

Parental Influence on Student- MRP.docx

 Delhi Technological University

Document Details

Submission ID

trn:oid:::27535:96018914

Submission Date

May 15, 2025, 2:03 PM GMT+5:30

Download Date

May 15, 2025, 2:04 PM GMT+5:30

File Name

Parental Influence on Student- MRP.docx

File Size

1.9 MB

48 Pages

11,104 Words

70,175 Characters

7% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- ▶ Bibliography
- ▶ Quoted Text
- ▶ Cited Text
- ▶ Small Matches (less than 10 words)

Match Groups

- 52 Not Cited or Quoted 7%**
 Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations 0%**
 Matches that are still very similar to source material
- 0 Missing Citation 0%**
 Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
 Matches with in-text citation present, but no quotation marks

Top Sources

- 5% Internet sources
- 2% Publications
- 4% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- 52 Not Cited or Quoted 7%**
Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations 0%**
Matches that are still very similar to source material
- 0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 5% Internet sources
- 2% Publications
- 4% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	dspace.dtu.ac.in:8080	<1%
2	Internet	www.coursehero.com	<1%
3	Internet	www.frontiersin.org	<1%
4	Internet	brightideas.houstontx.gov	<1%
5	Internet	hrmars.com	<1%
6	Submitted works	Malaysia University of Science and Technology on 2024-05-01	<1%
7	Internet	fdocuments.in	<1%
8	Publication	Pushan Kumar Dutta, Sachin Gupta, Shafali Kashyap, Anita Gehlot, Rita Karmakar...	<1%
9	Internet	speedypaper.x10.mx	<1%
10	Submitted works	Taylor's Education Group on 2017-11-21	<1%

11	Submitted works	University of Witwatersrand on 2022-08-18	<1%
12	Internet	aithor.com	<1%
13	Submitted works	Liverpool John Moores University on 2024-04-14	<1%
14	Submitted works	aimsr on 2025-03-30	<1%
15	Submitted works	Jose Rizal University on 2025-05-09	<1%
16	Internet	d2v96fxpocvxx.cloudfront.net	<1%
17	Internet	www.grin.com	<1%
18	Submitted works	Georgia State University on 2024-04-29	<1%
19	Internet	www.passeidireto.com	<1%
20	Internet	www.research.aota.org	<1%
21	Internet	www.termpaperwarehouse.com	<1%
22	Internet	www.researchwap.com	<1%
23	Submitted works	Loughborough University on 2012-11-22	<1%
24	Internet	repository.paramadina.ac.id	<1%

25	Publication	Dorris Zayzay Sumo, Lei Zhang, Peter Davis Sumo. "Career choice for ICT among L...	<1%
26	Publication	Michael D. Holloway. "Designed Experiments for Science and Engineering", CRC P...	<1%
27	Submitted works	Republic of the Maldives on 2016-12-09	<1%
28	Submitted works	University of Venda on 2025-03-04	<1%
29	Internet	www.growingscience.com	<1%
30	Submitted works	Walden University on 2010-04-18	<1%
31	Submitted works	vcibukidnon on 2025-05-04	<1%
32	Internet	vital.seals.ac.za:8080	<1%
33	Publication	Danny McCarroll. "Simple Statistical Tests for Geography", Chapman and Hall/CR...	<1%
34	Submitted works	Daystar University on 2017-05-26	<1%
35	Submitted works	Morehouse College on 2017-08-22	<1%
36	Publication	Rundong Liao, Massimiliano Manfren, Benedetto Nastasi. "Off-grid PV systems m...	<1%
37	Submitted works	University of Wollongong on 2024-03-19	<1%
38	Publication	Weddington, Kristen Jeanette. "A Critical Examination of the Influence of Flipped ...	<1%

39 Internet

tudr.thapar.edu:8080 <1%

40 Internet

www.dspace.dtu.ac.in:8080 <1%

Major Research Project

Exploring Parental Influence on Student's Career Choice

Submitted By
Disha Mehndiratta
(23/DMBA/42)

Submitted to
Dr. Chandan Sharma
Professor



DELHI SCHOOL OF MANAGEMENT

Delhi Technological University



Bawana Road Delhi 110042



DECLARATION

I, Disha Mehndiratta, student of Delhi School of Management, Delhi Technological University hereby declare that the Major Research Project Study on **“Exploring Parental Influence on Student’s Career Choice”** submitted in partial fulfilment of the requirements for the award of the degree of Master of Business Administration (MBA) is the original work conducted by me. I also confirm that neither I nor any other person has submitted this project report to any other institution or university for any other degree or diploma. I further declare that the information collected from various sources has been duly acknowledged in this project.

Disha Mehndiratta
(23/DMBA/42)

CERTIFICATE

  This is to certify that Disha Mehndiratta, 23/DMBA/42, a student of Delhi School of Management, Delhi Technological University has worked on a research project titled “Exploring Parental Influence on Student’s Career Choice”, in the partial fulfilment of the requirement for the award of the degree of Master in Business Administration program for the academic year 2023-2025.

Dr. Chandan Sharma
Professor
Delhi School of Management
Delhi Technological University

ACKNOWLEDGEMENT

I'm very pleased to have completed my research. This project would have been incomplete if I hadn't listed the names of those who guided me correctly. I take great pleasure in thanking you all. They have contributed to the success of the initiative.

2 I would like to express my heartfelt gratitude to Dr Chandan Sharma sir, professor at Delhi School of Management, Delhi Technological University and a kind person who serves as a role model for all students, for providing the necessary guidance and support for the Project's successful completion.

1 I am grateful to Dr. Saurabh Agrawal, our department's Head at the Delhi School of Management, DTU, Delhi, for his wise counsel, perceptive recommendations, consistent inspiration, and assistance with my thesis.

Finally, I'd like to thank everyone who has contributed to the project's success and as previously mentioned.

Disha Mehndiratta

23/DMBA/42

TABLE OF CONTENTS

Contents

- DECLARATION.....
- ACKNOWLEDGEMENT.....
- ABSTRACT.....
- TABLE OF CONTENTS.....
- 1. INTRODUCTION.....
 - 1.1 Background.....
 - 1.2 Problem Statement.....
 - 1.3 Objectives of the Study.....
 - 1.4 Scope of the Study.....
- 2. LITERATURE REVIEW.....
 - 2.1 Theoretical Frameworks.....
 - 2.2 Direct and Indirect Influences.....
 - 2.3 Specific Influences.....
 - 2.4 Gender and Cultural Factors.....
 - 2.5 Impact of Parental Influence.....
 - 2.6 Gaps in the Literature.....
 - 2.7 Implications and Future Research.....
- 3. RESEARCH METHODOLOGY.....
 - 3.1 Research Design.....
 - 3.2 Participants.....
 - 3.3 Measures.....
 - 3.4 Procedure.....
 - 3.5 Data Analysis.....
 - 3.6 Ethical Considerations.....
- 4. DATA ANALYSIS & HYPOTHESIS TESTING.....
 - 4.1 Hypothesis 1:
 - 4.2 Hypothesis 2.....

39

9

13

7

7

4.3 Hypothesis 3.....

4.4 Hypothesis 4.....

4.5 Hypothesis 5.....

4.6 Hypothesis 6.....

5. RESULT AND DISCUSSION.....

36

6. CONCLUSION.....

6.1 Key Findings.....

6.2 Implications and Recommendations.....

7. REFERENCES.....

8. APPENDICES.....

ABSTRACT

Selecting a career is a very important decision in a person's life. It not only decides the professional path but also the personal development and happiness. Though various factors contribute to this, among them the influence of parents plays the most significant role. Parents' impact on career decisions of children has been an issue of study among different research, as it can play a very decisive role in a person's life.

The current study, "Parental Influence on Student's Career Choices" is an attempt to explore this dimension in detail. It attempts to find out how much parental influence in the forms of parental disappointment, assistance in presenting career information, and attributing career happiness to parents affects students' career choices and their level of satisfaction with their career path.

The study utilizes a quantitative method, whereby a self-report questionnaire is used to collect data from a sample of 144 respondents. The data are analysed using statistical measures to make informed conclusions regarding the link between parental influence and career satisfaction. The research examined the role of parental factors in the career choice and satisfaction of students.

