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PARENTAL FACTORS AND ITS INFLUENCE ON THE CAREER CHOICES AMONG SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This research delves into the influence of parental factors, such as educational attainment, the source of income, and income level, on the decision-making process concerning career choices among senior high school students at Taft National High School. Given the pivotal nature of career selection in shaping an individual's future, many high school graduates find themselves lacking awareness of career processes and options, leading to uncertain educational pursuits and a delay in making informed decisions.

Utilizing a correlation and descriptive survey designs, the study selected 202 respondents through simple random sampling. The data collection instrument comprised survey questionnaires, with analysis conducted using Pearson Product Moment Correlation procedures. The findings underscore a noteworthy impact of parents' income levels on students' career choices. Furthermore, the study underscores the significant role that parents play in shaping their children's career decisions throughout their educational journey. Notably, the educational level of parents emerges as a determining factor in students' pursuit of specific careers, and the positive influence of parents' occupations on students' career choices is affirmed.

In light of these insights, the study recommends that parents openly share their career decisions with their children, avoiding undue influence. Additionally, it suggests that parents invest time in meaningful discussions about various career options, fostering a strong and supportive parent-child relationship. These recommendations aim to empower students with informed decision-making skills, ensuring a more purposeful and directed approach to their educational and career paths.

KEYWORDS: *Parental Factors, Students, Career Preferences, Decision-Making.*

CHAPTER I
INTRODUCTION
Background of the Study

The decision-making process for Senior High School students regarding their future careers after graduation is crucial, as it involves a combination of various factors. Prior to making a decision, students need to consider multiple aspects such as family involvement (Palo & Drobot, 2010), the school environment, community characteristics, and social and economic factors (Ferry, 2006). According to a report by Kniveton (2004), students often assert that parents exert the most significant influence on their career choices. Within the myriad of factors capturing the attention of Grade 12 learners, parental elements, specifically educational attainment and source of income, emerge as key influencers of their career decisions.

According to Suutari (2003), numerous studies have consistently shown a strong correlation between individuals' hobbies and their chosen professions. Additionally, Whiston and Keller (2004) have noted a significant role played by parents in the career development and decision-making process of their children. Parents aspire to see their children find happiness and success in life, with the choice of a career being a crucial influencing factor. A child brought up in a supportive and harmonious home environment is more likely to follow the guidance of their parents, and in such cases, the parent's occupation is likely to impact the child's career aspirations. Research also indicates that when students feel supported and loved by their parents, they exhibit greater confidence in exploring careers and making choices aligned with their interests. This is pivotal, as studies reveal that adolescents with a sense of competence in career decision-making tend to make more fulfilling career choices later in life (Keller, 2004). Parents inadvertently shape their children's career trajectories and guide them in specific directions. Other research suggests that a child's career path is influenced by their parents' attitudes and the overall home environment. Similarly, it has been demonstrated that a parent's educational background can impact their child's career choices (Grissmer, 2003).

However, continuous research consistently shows that parents wield more influence than teachers when it comes to shaping career decisions and can even affect the selection of academic programs pursued by their children after completing school (Nawabi, 2019). While parents might think that their explicit career guidance carries the most weight, they may overlook the fact that they also exert a significant career influence by simply serving as role models in the workforce. As parental standards and values are prone to mold career choices, it becomes essential for parents to acknowledge the subtle ways in which they consistently communicate their standards and values (Nawabi, 2019).

Understanding the parental factors that influence Grade 12 students' career choices is crucial, especially for those coming from less affluent families. Additionally, conducting this study has the potential to provide insights and inform evidence-based practices. The knowledge gained from this research can aid educators, guidance counselors, and parents in supporting learners' decisions or plans regarding their career preferences, taking into consideration the conditions of their homes, such as the parents' source of income and educational attainment. Moreover, it's essential to acknowledge that students' choices significantly shape their paths and future

opportunities. The primary goal of this study is to identify any obstacles or factors that enhance success, which can then be used to develop interventions and support networks that improve both students' decision-making and overall well-being. Ultimately, it is noteworthy that the substantial interest among Grade 12 students in choosing a career after high school carries underlying implications for their achievements.

