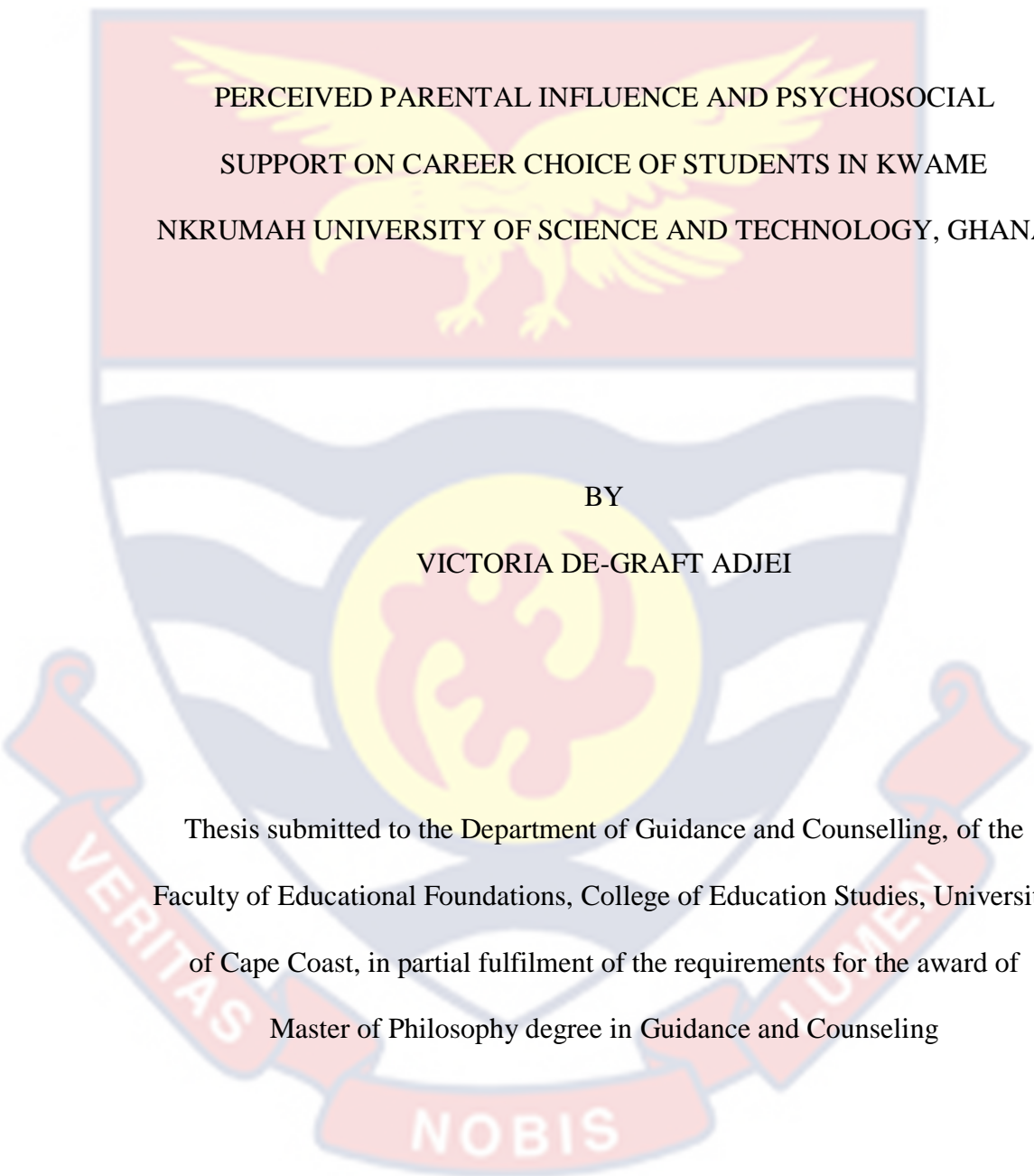


UNIVERSITY OF CAPE COAST

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PERCEIVED PARENTAL INFLUENCE AND PSYCHOSOCIAL  
SUPPORT ON CAREER CHOICE OF STUDENTS IN KWAME  
NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, GHANA

