

Exploring Students' Experiences of Parental Influence in Career Decision-Making

Joan Vasquez^{1*}, Aneka Moira Arpon², Vinn Patrick Arellano³, Johnvic Tariga⁴, Gwyneth Rom⁵,
Thomas Kiersten Umpad⁶

¹Research Adviser, Sto. Tomas College, Danao City, Cebu, Philippines

^{2,3,4,5,6}Student, Sto. Tomas College, Danao City, Cebu, Philippines

Abstract: Career decision-making is a crucial process for students, particularly those in their final years of high school. This study explores the experiences of Grade 10 and Grade 12 graduating students regarding parental influence in their career choices. Using qualitative interviews, the research investigates how parental expectations, support, and guidance shape students' aspirations and decisions. Findings reveal that parental influence varies across students, with some experiencing strong encouragement or pressure to follow specific career paths, while others receive more autonomy in decision-making. The study highlights the role of parental education, socioeconomic background, and cultural expectations in shaping students' career trajectories. These insights contribute to a deeper understanding of how parental involvement impacts students' career choices and suggest ways to foster balanced guidance that respects students' personal aspirations.

Keywords: Parental Influence, career decision-making, student experiences, parental expectations, career aspirations, family pressure, parental support, career choice, parental guidance.

1. Introduction

Parental influence is described as the effects of the parents towards their child's development that can shape their behavior, attitude and beliefs by means of guiding and interacting. It is one of the challenges people face that can alter choices and options in their future goals in life, especially students, which could either be a disadvantage or advantage for them. The students' career decisions are influenced by the parents' depending on their values, education and can either result in a positive or negative outcome. (Nawabi, 2019)

Parental influence significantly shapes students' career decisions, often determining their academic and professional paths. Many students experience pressure from their families to pursue careers that are seen as stable. This can create a conflict between personal aspirations and external expectations, making career decision-making a difficult and stressful process (Iyer, 2024). Hence, students struggle to choose a career that is suitable for them. Understanding how parental influence affects students' career decision-making can be critical as career decisions can last a lifetime, having an impact on a students' future. Proper parental influence plays a critical role in shaping a child's values, self-esteem and worldview, ultimately

influencing the person they will become.

Although previous research has examined parental influence on career decisions, this study stands out by exploring not only how parental influence shapes students' career decisions but also how it affects their aspirations. Unlike other studies, this research focuses solely on the students' lived experiences, providing a deeper understanding about students' perceptions of parental influence. By exploring students' experiences, this study investigates how parental influence shapes their career choices and aspirations.

Around the world, many students have been influenced by their parents' personal perspectives and opinions. A study titled "The Study of Peer Pressure and Parental Influence on the Choice of Career Among Secondary School Students in Ogun State" in Nigeria, found that some of the students' careers are greatly influenced by the parents' influence in their career. It stated that they often follow their parents' direction of career. It shows that if the parent's job gives them a sense of contentment, children may prefer choosing the occupation rather than others. (Ogunleye, Ph.D., 2018)

This trend is not limited to states in Africa. In Europe, parental influence plays a significant role in their youth's career decision-making. Parents shape their choices through direct encouragement, exposure to certain professions, and the transmission of values and expectations. Although some parents actively support exploration of various career paths while others might exert more pressure to follow specific career development. (Schell, 2022; Stephens et al., 2012).

Similarly, in the Philippines, parental influence also plays a crucial role in students' career decision-making. That being so, students tend to follow their parents' decisions or their parents' point of view regarding their career. In Cebu, Philippines, a study "Career Preferences of Filipino Senior High School Students" expresses that the majority of the students indicate that their family is very important in their lives because they play a vital role in their daily course of living. Students experience finding careers that are in demand within the country or careers that they are capable of (Fernandez, Balijon and Ancho, 2023). Likewise, Barrera (2024) also stated that parents have the most impact on students in career decision-making, that students from private schools were helped by their

*Corresponding author: joanyang13@gmail.com

parents in what career they're choosing. Supporting this, Tortor, Ohayas and Moneva (2019) conducted a study involving 214 students, showing that 53% considered their parents to be fairly influential in choosing a strand for their careers in the future.