Research findings indicated that the level of parental education did not significantly affect parental encouragement for career exploration, whereas mothers' occupation was significantly related to the effectiveness of career guidance. Parental financial support was positively linked with career satisfaction among students. Though non-significant results were observed, parental pressure and disappointment were found to relate to reduced career alignment and satisfaction, respectively. Yet, parents' perceived attribution of career satisfaction was positively related to actual levels of career satisfaction. These findings highlight the complex contribution of parent variables to students' career choices and welfare.

Through this research, we wish to add to the current literature on this topic and offer relevant insights that can inform parents, teachers, and students in their career choices. The results of this research might also have bearings on career counselling practice, underlining the importance of taking parental influence into consideration when advising students on their careers.

1. INTRODUCTION

Parental influence on career choice among students remains an issue of continued interest and importance to scholars of education, psychology, and sociology. Decisions regarding one's career are some of the most significant choices students make, and these decisions can have long-term effects on their professional happiness, personal satisfaction, and general life course. The determinants of students' career choices are complex and many-sided, covering individual interests, educational experiences and socio-economic circumstances, as well as cultural tradition and societal expectation. But arguably one of the most significant and enduring influences upon students' careers is the role of their parents. Parents, as the chief caregivers and role models, make significant contributions toward their children's self-concept, aspirations, and attitudes regarding career options by both direct interventions—such as providing advice, establishing expectations, and supplying resources—and indirect processes, such as the role-modelling they offer through their own careers and working attitudes.

This background gives a glimpse of the history, problem statement, objectives, and scope of the study on comprehending the complex dynamics of parental influence on students' career choices. The background presents the historical context of research on parental influence and increasing acknowledgment as an important factor in career development. The problem statement emphasizes the areas of knowledge deficit in comprehending the exact mechanisms by which parental influence works, especially in the light of a more complex and globalized labour market. Furthermore, though there is extensive literature on parents' role in career selection, little research is available that broadly examines how family expectations, encouragement, and culture intersect to inform students' satisfaction with their career and career trajectories.

The goals of the study are two-pronged: first, to examine the direct and indirect manners through which parents shape the career desires and choice-making behaviours of their children; and secondly, to explore how long-term parental advice impacts career satisfaction and occupational achievement. This research seeks to fill these gaps by offering empirical data regarding the ways in which parents' influence works in a range of settings and how that influence may be empowering or limiting, depending upon the character of the relationship and the availability of resources for parents and students.

Lastly, the scope of the research is stated in terms of population, method, and geographic setting. The research centres on higher-education students in the act of making or who have made crucial career choices. The research follows a quantitative research paradigm, conducting surveys and statistical analysis of high volumes of data from a mixed group of respondents. The spatial scope is mainly targeted at a particular country or region, although the conclusions may have wider application for explanations of parental influence on career construction in various socio-economic and cultural settings.

1.1 Background

The career decision-making process is a multifaceted and complicated process that normally starts during adolescence and continues long into adulthood, changing as one acquires new experiences, confronts life changes, and revises goals. This process is influenced by a dynamic interaction of personal values, interests, aptitudes, and external factors. At this critical phase of development, one must traverse a myriad of career and academic choices, balance private aspirations with pragmatic limitations, and make choices that can have a profound impact on their eventual career and personal satisfaction.

Throughout this complex process, parents become some of the most powerful figures involved in a person's professional development. Being the foremost agents of socialization, parents contribute towards shaping not only the views of children regarding various professions but also the beliefs they form regarding their own potential, abilities, and possibilities for the future. Through both direct and indirect means—like communicating explicitly in the form of advice, expectations, or financing education, as well as indirectly through modelling behaviour from the career choices they pursue and by means of a work-related attitude—parents contribute to developing the basis upon which career decisions are formed.

Career development literature continually substantiates the fact that parental influence plays a major and, at times, determining part in students' career decisions. Parents can function as mentors, facilitators, and motivators, offering informational and emotional support that enables children to identify and strive for purposeful career aspirations. Concurrently, parental influence may also be of a pressure kind, either obvious or insidious, that restricts a student's investigation into other career possibilities or creates intrapsychic conflict when individual interests differ from parental expectations.

Notably, the nature and degree of parental influence is not equal. It is influenced by a range of contextual factors, such as cultural values, socioeconomic status, level of education, and family organization. For example, in collectivist societies, the involvement of parents in vocational choice may be regarded as evidence of concern and nurturance, whereas in individualist societies, it may be viewed as an infringement on personal freedom. Likewise, higher socioeconomic families might have more access to resources that enable them to offer more tangible support—like career guidance, exposure to professional networks, or financial support for specialized schooling—while lower-resource families might depend more on moral support and shared dreams.

These variations highlight the necessity of a sensitive and context-dependent understanding of parental influence in career development. It is not an across-the-board phenomenon but a dynamic and changing process that differs

extensively across individuals and contexts. Understanding these differences is necessary to create more effective career guidance programs, educational policies, and support systems that recognize the critical, yet complicated, role that parents have in determining the future careers of their children.

1.2 Problem Statement

In spite of the widespread acknowledgement of parental impact on career decision by students, there still exists a significant gap in our knowledge of the exact mechanisms by which different parental factors influence these decisions. Whereas current research has noted that parents hold a pivotal position in the career development process, the research to date has centered on broad patterns and results and not specifically on the unique paths and subtle processes through which parental influence is enacted. For example, while it is widely recognized that parents' level of education, professional background, and financial means may influence their offspring's occupational outcomes, further research using more precise analyses that also account for individual and interactive effects of these variables is required.

Most underdeveloped are the specific roles of parental pressure, emotional expression, and support styles in influencing students' career-related choices and long-term job satisfaction. For instance, how is a parent's gentle encouragement different from overt pressure in its impact? How does parental emotional warmth or disappointment shape the direction or confidence with which a student embarks on a specific career trajectory? These questions remain underdeveloped in the current body of work, and they offer avenues for future empirical research.

Further, the dynamic of parental influence vs. individual agency is a powerful but understudied aspect of career decision-making. Although parents may bring much of the blueprint of expectations and values, they also exert students' own sense of judgment, autonomy, and aspirations. Investigating how students internalize, resist, or negotiate parental expectations—whether intentionally or unintentionally—can create richer insights into their motivation, sense of self, and success in their ultimate careers. This balance of guidance from outside and individual selection is precarious, and its effects can differ across phases of development, cultures, and personality.

These questions pose significant considerations for teachers, counselors, and policymakers who seek to guide students towards sound and satisfying career choices. They also underscore the necessity of carrying out empirical, locally grounded research that probes the intricate dynamics of parental influence. This research can lead to more successful career counseling approaches, stronger communication between parents and children, and more effective educational systems that balance autonomy and guidance on students' career paths.

1.3 Objectives of the Study

The main aim of this research is to analyze the complex and multifaceted connection between parental influence and career choice of students, with specific emphasis on determining the particular dimensions, routes, and processes through which different parental factors influence students' career decisions. Although parents' influence on educational and career determinations is taken for granted, this research attempts to capture the finer picture of how different forms of parental influence are reflected in real-life decision-making experiences and career satisfaction perception.

To reach this general goal, the study is directed by the following detailed objectives:

- To investigate the impact of parents' education, work, provision of finances, pressure, and emotional expression on students' career choices.

This aim attempts to decompose the general idea of parental impact into quantifiable and specific elements. Through the analysis of parents' educational levels and occupational positions, the research hopes to determine how socioeconomic standing and career modeling influence the career goals of students. Additionally, the research will assess the impacts of economic support, e.g., paying for education or training, and emotional influences, e.g., support or discouragement, on students' career choices.

- To explore the nature and extent of parental assistance in career decision making, including emotional, financial, and informational assistance from parents.

This aim is concerned with knowing how support is provided by parents and how it is received by students. Emotional support may involve motivation, reassurance, and validation, whereas informational support may entail the provision of career-related information or the provision of access to resources and opportunities. Financial support can include tuition fees, coaching, or other investment in career development. The research will explore how these types of support interact and lead to students' career confidence and clarity.

- To examine the influence of parental pressure on career selection, such as expectations, preferences, and instructions given by parents to their children's career paths.

This goal considers the potentially limiting effects of parental influence, specifically how pressure, implicit or explicit, can undermine students' freedom and authenticity of career choice. It will examine how parental aspirations—e.g., high-status job career paths or family-tradition careers—can encourage students or create stress and psychological conflict, potentially resulting in career unhappiness or regret down the road.

- To examine the degree to which students perceive parental expectations and values in their career decision-making process.

