-west	Modern	consensual
6	Yes	V	High	High educated	Capital	Modern	consensual
7	Yes	V	High	High educated	Capital	Modern	consensual
8	Yes	Father- V Mother- X	Middle	High educated	East	Modern	consensual
9	Yes	Father- X Mother- V	Middle	High educated	Capital	Modern	consensual
10	Yes	X	Middle	High educated	Capital	Modern	consensual
11	Yes	Parents- X Grandfather- V	Middle	High educated	Capital	Modern	consensual
12	Yes	Father- X Mother- V	Middle	Father- LE Mother- HE	Capital	Father - traditional Mother - modern	Father- <b>protective</b> Mother- <b>pluralist</b>
13	Somewhat	V	Middle	Father- HE Mother- HE	Capital	Modern	consensual
14	Somewhat	V	High	High educated	Capital	Modern	pluralistic
15	No	Father- V Mother- X	Middle	Father- HE Mother- LE	West	traditional	protective
16	No	X	Middle	High educated	Capital	traditional	pluralistic
17	No	X	Low	Low educated <sup>2</sup>	South	traditional	protective
18	No	X	Low	Low educated	West	traditional	protective
19	No	V	Low	High educated	Capital	modern	protective
20	No	X	Low	Low educated	South-west	traditional	protective

<sup>1</sup> High educated parents, here, are associated with “college graduated parents”.

<sup>2</sup> Low educated parents, here, are associated with “high school graduated parents”.

## **4.2. Main factors chosen from women's experiences in relation to their parents' influence in order to understand the root of their political motivation/and demotivation in terms of pursuing political career**

### **4.2.1. Girls having political career aspiration**

The family, believed to be the primary agent of political socialization, transfers beliefs and attitudes to their offspring (Jennings & Niemi, 1974) and acts as an influencing agent (Merelman, 1980). From an early age, the respondents became aware of the political world through their parents' political activity by attending political meetings, watching their parents' involvement in political campaigns, and having political discussions in the home. These activities along with parental support and encourage fueled the respondents' interests by providing political socialization opportunities. On the other hand, the results reveal that there are also some factors which indirectly affect girls' political career aspiration, such as parents' socio-economic status, location, and family values.

In light of the above, the four themes explain how parents positively affect girls' political career aspiration: 1) Politics as a family tradition: family background and political interactions at home, 2), Parental encouragement and support, 3) A sense of self efficacy giving by parents, 4) Mother's independence inside and outside home.

#### **Politics as a family tradition: family background and political interactions at home**

In interview, politics was a matter of family tradition for many of the respondents, and girls who followed their parents' career paths described it as speaking the same language.

Children, both girls and boys, often pursue their parents' jobs because of the dinner-table effect: Family conversations influence them (Lyle-Gonga, 2008). Family fuel interests or teach children what less commonly understood careers entail. Mascheroni (2017) argue that, public opinion, political attitudes and values cannot be transmitted from one person to another without sharing, expressing and discussing. The respondents with political aspiration recalled that their parents' active presence in the political process contributed to their political socialization and triggered their awareness of politics by providing

opportunities for them to observe political maneuverings. Interestingly, even though not all of their parents are politically oriented, particular political discussions were led all these respondents' home. To give an instance, even though three out of twelve politically ambitious girls' parents are not politically active at all, however there is a political discussion led at home pertaining particular situation of country, which is justified as the parental interest in politics, influenced girls to take an aspiration in political sphere (Table 3). On the other hand, Respondent 19 who does not have political career aspiration, her both parents are politically oriented, however, not surprisingly, data shows that politics is not discussed a lot at home.

**Table 3. Density of family discussions in the families of girls with political career aspiration**

<b>Factors</b>	<b>case 1</b>	<b>case 2</b>	<b>case 3</b>	<b>case 4</b>	<b>case 5</b>	<b>case 6</b>	<b>case 7</b>	<b>case 8</b>	<b>case 9</b>	<b>case 10</b>	<b>case 11</b>	<b>case 12</b>
<b>Girls political career aspiration</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>
Political discussions	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>
Parental political background	<b>X</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>X</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>X</b>	<b>parents - X grandfather - V</b>	<b>V</b>