This pattern is also apparent in Cebu City, students have shown that parental involvement has been evident in students' decision-making process in regards with their careers. A study in Cebu City, "Determinants Influencing Career Choices of Senior High School Students of Cebu City Division", found that mothers have a higher influence on students' decision-making on careers. Many students believe that they trust their parents the most to make decisions in terms of their future beside their personal preferences (Chopitea, 2022). Children choose their careers based on the occupation of the head of the family. The parents have a significant role in decision-making of students because they are the ones who provide for their children and they are capable of influencing and commanding them what career to pick. (Tortor, Ohayas and Moneva, 2019)

Considering the fact that parents have a huge influence on the students' career decision-making, their role hasn't really been focused on how it shapes one's process of selecting their careers for the future in many studies. However, it has been shown in multiple studies that parental influence has the most impact on students in choosing careers. The gap in this research aims to delve in more about how parents influence the paths of careers the students choose to take. Because parents are essential to their child's life, it also affects the way students choose their career. Zhou et al. (2013, 2016 as cited in Chin & Yean, 2019) believes that children choose other careers if their parents complain about what they choose. They prefer to pick ideal careers if the parents think the career can provide their children a good and pleasant life. (Zhou et al., 2013; Zhou et al., 2016, as cited in Chin & Yean). Hence, this urges researchers to conduct further study that explores how parental influence shapes the career decision-making of the students.

A. Literature Review

1) On Parental Influence in Shaping Students' Career Decision-Making

One of the most significant downsides of parental influence is the pressure it can create for students. Davis and Hurst (2021) found that when parents force their career aspirations on their children, it can lead to high anxiety and stress. Students may feel obliged to pursue careers that do not align with their interests or passions, resulting in a lack of motivation and engagement. This pressure can also lead to mental health issues, as students struggle to meet their parents' expectations while navigating their own desires. Undermining Autonomy: Excessive parental control can reduce a student's sense of autonomy and self-determination, leading to decreased motivation and confidence in making career choices (Parental Behaviors That Influence Adolescents' Career Development, 2025). Imposing Career Choices: Discuss how parents might pressure children to pursue specific careers based on parental desires, expectations, or perceived prestige, rather than the child's interests (Corey & Chen, 2019).

2) On Factors that Affect Students' Career Decision-Making and how it Compares to Parental Influence

Students' career decision-making can be shaped by numerous key factors. According to the study "The Role of Family Influence and Academic Satisfaction on Career Decision-Making Self-Efficacy and Happiness", it was discovered that key factors, such as friendships, societal perceptions, academic satisfaction, personal characteristics of a person and their family's influence play a big role in the process of decision-making (Koçak et al., [24], [25], [26], [27]). Each of these factors play a significant role in students' way of thinking and choosing what career path they're going to choose. Among these factors, parental influence stands out as the most significant factor in career decision-making. Tortor, Ohayas and Monevas (2020) emphasize that parents are of great importance because they are responsible for their child's expenses and they are capable of directing their children what strand they should take on for their future careers.

3) On Parental Influence in Shaping Students' Career Goals and Aspirations

Family background significantly shapes students' career aspirations through socioeconomic status, cultural capital, parental occupations, and education levels (Uka, 2015). Children develop career expectations as they increase self-knowledge and perceive societal opportunities and limitations to life roles. Parents transmit occupational concepts that influence children's career development (Oliveira et al., 2020). Higher socioeconomic status, for example, can expose children to a broader range of career options and resources, potentially fostering a wider scope of aspirations (Abbas et al., 2020). Furthermore, research indicates that parental expectations are associated with children's educational attainment and academic performance; children may rely on the affection and financial capacities of their parents in making career decisions (Uka, 2015; Badmus & Jita, 2023). However, the level and type of parental influence varies developmentally; younger children often rely on parents as their primary source of career information and guidance, while older adolescents and young adults may seek advice from a wider range of sources, including peers, mentors, and professionals (Okesina & Famolu, 2022). It's also important to consider that parents may support children's exploration of various interest areas (Oliveira et al., 2020).

B. Research Questions

This study aims to explore how parental influence shapes students' career decision-making experiences and aspirations. It seeks to understand the role of parental expectations, support, and pressure in students' career choices and long term goals.