BY  
VICTORIA DE-GRAFT ADJEI

This thesis submitted to the Department of Guidance and Counselling, of the  
Faculty of Educational Foundations, College of Education Studies, University  
of Cape Coast, in partial fulfilment of the requirements for the award of  
Master of Philosophy degree in Guidance and Counseling

JUNE 2023

DECLARATION

**Candidate's Declaration**

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

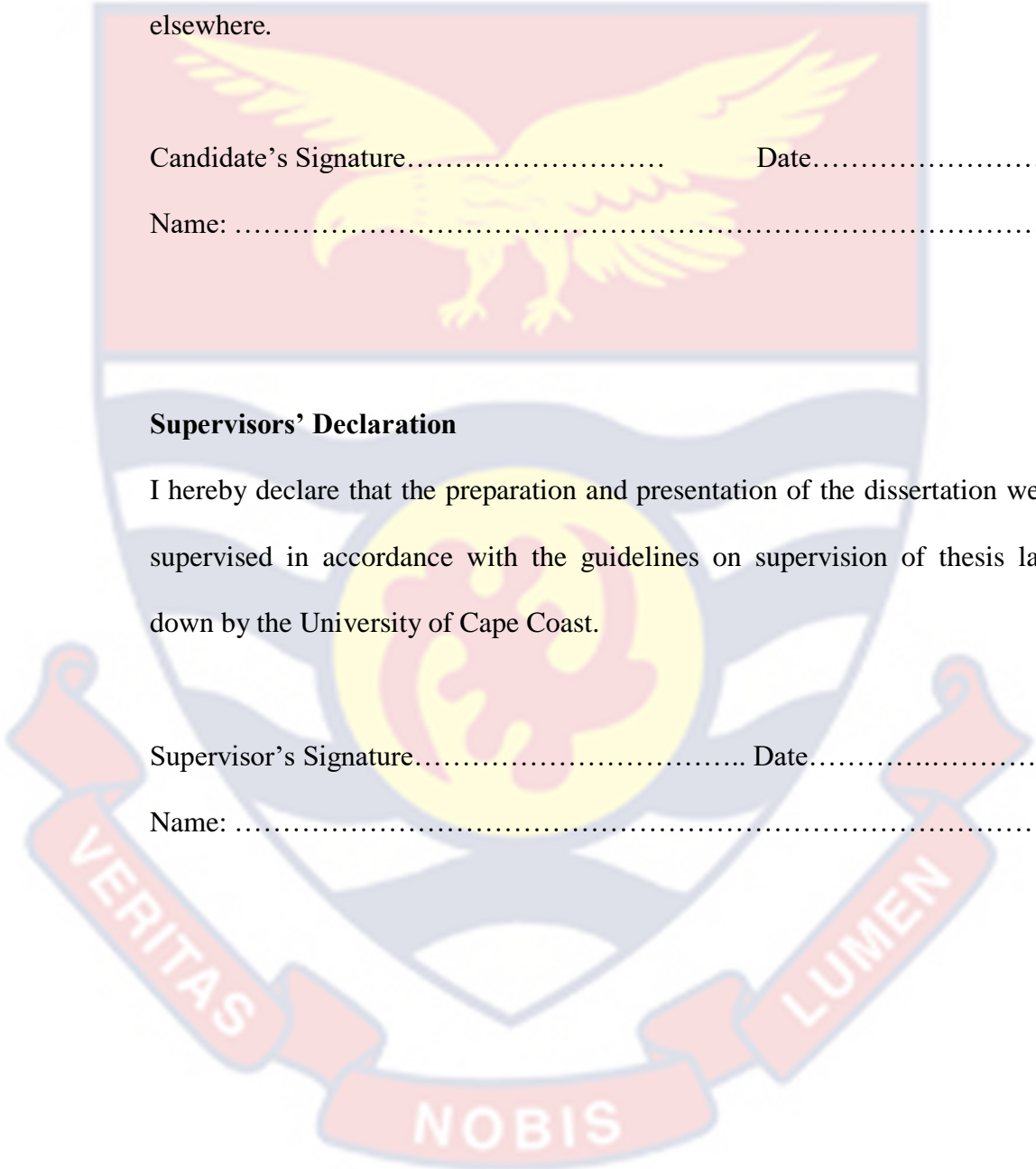
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**Supervisors' Declaration**