On the other hand, when we analyzed family type in terms of conversation patterns, we found that eleven out of twelve politically ambitious girls possessed consensual family types, which means politics is inclined to be transmitted through discussions. Consensual family types are associated with high discussion and high conformity, if we apply this on these cases, we can think that such families are associated with open discussion in any topics, including politics, however parents have particular points of views. This process might be consequented with 2 points: 1) there are might be some tension between openness and control within family (Koerner, Fitzpatrick, 2002), open discussions can make children feel more independent in terms of making their choices, which can lead to some conflicts between parents' particular views and children's own choices, 2) parents encouraging open discussions with children might be role models for their children, which might be associated with high conformity in

terms of children and parents (Koerner, Fitzpatrick, 2002). According to Table 2, in terms of first 12 cases, it is obviously seen that there is high conformity between political discussions at home and girls' political aspiration. On the other hand, in terms of Respondent 19, her both parents are politically oriented, however through the lens of family type, since this family model is protective, it means parental hierarchy is less flexible and there is no open discussion between girls and parents, thereby not surprisingly, data shows that politics is not discussed a lot in that home. To put it simply, consensual family types are more opened to discussion, in this regard, politics can be one of the topics within families between parents and daughters. If we consider parents' background, accordingly, political discussions within family lead girls to accept their politically oriented parents as role models. However, even though there are three families without political ties, consensual families opened to political topics are inclined to inspire their daughter to take a political career aspiration in this sphere.

In this context, the fact that N3 remembers being surrounded by political discourses in childhood gives us clear messages.

*N3. Since my mother was an activist, she had many activist friends. They would meet in our house every evening, hold political talks, and make appropriate decisions. So, my surround has always been politics.*

Although this discourse was not directed to her, N3 remembers being present for and attending the meetings and the dialogues her mother had with others.

N2, N4, N6, N7, N8, N10, N12, on the other hand, remembers their politically active parents including them directly in conversations about politics. N2 recalled that

*N2. My first political memories are about my father's occupation as a deputy in Parliament. He always told us about his political discussions with his colleagues in the Parliament...also because of his deep knowledge of political theories, I got*

*acquainted with the theories of Bernard Crick, David Easton, Lenin, and a number of political scientists since very early ages.*

*N4. My political memories are based on the conversations we had with my parents in the evenings. We used to discuss the effects and possible consequences of Karabagh war.*

*N6. We didn't see him (father) often, but when we did, he always used to talk about politics to us and bought interesting books by political theorists in order to discuss and analyze the important points with us.*

*N7. When I was a kid, my mother bought me a lot of political books, we used to discuss those books and criticize ideas.*

*N8. our home has always consisted of politics. My parents always used to discuss the political issues happening in the country with us.*

*N10. I remember my father buying books on history and politics, reading them as a family, and then discussing them.*

*N12. My political memories are mostly related to the conversations we had with my mother about Karabakh war and its consequences. I also remember her writing a series of reports on human rights in terms of war issue. We always used to discuss and analyze her reports together.*

In terms of N11, she does not have any politically oriented parents, by only grandfather who used to be politician before. She remembers that the reason she became aware of the political world around her was because of political interactions with her grandfather, such as buying political books, discussing political theories and etc.

*N11. My early political memories are connected with the historical and political books that my grandfather bought for me. The books he used to buy me helped to broaden my horizons through historical events and political approach. Especially the age of enlightenment has a great impact on me in terms of world ideas.... I like to discuss politics, analyze the political theories with my grandfather till today.*

Further, for N2, N3, N4, N6, N7, N8, N12 their parents' political activity was not only a family tradition, but one that was passed on from one generation to another and they were expected to take this interest and pursue politics.

*N2. ...even I would say that I was somehow expected to be politician in home because of my parents' occupation as well as my deep interest.*

*N3. ...and my mother, to be honest, was sure that I would continue her path.*

*N4. It (to seek a political career) was never a surprise for my family, as if we always knew that I would become a politician.*

*N6. He (father) was proud of us because we wanted to pursue a political career like him and it was as if he expected this from us.*



*N7. We are a family of politicians, even my grandfather, my great-grandfather is a politician as well ... This (political) ambition has never changed, because since my childhood I was taught that politics is the only path of our generation... I remember my mother's opinion in this regard. She always says that politics is an ideology that must be passed down from generation to generation. When I was a kid, my mom used to buy me a lot of political books and she used to say that I would be a smart politician like her and like my dad. That's why I always used to believe that I should be politician.*

*N8. Looking back, I feel like I have always been expected to pursue political career...*

*N12. I think me and my sister were directed to be a politician by our mother since childhood.*