This aim focuses on the subjective experience of parental influence from the student's point of view. It seeks to identify how students interpret and internalize their parents' opinions, and to what extent these perceived expectations influence their choices. The research will also determine whether such internalization is positively related to a sense of direction and belonging, or negatively, by inducing feelings of pressure and decreased autonomy.

In response to these aims, the research hopes to yield a thorough picture of parents' impact on career development—not what they do but how what they do is seen and interpreted by students. Insights will inform understanding of both positive and limiting effects of parents' roles in guiding career choice and provide important findings for educators, counsellors, and policymakers wishing to support more engaged, self-guided, and fulfilling career courses for students.

1.4 Scope of the Study

This research targets students from varied educational, socioeconomic, and cultural backgrounds as the population of interest, acknowledging that they are at a pivotal stage in their lives where career choices have long-term consequences for personal and professional growth. This is usually a time of uncertainty, exploration, and external pressures—most notably from parents—thus providing a suitable setting to study the dynamics of parental engagement in career choice.

The scope of the study encompasses a detailed examination of the various dimensions of parental influence, including parents' education and employment, which inform modelling of career behaviour; financial support, which controls access to education and career opportunities; parental pressure, which can direct or limit decision-making; and emotional expression, which informs student confidence and sense of agency. The research will determine not just the existence of these factors but also their relative strength and interaction in influencing students' perceptions of and satisfaction with their career courses.

Although the research largely takes the form of a quantitative design, employing structured questionnaires to gather measurable data, it also sees the importance of qualitative perspectives. In this regard, open-ended comments or additional interviews can be entertained to gather the lived realities, individual stories, and subjective meanings of the students and, if necessary, their parents. This mixed-methods approach, although not at the core of the design, can add depth to the results by situating numerical patterns within the realities of life.

The research also recognizes a number of methodological limitations. First, the application of a convenience sampling method may restrict the generalizability

of results, as the sample might not capture the full range of student experience across various regions or institutions. Second, the cross-sectional nature of the data implies that causal links cannot be established with certainty, since the study measures parental influence and career perceptions at one point in time. Third, self-report scales can be subject to bias, such as social desirability or inaccuracy in recall. Nevertheless, the limitations will be attempted to be overcome through strict data analysis, unambiguous operational definitions, and cautious interpretation of findings.

Finally, this research aims to provide evidence-based findings that contribute to a better understanding of how parents influence the career development of students and to serve as a springboard for future research, policy, and career counselling intervention responsive to both individual and family context.

2. LITERATURE REVIEW

Research consistently shows that parents have a significant influence on their children's career choices (Bhattacharya, 2013; Onoshakpokaiye, 2022; Kumar, 2016; Ezeh, 2017). This influence is particularly strong in high-income families and is often driven by the desire for a prestigious, stable job that fulfills parental expectations (Bhattacharya, 2013). Fathers tend to have a more significant influence than mothers (Kumar, 2016), and parental occupation and gender also play a role in shaping students' career preferences (Ezeh, 2017). However, it is important for parents to provide their children with adequate information and knowledge about different career options to ensure that their choices are well-informed (Bhattacharya, 2013).

The research paper "A study on parental and social influence on career choice as engineer (Bhattacharya, 2013)" found that parental influence is higher on girls from high-income families, while social influence is higher on girls from low-income families. Factors like job prestige, stability, meeting parental expectations, social status, and identity are key influencers on career choice.

The research paper "The influence of parents on students' choice of career in these present occupational challenges. (Onoshakpokaiye, 2022)" found that Parents' roles have a significant influence on students' career choices, showing a high positive correlation between parental roles and students' career decisions. The rejection of the null hypothesis further confirms the importance of parents in guiding their children's career paths. The study emphasizes the crucial role parents play in influencing their children's career development and decision-making.

The research paper "Parental Influence on Career Choice Traditionalism among College Students in Selected Cities in Ethiopia (Kumar, 2016)" found that a significant influence of parents, particularly fathers, on career choice among college students. Father's influence was found to be more significant than mothers' influence on students' career choice decision-making.

The research paper "The influence of parental occupation and gender on students' career preferences (Ezeh, 2017)" found that Parental occupation and gender both have a significant influence on students' career preferences.

2.1 Theoretical Frameworks

A number of theoretical models guide our insight into the impact of parents on career development. Super's Life and Career Development Theory suggests that people's career trajectories are determined by their self-concepts, which are primarily established through interactions with influential others, such as parents (Super, 1980). Bandura's Social Cognition Theory highlights the importance of observational learning and vicarious reinforcement in the

acquisition of self-efficacy beliefs and career interests (Bandura, 1977). Tinto's Theory of Student Departure posits that students' choice to persist in or discontinue a given educational track depends on their degree of academic and social integration, which is generally determined by parental expectations and support (Tinto, 1993).

2.2 Direct and Indirect Influences

Parents are central in influencing the career decisions of their children through both direct and indirect means. Direct influences tend to be more visible and encompass open forms of guidance, including providing advice related to careers, giving clear directives, and, in a few instances, exerting pressure to pursue specific career avenues. Such expectations could be based on family legacy, job security, or social standing attached to given professions. In addition to this, parents can also give instrumental support by way of material resources, money, or introduction to professional contacts, and all these can guide children to particular career paths (Tinto, 1993; Lapan, Gysman, Kershner, & Kasproicz, 2001).

Indirect influences, however, are more covert through the modelling of behaviour, in which children observe and learn from their parents' work attitudes, their strategies of coping with occupational problems, and the importance they attach to success and perseverance. Observational learning, as postulated by Bandura (1977), allows children to construct implicit concepts about what a successful or dignified career entails. Additionally, the settings where children grow up—such as the nature of employment their parents hold and what is discussed at home—can both expand and constrict their vision of career possibilities. Passing on family values, definitions of success, and overall worldview also play a role in how children's vocational goals evolve in the long term (Super, 1980). Thus, parental influence is a critical determinant of the formation of career interests, objectives, and ultimately decisions, usually setting the stage for professional identity throughout one's life.

2.3 Specific Influences

Studies have determined a range of distinct mechanisms through which parents exert strong effects on the career formation of their children. Perhaps the most salient of these mechanisms is that of parents as role models—their job behaviours, experiences, and job attitudes are monitored closely and imitated frequently by children. According to Bandura (1977), this observational learning aids in structuring children's initial understanding of what various professions entail and drives their assessments regarding the achievability and value of various jobs. For example, children who have parents illustrating contentment,

dedication, and accomplishment in their occupations might better consider those occupations as feasible and rewarding careers.

In addition, parents' educational attainment and work status are also instrumental in determining both the breadth of career options perceived by their children and the resources available to them to pursue them. As Tinto (1993) points out, higher parental education and professional status tend to be associated with increased access to academic assistance, career counselling, and extracurricular activities, which can increase children's readiness for a broad array of career options. These structural benefits can foster greater ambition and stronger perceptions of upward mobility.

Besides these external influences, parents' beliefs and expectations concerning their children's ability and potential in the future have a direct impact on their self-conceptions and confidence to achieve certain career aspirations. If parents affirm belief in the talent of their children and nurture ambition, they support the acquisition of a positive self-concept and career self-efficacy—both being prerequisites to effective career choice. In contrast, parental scepticism or constraint of abilities communicated can limit children's aspirations, encouraging them to belittle their own ability or forgo specific occupations entirely (Tinto, 1993).

Finally, the family context, which is influenced by parental values, support, and modelling, provides a basis upon which the children establish their career identities, goals, and aspirations. These early influences persevere as they continue to transform during the development process, affirming the significance of the parental role in long-term career development.

2.4 Gender and Cultural Factors

The impact of social norms and parental expectations on children's career aspirations is strongly embedded in gender dynamics, frequently mirroring wider societal values and stereotypes. Studies show that parents might have different expectations for their sons and daughters, directing them towards careers that fit the conventional gender roles (Bandura, 1977). For instance, boys might be encouraged to enter fields that are seen as competitive, well-paying, or leadership-based—like engineering, business, or technology—whereas girls are directed toward jobs that are seen as nurturing or supportive, like teaching, medicine, or the arts. Such differential treatment may restrict children's exposure to all the career options and influence their interests, confidence, and perceived fit for specific careers.

These gendered norms also come through not merely in the quality and nature of support and guidance offered by parents but in the sources of role models and experiences presented to them as well. To illustrate, a daughter whose

mother balances work-life responsibilities in and out of the home will acquire different notions about career potential compared to a daughter who comes up in an environment where conventional divisions between masculinity and femininity are strictly preserved. These subtle signals can determine how children think about what is "acceptable" or "realistic" for their gender and typically reinforce gender-based occupational segregation.