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: .....



## ABSTRACT

The study examined how parental psychosocial support enhance and promote career choice of students in Kwame Nkrumah University of Science and Technology. Descriptive survey design was used for the study. In all, 379 students were sampled using multistage sampling procedure. Questionnaire was used in the data gathering and analyses carried out descriptively and inferentially. The results revealed that the financial status and occupations of parents as well as motivation from parents influenced choice of career of students. The study also revealed that the respondents did not feel they could do better in a different programme other than what they were doing and they also felt that the influence of their parents on their career choices did not make them emotionally dissatisfied. There was also no significant gender difference and age difference in the emotional satisfaction of students with parental influence in their career choice. Finally, a significant difference was realized in students' emotional satisfaction with parental influence on their career choice on the basis of their levels of study. On the basis of the findings, it was recommended that University authorities should collaborate with Ghana Education Service to plan workshops and outreaches for parents whose children have completed senior high school and are about to make career decisions. This will enlighten the parents on how they can positively influence the career choices of their children.

KEYWORDS

Psychosocial

Career Choice

Parental Influence

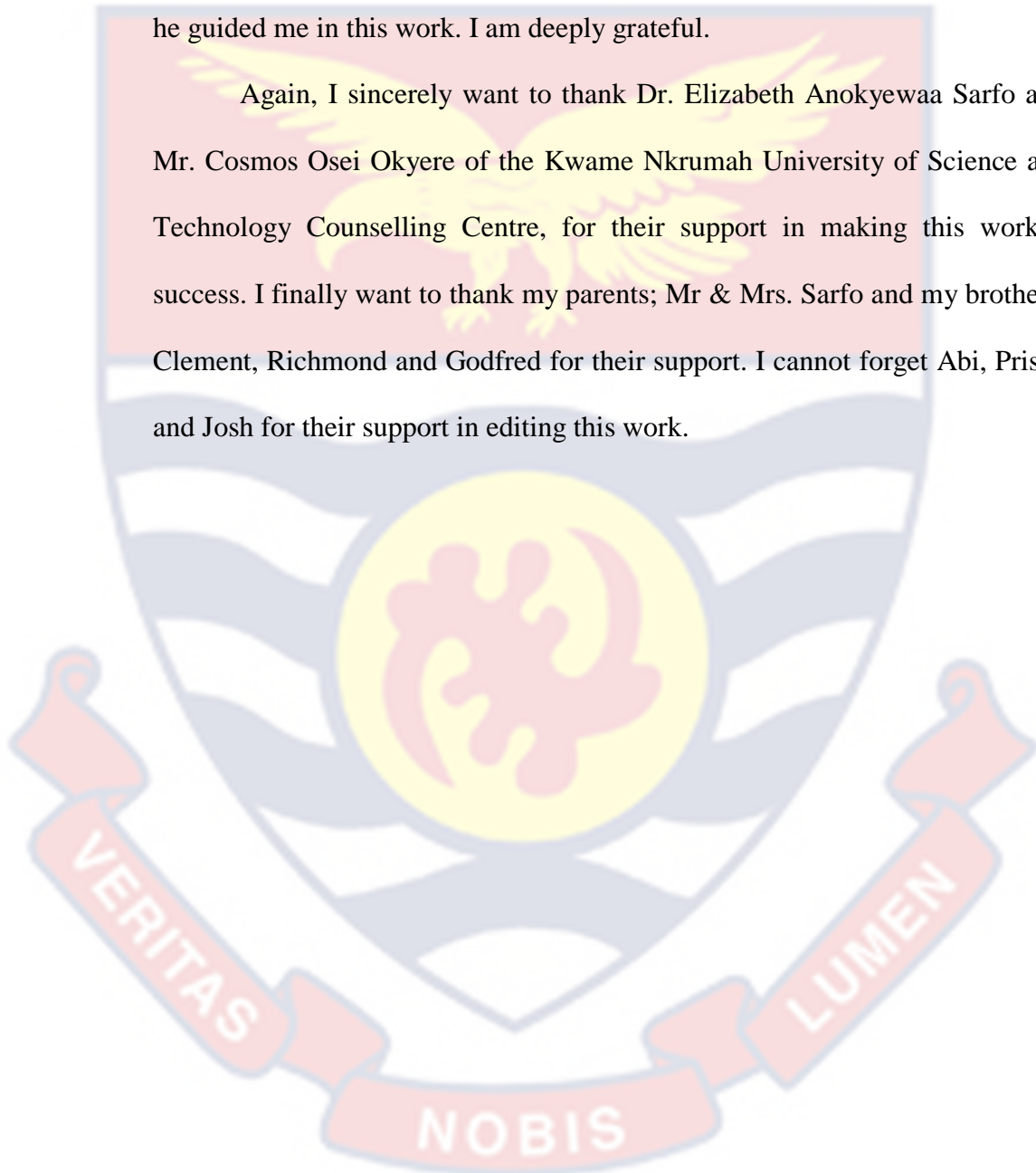
Emotional Satisfaction



## ACKNOWLEDGEMENTS

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DEDICATION

To my husband and children: Fred, Kwabena, Adwoa, Kwame and Abena.



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LIST OF ABBREVIATIONS

KNUST - Kwame Nkrumah University of Science and Technology

ANOVA - Analysis of Variance