Overall, the above respondents recalled politics being a family tradition because their parents were always politically active through a variety of involvement, which included political discussions, local political party activities, such as rallies and campaign work as well as general civic-mindedness through voting. In general, the data show that parents' political careers have an impact on girls. This influence is transmitted through political environment at home to girls, rather than direct influence of political career such as "observation-imitation". Parents who bring politics home arouse girls' interest in politics and attract them to it. On the other hand, the data show that in a home shaped by political values, there is also an "expectation" from parents towards girls in terms of pursuing political careers. The influence of politicized home atmosphere is explained by the fact that all twelve girls who want to pursue political careers are exposed to political discourse or political actions in their families. Even regarding N7, we

can say that although neither of her parents are politicians, her involvement in political discussions through her grandfather draw N7's interest to pursue a political career.

### ***Family provided support and encouragement***

All participants stated that their families played an important role in their political beliefs and decision to pursue a political career through their political activism and political debate.

Meanwhile, respondents also noted that family support and encouragement were also essential to their following career. Through parental encouragement and support, their parents helped in making them believe in their own sense of purpose, and confidence level to achieve their own political aspirations.

*N7. They always supported me in terms of political aspiration, and they help me to develop myself till today in terms of political education.*

*N5. Talking to my mother about interesting political news and analysis, her proud of me encouraged me to take a deeper interest in politics, and this interest made me want to be a politician.*

Further, respondent N6 stated that, family belief and encouragement in their abilities to seek political career would be an important factor in their decisions, which seems to be tied to their sense of self-efficacy.

*N6. I think that when parents support their children and are proud of them, it is easier for children to find the proper path, this is right about political careers and also about other things.*

In this regard, N9 people expressed different opinions such that the right path should be followed, which is accepted individually, even if they are not supported by their parents in choosing a career.

*N9. Sometimes even if the family disagrees with you, I think you need to convince them in terms of your goal being proper and follow the right path you know. When you succeed one day, they will be proud of you.*

However, digging deeper, it turned out that N9 was also supported in family, albeit only by the mother.

*N9. My mother supported me, because she could understand me since we had somehow similar interest although mine was one step ahead in terms of pursuing this interest as a career. But my father was a little hesitant. He always wanted me to be a translator because I know English well. But I wanted to be an activist, not a translator. My father later agreed. Now both of them are proud of me.*

Following that analysis, in general, answer to the question “who was more supportive”, 10 of 12 students with “political career aspiration” answered that both of parents were supportive in terms of their decision to seek political career. There were only N9 and N12 who were provided by more support from mother rather than father in their initial decision to seek political career. In terms of N12, she stated that her human rights defender mother supported her in terms of her political aspiration although father was against at all.

*N12. Mother was always supportive in terms of my political career aspiration, but my father does not support my career choice till today.*

From the point of view of N12, this situation can be understood as the father with a conservative values has some difficulties, which basically stems from gender issues, in accepting his wife's active participation in politics and thus does not support his daughter's political career goal as well.

*N12. My father had a lot of problems with my mother's political career, because for him politics was a male domain. He couldn't accept that my mother was a politician and would go mad when he saw that we were growing up like my mother. There have been and still are many fights about this in our family.*

Analyzing N12 biographical data, it was also revealed that her mother upholding modern values is more educated than father upholding traditional values. In this regard, mother who is also human rights defender has more influence on her daughter rather than father as she accepted as a role model by her daughter.

*N12. My mother is my role model. Because she is an educated and intelligent woman, which leads to her being open-minded and supportive. I know I can always count on his opinions.*

In the meantime, mainly families having higher income and higher education give more support and encouragement. As can be seen from Table 2 and considering positive correlation between parents' high (or middle) income, high education and parents' political background, it should also be obvious that political oriented families give more support and encourage to girls. Interestingly, when we analyzed Respondent 14's case, it was found that even though she possessed politically oriented families which higher education and income level, also located in the capital, provided by family encouragement and support, and had involved in political discussions, however, she still hesitated to pursue political career. Here, the key explanatory indicator is family communication type. Since the

family type is pluralist, it means children are encouraged to take any interest, which is associated with low level of conformity. Hereby, respondent 19 might be hesitant in terms of pursuing political career.

### **Self-efficacy promoting by parents**

As understood from the data, family promoted their sense of self-efficacy and confidence in their abilities to be able to seek political career. Self-efficacy, a concept originally proposed by the psychologist Albert Bandura, refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997).