Statement of the Problem

The primary objective of this study is to evaluate and establish the correlation between Parental Factors and Career Choices among Grade 12 students at Taft National High School. More specifically, the study aims to address the following inquiries:

1. What is the demographic profile of the respondents in terms of?
   1.1 Age
   1.2 Gender
   1.3 Strand
   1.4 Parent's Source of Income
   1.5 Educational Attainment of Parents
   1.6 Parent's Monthly Income
2. What is the relationship of parent's educational attainment to student's career choices?
3. What is the influence of parent's source of income to the student's career choices?
4. To what extent does parent's income relate to the student's career choices?
5. Is there a significant relationship between parental factors and grade 12 student's career choices?

Significance of the Study

As per Anol Bhattacherjee (2012), the primary goal of research is the advancement of scientific knowledge, forming the basis for transformative improvements in life. This particular study holds the potential to shed light on how parental factors influence students' career decisions, offering valuable insights to various stakeholders.

For parents, the study is significant in providing insights into how their occupation, educational attainment, and income level impact their children's career choices. This knowledge empowers parents to make more informed decisions regarding their own careers and financial stability, enabling them to offer better guidance and support to their children in navigating their career paths.

Furthermore, Students stand to gain essential insights into the real-world implications of parental factors on their career choices. Understanding how their parents' background influences their aspirations can assist students in making informed decisions, aligning their goals with available resources and opportunities.

Teachers can find value in this study as it helps them understand the diverse influences shaping students' career choices. This knowledge enables educators to offer more personalized guidance, support, and encouragement, ensuring that students' aspirations are realistic and attainable.

Subsequently, Career guidance counselors can benefit by gaining insights into the challenges students face based on their parents' occupational and financial situations. This understanding allows for more tailored counseling, helping students make informed career decisions considering the influence of parental factors.

School administrations can use the findings to enhance career counseling services and support systems, recognizing the link between parental factors and career choices. This enables schools to develop targeted programs to assist students in exploring and pursuing careers compatible with their family circumstances.

Policymakers in the education sector can leverage the study's results to shape policies addressing the influence of parental factors on students' career choices. This may lead to the development of policies promoting equity and providing additional resources and opportunities for students from diverse socioeconomic backgrounds, contributing to a more inclusive and equitable education system.

Finally, for future researchers, this study serves as a foundation, inviting further exploration of the intricate relationship between parental factors and students' career choices. It provides a solid platform for ongoing research, contributing to more informed, effective, and equitable career guidance and educational policies.

CHAPTER II

REVIEW OF RELATED LITERATURE

Related Studies

Nawabi (2019) conducted a literature review examining parental influence on children's career choices. Results showed that parental educational attainment, occupational status, and socioeconomic conditions significantly influence students' educational and career decisions. Abdinoor (2020) investigated the relationship among socioeconomic status, career decision-making self-efficacy, and

career maturity among secondary school students in Kenya. Findings revealed that students from higher socioeconomic backgrounds demonstrated greater confidence in making career decisions.

Tillman (2015) found that parental involvement strongly influenced students' career aspirations and educational goals. Students frequently relied on parental advice in selecting future occupations. Kniveton (2004) determined that parents remained the strongest influence on students' career choices when compared to teachers, peers, and other external factors. Palo and Drobot (2010) reported that family background and parental role modeling significantly affect occupational preferences among adolescents.

In the Philippines, family-centered values continue to influence career decisions among young people. Several studies have shown that Filipino students often consider family expectations, economic circumstances, and parental guidance when selecting a college course or career path. Research consistently indicates that parental support and socioeconomic status remain significant predictors of career aspirations among senior high school learners.

Moreover, studies in Philippine secondary schools reveal that students from households with better economic resources enjoy greater access to higher education opportunities, thereby broadening their career options. Conversely, financial limitations may constrain students' occupational choices despite their interests and abilities.