This study seeks to answer the following questions:

1. How does parental influence shape students' career decision-making process?
2. What key factors influence students' career decision-making, and how does parental influence compare to these factors?
3. How does parental influence shape students' career goals and aspirations?

2. Methodology

A. Research Design

A qualitative approach was applied to conduct this study to explore students' experiences of parental influence in career decision-making. Phenomenology served as the research design for this study as it seeks to understand a phenomenon by investigating the people who have already experienced it (Delve, 2022). The researchers considered that phenomenological research is suitable for the study as it allows the participants to share their experiences, giving a more complete understanding on how parental influence shapes their career decision-making. In this qualitative process, purposive sampling was employed to select the participants who qualify in the criteria to understand how parental influence shapes a students' decision-making and career.

B. Sample/Participants

In this study, twenty students from Sto. Tomas College, Danao City, Inc. from grades 10 and 12 were chosen as the participants, considering that they are graduating students who are at a crucial stage in making career decisions for their future, as their perceptions could be associated with the statement of the problem. The researchers chose them because they align with the study's purpose. The respondents of this study are graduating students selected based on the following criteria:

- student have at least experienced parental influence in their career decision-making;
- students must be in 10th and 12th grade;
- willing to share their experiences voluntarily.

This study was conducted in Sto. Tomas College-Danao, Inc., a private educational institution in Danao City, Cebu. The researchers gathered information within the institution to examine students' experiences of parental influence in career decision-making.

C. Instrument(s)

To collect information on how parental influence shapes the experiences and aspirations of an individual, a semi-structured interview was provided as a guide for the participants. The interview had open-ended questions to assess the students' perspective on parental influence in the process of career decision-making. This instrument will ensure us a more comprehensive understanding of how students' perceive parental influence in career decision-making.

D. Data Collection Procedures

The researchers prepared a formal letter of request addressed to the administration of Sto. Tomas College, Danao Inc., seeking permission to conduct the study. Upon approval, the researchers carefully selected respondents who were most suitable for the study. To ensure the appropriateness of the research instrument, a questionnaire was developed based on the judgment of the selected respondents and was submitted for approval by both the school principal and the school president.

Once approved, the data collection process commenced, involving a total of 20 respondents, specifically Grade 10 students and Grade 12 students. The researchers conducted

semi-structured interviews using a pre-designed interview guide. Each interview lasted approximately 15 to 20 minutes to ensure thorough yet efficient data collection.

The entire data collection process was conducted in a secure and respectful manner, ensuring minimal disruption to the students' academic schedules. To uphold confidentiality and protect the privacy of respondents, all gathered data was securely stored in printed copies. Access to the data was strictly limited to authorized personnel. Additionally, backup copies were created to safeguard the information and ensure its availability for future reference if necessary.

E. Data Analysis

The survey responses will be subjected to thematic analysis to identify key patterns and insights. The researchers will use thematic analysis of Virginia Braun and Victoria Clarke, they are known for publishing a seminal paper in 2006 that outlined a step-by-step guide to thematic analysis, which has since become a widely-cited and influential work. The first step in Virginia Braun and Victoria Clarke's thematic analysis is (1) Familiarizing the data, reading and re-read the data to become familiar with its content and note down initial impressions and ideas. (2) Initial Coding, code the data in a systematic and thorough way, using descriptive codes to identify patterns and themes. (3) Generating Initial Themes, identifying initial themes by grouping codes into categories, looking for patterns and relationships. (4) Reviewing Themes, review and refine the themes, ensuring they are coherent, distinct, and grounded in the data. (5) Defining and Naming Themes, define and name each theme using clear and concise language, ensuring they are easily understood and interpreted. (6) Producing the Report, writing a detailed report, including examples from the data to illustrate each theme, and discussing the implications of the findings.

3. Results and Discussion

A. How does Parental Influence Shape Students' Career Decision-Making?

1) Parental Guidance and Support

Parental influence plays a significant role in shaping students' career decision-making. Many students rely on their parents for guidance and support when choosing a career path, as they have been the ones guiding them since childhood. Respondents mentioned they rely on their parents' guidance when making a decision about their careers. The responses below highlight this perspective:

"Parental influence shapes my career decision-making process in a way that they're the one that has guided me since I was a child." (Respondent 1)

"It shapes my career decision-making because I tend to ask them first before I make a decision. So they do influence it, if they like it then I'd do it. Because I still ask for permission or approval if they want that for me." (Respondent 3)

"Ah, it helps me to shape it and form a proper and concrete decision-making, so that I may be able to have a better plan for my future." (Respondent 7)

These responses indicate that students highly value their parents' input when making career choices. Some students consult their parents before finalizing decisions, which suggests that parental approval is crucial in their decision-making process. While this guidance can be beneficial, it also highlights a dependency on parental opinions, which could limit students' ability to make independent career choices.