The respondents reported that their families' political activities heightened their confidence in their decision to seek political career. This allowed them to develop skills through direct exposure to political activities, as well as developing practical skills that were helpful in the pursuit of a political career. It would seem that for some respondents observing their parents hard work and advocacy for what they believed in, as well as having their parents instill a feeling of being able to accomplish whatever they set their minds to, allowed them to succeed at their chosen career. The respondents' sense of self-efficacy, or belief in their own abilities were promoted and encouraged by their families.

*N1 My family always saw my interest in politics, and because they thought I was smart, they wanted me to focus on politics.*

*N2. We are 3 sisters at home. My father always used to say that, we are gifted by God in terms of our skills, capabilities. Today, my older sister is a police officer.. My younger sister is a lawyer. I am studying law, and my future dream is to become one of the most famous politicians in the country. You probably understand what I mean. Our political socialization is based on enlightenment, not on gender restrictions.*

*N4. I can say that my family played an important role in my successful development and good education. My father always said I had good analytical skills and would be a great politician. Additionally, I do not think that gender has affected my political socialization.*

*N7. ... she (mother) used to say that I would be a smart politician like her and like my dad.*

*N12. My mother always treated me and my sister as adults, like we could do anything and be anything.*

Having a high level of self efficacy on decision to pursue political career is a positive indicator that these girls were taking initiatives in political career and planning activities (action) to identify and further refine their political career goals (Lent et al., 2000). Self efficacy gained through family will build on their knowledge about the self and the work, and help them positively cope with political challenges and obstacles during the pursuing political career (Bandura et al., 2001; Rogers & Creed, 2011).

### **Mother's independence**

Another parental factor which affects girls' decision to seek political career is mother's independence which is revealed in data. Rita Mae Kelly and Mary A. Boutilier (1978) noted that the index of "mother's special influence" relates to the mother's independence within the family unit. It provides a measure of the degree to which the mother presented to the daughter an image and role model of women as important people whose opinions, attitudes, and ideas are worthy of consideration within the family structure. Specifically, the concern is the extent to which the mother is likely to have played an active, independent, assertive role in the maintenance of the family. Therefore, Rita Mae Kelly and Mary A.

Boutilier (1978) tackled to analyze this influence in terms of 2 aspects in their research: *1) mother's independence inside home* and *2) mother's independence outside home*. In this way, this simple analysis was hold in this research as well under the two sections in order to reveal the factors affecting mother's influence on the daughters

#### ***Mother independence inside home***

The index, "Mother's Independence inside family," was developed from the available biographical information on the mothers of all 12 respondents in accordance with Table 3.. The three variables were found for the index of the mother's independence within the family which influence girls mindset in terms of pursuing political career (Table 4).

- 1) mother participates in the decision-making process in the family;
- 2) mother's education is as same level as father, or better;
- 3) mother is considered as a role model in the family.

***Table 4. Factors determining index of the mother's independence inside family***

<b>Case</b>	<b>Girls political career aspiration</b>	<b>Parental education</b>	<b>Decision-making process</b>	<b>Role model in the family</b>
N1	V	both high educated	all together	mother
N2	V	both high educated	all together	father
N3	V	both high educated	all together	mother
N4	V	both high educated	all together	mother
N5	V	both high educated	all together	mother
N6	V	both high educated	all together	both
N7	V	both high educated	all together	both
N8	V	both high educated	all together	father
N9	V	both high educated	all together	mother
N10	V	both high educated	all together	both
N11	V	both high educated	all together	both
N12	V	father- low educated mother- high educated	controversial	mother

Interestingly, regarding very politically interested respondents, 11 of 12 politically interested girls all have mother who have as same as level education with father, who participate in the decision-making process in the family. Interesting fact was found only in terms of 12<sup>th</sup> respondent who is very politically interested. According N12, her mother because of being modern and more educated than her father maintains to struggle to be involved in decision-making process and succussed.