Aside from gender, cultural influences play a tremendous role in determining parental influence on career development. Cultural norms determine the degree of value that is placed on particular career qualities—such as prestige, economic security, service to the community, or alignment with family—and tend to decide how much of a role parents play in their children's career decision-making. In certain collectivist cultures, for example, career choices may not be considered only an individual choice but as a family issue, with a high priority placed on meeting familial expectations and maintaining social reputation (Tinto, 1993). Individualistic cultures, on the other hand, might foster more self-directed career exploration, with parents serving in advisory rather than decisional roles.

In addition, cultural gender attitudes further complicate this dynamic. In cultures where gender roles are fixed, the intersection of parental influence and societal pressures can very much restrict career paths for children, especially for females. More progressive or egalitarian cultures, however, may encourage a wider, more inclusive set of possibilities for both genders, possibly countering the restrictive effects of old-fashioned parental expectations.

Overall, the intersection of gender and culture generates a complex framework within which parents shape their children's career desires. A critical awareness of this interplay is important for creating more inclusive and empowering career guidance practices that enable all children to seek careers that align with their genuine interests and aptitudes, not necessarily what society or their family expects.

2.5 Impact of Parental Influence

While parental influence may be a strong and healthy force in the career formation of a child—giving rise to self-discovery, motivation, and fulfilment of useful goals—it can also be a source of unforeseen negative impacts if not in harmony. Supportive, open-minded parents are able to create an environment in which children feel free to pursue a broad spectrum of interest and discover careers that make the most of their strengths and enthusiasm. Yet when parental expectations become too restrictive, rigid, or unrealistic, they can seriously impair a child's capacity to experience genuine career exploration (Tinto, 1993).

These restrictions may result from parents imposing their own ambitions or unrealized dreams on their children, compelling them to enter specific "prestigious" or "safe" professions—usually **medicine, law, or engineering**—without regard to **the child's own interests or talents**. **This conformity pressure** to follow a predestined path can lead to long-term dissatisfaction, reduced motivation, and even career regret since they may discover afterward that they have spent time and energy in a career that does not really appeal to them.

Furthermore, the psychological effect of parental anxieties has a subtle yet intense influence on career attitudes among children. Parents with a fear of failure, job insecurity, or financial instability might unwittingly pass on these anxieties to their children. As Bandura (1977) pointed out, children not only learn from what parents explicitly say, but also from what they exhibit emotionally and behaviourally. A parent who constantly shows concern regarding career stability or highlights the dangers of going unconventional may unconsciously inculcate fear or doubt, discouraging the child from stepping out and following their actual interests—especially if the interests are perceived to be risky or less profitable.

This affective transfer of fear and doubt can have lasting effects on a child's career resilience—their capacity to adapt, take risks, and bounce back from failure. When children learn to grow up believing that failure is to be avoided at all costs, they may become overly risk-averse, shy away from challenging opportunities, or settle for "safe" options rather than striving for their full potential.

Essentially, although parental influence is important in a child's career path, it needs to be balanced with empathy, flexibility, and encouragement, not control or fear. Achieving this balance can enable children to make well-informed, confident career choices while maintaining their sense of autonomy, self-esteem, and long-term fulfilment in their careers.

2.6 Gaps in the Literature

In spite of an increasing volume of literature on the important role of parental agency in children's career development, there are still knowledge gaps in understanding the dynamic process. Although the existing studies have shed light on the influence of parents' guidance, expectation, and modelling behaviour on children's initial career choices, not as much has been uncovered regarding the long-term effects of such influences. Particularly, further studies are required to investigate the persistence of parental engagement in childhood and adolescence into impacts on career patterns, job satisfaction, and working identity through the later adult years and stages. Whether or not early parental projections assist or discourage career flexibility, satisfaction, and long-term accomplishment remains relatively unstudied.

A marked gap in the current literature lies in the inadequate representation of fathers in career development research. Although the maternal influence has frequently been highlighted—perhaps because of stereotypical expectations regarding caregiving and emotional support—the paternal role can be just as important, especially in domains like risk-taking, goal-setting, and attitudes toward gender roles at work. It is crucial to know how fathers are involved in career decision-making, either directly or indirectly through modelling, in order to have a more balanced and complete view. Bandura's (1977) social learning theory highlights the significance of observational learning from parents, and it is argued that children tend to internalize attitudes and behaviours from a number of role models in the family setting.

A further important limitation is the cultural narrowness of a great deal of research. Most research on parental influence in career development has been carried out in Western, individualistic cultures, where self-expression and autonomy are frequently highlighted in career decisions. Yet, in non-Western and collectivist cultures, career choices might be more determined by family expectations, community values, and socioeconomic limitations. Tinto (1993) suggests the significance of context in influencing educational and career paths, and this would mean that cross-cultural research is vital to understanding parental influence differently across societies.

Also, as societies change and family structures based on tradition are transformed, parental influence itself may be transforming. Modern trends—e.g., dual-income families, greater parental involvement by mothers and fathers alike, and greater concern with mental health and work-life balance—are probably transforming the nature of family influence on career decision. Longitudinal and comparative research is necessary to examine how these changes are influencing not just the content of parental advice but also its effects on children's confidence, autonomy, and ultimate career satisfaction.

Overall, while past work has provided a useful starting point, future studies need to embrace a more representative, longitudinal, and culturally heterogeneous methodology in order to fully document the complex and dynamic role parents play in contributing to career development throughout the life course.

2.7 Implications and Future Research

This literature review highlights the importance of parental influence in shaping children's career development and draws attention to its applicability to career counselling and educational interventions. Career professionals need to be sensitized to parents' work experience, values, and expectations on children's career exploration and career choices. These dynamics enable career professionals to intervene more effectively, empathetically, and inclusively.

Future studies need to explore in greater detail the particular mechanisms by which parental influence works—e.g., communication patterns, emotional support, and role modelling—and how these influences change over time. It is also worth examining the interplay between parental influence and larger socioeconomic variables such as family income, education, and access to opportunities, to gain a better understanding of disparities in career outcomes.

Additionally, there is a strong necessity for additional cross-cultural studies to delve into both universal and culture-specific nature of parental influence. Family expectations and cultural norms differ extensively and significantly impact career choices.

In conclusion, it is imperative that parental influence is understood and incorporated in research and practice for the purpose of creating comprehensive and culturally sensitive career development methods that assist individuals along career paths.

3. RESEARCH METHODOLOGY

3.1 Research Design

This research utilized a quantitative design to examine systematically the link between parental influence and career satisfaction among students. Through the use of structured questionnaires and statistical analysis, the research sought to quantify the major variables—such as perceived parental expectations, support, and guidance—and determine how these correlate with students' satisfaction levels towards their selected career paths. The quantitative method permitted the gathering of objective, measurable data from a large sample, making it possible to identify trends, patterns, and possible causal relationships. The methodological structure also permitted the application of inferential statistics to ascertain the strength and significance of the associations between parental influence and career-related outcomes, providing a basis for evidence-based conclusions and practical recommendations.

3.2 Participants

The study sample was comprised of 144 participants, thus offering an adequate data set for quantitative analysis that is significant. Participants were recruited through the use of a convenience sampling method, a non-probability sampling method where individuals are selected on the basis of accessibility, availability, and willingness to be involved. This was considered an appropriate method due to practical limitations of time and available resources, enabling the researcher to effectively collect data from an easily accessible population. Although convenience sampling has the benefits of ease and rapidity of data collection, it also has the drawbacks of generalizability, as the sample might not represent the larger student population. However, it gives useful preliminary indications of the association between parental influence and career satisfaction and can be used as a basis for further studies using more stringent sampling procedures.

3.3 Measures

The research used a self-report questionnaire as the main data-gathering tool to enable participants to make subjective assessments of their experience and perceptions toward parental influence and job satisfaction. This was preferred for its utility in collecting information from a comparably large group and for eliciting personal understandings that form the core of the study.

The questionnaire comprised two primary measures:

Parental Influence: This measure was evaluated using a set of items intended to measure the different ways parents affected the participants' career development. Individual questions asked for perceived parental disappointment, perceived

parental helpfulness in the provision of career information, and the extent to which participants credited their current career happiness to their parents' guidance or expectations. Each item had a numerical rating, allowing parental influence to be quantified for analysis.