"Parents shape your career decision-making process depending on what kind of parents they are. My parents always ask me what I want to be even at a very early age because they want me to be prepared when I'm older to avoid getting so stressed out." (Respondent 10)

"They help me by supporting me on whatever I want and I ask them first which one so they helped influence my decision-making because they support my skills." (Respondent 11)

Research suggests that parental guidance significantly impacts students' career choices, either by directly influencing their decisions or by creating a supportive environment where they can explore options freely (Gati & Perez, 2019). Students who receive support from their parents feel more confident in their career decisions, whereas those under pressure may experience stress and indecision (Tang, 2020).

2) Parental Expectations and Pressure

While some students appreciate parental support, others feel pressured to follow their parents' expectations, leading to potential regret or dissatisfaction. Respondents have said that their parents have expectations in what career they're going to take while also feeling pressure. The responses below highlight this perspective:

"Parental influence has definitely helped shape my career decision-making since they put a bit of pressure on my shoulders and on what career I should choose." (Respondent 12)

"It shaped my decision-making in a way that I trust my parents in their role in decision-making and I also listen to their advice on what to take and what not to take because they're our parents and we need to respect them. I'm somewhat regretting letting myself be influenced by them but at the same time I'm grateful." (Respondent 14)

"As I have said earlier, they're the ones who made and chose my program and college but it is also what I want to take." (Respondent 15)

These responses highlight that while some students appreciate parental guidance, others experience pressure, leading to a mix of gratitude and regret. The expectation to meet parental standards can create internal conflict, where students feel obligated to pursue careers that may not align with their true interests.

"They influenced me to take Electrical Engineering because it is what my dad took." (Respondent 6)

"Uh.. I am influenced by.. Since my father is in the army, I'm influenced by my decision to pursue that career." (Respondent 17)

Studies indicate that high parental expectations can lead to stress and decreased motivation in students who feel forced into specific career paths (Hou & Leung, 2018). However, when expectations align with a student's interests, it can serve as a

motivating factor (Fouad et al., 2021).

3) Parental Role Models and Inspiration

Many students look up to their parents as role models, influencing their career choices. The respondents have stated that they choose careers based on their parents. The responses below have proved this perspective:

"Parental influence has a great impact, most students look up to their parents as heroes, for that reason students may want to follow what their parents want." (Respondent 2)

"It's a big impact when it comes to career-making, because there are other people that would take their parents as a role model. So, whatever job their parents have, maybe they might be influenced." (Respondent 9)

"My parents have done great when it comes to thinking about my future, so they did great in helping me decide what I want in the future." (Respondent 20)

Students often see their parents as role models, which influences their career decisions. While this admiration can lead to positive career choices, it can also limit exploration of other interests.

"It shaped me to become a hardworking student." (Respondent 16)

"If your parents support your decision, I feel like you're going to be successful in life if you don't feel pressure. I mean, we can always feel pressure, but if your parents understand you, it'd feel comforting." (Respondent 19)

Parental role modeling is a well-documented factor in career decision-making (Bandura, 1999). When students perceive their parents as successful, they are more likely to emulate their career paths (Savickas, 2013). This influence is particularly strong in fields where parents actively mentor their children.

Parental influence plays multiple roles in career decision-making, ranging from guidance and support to pressure and role modeling. While support gives students confidence, excessive expectations can create stress. Recognizing these influences can help students make balanced career choices that align with both personal aspirations and parental expectations.