The literature and studies reviewed consistently indicate that parents play a critical role in shaping students' career choices. Parental educational attainment affects the quality of guidance students receive regarding career planning. Parents' occupations provide role models and influence occupational interests. Likewise, the family's financial capacity affects the educational opportunities available to students, which subsequently influence career preferences.

Although numerous studies have examined parental influence on career development, limited research has specifically investigated the combined effects of parental educational attainment, source of income, and income level among Senior High School students in Taft National High School, Eastern Samar. This gap justifies the conduct of the present study.

Existing studies have extensively explored parental influence on career decision-making. However, few studies have simultaneously examined the influence of parents' educational attainment, source of income, and monthly income on the career choices of Senior High School students in rural public schools in Eastern Samar. The present study seeks to address this gap by determining the relationship between these parental factors and the career choices of Grade 12 students in Taft National High School.

Parental Educational Attainment and Career Choice

Parents serve as children's first socializing agents. Their educational attainment affects the kind of guidance, information, and expectations they communicate regarding career decisions. According to Kniveton (2004), parents with higher educational levels are more knowledgeable about educational and occupational opportunities, making them more capable of assisting their children in choosing careers. Likewise, Whiston and Keller (2004) argued that educated parents are more likely to engage in discussions concerning future educational and occupational plans.

Furthermore, Nawabi (2019) found that students whose parents attained higher educational qualifications often receive stronger academic and career support. Such support contributes positively to students' confidence in making career decisions. Abdinoor (2020) reported that parental educational attainment significantly predicts career decision-making self-efficacy among secondary school students. Students whose parents possess higher educational qualifications generally demonstrate greater confidence in pursuing career goals.

These findings suggest that parents' educational attainment contributes significantly to the development of students' career aspirations and preferences.

Parents' Source of Income and Career Choice

Family occupation and source of income greatly influence students' perceptions regarding occupations. According to Palo and Drobot (2010), children often acquire occupational interests through observation of their parents' work experiences. Parents function as role models, and their occupations influence career preferences among adolescents.

Tillman (2015) observed that students commonly consider careers similar to those of their parents because of familiarity and accessibility to information about such occupations. Research by Nawabi (2019) further revealed that parental occupations communicate values, expectations, and social status, which affect children's career aspirations.

When parents have stable employment or business enterprises, students generally exhibit greater exposure to diverse career opportunities and develop broader occupational awareness.

Parents' Income Level and Career Choice

Financial resources significantly influence access to education and career opportunities. According to Khajehpour and Hazvin (2012), students from families with higher income levels generally enjoy better educational resources, career counseling opportunities, and academic support.

Rana et al. (2015) found that parental financial stability affects educational attainment and future occupational aspirations. Students from economically stable households possess wider career options than those from disadvantaged backgrounds. In addition, Abdinoor (2020) concluded that socioeconomic status significantly influences students' career maturity and confidence in making occupational decisions.

These findings suggest that parental income serves as a crucial determinant of career aspirations because it affects access to educational opportunities and career-related experiences.

Theoretical Framework

This study is anchored on the **Social Cognitive Career Theory (SCCT)** developed by Lent, Brown, and Hackett (1994). SCCT posits that career choices are influenced by personal factors, environmental conditions, and learning experiences. Parents significantly affect students' career interests through encouragement, support, financial resources, and role modeling.

The study is also supported by **Super's Career Development Theory**, which explains that career development is a lifelong process wherein family experiences influence career preferences and decision-making. During adolescence, individuals begin exploring occupations and formulating career goals, often influenced by parental expectations and socioeconomic conditions.

Additionally, **Family Systems Theory** emphasizes that family members are interconnected, and parental attitudes, educational backgrounds, and economic situations shape the decisions made by children, including career-related choices.

Conceptual Framework

The study investigates the relationship between parental factors and the career choices of Grade 12 students at Taft National High School.