20 Career Satisfaction: Career satisfaction was assessed using a single-item measure asking participants to indicate how satisfied they were with their current career on a 5-point Likert scale ranging from 1 (Very dissatisfied) to 5 (Very satisfied). This scale was an unambiguous yet significant indication of participants' satisfaction with their career choices at the time of research.

Using a standardized questionnaire allowed responses to be standardized, which is vital in ensuring consistency in the data and increasing the reliability of statistical results. The self-report method further enabled participants to think introspectively, thereby opening up avenues for investigating the subjective effect of parental involvement on career outcomes.

3.4 Procedure

Instructed to fill out the questionnaire via Google Forms, an online survey instrument selected due to ease of convenience and effectiveness in gathering information in a safe and centralized fashion. Being electronic, participants could access the survey on their time, providing flexibility and allowing diverse schedule accommodations. The participants were given easy-to-follow instructions on how to move through the form, and the design of the platform was such that all necessary questions had to be answered prior to submission, eliminating the possibility of incomplete data.

12 To guarantee that participants were relaxed and confident in their answers, the participants were given an assurance of the confidentiality of the data. Particular guarantees were given that all answers would be kept safely and only for the study purposes. Nobody's personally identifiable information was gathered, and all data would be anonymized before analysis to better safeguard participants' privacy. Participating individuals were also told that their involvement was absolutely voluntary, and they could withdraw from the study at any time without prejudice. This focus on voluntary participation and confidentiality was meant to establish a safe environment where participants could give honest and reflective responses, which would enhance the validity and integrity of the findings of the study.

3.5 Data Analysis

The data was analyzed with SPSS (Statistical Package for the Social Sciences) software, a common instrument for statistical analysis in research. SPSS offered a complete platform for conducting a variety of descriptive and inferential statistical tests and for both the preliminary examination of data patterns and the strict testing of research hypotheses. This program was used to pre-clean the data, validate for missing or inconsistent responses, and put the dataset in order for data analysis. In order to determine the strength and significance of the relationship between parental influence and career satisfaction, a series of tests were carried out. The significance level for all the tests was 0.05, which is the standard cut-off used in social science research to decide whether a result observed is likely to occur by chance or is a genuine effect. For a test, if the p-value was less than 0.05, the outcome was deemed statistically significant, implying that the observed relationship was unlikely to be due to random variation. This threshold was used uniformly in all analyses so that the results were both robust and reliable. SPSS usage enabled effective running of tests like correlation analysis, regression analysis, and possibly ANOVA or t-tests, depending on data nature and research questions. These analyses enabled drawing meaningful conclusions regarding the impact of parental expectations on students' career satisfaction while adjusting for possible confounding factors.

3.6 Ethical Considerations

All the participants were adequately informed about the aim of the study, research goals, the importance of their involvement, and how their answers would help understand the correlation between parental influence and career satisfaction. To make participants feel relaxed and confident about participating, they were assured of confidentiality and anonymity in their answers. This guarantee underscored that there would be no collection of personal identifiers and that all data would be anonymized at the time of analysis to safeguard their anonymity. Also, the data would be kept secure and would only be used for research purposes under ethical standards. Involvement in the study was completely voluntary, and participants were fully informed that they had the right not to participate or to withdraw from the study at any time, without penalty or negative consequence. This voluntary participation principle was further guaranteed through the informed consent process, where participants were able to ask questions or clarify the study before agreeing to participate. Such moral protections were introduced to guarantee that participants were free to make a well-informed and independent decision regarding their participation, thus safeguarding the research's integrity and ethical principles.

4. DATA ANALYSIS & HYPOTHESIS TESTING

4.1 Hypothesis 1:

Higher parental education level leads to greater career exploration support.

(H0): There is no significant relationship between parents' education level and the extent to which they encourage their children to explore different career options.

(H1): Parents with higher education levels are more likely to encourage their children to explore different career options compared to parents with lower education levels.

Table 1: Correlation between Parents Max Education and Parental Encouragement for career Exploration

		Correlations		
			Parents_Max_Education	Parental Encouragement for Career Exploration
Spearman's rho	Parents_Max_Education	Correlation Coefficient	1.000	.012
		Sig. (2-tailed)	.	.887
		N	144	144
	Parental Encouragement for Career Exploration	Correlation Coefficient	.012	1.000
		Sig. (2-tailed)	.887	.
		N	144	144

Test:

1. We created a new variable that represents the highest level of education between the two parents and used this variable in our analysis.
2. Given our questionnaire and data type, we have two ordinal variables:
 - Parents' education level (Parents_Max_Education)
 - The extent to which they encourage their children to explore different career options (Career exploration support)
3. For this type of data, a common statistical test is the Spearman's Rank-Order Correlation. This non-parametric test measures the strength and direction of association between two ranked variables. It's suitable for ordinal data and does not assume a linear relationship between variables, making it a good fit for your hypothesis.

Correlation Analysis Results

Statistical analysis was conducted to check whether there was any relationship between the highest level of parental education (Parents_Max_Education) and parental encouragement to explore careers based on Spearman's Rank-Order Correlation.

Correlation Coefficient ($\rho = 0.012$):

The computed Spearman correlation coefficient is 0.012, and this represents a very weak positive association between the two variables. The coefficient is close to zero, implying that there is nearly no monotonic relationship between the highest educational levels of parents and how much they encourage their children to investigate a number of career options.

Significance Level ($p = 0.887$):

5 The 2-tailed significance value is 0.887, which is much greater than the standard alpha level of 0.05. This indicates that the correlation found is not statistically significant, and the finding is very likely to have arisen by chance rather than representing a real relationship in the population.

Interpretation:

Based on these findings, we can assert that there is no statistically significant correlation between parents' highest educational attainment and the extent to which they encourage their children to seek career alternatives. The very weak correlation coefficient also confirms this assertion, as it shows an almost zero association between the two variables. These results imply that higher parental education does not always lead to more encouragement for career exploration among students.

Hypothesis Testing:

8 Due to the absence of statistical significance, we do not reject the null hypothesis (H_0) that there is no relationship between the two variables. The data does not support the alternative hypothesis that parental level of education is related to more career exploration support.

Implications:

These results can point towards the direction that there can be a potential where other elements like parenting, personal experience, or cultural practices could have more influence on parents' support of career exploration over parental education. It also supports the need for not assuming the direct or straightforward relationship between the socioeconomic measures and parental engagement in career guidance.

4.2 Hypothesis 2

Parental occupation affects career guidance effectiveness

(H0): There is no significant relationship between parental occupation and the effectiveness of career guidance provided to their children.

(H1): Parents in professional occupations (e.g., in service, self-employed) are more effective in providing career guidance compared to parents in non-professional occupations (e.g., housewife, unemployed).

Table 2: K independent Samples

	Ranks		
	Father_Occupation	N	Mean Rank
Parental Helpfulness in Career Information	1	51	76.42
	2	48	72.74
	3	15	80.43
	5	17	61.56
	6	13	61.38
	Total	144	

Test Statistics^{a,b}

Parental Helpfulness in Career Information	
Kruskal-Wallis H	3.249
df	4
Asymp. Sig.	.517

a. Kruskal Wallis Test

b. Grouping Variable:
Father_Occupation

Test Statistics^{a,b}

Parental Helpfulness in Career Information	
Kruskal-Wallis H	12.607
df	4
Asymp. Sig.	.013

a. Kruskal Wallis Test

b. Grouping Variable:
Mothers_Occupation

Test:

1. The Shapiro-Wilk test results indicate that the variable “Parental Helpfulness in Career Information” is not normally distributed. Since the assumption of normality is violated, it would be more appropriate to use a non-parametric test such as the Kruskal Wallis test for the second hypothesis. This test does not assume normal distribution of the data and is suitable for ordinal.
2. In the Test Fields box, add dependent variable (Career guidance effectiveness).
3. In the Groups box, add your independent variable (e.g., Father_Occupation or Mother_Occupation).

Analysis of Parent Occupation and Career Helpfulness

The current section analyzes the connection between the occupation of parents (alike for mothers and fathers) and the level to which their children view them as helpful sources of career guidance. The study aimed to investigate if the parent's occupational history is a main contributor to how much they are seen as useful when it comes to providing information related to a child's career.

Father's Occupation and Parent Helpfulness in Career Information

The statistical test performed provided a p-value of 0.517, which is far greater than the standard alpha level of 0.05. This means that there is no statistically significant difference in the helpfulness perceived by fathers in various occupational groups.