B. What Key Factors Influence Students' Decision-Making, and how does Parental Influence Compare to These Factors?

1) The Dominance of Parental Influence in Career Decision-Making

Parental influence plays a crucial role in shaping students' career choices. Many students rely on their parents' experience, financial support, and guidance when making career decisions. Parents often act as primary advisors due to their lifelong presence and perceived wisdom, which makes their opinions highly influential. This theme is significant as it highlights the extent to which students prioritize parental input over other factors, demonstrating both reliance and a sense of obligation to their family's expectations. The responses emphasize this perspective:

"Key factors that influence my career decision-making are my friends and cousins. Parental influence is stronger since they are the ones that know best." (Respondent 1)

"My own decision. I think parental influence is stronger because parents know best. They're the ones who have

experienced it before." (Respondent 4)

"One of the big factors that plays a role is the income from each course that I should take. I believe that parental influence is stronger than these factors because our parents are the ones who nurtured us into how we should grow up and how things should be in our life." (Respondent 7)

These responses indicate that students view their parents as authority figures whose knowledge and experience provide a reliable foundation for career decision-making. The belief that "parents know best" suggests a deeply ingrained trust in their guidance, making parental influence a dominant factor.

"My teachers because sometimes they help me and compliment on what I do and my classmates too. I think parental influence is stronger because they are the main factors. We grow up with our parents, and no matter what we do, it always starts from them." (Respondent 11)

"The factors are what may be the salary when I graduate and when I pass the exam. Yes, because they're the ones paying for my tuition. So it's up to them if they can provide the tuition." (Respondent 15)

These responses further reinforce the significance of parental influence, emphasizing both financial dependency and the emotional bond between parents and students. Existing studies support these findings, such as Super's Life-Span, Life-Space Theory (1980), which suggests that parents shape their children's career identity through guidance and expectations (Super, 1980; Whiston & Keller, 2004). This theory highlights the exploration of students in career development that parents can lead to support or limit independent decision-making for their students.

2) Personal Passion and Self-Determination in Career Choice

While parental influence is significant, many students prioritize their own dreams, passion, and interests when making career decisions. This theme highlights students' desire for independence in choosing a career that aligns with their personal aspirations rather than external expectations. The relevance of this theme lies in the contrast between traditional parental influence and modern perspectives on self-determination in career planning. The responses show this perspective

"My dream. I think it's not stronger. Because my dream is what I want to pursue." (Respondent 5)

"Another factor aside from my parents' influence is my own beliefs. I have my own perspective, how I think and analyze situations." (Respondent 12)

"Personally, I don't think so. Because I never really grew up with my parents by my side... So when I make a decision, my own perspectives are stronger than my parents'." (Respondent 13)

These responses reveal a growing sense of autonomy among students, where career choices are increasingly guided by personal passion rather than external pressures. This aligns with Lent, Brown, and Hackett's (1994) Social Cognitive Career Theory, which emphasizes self-efficacy and personal interests in career decision-making.

"Aside from my parents, I'd say my own will. If I really love

that or if I'm willing to take the risk, my will or my passion to do that certain decision. If you're under parents, parental influence would be stronger because you're afraid to disappoint them. But if they're open-minded, parental influence and other factors would probably be at the same level." (Respondent 14)

"My friends and others, and partners, and your situation if you're financially, physically, mentally capable, and if you're ready for that career. In my perspective, your parents are not your only supporters in this kind of situation." (Respondent 20)

"My dream. I think it is stronger than my parents' influence because they know more about how hard that is." (Respondent 6)

"Aside from my parents, one of the most important factors is yourself. Because it's up to you what you want to choose and if it makes you happy, and you should choose that one. That's also what my parents taught me, to choose what I'm happy with, and they'll be happy too." (Respondent 10)

These additional responses illustrate the varying degrees of parental influence, suggesting that while some students prioritize their passions, others struggle with balancing personal aspirations and familial expectations. Research by Leung (2008) supports this, indicating that career decision-making is a complex interaction of personal, familial, and societal influences.

3) Financial and Practical Considerations in Career Decision-Making

Another significant factor influencing career decisions is financial stability and job prospects. Many students consider salary, tuition costs, and job availability as key determinants of their career paths. This theme is relevant because it highlights the practical aspects of career decision-making, which often outweighs personal passion or parental influence.