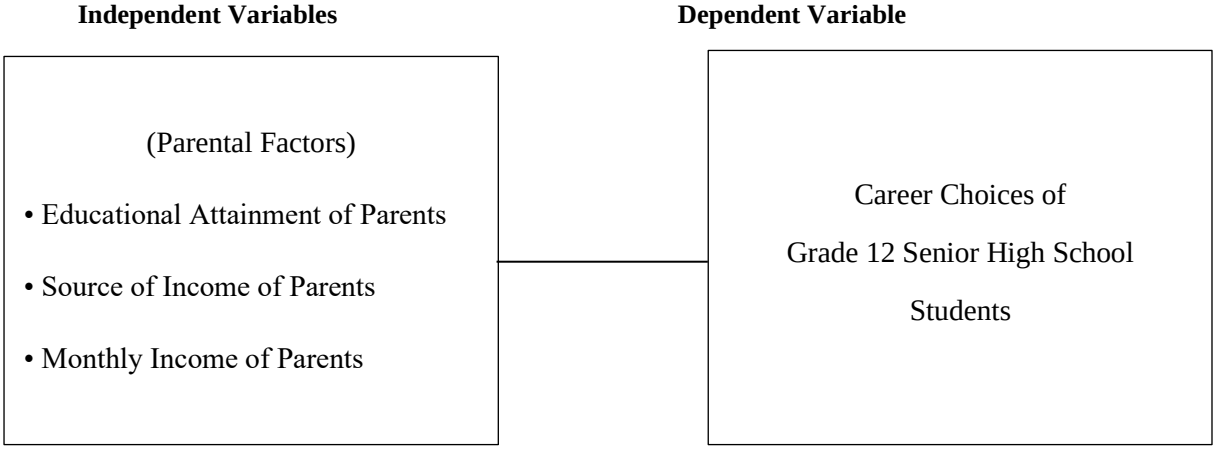


Figure 1: Conceptual Framework of the Study

The framework illustrates that the three independent variables are expected to influence the Career Choices of Grade 12 Senior High School Students.

Hypothesis

The study will test the following null hypothesis at the 0.05 level of significance:

Ho: There is no significant relationship between parental factors (educational attainment, source of income, and monthly income) and the career choices of Grade 12 students at Taft National High School.

CHAPTER III
METHODOLOGY

Research Design

This study utilized a descriptive-correlational research design. The descriptive method was employed to describe the demographic profile of the respondents and determine the extent of parental factors in terms of educational attainment, source of income, and monthly income. The correlational method was used to determine the significant relationship between parental factors and the career choices of Grade 12 students of Taft National High School.

According to Creswell (2018), descriptive-correlational research examines the degree of relationship between two or more variables without manipulating them. This design is appropriate for the study because it seeks to determine whether parental factors significantly influence students' career choices.

The study focused on identifying the relationship between parents' educational attainment, source of income, and monthly income and the career choices of Grade 12 students. Data were gathered through a structured survey questionnaire adapted and modified from existing related studies.

Locale of the Study
The research took place at Taft National High School in Taft, Eastern Samar. The respondents were surveyed in their respective classrooms, homes, or any comfortable location of their choice. A modified questionnaire was used for this survey. Researchers was able to ask the consent of 202 grade 12 students as respondents distributed as follows: GAS, 54; HUMSS, 95; ABM, 18; and TVL, 35 students.

Respondents of the Study
The respondents of this study were the 202 Grade 12 students of Taft National High School enrolled during the School Year 2026–2027. These students came from the different Senior High School strands, namely Humanities and Social Sciences (HUMSS), General Academic Strand (GAS), Accountancy, Business and Management (ABM), and Technical-Vocational-Livelihood (TVL).

The respondents were selected because they are at a critical stage of making decisions regarding their future education and career paths. Their perceptions and experiences are essential in determining the influence of parental factors on career choices.

Sampling Procedure
The study employed simple random sampling in selecting the respondents. Simple random sampling is a probability sampling technique wherein every member of the population has an equal chance of being selected as a participant in the study. This method minimizes sampling bias and increases the representativeness of the sample. A total of 202 Grade 12 students were randomly selected from the total population of Senior High School students enrolled at Taft National High School.