## CHAPTER ONE

### INTRODUCTION

For most young people, having a reputable job and career is a long-term dream (Amoah, Kwofie & Baiden, 2015). Due to this, the choice of career of young people is very important. In spite of this young people may be challenged in their career decision making process (Zunker, 2006). Several factors are considered in the career decision making of young people, examples of which include parental influence. Each family and parent has their own system and preference in terms of raising children and even in terms of career choices (Watson, Nota & McMahon, 2015; Howard & Walsh, 2011). The essence of this study is to examine how parental influence and psychosocial support influence the career choice of students of Kwame Nkrumah University of Science and Technology.

#### **Background to the Study**

As young people develop, they start to envision how they want their future to be. One major decision that young people make is the choice of career. Sears and Gordon (2011) posit that career is the path a person has in terms of his or her vocational pursuit which is usually dependent on the individual's knowledge, awareness and personal willingness. Choices about one's career encompass any aspirations or objectives in this area that an individual may harbor. The decisions people make about their future careers have a substantial impact on the courses of their education. In this regard, people's choices of careers can be used to forecast the educational routes they will take and the levels of education they will reach. (Patton & Creed, 2007).

On this score, each career decision by an individual can have both short and long-term effect on one's life.

In making career decisions or choices, there are several factors and processes involved (Skorikov, 2007). According to Hooley (2012), making career decisions is a dynamic process with several complications because of scientific and technological advancement, globalization and rapid growth of knowledge, changing trends of labour market and employment requirements (Farren, 2012; Kochung & Migunde, 2011). This means that in recent times career decisions are more complicated than times past. The process of making the right career choice is thus dependent on a variety of elements.