"Depends on the location of the career I'm taking and also financial status." (Respondent 3)

"Usually, it's the salary from the career I chose. Though I think parental influence is stronger, since they will decide my financial ways if I pursue that career or not." (Respondent 17)

These responses highlight the logical approach students take when choosing a career, ensuring financial security before passion or external influence. This finding aligns with research by Brown and Lent (2016), which suggests that economic factors heavily impact students' career choices.

"The factors are what may be the salary when I graduate and when I pass the exam. I think compared to this factor, parental influence is stronger, because they're the ones paying for my tuition. So it's up to them if they can provide the tuition." (Respondent 15)

"My passion to pursue my career. Compared to this factor.. sometimes parents can be strict, some will support you whatever you take, and some can dictate you on what to take." (Respondent 16)

"My goal in my course, which is to help people live normally even if they have disabilities or something. I think parental influence is stronger, because they are the ones who provide for you." (Respondent 19)

These additional responses indicate that while financial

stability is crucial, students also consider their goals and values in making career decisions. Studies by Schoon and Parsons (2002) confirm that economic and job market conditions influence career trajectories, particularly among students from lower-income backgrounds.

The research findings suggest that while parental influence is a dominant factor in career decision-making, personal passion and financial considerations also play crucial roles. Many students trust their parents' guidance, yet others prioritize their dreams and independence. Additionally, financial and practical factors often dictate career choices, demonstrating a logical approach among students. These themes align with existing career development theories, reinforcing the idea that career decision-making is a complex process influenced by familial, personal, and economic factors.

C. How does Parental Influence Shape Students' Career Goals and Aspirations?

1) Parental Guidance and Support as Motivation

Parental influence plays a major role in shaping students' career aspirations by providing guidance, advice, and emotional support. Many students acknowledge their parents as central figures in their decision-making process, influencing their career choices through their experiences and values. This theme highlights the significance of parental guidance in students' career trajectories.

"It shaped my career goals and aspirations in a way that they're the ones that have been with me and they're the ones who have raised me." (Respondent 1)

"Through this, they share their experiences with me, and I take that as an inspiration to achieve my goals and to have a better future." (Respondent 4)

"In a way, they give me advice on what is good and what is bad, for me to realize what I want to achieve in the future." (Respondent 5)

These responses indicate that parental influence is deeply rooted in the students' lives. Their parents' guidance acts as a motivating factor, shaping their perspectives on career aspirations. This aligns with Super's Life-Span, Life-Space Theory (1980), which highlights the role of parental influence in career development (Super, 1980; Whiston & Keller, 2004).

"It helps me to have a better view of my future and what I should take." (Respondent 7)

"Parental influences shape my goals in my career because they help me in my life and decision-making. Sometimes when I was struggling with my assignments, they helped me." (Respondent 11)

"They give the child a clear vision of what they really want when it comes to their future, regardless if they're still studying or not." (Respondent 20)

These responses further highlight the significant role that parents play in shaping students' career choices by instilling values, offering advice, and fostering a sense of direction.

2) Parental Expectations and Pressure

While parental guidance is beneficial, it can also lead to pressure and high expectations. Some students feel obligated to meet their parents' expectations, which significantly impacts

their career choices. This theme sheds light on the challenges students face in balancing their own aspirations with parental expectations.

"Our parents have an impact on us because we look up to them, so if they say something bad about our career choice, it can affect our mindset because we would want to follow our parents but at the same time we would want to follow ours." (Respondent 2)

"It helps me to be a better student, like what career goals they want me to do, I follow and it also makes me grow. Even though I love to do things my way, I still try to include my parents' decision on it." (Respondent 3)

"For me, parental influence has a heavy impact on shaping my career goals and aspirations because my parents have been with me since I was a kid, and as a child growing up, I felt that they were always right. I would always follow their orders, and I would feel pressure and strive to do my best in order to satisfy them." (Respondent 12)

These responses indicate that while students respect and appreciate their parents' input, they also experience pressure to align with their parents' expectations. Lent, Brown, and Hackett's (1994) Social Cognitive Career Theory supports this notion, emphasizing the role of parental expectations in career decision-making.

"A lot, because they guided me through it a lot for which one benefits me the most." (Respondent 9)

"Yes, because the career I will be taking is difficult since I am an ABM student, and I will be taking accountancy soon." (Respondent 15)

"Same from earlier decision making, from my career goals and aspirations, I am still inspired by my father who is in the army. That is what I will pursue." (Respondent 17)

These responses illustrate that many students feel compelled to follow their parents' career paths or advice. Hence, it sometimes leads to a conflict between personal desires and familial expectations.