Research Instrument
This study utilized a questionnaire modified by the researchers from the work of Felix Oppusu Paapa Agyiri in 2020. The validity and reliability of the questionnaire were assessed through pilot testing and subsequent analysis. The questionnaire primarily addresses two major variables: parental factors and career preferences of Grade 12 students. It was developed based on research questions derived from the relevant literature, employing Likert-type scales. The questionnaire comprises closed-ended items, offering fixed alternatives from which respondents selected the most suitable responses.

The modified survey questionnaire is divided into two main parts. The first part focuses on the demographic profile of the respondents, while the second part delves into questions related to parental factors. The parental factors questions are further categorized into three sets, namely: parent's educational attainment level and the student's career preferences, parent's source of income and student's career preferences, and lastly, parent's income level and student's career preferences. This section consists of twenty-four (22) items on a 5-point Likert scale, serving as instruments to gather information on the various variables under investigation.

The study tested the following null hypothesis at α=0.05 level of significance.
Ho: There is no significant relationship between the Parental Factors and Grade 12 student's

Career Choices in Taft National High School.
The significance level (0.05) was utilized in testing the hypothesis regarding the absence of a significant relationship between paired variables, based on the associated significance (2-tailed) or p-values from the correlation analysis. The following criteria were applied:

1. If the significance (sig) or p-value was less than or equal to the 0.05 significance level, the relationship between the paired variables being tested was deemed significant.
2. If the significance (sig) or p-value exceeded the 0.05 significance level, the relationship of the paired variables being tested was regarded as not significant.

Data Gathering Procedure
The researchers followed a systematic procedure in gathering the data needed for the study. First, a letter of request to conduct the study was submitted to the Office of the Principal of Taft National High School for approval. Upon approval, coordination with the Grade 12 advisers was undertaken to facilitate the administration of the survey questionnaires. Second, the researchers explained the purpose and significance of the study to the respondents. They were informed that participation was voluntary and that all information gathered would be treated with utmost confidentiality. Third, the survey questionnaires were distributed personally to

the selected respondents. Adequate time was given for answering the instrument to ensure complete and accurate responses. Fourth, the accomplished questionnaires were collected, checked for completeness, coded, tabulated, and prepared for statistical analysis. Finally, the data gathered were analyzed and interpreted using appropriate statistical tools to answer the research questions and test the hypothesis of the study.

Ethical Considerations

The researchers observed ethical standards throughout the conduct of the study. Permission was obtained from the school authorities before the conduct of the research. Participation of the respondents was strictly voluntary, and informed consent was secured prior to data collection. The respondents were assured that their identities would remain anonymous and that the information collected would be used solely for academic and research purposes. Confidentiality and privacy of all data were maintained during the entire research process. Furthermore, respondents were informed that they could withdraw from the study at any time without any penalty or negative consequences. Honesty, integrity, and respect for the rights and welfare of the participants were observed throughout the study.

CHAPTER IV

RESULTS AND DISCUSSION

Demographic and Descriptive Statistics

TABLE 1

Distribution of Grade 12 Students by Age

AGE	FREQUENCY	%
< 15 years old	2	1 %
16-18 years old	47	23.3 %
19-20 years old	110	54.5 %
20 years old >	43	21.2 %
TOTAL	202	100

Table 1 illustrates the age distribution among the surveyed participants. Only two respondents, comprising 1 percent of the population, are under 15 years old. A total of 47 respondents falls within the 16-18 age bracket, constituting 23.3 percent of the population. The age group of 19-20 years old encompasses 110 students, representing 54.5 percent of the total population. Additionally, 43 Grade 12 students are aged 20 years and above, making up 21.2 percent of the population. This data indicates that the majority of the selected senior high school students are in the 19-20 age range.