*N12. This process (decision-making process) is a bit complicated in our family because my mother is modern, and my father is conservative. I would say that both are involved in the decision-making process, but my mother's involvement is the result of her struggles. That's why me and my sister adore our mother in terms of her courage.*

In addition, 6 out of 12 people who are very interested in politics see their mothers as role models, while the other 4 respondents see both of parents as role models. Respondent N1, N3, N4, N5, N9, N12 who see their mothers as role models interpret this though like that

*N1. ... my mother is role-model. Because she is a smart woman, hardworking, always makes the right decisions, approaches everything from the objective perspective. She is also a modern woman. Unlike the mother of some of my friends, she is not a traditional thinker and always supports all of my decisions. Due to these characteristics, she is also favorite teacher of many students at the school where she works.*

*N3. Mother (is my role model). Because she is only person who I can call family.*

*N4. My mother is my role model. My mother came from a conservative family, she fought for her rights, she got a good education, and today she has taken successful*



*steps in politics that will not lag behind my father's. Although my mother came from a conservative family, she was able to build her family in a modern way and today she is highly respected by my father.*

*N5. My mother. She is a strong woman, she manages us, she endures all difficulties.*

*N9. Yes, my mother. Because she always respects to my decisions, she believes in me.*

*N12. My mother is my role model. Because she is an educated and intelligent woman, which leads to her being open-minded and supportive. I know I can always count on his opinions.*

From respondents' thoughts it became clear that the mother being strong, educated, open-minded, successful and persistent is more inclined to be accepted as a role model by their daughters, and these role models influence daughters to pursue non-traditional career aspiration, such as politics.

### ***Mother independence outside home***

The item used for the index of the mother's independence outside the family structure is if mother has a job in accordance with Table 5. In this context, special attention was paid to mothers' political job.

The striking points appeared in this data in terms of 2 aspects: 1) respondents having both politician parents, 2) respondent having mother with more successful political career than father.

In terms of N4 and N7 who have parents politically oriented, as analyzed before the respondent was more inclined to be influenced by mother, although her father is also politician. In terms of N8, she has mother not working, and father who is active in politics, and not surprisingly, she was heavily influenced by his father in her political ambition. Meanwhile, N12 having mother with more successful career in politics was influenced by her mother.

*N4. But looking back, I realize that I used to ask more questions to my mother about politics rather than father.*

Overall, data revealed that mothers who are able to act independently at home and outside are seen as a female role model for their daughters. The type and extent of independence of the mother and the scope and spheres in which she attempted to exercise her independence and personal control are critical in determining if a girl will try to engage in political behavior. A girl who has not had a mother who was reasonably independent at least within an intact family institution will not be likely to become an independent political actor and therefore will not have any political career intention. If the mother was not only independent within the family but also independent outside the family, acting competently in the external, more "masculine" world, the odds sharply increase that the girl will become involved as an independent political actor.

*Table 5. Factors determining index of the mother's independence inside family*

Case	Girls political career aspiration	Political occupation of parents
N1	V	X
N2	V	father-V mother-X
N3	V	<b>Only mother - V</b>
N4	V	<b>Both - V</b>
N5	V	Mother- X
N6	V	<b>Both - V</b>
N7	V	<b>Both - V</b>
N8	V	father-V mother-X
N9	V	father-X <b>mother-V</b>
N10	V	X
N11	V	X
N12	V	father- X <b>mother- V</b>

#### **4.2.2. Girls hesitating to take political career**

An interesting nuance in the analysis was that respondents N13 and N14, having both parents who are politicians, are hesitant to pursue a political career. The reasons why they are not sure to pursue political career is going to be explained under the two headings: 1) Pluralist decisions espoused in home and 2) parental pressure to pursue same occupation

##### **Pluralist decisions espoused in home**

Respondent 14, having parents both with political orientation, having higher SES, modern values and living in urban area, is hesitant to choose political career. Here, the key factor, is communication type within family, which is pluralist. Pluralist parents believe in the value of "outside factors", and expect their children to develop themselves through interactions, activates outside the family unit. In this kind of families, girls are influenced by more environmental factors, rather than family itself, which is justified with low conformity.

*N14. In our family, there has always been an ideology about the importance of everyone having their own opinion and decision. My parents used to send me to many after-school trainings or social activities to form my own intention, approach.*

The other indicator of pluralist families, which is high conversation, should not be overlooked. Here, it substantiated as; parents talk about all topics, including politics, and are also open to a variety of topics and ideas. This generated a dilemma in N14' political interest coming from influence of the political atmosphere of home, and in her career pursuit of this political interest under the influence of external factors.

*N14. In our family, my parents' political conversations have always fascinated me, and politics has always been at home. On the other hand, the Moot court held in*

*one of the social activities aroused my interest in becoming a lawyer. For this reason, I chose the law faculty with the consensus of my family. However, at the moment, I have not formed a complete opinion on whether I want to be a politician in the National Assembly or a lawyer.*

Thus, since pluralistic families are open to many ideas and topics, the particular atmosphere in the family and the tolerance of choice created by the parents make girls hesitant to pursue a political career.