From the perspective of Brown and Lent (2012), career development refers to the process of an individual's evolving career over the course of their entire life. Individuals grow their skills and abilities relevant to the occupations they have chosen through the process of career development. In essence, developing one's career is a process that continues over one's entire life and involves participating in the labor force in some capacity while making choices from among many job options (Ferry, 2006). A person's educational level, the environment in which they live, and their individual skills and abilities are just few of the many factor that affect them as they go through the process (Bandura, Barbaranelli, Caprara & Pastorelli, 2001). One other major factor that impacts an individual's career development is the influence of parents.

Every person's life revolves around the most important institution in their world: their family. Every person is inevitably influenced by their surroundings in terms of their family at some point in their life, whether that

point is their birth or even before (Olmos-Gómez, Luque-Suárez, Becerril-Ruiz, & Cuevas-Rincón, 2021). This is not surprising because parents turn to influence their children throughout their developmental years, they seem to have a substantial impact on the choices that their wards make with regard to their professional lives (Chifamba, 2019). From birth, parents influence their children through socializing. In socialization, parents usually engage in gender stereotyping of careers and this lays the foundation for the career choice of children.

Parents can be recognized as the most essential persons in their children's early development as social beings, and they continue to have a significant effect on their children in every facet of their lives (Zvobgo, 2009; Mudhovozi & Chireshe, 2012). As children grow, parents may influence them directly or indirectly (Chifamba, 2019). Directly, parental influence on career choices involve parents advising their children on careers and being role models while indirectly, parents can influence career choice through norms and values. Parental influence may also be intentional or inadvertent and conscious or unconscious. Overall, the choices made by parents about their children's future employment may either encourage the children to continue in their parents' footsteps or discourage them from pursuing particular types of work (Jungen, 2008).

Parental influence on career choice can also be in the form of support provided to children. The support provided by parents can be in terms of finances and resources. The socioeconomic status (SES) of a family is an essential element of the family system since it reveals the family's social standing, influence, and assets. It can considerably influence the professional



choices that young people choose (Conger, Conger, & Martin, 2010). It has been shown in the literature that parents with a higher social class have a higher probability to be enthusiastic and supportive of their children's career growth, and they have high likelihood to provide the needed resources and knowledge for the child in exploring and making career choices (Hsieh & Huang, 2014).

Parental influence on the vocational choices of their kids can also be seen in terms of psychosocial support. The emotional, relational, psychological, and religious necessities of an individual are all addressed through psychosocial support. These are vital components of healthy human growth. Also, the ability of children and their families to deal with difficulties is improved by children receiving psychosocial assistance because the support strengthens both their capabilities and resources. Psychosocial support assists families to provide for their children's physical, financial, intellectual, and relational needs, which in turn contribute to building resiliency in children.

Every child requires some form of psychosocial support in order to maintain their mental and emotional health, in addition to developing physically and mentally. Family psychosocial support is connected with several variables and is seen to affect career development of young people (Metheny & McWhirter, 2013; Lindstrom, Doren, Metheny, Johnson & Zane, 2007). Specifically, family psychosocial support is a significant element in the professional ambitions and expectations of individuals (Kazi & Akhlaq, 2017). Also, a an inverse correlation has been identified between the level of psychological support provided by the family and individuals' levels of

professional hesitation due to the fact that people are distracted by the advice provided by their families (Baltacı, Öztemel & Tras, 2020).

Students build a sense of efficacy, which enables them to feel confident in themselves and their capacity to study, endure, and overcome obstacles in reference to their occupational choices when they have a strong familial support system (Joseph, 2012). They cultivate a mindset of “can do”, which motivates them to apply their acquired skills in other aspects of their lives. These individuals view difficulty as something that should be expected and view working through their shortcomings as a chance to gain knowledge and progress.

Globally, it has been shown that what an individual chooses as his or her career can be significantly influenced by factors such as their upbringing, the type of schooling they had, and the kind of family structure they were raised in (Olmos-Gómez, Luque-Suárez, Becerril-Ruiz & Cuevas-Rincón, 2021). In some studies like that of Tziner, Loberman, Dekel and Sharoni (2012), it was discovered that the quality of the relationship between the parent and the child, as well as the degree to which the child experienced support from the parent, influenced the degree to which the child was prepared to accept advice regarding occupational decisions from the parent.