Thus, we infer that Father Occupation does not play a meaningful role in students' perceptions of the helpfulness of their fathers in offering career advice. The absence of statistical significance indicates that irrespective of a father's occupational role—whether professional, technical, managerial, or otherwise—students do not perceive significant differences in the degree of career guidance offered by them.

This result could suggest that fathers' input in career talk is being viewed in a similar fashion irrespective of the nature of their profession, or that different factors—such as availability of time, communication preferences, or personal interest in assisting in a child's career growth—could be a factor in being more helpful than the individual type of their job.

Mother's Occupation and Parent Helpfulness in Career Information

Conversely, Mothers Occupation analysis yielded a p-value of 0.013, which falls below the usual threshold of significance at 0.05. This suggests a statistically significant variation in the degree of career helpfulness perceived by students from different maternal occupations.

From this finding, we infer that a mother's occupation does indeed have an effect on how helpful she is found to be in terms of providing career information. This implies that mothers' job type or professional background can influence their knowledge, attitudes, and involvement in the career development process of their children.

The result could be seen as indicating that mothers in some careers—maybe teaching, counselling, or human resource work—are better suited or more likely to provide practical help and emotional assistance during their kids' career-choice process. The result could be indicating more ongoing interaction between children and mothers within some families that provides more space for career-plan discussions.

Implications

These findings support the asymmetrical impact of parent roles, predicting that mothers' work lives can be more clearly linked to the quality and quantity of career knowledge imparted to children.

It would be beneficial for future studies to examine job types in finer detail, as well as parental involvement in the home and perhaps gendered role expectations in care and advising in order to determine these variations in greater depth.

17 **4.3 Hypothesis 3**

Financial support influences career satisfaction

27 (H0): There is no significant relationship between parental financial support and the level of satisfaction with the chosen career path.

37 (H1): Students who receive financial support from their parents are more likely to be satisfied with their chosen career path compared to those who do not receive financial support.

Table 3: Chi-Square Test of Independence

Parental Financial Support for Career Aspirations * Satisfaction with Current Career Crosstabulation

Count

		Satisfaction with Current Career					Total
		1	2	3	4	5	
Parental Financial Support for Career Aspirations	Can't Say	0	0	1	1	2	4
	No	0	0	1	0	0	1
	To some extent	2	6	6	7	4	25
	Yes	4	1	23	39	47	114
Total		6	7	31	47	53	144

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.815 ^a	12	.001
Likelihood Ratio	24.878	12	.015
N of Valid Cases	144		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .04.

Test:

- 4
1. For nominal data, a suitable test could be the Chi-Square Test of Independence. This test is used to determine if there is a significant association between two nominal (categorical) variables.
 2. Financial support variable into the Row(s) box and Career satisfaction into the Column(s) box.

Analysis of the Relationship Between Career Satisfaction and Parental Financial Support

To check if parental financial support is related to career satisfaction, a Pearson Chi-Square test was applied, accompanied by the Likelihood Ratio test to ensure robustness.

Pearson Chi-Square Results

The Chi-Square test produced a p-value of .001, which is significantly less than the conventional significance level of 0.05. This finding suggests a statistically significant relationship between the amount of financial support offered by parents and students' career satisfaction. That is, differences in financial support seem to be significantly related to how satisfied students are with their current career decisions.

Likelihood Ratio Test:

Likewise, the Likelihood Ratio test also returned a p-value of .015, which is less than the 0.05 threshold. This supports the result from the Pearson Chi-Square test and further strengthens confidence in the conclusion that the association observed is not by chance.

Expected Counts:

It should be noted that the Chi-Square result came with a warning for low expected cell counts in a number of cells, which may threaten the test validity by disavowing the principle of proper sample distribution between categories. Regardless, the extremely low p-values from both Pearson and Likelihood Ratio tests imply that the witnessed association is significant enough to infer, although not without some caveat on interpretation.

Conclusion and Hypothesis Testing:

With the statistically significant findings, we reject the null hypothesis (H_0), which assumed no correlation between parental financial assistance and career happiness. Rather, we accept the alternative hypothesis (H_1): that greater or more regular parental financial assistance is strongly linked to greater levels of career happiness in students.

Interpretation and Implications

This conclusion suggests that financial support from parents can give students more autonomy in following their intended career paths, access to more quality educational or professional development materials, and fewer money worries—all of which can lead to greater satisfaction in those chosen careers. It also reinforces the significant function of economic stability and parental investment in determining not just career choice but also emotional satisfaction and self-confidence in the choices.

4.4 Hypothesis 4

Parental pressure impacts career choice alignment with interests and personality

(H0): There is no significant relationship between parental pressure to pursue a specific career path and the alignment of the chosen career path with the student's interests and personality.

(H1): Students who experience higher levels of parental pressure are less likely to feel that their chosen career path aligns with their interests and personality.

Table 4: Chi-Square Test of Independence

Parental Pressure for Specific Career * Alignment of Career with Interests and Personality Crosstabulation

Count

		Alignment of Career with Interests and Personality			Total
		Maybe	No	Yes	
Parental Pressure for Specific Career	1	10	1	28	39
	2	5	2	19	26
	3	12	6	19	37
	4	9	2	9	20
	5	7	1	14	22
Total		43	12	89	144

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.381 ^a	8	.239
Likelihood Ratio	10.453	8	.235
N of Valid Cases	144		

a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is 1.67.

Analysis of the Relationship Between Parental Pressure and Career Alignment with Student Interests and Personality

In order to explore if parental pressure to follow a certain career is strongly related to the alignment of the career chosen with the interest and personality of the student, a Chi-Square test of independence was performed.

Statistical Significance:

2 The p-value of the Chi-Square test result was higher than 0.05, which shows that the finding is not statistically significant at the standard alpha level. According to this result, we fail to reject the null hypothesis (H_0). This implies that, in the analyzed sample, there was no significant relationship between the level of parental pressure and how much students felt their occupation choices reflected their own interests and personality characteristics.

Implication of Results:

The results indicate that pressure from parents to have a specific career does not impact drastically how likely students become to be in careers that are consistent with what they personally prefer or are intrinsically inclined to be in. It can be derived that students, even if under pressure, can still opt for careers consistent with what they prefer—or, conversely, that pressure is not the sole determining factor for perceived consistency.

Assumption Violation – Expected Count Warning:

33 A warning message from the test output was that 5 cells (33.3%) had an expected count less than 5, which is one of the major assumptions of the Chi-Square test being violated. The assumption is that not more than 20% of cells should have expected frequencies less than 5 for the test results to be reliable. The violation is a concern regarding the validity and robustness of the statistical inference here.

Interpret with Caution:

Because of violation of the assumption, the result must be cautiously interpreted. It is possible that the lack of statistical significance has been affected either by sample size constraints or imbalanced distribution per category. For this reason, although the results from the data at hand cannot show a notable relationship, replications using more balanced and sizable samples or altering the statistical tool, e.g., Fisher's Exact Test, might be useful for more sure-fire outcomes.

4.5 Hypothesis 5

Parental disappointment affects career satisfaction

(H0): There is no significant relationship between parental expression of disappointment in the chosen career path and the level of satisfaction with the current career path.

(H1): Students who perceive parental disappointment in their chosen career path are less likely to be satisfied with their current career path.

Table 5: Parental expression of disappointment in the chosen career path and the level of satisfaction with the current career path.

			Parental_Disappointment	Satisfaction with Current Career
Spearman's rho	Parental_Disappointment	Correlation Coefficient	1.000	-.186*
		Sig. (2-tailed)	.	.025
		N	144	144
	Satisfaction with Current Career	Correlation Coefficient	-.186*	1.000
		Sig. (2-tailed)	.025	.
		N	144	144

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

Test:

1. Parental expression of disappointment in the chosen career path (Question 13): Transformed to a numerical scale where Yes = 1, No = 0.
2. Level of satisfaction with the current career path (Question 16): Transformed to a numerical scale from 1 (Very dissatisfied) to 5 (Very satisfied).
3. For this type of data, a common statistical test is the **Spearman's Rank-Order Correlation**. This **non-parametric test measures the strength and direction of association between two ranked variables**. It's suitable for ordinal data and does not assume a linear relationship between variables, making it a good fit for your hypothesis.



Analysis of the Relationship Between Parental Disappointment and Career Satisfaction

In order to investigate the possible correlation between parental disappointment and career satisfaction, a correlational analysis was run.