### **Parental pressure to pursue same occupation**

Every individual wishes to adopt a profession of his/her own preference; choosing a future career is the right of every human being. Unfortunately, not everyone is afforded this freedom of choice. Sometimes children are forced by their parents to pursue a feasible line of work, one that is more fruitful at an early stage or will preserve or increase respect among family (Hakim, 2018). The pressure for career success or the support for only a narrow range of occupations could inhibit the adolescent's ability to explore alternative careers that would be of greater fit to the individual (Middleton & Loughhead, 1993). Respondents hesitating to take political career justified this situation with parental pressure to pursue same occupation.

*N13. Actually, I feel pressure from my parents to pursue politics... I can say I am forced to pursue politics because of our family's ties to politics..*

She then verbalized that she used to like politics, however, later was forced into this profession by her parents, and the pressure led her to hesitate if she indeed wants to pursue political career.

*N13. ... but sometimes I think if I really want to be a politician. The pressure questions my interest about politics.*

On the other hand, according N13 “*take an interest*” and “*take an action*” is different, so even though they accept that politics is an embedded or ascribed subject in the lives of all individuals, they are cognizant of political events and agenda, but might have no special interest towards politics to pursue as a career.

*N14. ... take an interest and take an action is somehow different. If I am somehow interested in politics, it doesn't mean that I should pursue politics. That's my problem. ...my parents have a great influence on me in terms of pushing me to follow daily political agenda. But taking an action in terms of to pursue this career should depend on my own intention.*

Consequently, the data makes it clear that intergeneration transmissional of politics does not always succeed. The one of the factors revealed in this research is based on getting ‘pressure’ by family towards daughters which makes them reluctant in terms of particular career aspiration.

#### **4.2.3. Girls refusing to take political career**

Respondents N15 – N20 evaluated themselves “without any political career aspiration”.. The particular data indicated by respondents will be presented under the 3 themes which explain the early political socialization of respondents who are not interested in politics: 1) Political socialization processes did not start at an early age, 2) Traditional values espoused in home, 3) Protective attitudes of political active parents. Respondents were separated into two groups in accordance with their answer if they always were reluctant to politics. 5 respondents, apart from N19, stated that they had always been reluctant to politics. However, in the case of N19, although she was interested in politics in early ages, this interest had been lost. Interestingly, the reasons why respondents are uninterested in politics are diverse, which will be analyzing further parts. Overall, the themes; ‘Political socialization processes did not start at an early age’ and ‘Traditional values espoused in home’ reflect respondents’ answers which they have always been uninterested in politics, however ‘Political participation seen as danger for single child by their political active parents’ reflect respondents’ answers which she was interested in politics in early ages, in spite of that, this interest had been lost.

#### **Political socialization processes did not start at an early age**

To begin with, respondent N16 stated that in her childhood period she was far away from politics.

*N16. I started to read political news after joining internet through phone when I was 14-15. Before I did not read or hear political related things. Simply, I did not know what politics was.*

It became obvious from N16’s answer that her unfamiliarity with politics in early ages caused not take any interest in political sphere.

*N16. I have never thought about politics. Simply, I feel that this sphere is far for me.*

Meanwhile, it is also interesting to analyze whether gender issues play any role in the N16's inability to be politically socialized from early ages.

*N16. Even if I interested in politics, and chose that sphere, they (parents) would support me.*

As can be seen, gender issues did not affect to N16 in terms of not being politically socialized in early childhood. Interestingly, if we recall the data of N13 who was 'hesitant to pursue political career, we can notice the similar points, which both of them were excluded from political socialization period during early ages, and could get familiar with politics afterwhile, and this led them to be either somewhat interested in politics, or not interested at all. These similar points let us think about the importance of early political socialization for children, both girls and also boys, in terms of taking an interest in politics and seek political career. The influence of the family can be considered as their presence at every stage of their children's development. To put it simply, when children, both girls and boys do not get familiar with politics in the early ages, it might hinder them taking an interest in politics.