3) Parental Support for Independence and Self-Determination

While some students feel pressure from parental expectations, others experience support for their independence and personal aspirations. Parents who provide emotional and moral support empower students to make their own career decisions. This theme highlights the role of parental support in fostering students' autonomy. The responses below highlight this perspective:

"They support me in all the decisions I make, like whatever I do, they'll be there to support me even though my decision is risky. Like they'll always tell me, 'Do what you want to do, and I'll support you on the way.'" (Respondent 13)

"It shaped me because of what I experience day to day and what I also see in my parents, how much they sacrificed for us, that is where I base my goals and aspirations." (Respondent 14)

"By giving me a chance to choose my own career, especially in college days. It motivates me to work harder because it would be a waste of money if I don't do my best." (Respondent 18)

These responses suggest that when parents provide encouragement without imposing rigid expectations, students

feel more confident in pursuing their own career goals. Research by Leung (2008) emphasizes that autonomy-supportive parenting positively influences career development by fostering independence and self-efficacy.

"They influenced me to take my studies seriously so I can achieve my dreams." (Respondent 6)

"It helps shape me to become like this person even though this is not my ordinary shape." (Respondent 16)

"In a way, because of their moral support, my will gets stronger to pursue that specific goal." (Respondent 19)

These responses reinforce that parental support, when balanced with personal freedom, leads to greater motivation and perseverance in career aspirations.

Parental influence significantly shapes students' career goals and aspirations through guidance, expectations, and emotional support. While some students feel pressured to meet parental expectations, others are encouraged to pursue their own paths with parental backing. The balance between these factors determines how students approach their career decision-making. These findings align with existing studies, such as Lent et al.'s (1994) Social Cognitive Career Theory and Super's (1980) Life-Span, Life-Space Theory, which emphasize the interplay between parental influence and individual career aspirations.

4. Conclusion

This research aims to explore students' experiences on parental influence in career decision-making. Based on the response of the interviewees, the majority of them said that parents do play a crucial role in their career decision making. As they are the one who provide support to them when it comes to decision making, especially in their career.

One respondent said "They support me in all the decisions I make, like whatever I do, they'll be there to support me even though my decision is risky. Like they'll always tell me, 'Do what you want to do, and I'll support you on the way.'" This response shows that by providing support parents can play a significant role in helping their children make career decisions.

This research also highlights parental expectations and pressure can shape how students decide on their career. A student answered that "Our parents have an impact on us because we look up to them, so if they say something bad about our career choice, it can affect our mindset because we would want to follow our parents but at the same time we would want to follow ours." This suggests that students may fear disappointing their parents if they don't meet their expectations. However, one student responded "It helps me to be a better student, like what career goals they want me to do, I follow and it also makes me grow. Even though I love to do things my way, I still try to include my parents' decision on it." This suggests that parents who encourage and support their children's aspirations can motivate them to work harder and make them achieve excellence.

Overall, the respondents' answers shows that even if the parents' influences had an impact towards their career choices, the level of its impact varies. There are students that are fully supported by their parents, but some are struggling because of

what their parents' suggested. This highlights the importance of really understanding between the students and parents', ensuring that guiding does not cause pressure, but it instead serves as encouragement. The findings emphasize that parents remain significant figures in shaping their children's career aspirations and choices, playing roles as information providers, role models, and sources of both encouragement and pressure.

5. Recommendations

What parents need to do is support and encourage their children in career decisions and not enforce their own. Family and friends will tell you about your choices if asked, not always what you want to hear, but suggestions that promote confidence so that the decisions children make later on will be in the best interests of their talents and aspirations.

Enhancing school career guidance programs. School plays a very significant role in developing comprehensive career guidance programs that engage students and parents, offering resources, suggestions, and assistance to maintain a balance between parents' expectations and students' aspirations.

Students should also be encouraged to explore a variety of their career choices, speak with mentors, and discuss things with their parents to achieve a balance between family and personal objectives.