TABLE 2

Distribution of respondents by Gender

GENDER FREQUENCY PERCENT		
GENDER	**FREQUENCY**	**%**
Females	119	58.9 %
Males	81	40.1 %
LGBTQIA+	2	1.0 %
	202	100%

In this table, the data illustrates the distribution of respondents based on their gender. There are 119 female respondents, constituting 58.9% of the total population, while males are 81 respondents, accounting for 40.1% of the total population. Additionally, there are 2 respondents from the LGBTQIA+ community, representing 1% of the total population. This information offers insights into the gender distribution within the surveyed population. It suggests that the majority of respondents are female, followed by males, with a small percentage identifying as LGBTQIA+.

TABLE 3

Distribution of respondents by Strand

STRAND	FREQUENCY	%
GAS	17	8.4%
HUMMS	111	55%
TVL	44	21.8%
ABM	30	14.9%
TOTAL	202	100%

Table 3 presents the enrollment distribution of 202 senior high school students across different strands. Among them, 111 students, constituting 55% of the total population, chose the Humanities and Social Sciences Strand. General Education attracted 17 students, making up 8.4% of the population. Additionally, 44 students opted for the Technical Vocational Livelihood Strand. Notably, 30 Grade 12 students enrolled in the ABM strand, representing 14.9% of the total population. This data suggests a clear preference among the majority of Grade 12 students for careers related to Humanities and Social Sciences.

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TABLE 4
Distribution of Respondents' Parents Educational Attainment

EDUCATIONAL LEVEL	FREQUENCY	%
Elementary Graduate	16	7.9 %
High School Graduate	104	51.5 %
College Graduate	67	33.2 %
Master's Degree	13	6.4 %
Doctorate's Degree	2	1.0 %
TOTAL	202	100 %

Table 4 displays the frequency percentages representing the distribution of Parents' Educational Attainment among Grade 12 students. This indicates that 16 students, constituting 7.9% of the Grade 12 students, have parents who have completed only elementary education. The majority, 104 students (51.5%), have parents who have completed high school. About 67 students (33.2%) of the Grade 12 students have parents with a college degree. A smaller percentage, 13 students (6.4%), have parents who hold a master's degree. The smallest percentage, 2 students (1%), represents students whose parents have vocational education. These percentages provide insights into the distribution of parental educational attainment among the Grade 12 students, where many parents in this sample have completed high school, while a smaller percentage have pursued higher education, such as college or master's degrees.

TABLE 5
Distribution of Respondents' Parents Source of Income

SOURCE OF INCOME	FREQUENCY	%
Salary	80	39.6 %
Business	41	20.3 %
Remittances	3	1.5 %
Wage Labor	16	7.9 %
Pension	2	1.3%
Mixed	60	29.7 %
TOTAL	202	100 %

Table 5 distinctly shows that the predominant source of income for the majority of respondents' parents is salaries, making up 29.7% of the population (80 individuals). Another 29.7% (60 individuals) is derived from diverse mixed sources, which includes businesses at 20.3% (41 individuals). The remaining segment of the population indicates that their sources of income originate from remittances, wage labor, and pensions.

TABLE 6
Distribution of Respondent's Parent's Level of Income

INCOME LEVEL	FREQUENCY	%
9,100.00 pesos below (Low Income)	133	65.8 %
9,100.00-18,000.00 pesos (Middle Income)	47	23.3 %
18,000.00 - 36,800.00 pesos (Upper Middle Income)	18	8.9 %
36,400.00 pesos - above (High Income)	4	2.0 %
TOTAL	**202**	**100 %**

Table 6 offers insights into the distribution of income levels among the parents of the respondents. A significant majority, accounting for 65.8%, falls into the low-income category. This suggests that a substantial portion of the parents in the sample has a relatively modest income. About 23.3% of the parents have a middle-income level, indicating a smaller but still noteworthy portion of the sample belongs to the middle-income bracket. A relatively small percentage, 8.9%, of the parents are classified under the upper-middle-income level. This suggests a minority of the respondents' parents enjoy a higher income status within the middle-income range. The least represented category is the high-income level, comprising only 2% of the respondents' parents. This indicates a very small portion of the sample comes from families with a comparatively higher income.

This research aimed to investigate the link between parents' educational levels and the career preferences of students. The study quantified this variable by evaluating the impact parents exert on their children's career choices. To collect data, eight specific items were utilized, employing a 5-point Likert scale. Table 7 presents a summary of the students' responses to these items.