Direction of the Relationship:

The negative correlation coefficient indicates a negative relationship between the two variables. In other words, as perceived parental disappointment rises, students' satisfaction with their present career decreases. This means that those students who perceive that their career decisions have disappointed their parents are likely to have lower satisfaction with their career paths.

Statistical Significance:

The p-value for the correlation here is below 0.05, which implies that the association is statistically significant at the traditional alpha level of 0.05. Hence, we reject the null hypothesis (H_0) and assert that there exists a significant correlation between parental disappointment and career satisfaction in the study population.

Strength of the Relationship:

Although the relationship is significant, the correlation coefficient is quite small, reflecting a weak effect size. This implies that while increased parental disappointment is related to decreased career satisfaction, this relationship is not very strong, and other variables probably also have a significant influence on career satisfaction.

Interpretation and Implications:

These results highlight the emotional component of parental influence in career development. Perceived parental disappointment could contribute to internal conflict, decreased motivation, or decreased self-esteem, which can each have a detrimental effect on overall satisfaction with one's professional career. Yet since the correlation was modest, it is equally necessary to acknowledge that career satisfaction is a complex construct and that parental disappointment is just one of a large number of influencing factors.

4.6 Hypothesis 6

Overall Parental Influence

(H0): There is no significant relationship between parental influence and students' career choices.

(H1): There is a significant relationship between parental influence and students' career choices.

Table 6: Correlation between parental influence and student's career choice.

		Correlations		
			Satisfaction with Current Career	Attribution of Career Satisfaction to Parents
Spearman's rho	Satisfaction with Current Career	Correlation Coefficient	1.000	.254**
		Sig. (2-tailed)	.	.002
		N	144	144
Attribution of Career Satisfaction to Parents Influence	Attribution of Career Satisfaction to Parents Influence	Correlation Coefficient	.254**	1.000
		Sig. (2-tailed)	.002	.
		N	144	144

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

Analysis of the Relationship Between Attributed Parental Influence and Career Satisfaction

The association between career satisfaction and to what extent people attribute their career satisfaction to their parents was investigated by means of a correlation test.

Direction and Nature of the Relationship:

The positive correlation coefficient suggests that as people perceive more parental influence on their job satisfaction, their reported levels of job satisfaction also tend to rise. Even though the correlation is not very strong, it is in the positive direction, implying a positive relationship between the two variables.

Statistical Significance:

The p-value is below 0.01, which is less than the usual threshold of 0.05, and even satisfies the stricter criterion for high significance. This enables us to reject the null hypothesis (H₀) and accept the alternate hypothesis (H₁), and conclude that there is a statistically significant correlation between attributed parental influence and career satisfaction.

Implications of the Findings

These findings indicate that when people acknowledge or attribute their parents' contribution to their professional path—be it emotional support, encouragement, or advice—they are more likely to be satisfied with their professional decisions. This could be an expression of appreciation, approval, or congruence between personal aspirations and family expectations, all of which can lead to higher career satisfaction.

Strength of the Correlation:

While the relationship is significant statistically, the correlation coefficient suggests that effect size is small. This is to say that parental influence is related to career satisfaction but only among many contributing factors. Other factors including personal interests, peer influence, academic achievement, and work-related experiences most likely also have significant roles.

5. RESULT AND DISCUSSION

Hypothesis 1:

38 The test showed that there is no significant statistical association between the highest education level of parents and how much they push their children to try different career paths. The correlation coefficient was estimated to be 0.012, which is a very weak positive relationship. The p-value of 0.887 is, however, far greater than the standard alpha level of 0.05, indicating that such an association is not significant. Therefore, we fail to reject the null hypothesis (H_0). This means that increased parental education does not necessarily mean that parents will be more encouraging for career exploration. The results contradict popular assumptions that more educated parents are likely to be more supportive or liberal when it comes to their children's career choices. Rather, it posits that other determinants—e.g., family values, societal norms, or personal parenting orientations—can potentially have a larger influence on how much support kids get in terms of exploring alternative career options.

Hypothesis 2:

15 The comparison of parent occupations and how these affected the helpfulness of parents in disseminating career information provided dissimilar findings. Particularly, the evidence indicated that the father's profession did not make a significant difference with respect to students' perceptions about parents being helpful in providing information concerning careers. This implies that despite the nature of the father's occupation, students did not find significant variation in the availability of career support. Conversely, the mother's job showed a major impact, suggesting that the nature of mothers' work might affect their career guidance effectiveness in shaping the career development of their children. This finding is noted for its implications on the influence of mothers as more accessible or active sources of career guidance in the family setting. It might capture differences in communication style, degree of participation in the child's daily routine, or understanding of the modern career universe, all three of which could be related to a student's view of whether their mother helps them in their career choice or not.

Hypothesis 3:

11 The study found that there was a statistically significant association between parental financial support and students' career satisfaction, as confirmed by the Pearson Chi-Square test and the Likelihood Ratio test, whose p-values were both less than the 0.05 value. These results confirm the alternative hypothesis (H_1), showing that students supported financially by their parents are likely to have greater satisfaction with the career paths they have chosen. This can be because economic assistance can alleviate anxiety and financial constraint, enabling

students to seek careers of interest and in the long run, instead of taking up options based on temporary economic considerations. In addition, parental economic support can imply emotional support and trust in the student's capability, thus further enhancing career confidence and happiness. These findings highlight the significance of family resources in determining not only career prospects but also subjective well-being and satisfaction in students' professional lives.

Hypothesis 4:

The analysis found no statistically significant correlation between the parental pressure to take up a certain career path and the match of the career chosen with the personal interests and personality of the student. The p-value was greater than the conventional 0.05 threshold, indicating that parental pressure by itself is not a determining factor on whether or not a student chooses a career matching their personal preferences. The results should be interpreted with caution, though. The test found that 33.3% of the cells' anticipated counts were below 5, which could be in violation of Chi-Square test assumptions and compromise the validity of the findings. This constraint could hide subtle or intricate interaction between career alignment and pressure and impact reliability. Alternatively, students might internalize or resist parental pressure in varied ways, so the effect can occur in oblique or lagged forms. Further studies with different statistical methods or increased sample sizes might reveal more about these dynamics.

Hypothesis 5:

The study found a statistically significant negative correlation between career satisfaction and parental disappointment, with the finding that as levels of perceived parental disappointment rose, the students reported lower satisfaction with their existing career paths. While the correlation coefficient was quite small, implying a weak relationship, the p-value was less than 0.05, affirming the statistical significance of the relationship. This finding implies that even small displays of parental dissatisfaction can mean a real difference in a student's emotional response and degree of satisfaction with their career path. Students who feel they have let down their parents will feel self-doubt, inner turmoil, or decreased motivation, which will in turn influence the degree to which they feel satisfied in their chosen career. These findings identify the psychological burden of parental validation in determining career-related outcomes and highlight the value of emotional support and validation in promoting healthy career development and long-term well-being in young adults.

Hypothesis 6:

The analysis showed a statistically significant but weak positive correlation between career satisfaction being attributed to parents and actual levels of career satisfaction. Even though the relationship was modest in strength, the low p-value ($p < 0.01$) resulted in the null hypothesis (H_0) being rejected, thus indicating that the relationship between these variables is unlikely to have arisen by chance. This implies that students who see their parents play a significant role in their career path—emotionally, by way of guidance or encouragement—are more likely to register higher levels of satisfaction with their career choice. This indicates the significant role played by perceived parental influence and support in career-related outcomes. It also suggests the emotional reinforcement and perception of congruence that happens when individuals are convinced that career choices are not only self-motivated but also supported by those persons they hold most dear. In general, the outcome emphasizes the importance of supportive parental influence in fostering career satisfaction.

6. CONCLUSION

Understanding Parental Influence on Students' Career Choices

The influence of parents on the career choices of their children has been a subject of considerable interest and debate in the field of education and psychology. This study aimed to explore the multifaceted relationship between parental factors and students' career decisions, using a comprehensive questionnaire and statistical analysis in SPSS. The findings shed light on the nuanced ways in which parental education, occupation, financial support, pressure, and emotional expression impact various aspects of career exploration, guidance, satisfaction, and alignment with personal interests and personality traits.