References

- [1] Abbas, G., Farooq, M., & Mehmood, B. (2020). Exploring the socio-economic factors of career decision-making among tertiary education students in South Punjab. *Global Regional Review*, 3, 48-55
- [2] S. Nawabi, M. Q. Javed, S. Shujauullaand, and H. Ulfat, "Parental influence on career choice of their children: literature review," in *Int. J. of Adv. Res.*, 7 (Mar). 221-227, 2019.
- [3] Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
- [4] Bandura, A. (1999). Social learning theory and career decision-making. *Journal of Career Assessment*, 7(3), 235-251.
- [5] Barrera, Kevin. (2024). Factors Affecting Career Choice Decisions of Selected Junior High School Students in Calamba City, Philippines: Input to a Localized Career Guidance Program. *International Journal for Multidisciplinary Research*. 6. 1-19.
- [6] Chopitea, A. A. (2022, July 14). *Determinants influencing career choices of senior high school students of Cebu City Division*.
- [7] A. A. Chopitea, "Determinants Influencing Career Choices of Senior High School Students of Cebu City Division", in *International Journal of Recent Advances in Multidisciplinary Topics*, vol. 3, no. 7, pp. 55–59, Jul. 2022
- [8] Corey, P., & Chen, C. P. (2019). Young women's experiences of parental pressure in the context of their career exploration. *Australian Journal of Career Development*, 28(2), 151–163.
- [9] Fouad, N. A., Kim, S., Ghosh, A., & Owen, A. (2021). The influence of parental support and pressure on career decision-making. *Journal of Counseling Psychology*, 68(4), 410-424.
- [10] Gati, I., & Perez, O. (2019). The role of parents in career decision-making: A review of the literature. *Journal of Career Development*, 46(3), 234-250.
- [11] H, L. (2023, August 30). *What is Phenomenological Research Design? — Delve*. Delve. <https://delvetool.com/blog/phenomenology>
- [12] Hou, Z., & Leung, S. A. (2018). Parental expectations and student career choices: An analysis. *Journal of Vocational Behavior*, 105(1), 57-68.
- [13] Iyer, A. S. (2024e, December 1). *The role of peer pressure in making career decisions*. The Hindu. <https://www.thehindu.com/education/the-role-of-peer-pressure-in-making-career-decisions/article68913369.ece>
- [14] Koçak, O., Ak, N., Erdem, S. S., Sinan, M., Younis, M. Z., & Erdoğan, A. (2021). The role of family influence and academic satisfaction on career Decision-Making Self-Efficacy and happiness. *International Journal of Environmental Research and Public Health*, 18(11), 5919.

- [15] Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79-122.
- [16] Leung, S. A. (2008). The big five career theories. In *Springer eBooks* (pp. 115–132).
- [17] Ogunleye, T. (2018c, December 11). *The study of peer pressure and parental influence on the choice of career among secondary school students in Ogun State*.
- [18] Savickas, M. L. (2013). Career Construction Theory and Practice, w: Career Development and Counseling. Putting Theory and Research to Work, eds. SD Brown, RW Lent.
- [19] Schell, Emily. (2022). Passion, Parenting, or Something Else? A Cross-Cultural Analysis of University Students' Academic Decision-Making.
- [20] Super, D. E. (1980). A Life-Span, Life-Space Approach to Career Development. *Journal of Vocational Behavior*, 16, 282-298.
- [21] Tang, M. (2020). Parental involvement and career decision-making among college students. *Career Development Quarterly*, 68(2), 156-170.
- [22] Tortor, A. L., Ohayas, R. L., & Moneva, J. C. (2020). Financial status, parents influence, peer influence and self-choice of students in selection of strand in the senior high school, Cebu, Philippines. *Bus. Econ. Res*, 10, 350.
- [23] Uka, A. (2015). Students' educational and occupational aspirations predicted by parents' and adolescents' characteristics. *European Journal of Social Sciences Education and Research*, 4(1), 207.
- [24] C. Fernandez, M. Balijon, and I. Ancho, "Career preferences of Filipino senior high school students", *CTU J. of Inn. & Sus. Dev.*, vol. 15, no. 3, pp. 81-91, Nov. 2023.
- [25] T. F. Yean and T. L. Chin, "Parental Influence and Undergraduates' Career Choice Intentions", *SH*, vol. 11, no. 2-2, Aug. 2019.