Table 7
Parent's educational level and student's career preferences

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	%	%	%	%	%
Q1. My career preferences have been shaped by the educational background of my parents.	2	3	23	38	34
Q2. My parents have provided me with written materials regarding particular career options.	2	5	30	36	27
Q3. My parents have shown a keen interest in different school matters that are significant to me.	1	21	43	32	3
Q4. My parents have comprehended my perspectives, emotions, and viewpoints concerning diverse career paths.	1	3	18	38	40
Q5. My parents' level of education has provided me with an advantage over my peers when it comes to selecting a career.	4	13	37	33	13
Q6. My parents encourage me to explore various career options.	4	10	26	39	21
Q7. The educational achievements of my parents have determined the type of guidance required in selecting a career.		3	25	38	34
Q8. The type of educational institutions my parents attended has impacted my decision regarding my career.	4	8	18	37	33

Table 7 highlights a significant impact of parents' educational levels on their children's decisions regarding career choices. Additionally, a considerable number of respondents acknowledge that their parents comprehend their thoughts, feelings, and opinions regarding various career paths.

This study explores the correlation between parents' sources of income and students' career preferences. Six items were developed to gather respondents' opinions on this subject, with measurement done using a 5-point Likert scale. Table 8 presents the distribution of respondents based on the degree to which their parents' occupation influences their decisions regarding career choices.

Table 8
Parent's source of income and student's career preferences

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	%	%	%	%	%
Q1. The profession of my parents has played a role in shaping my career choice.	1	2	16	38	44
Q2. I have the opportunity to secure employment within a family-owned business.	2	4	14	34	46
Q3. I have no intention of following in my parents' footsteps professionally; instead, I aim to pursue a more promising career	2	5	19	32	42
Q4. My early comprehension and inclination towards my career choice stemmed from observing my parents.	4	18	24	28	26
Q5. I decided to pursue a particular career because my parents consistently speak positively about it.	9	8	35	31	16
Q6. My parent expresses pride in me and encourages me to inquire about various careers.	4	7	19	30	40

Table 8 demonstrates a noteworthy trend wherein a substantial number of respondents strongly agree with the idea of pursuing a similar source of income as their parents, driven by admiration for their parents' income. This strongly implies the significance of the connection between parents' source of income and students' career preferences.

The evaluation of six distinct items, measured on a 5-point Likert scale, was presented in terms of frequency and percentage for a comprehensive understanding of the respondents' perspectives.

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Table 9
Parent's income and student's career preferences

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	%	%	%	%	%
Q1. Financial considerations have played a significant role in determining my choice of career.	4	7	24	25	40
Q2. My parents have the financial means to support my vocational aspirations or any career path I decide to pursue.	2	5	24	31	38
Q3. My parents have mentioned that they may not have the financial capacity to support both my career aspirations and cover the educational expenses for my siblings simultaneously.	5	7	16	33	39
Q4. My parents consistently cautioned me against selecting certain careers based on their financial stability. Consequently, I am cautious not to pursue any profession that they may disapprove of in terms of financial prospects.	9	10	19	22	40
Q5. The career opportunities available for selection are influenced by the financial status of one's parents.	5	14	33	27	21
Q6. The level of provision made to achieve success in a chosen career is determined by the financial status of one's parents.		6	18	28	48

Table 9 reveals a notable relationship between parent's income levels and their influence on their children's career preferences. Respondents, predominantly students, strongly agree with the notion that parental financial status significantly dictates the resources available for success in their chosen careers. Additionally, they acknowledge parental warnings against certain professions due to financial constraints, leading them to be cautious in selecting careers withing their parent's financial means.

Inferential Statistics

In this section, endeavors were made to respond to the guiding questions of the study. The findings were carefully examined and correlated with the pertinent literature review.