### **Traditional values including gender stereotypes espoused in home**

When analyzing the lack of interest of some respondents in politics, it revealed that traditional values espoused in such respondents' homes. These traditional values were deeply embedded in the value system of the respondents. In this regard, 4 of 6 respondents who are 'refusing to take political career' explained their traditional values from different perspectives. In respondent N15's case, it is interesting to analyze that, although she has a father who is politically active, but still she is not interested in politics and she does not have any intention to pursue political degree. Looking deeply, it turned out that the reason for her reluctance to politics was that she saw this field only for "*her father and men like her father*".

*N15. When I saw my father in this political sphere, I thought that only fathers can be politicians.*

In this case, N15's desire to *pursue traditional job*, or being “*housewife*” like her mother is not surprising.

*N15. ... but I will not be a father. I want to be more like my mother.*

It was analyzed that whether one of the reasons for a girl's reluctance to politics in a traditional family environment was that she was directly exposed to gender discrimination.

*N15. I have not heard anything negative about not being a politician, but I have not heard anything positive about being a politician as well. For example, my brother is somewhat interested in politics, not too much, but my father wants my brother to be a politician like him.*

As can be seen, even though N15 was not exposed to the direct gender discrimination, still that values were espoused in her family which affected her mindset. There is also parental pressure by father to son in terms of pursuing same occupation, but this aspect remained neutral for the daughter. If this issue needs to be analyzed from the other side, it can be approached from the point of view that the mother is uneducated. Recalling the N8's case, who was deeply interested in politics, and wanted to pursue political career, her mother also was unemployed, however, in spite of that, her mother was educated. This shows that the values instilled in the family by an educated mother are less exposed to gender inequality. Finally, we can clearly see that the political socialization of girls, which also includes gender issues in the family, also affects their self-esteem, and additionally, their mindset about future in terms of managing career along with family



*N15. I think politics is a complicated sphere. I think it might be difficult for a woman to pursue politics along with her children-family.*

Regarding respondents N17, N18, they are relatively more similar in terms of family atmosphere and their parents' interest level to politics. For example, both their parents are uneducated and far away from politics. When the decision-making processes in the family were analyzed, it was revealed that all the decisions in the family were made by the father. This point leads us to think this family as a traditional type embracing gender inequality issues.

*N17. Mainly, all decisions in family are made by my father.*

*N18. We respect our father's decisions about us.*

Analysis on gender discrimination issues in the family revealed that both participants were directly exposed to gender discrimination by their parents.

*N17. According to my father, only immoral women can pursue political career.*

*N18. Sometimes when my mother reads political news on social networks, my father gets angry that politics is not the subject of women's discussion. In his opinion, politics is not a topic that even my father can talk about, politics is only a smart discussion that can be done by an elite political class.*

As can be seen from the point of view of N18's father, politics is not only restricted in female's world, but also in the middle status families.

Consequently, the factors mentioned above, not surprisingly, affected respondents' mindsets in terms of seeking an appropriate career for themselves and hereof, they became reluctant to seek political career as well.

*N17. Even my father was angry with me because of choosing law school. But I convinced him that I would only be a teacher in the law sphere and not pursue a male profession such as a lawyer or a judge. ... I also think that, politics is male domain.*

*N18. I think politics requires more power. Political representation of men is often taken more seriously. Women are more emotional or sensitive creatures, so as a woman, I think it would be better if politics were run by men.*

Unlike respondents N17 and N18, N20 has the parents who are educated and employed, but as a similarity, their family is also considered as conservative type embracing traditional values. N20 also exposed to the direct gender inequality issues during her socialization period.

*N20. My mother always says, "You're a girl, don't study too much, learn how to do basic household chores". But I was deeply interested in law, I wanted to be a lawyer, so I used to study a lot.*

Interestingly, despite of the traditional values embracing gender stereotypes, N20 succeeded to pursue the career from 'male domain', even though it is not political one. In this way, unlike the respondents mention above, N20's reluctance to the political career is not because of the gender stereotypes espoused in the home but taking more interest to another sphere. Interestingly, analyzing N20's interview data, it became obvious that her mindset was not affected by the particular

atmosphere presenting in the family, which might require additional research to analyze such factors which was failed to reveal in this research.

*N20. In general, there is a perception that there is a profession designated for men and women. The career spheres such as law and politics are perceived as the male profession. But I don't think so, if I thought so, I wouldn't choose law.*

### **Protective attitudes of political active parents.**

Regarding respondent N19, unlike all respondents who are not interested in politics at all, she has the parents who are both politically active, and also the values espoused in the home, interestingly, are not traditional, but modern. Meanwhile, it should be noted that she was the only person who had previously had a political interest and subsequently lost.