6.1 Key Findings

1. Parental Education and Career Exploration Support: Contrary to initial expectations, the analysis **did not find a significant relationship between the** maximum education **level of** parents and **the** extent to which they encourage their children to explore different career options. This suggests that while parental education may be valued for its potential to provide resources and guidance, its direct influence on career exploration support may be limited.

2. Parental Occupation and Career Guidance Effectiveness: The study revealed mixed findings regarding the impact of parental occupation on career guidance effectiveness. While father's occupation did not show a significant influence, mother's occupation was found to significantly affect the helpfulness of career information provided to children. This underscores the unique role mothers may play in shaping their children's career aspirations through active guidance and support.

3. Financial Support and Career Satisfaction: One of the notable findings was the significant association between parental financial support and career satisfaction. Students who received financial support from their parents reported higher levels of satisfaction with their chosen career paths, highlighting the importance of financial stability and parental investment in fostering career contentment among young adults.

4. Parental Pressure and Career Choice Alignment: Despite the absence of a significant relationship between parental pressure and the alignment of career choices with personal interests and personality, caution is warranted due to potential methodological limitations. Further research with larger sample sizes and refined measures may provide deeper insights into the complex dynamics of parental influence on career decision-making processes.

5. Parental Disappointment and Career Satisfaction: The analysis revealed a significant negative relationship between parental disappointment and career satisfaction. Students who perceived parental disappointment in their career choices reported lower levels of satisfaction, indicating the profound impact of parental expectations and emotional support on individuals' career well-being.

6. Attribution of Career Satisfaction to Parents: There was a weak but significant positive relationship between attributing career satisfaction to parents and actual career satisfaction levels. This suggests that individuals who acknowledge their parents' role in shaping their career paths tend to experience higher levels of satisfaction, underscoring the enduring influence of parental support and guidance throughout the career development process.

6.2 Implications and Recommendations

The findings of this study have several implications for educators, career counselors, and parents themselves. Firstly, it underscores the need for tailored interventions and support mechanisms that recognize the diverse parental influences on students' career choices. Career guidance programs should involve both parents and children in collaborative decision-making processes, fostering open communication and mutual understanding.

Furthermore, policymakers and educational institutions should strive to create a supportive environment that acknowledges the importance of parental involvement in career development initiatives. This may involve offering resources and workshops aimed at enhancing parental awareness of effective career guidance strategies and the impact of their actions on their children's career trajectories.

Additionally, future research endeavors should aim to address the limitations of this study, such as sample size constraints and potential confounding variables, to provide a more comprehensive understanding of parental influence on career decision-making. Longitudinal studies tracking individuals' career trajectories over time may offer valuable insights into the enduring effects of parental factors on career outcomes.

In conclusion, while parental influence on students' career choices is multifaceted and complex, it remains a crucial determinant of individuals' career development and satisfaction. By recognizing and leveraging the diverse roles parents play in shaping their children's aspirations and decisions, we can foster a supportive environment conducive to the holistic growth and fulfillment of the next generation workforce.

7. REFERENCES

- Bhattacharya, S. (2013). A STUDY ON PARENTAL AND SOCIAL INFLUENCE ON CAREER CHOICE AS ENGINEER.
- Onoshakpokaiye, O.E. (2022). THE INFLUENCE OF PARENTS ON STUDENTS' CHOICE OF CAREER IN THESE PRESENT OCCUPATIONAL CHALLENGES. IJIET (International Journal of Indonesian Education and Teaching).
- Kumar, S. (2016). Career Choice And College Students: Parental Influence on Career Choice Traditionalism among College Students in Selected Cities in Ethiopia. *International Journal of Psychology and Educational Studies*, 3(3), 23–30.
<https://doi.org/10.17220/ijpes.2016.03.003>
- Ezeh, L.N., & Ndukaihe, I.L. (2017). THE INFLUENCE OF PARENTAL OCCUPATION AND GENDER ON STUDENTS' CAREER PREFERENCES.
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Lapan, G. R., Gysman, M. D., Kershner, S. J., & Kasprowicz, J. (2000 model of parental influence on student college major selection. *Professional School Counseling*, 13(3), 53-63.
- Super, D. E. (1980). A life and career development theory. *Career Development and Vocational Counseling*, 30(4), 217-226.
- Tinto, V. (1993). *Leaving the Ivory Tower: The Causes and Consequences of Departure from Higher Education*. University of Chicago Press.

Questionnaire

5/14/25, 10:48 PM

Career Choices of Students: Exploring Parental Influence

Career Choices of Students: Exploring Parental Influence

Fellow MBA Students! We're a group of MBA students researching **parental influence on career choices**. Your experience is crucial to our study!

This quick survey asks about:

- **Your parents' support and pressure regarding your career.**
- **How their influence impacted your choices and satisfaction.**
- **Your valuable insights on parental roles in career decisions.**

P.S. We appreciate your time and honesty!

* Indicates required question

1. Age *

Mark only one oval.

- <20
- 20 - 25
- 26 - 30
- 31 - 35
- 35+

https://docs.google.com/forms/d/1aSYgQek5nbLBFuE7TJ_qDcg6UG37pCGsype3iL1u6k/edit?ts=67f69241

1/6

5/14/25, 10:48 PM

Career Choices of Students: Exploring Parental Influence

2. Highest level of education *

Mark only one oval.

- 10th
- 12th
- Graduation
- PG
- PhD
- Professional Courses (eg: CA, etc)

3. What is your mothers' highest level of education? *

Mark only one oval.

- 10th
- 12th
- Graduation
- PG
- PhD
- Professional Courses (eg: CA, etc)

4. What is your fathers' highest level of education? *

Mark only one oval.

- 10th
- 12th
- Graduation
- PG
- PhD
- Professional Courses (eg: CA, etc)

https://docs.google.com/forms/d/1aSYgQek5nbLBFuE7TJ-_qDcg6UG37pCGsype3iL1u6k/edit?ts=67f69241

2/6

5/14/25, 10:48 PM

Career Choices of Students: Exploring Parental Influence

5. What is your fathers' occupation? *

Mark only one oval.

- In service
- Businessman/ Trader
- Retired
- Housewife/ Unemployed
- Self Employed
- Other: _____

6. What is your mothers' occupation? *

Mark only one oval.

- In service
- Businessman/ Trader
- Retired
- Housewife
- Self Employed
- Other: _____

Parental Influence

7. To what extent did your parents encourage you to explore different career options? *

Mark only one oval.

1 2 3 4 5

Low High extent

https://docs.google.com/forms/d/1aSYgQek5nbLBFuE7TJ-_qDcg6UG37pCGsype3iL1u6k/edit?ts=67f69241

3/6

5/14/25, 10:48 PM

Career Choices of Students: Exploring Parental Influence

8. How helpful were your parents in providing information about different careers? *

Mark only one oval.

1 2 3 4 5

Not Extremely helpful

9. Did your parents financially support your career aspirations? *

Mark only one oval.

Yes

No

To some extent

Can't Say

10. How often did your parents discuss your career goals with you? *

Mark only one oval.

1 2 3 4 5

Never Very frequently

11. How much did your parents believe in your ability to succeed in your chosen career path? *

Mark only one oval.

1 2 3 4 5

Not Completely

5/14/25, 10:48 PM

Career Choices of Students: Exploring Parental Influence

12. To what extent did your parents pressure you to pursue a specific career path? *

Mark only one oval.

1 2 3 4 5

Strongly Strongly agree

13. Did your parents express disappointment in your chosen career path? *

Mark only one oval.

Yes

No

14. Did you feel obligated to choose a career based on your parents' expectations? *

Mark only one oval.

Yes

No

15. Did your parents use financial support or other means to try to influence your career choice? *

Mark only one oval.

Yes

No

https://docs.google.com/forms/d/1aSYgQek5nbLBFuE7TJ-_qDcg6UG37pCGsype3iL1u6k/edit?ts=67f69241

5/6

5/14/25, 10:48 PM

Career Choices of Students: Exploring Parental Influence

16. How satisfied are you with your current career path? *

Mark only one oval.

1 2 3 4 5

Very Very satisfied

17. Do you think your current career path aligns with your interests and personality? *

Mark only one oval.

Yes

No

Maybe

18. To what extent do you attribute your career satisfaction to your parents' influence? *

Mark only one oval.

1 2 3 4 5

Not Completely

This content is neither created nor endorsed by Google.

Google Forms

https://docs.google.com/forms/d/1aSYgQek5nbLBFuE7TJ-_qDcg6UG37pCGsype3iL1u6k/edit?ts=67f69241

6/6