Parents played a crucial role in guiding and influencing their children's career preferences, aiming to pave the way for a brighter future. The objective of this research is to ascertain the significant relationship between the educational level of parents and the career preferences of students. To address this query, researchers adapted and formulated eight distinct questions to assess the impact of the parent's educational level on the career preferences of students. The Pearson bivariate correlation was employed to analyze the relationship between these two variables.

Table 10

Research Question Number 1

What is the relationship of parent's educational attainment to student's career choices?

(Correlation between Parent's Educational Level and Student's Career Preferences)

Parent's Educational Level	Pearson Correlation	.632 **
	Sig. (2 tailed)	.003
	N	202

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

Table 10 reveals that the Pearson bivariate correlation obtained is r= .632. This indicates a robust positive correlation with a significance, or p-value, of .003, falling below the alpha value of .005.

This suggests that as the level of parental education increases, students are more likely to receive constructive guidance for making informed career decisions. These results are consistent with the findings of Udoh and Sanni (2012).

Table 11

The influence of parent's income on student's career preferences is substantial and multifaceted. Often, a family's financial situation guides a student's perception or variable career paths, impacting their inclination toward professions perceived as financially stable or secure. Additionally, the economic resources available within the family may shape a student's access to educational opportunities and support networks, influencing their choice of career. In essence, a parent's source of income not only affects the practical aspects of career decision-making but also plays a crucial role in shaping the values and aspirations that drive a student's professional choices. Six separate questions were implied to determine the correlation of parents' source of income and students' career preferences. The Pearson bivariate correlation was utilized to analyze the correlation between the two variables.

Research Question Number 2
What is the influence of parent's source of income to the student's career choices?
(Correlation between Parent's Source of Income and Student's Career Preferences)

Parent's Source of Income	Pearson Correlation	.707 **
	Sig. (2 tailed)	.004
	N	202

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

Table 11 confirmed that there is a strong significant correlation between Parent's source of income and student's career preferences with the Pearson bivariate obtained r=.707 and p-value of .002 which is lower than the alpha value of 0.005. These findings only confirmed that the majority of student's career preferences are highly influence by the family's source of income.

Table 12

One of the study's purposes also is to determine the extent of parent's level of income affects students' career preferences. There are six varied questions employed to answer these questions and the Pearson bivariate correlation was utilized to analyze the correlation between the two variables.

Research Question Number 3
To what extent does parent's income relate to the student's career choices?
(Correlation of Parent's income level and student's career choices)

Parent's Level of Income	Pearson Correlation	.862 **
	Sig. (2 tailed)	.002
	N	202

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

Referring to Table 12, it is evident that the correlation between the two variables, namely Parent's source of income and student's career preferences, resulted in r= .862. This suggests a very strong relationship level with a p-value of .002. These findings lead to the conclusion that the extent of parent's income level plays a pivotal role in shaping their children's career aspirations. A higher family income frequently provides access to a wider array of educational opportunities, ultimately leading to more favorable career options.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS
CONCLUSIONS

The study's findings led to the following conclusions:

1. The majority of respondents confirmed a significant correlation between parents' educational levels and their children's career preferences. It suggests that parents with higher educational attainment are more likely to effectively guide their children in making optimal career choices.
2. Parents with a stable source of income also contribute to influencing the preferred careers of their children.
3. Students with more favorable parental income exhibit greater career ambitions compared to those with parents in lower-income brackets.
4. It can be concluded that the null hypothesis was rejected, indicating that parental factors such as educational attainment, source of income, and income level significantly impact students' career preferences.

RECCOMENDATIONS

Based on the findings of the study, the researchers recommend the following:

1. Students should align their preferred careers with the available resources and opportunities provided by their parents.
2. Parents should consider and support their children's career preferences, irrespective of their educational attainment, source of income, and income level.
3. Schools should actively participate in various scholarship programs offered by different universities and agencies. This will assist students and parents in reducing their school-related expenses while still allowing them to pursue their chosen career paths.
4. With the study's objectives and questions successfully addressed, future researchers may conduct more in-depth investigations into parental factors and students' career choices. Focus on variables such as the demographic location of the family and the gender of their children could provide valuable insights.

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