*N19. As a child, I used to see my family in politics, so I got interested in politics. Then I decided to pursue a political career. But my family was against it.*

It was interesting to reveal that why the family hindered N19 to pursue political career. When the data was analyzed, it became clear that the reason was related to the political participation which was seen as a danger by politically active parents. Meanwhile, it was also revealed that N19 was single daughter in the family.

*N19. But my family was against it. They didn't want me to be in this danger because their life as an activist was very difficult and dangerous. For this reason, I abandoned my desire to pursue a political career and later I lost my interest in this sphere.*

On the other hand, if we review the Table 2, we can see that income level of parents is low, which is substantiated that the family is in a situation between low income and the high burden of political work, and this is one of the possible factors is that they want to discourage their daughters from pursuing this field.

Consequently, although there is a fact that political career aspiration, beliefs, values transmitted to children especially from politically active parents, however there is also such case that some parents with political affiliation might be indented to protect their single daughters from the adverse effects of political involvement and lead them to refrain to choose political career. In addition to seeing this policy as a threat, it is also analyzed that sometimes parents have a positive impact on their children about their careers, but sometimes this impact has a negative impact on children as a result of parents having negative discussions about their careers. Parents who do not want their children to face the difficulties of their careers discourage them with their 'protective attitudes, which is also true for politics.

## CHAPTER 5. CONCLUSION

The study revealed that the family played an important role in the transmission of political career aspiration to their daughters. In this regards, parental political background was found as a significant factor in terms of stimulating girls' interest in politics. Meanwhile, data showed that some demographic factors, such as parental socioeconomic situation, location, family values, and communication types plays mediating role in terms of transmission of political career aspiration. According to data, parental political career plays important factor affecting girls' political career aspiration in that atmosphere where political socialization process succeeds. Positive and successful political socialization process is associated with girls' encouragement and inclination to politics. In other words, parents' political career is inclined to transmit through a more politicized family environment, rather than "observation and imitation". A more politicized family environment is indicated here as the level of political discussion, family encouragement and support, family conversation type (either socio-oriented or concept-oriented), modern values espoused in home, the socio-economic and geographical status of the family. The data showed that all these factors are linked with both the parents' political participation and the girls' political career aspiration. The importance of parental SES was also found in the study, which was described as a political background, higher education and higher income level. It was discussed that parents with higher SES could provide higher education for their daughters, which is characterized by political interest at a later stage. Parents with higher SES could also involve their daughters in this politics as "a profitable sphere". Meanwhile, the importance of communication types and family values was highlighted as significant mediating factors in terms of transmission of political aspiration. The families upholding modern values are attributed with contemporary, success, hedonism, and stimulation, which incline girls to seek political career. In terms of communication types, consensual communication pattern, which is associated with high conformity and high communication, was found as a significant factor on transmission of parental background to daughters.

On the other hand, the presence of a pluralistic mindset in the family has been found to create an uncertainty between the effects of the particular political atmosphere in the home and the environmental factors in girls. Another factor that hesitating girls in terms of pursuing a political career is the pressure coming from politician family to seek a political career as the generational mandatory.

Interestingly, mother's independence inside and outside family was also found positively correlating with daughters' political career aspiration. Considering the factors determining index of the mother's independence inside family as education, participation in decision-making and being role model within family lead us to understand that high educated mother is more inclined to be role model in the family and actively participate in decision making process, which is positively correlated with girls' decision to seek political career. In other words, educated mother is more independent in the family in terms of giving decision and affecting daughters as role models, which encourage daughters to make their independent career choice. On the other hand, mother's independence outside family is also analyzed in terms of their political occupation and found that girls having mother representing as successful political career as father, or more successful political career than father are more inclined to seek political career. This fact is associated with the perception that mother having successful political career and being independent outside serves an idol to their daughters how they can pursue political career.

In terms of obstacles to girls' political career aspirations are explained by traditional family values, which include gender inequality. On the other hand, as another factor, it was found that, the late onset of political socialization at home did not arouse the girls' interest in pursuing a political career, as it was analyzed that a career interest was already formed. And it was found that the later political socialization caused a lack of self-confidence in pursuing a political career as they were not provided with sufficient knowledge. And it was later found that political parents, under the influence of low incomes and perceived politics as a threat, try to keep their daughters away from politics and prevent them from pursuing a political career. This causes girls to be reluctant to pursue political careers.

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