On the other hand, Dietrich and Kracke (2009) reported that “if adolescents perceive their parents as putting through their own wishes for the child’s future career rather than collaborating with the child in preparing for a career this may be interpreted as disinterest in the child’s plans...” (p. 116). For such individuals who are negatively affected by their parents, they are

unwilling to choose vocations in the same line as their parents and more likely to go their own way in terms of career choice.

In Africa, several authors have confirmed that parents can greatly influence the career choice of students. For instance, Alphonse (2016) revealed that in Kenya, students' choices of future professions are influenced by aspects of their parents' lives such as their level of education and career, their standards and interests, and the quality of the parent-child relation. Kumar (2016) also revealed that in Ethiopia there is a significant impact of parents on career decisions of students while Egboi (2017) added that in Nigeria parents' level of education, socio-economic status and occupation influence the career decisions of students.

In Ghana, career decision making has been found to be a difficulty for students across all levels of education (Nyarko-Sampson, Omotsho & Yahaya, 2013; Amoah et al., 2015; Hooley, 2012). The impact of parents and families in career decisions of students has also been recognized to be important (Lawer, 2007). Also, in Ghana, there have been some existing studies on career related issues. For instance, Amoako, Danyoh and Buku (2020) in their study revealed that home factors influenced students' career decision-making more than any other variable. In a similar vein, Fenu, Amponsah and Nkum (2021) noted that family and society factors affected career choice. Asare, Kwofie, and Nyaniba (2015) also argued that in the Ghanaian educational system, career decision making is influenced by a person's background. All these studies have shown that parents and families can influence career decisions. However, they did not examine the forms of support that parents provide to their children regarding their career decisions.

For university students, most of them have probably decided on their career choices already and changing career route during or after studying at university can be very difficult and sometimes deemed to be a waste of resources (Koçak, Ak, Erdem, Sinan, Younis & Erdoğan, 2021). However, making career decisions before and during university education is difficult and complicated (Tillman, 2015). It is therefore vital to explore the influence of key factors in making career decisions among students.

### **Statement of the Problem**

Career decision-making is an essential task for young people and so any challenge in the course of deciding about vocations can affect the entire lives of young people (Kırdök & Harman, 2018). The challenges that students encounter can make young people make mistakes even in their career choices (Abdinoor, 2020). In the event that people make career choice mistakes, they are likely to end up in careers that they would not ideally prefer and so may demonstrate poor work attitudes which can affect productivity at the workplace. In other cases, errors in career choices can make people unstable in their careers and as such keep switching jobs all their lives (Othman & Suleiman, 2013).

Globally, students' career decision making is an issue that has been highlighted as needing attention (Ayriza, Triyanto, Setiawati & Gunawan, 2020). This is because the process of making career decisions is critical and any error can affect the individual for the entirety of their lives. Since the entire adult life is spent working, career decision is an element that has a direct bearing on happiness (Moniarou-Papaconstantinou & Triantafyllou, 2015).

Students in today's culture often find themselves in a difficult position in relation to deciding on their future careers (Koçak et al., 2021). This explains why it is common for students to enter vocations that do not suit their abilities and interests. In Ghana, several studies such as that of Nyarko-Sampson et al. (2013), Amoah et al. (2015) and Otuei (2017) have all revealed that at the senior high school level, there are several career choice challenges students face. These studies above (Nyarko-Sampson et al., 2013; Amoah et al., 2015; Otuei, 2017) have shown that most students struggle making career decisions and are sometimes confused as to which careers will suit them.

In terms of the gaps that the study aims to fill, it can be seen from the Ghanaian studies mentioned above (Nyarko-Sampson et al., 2013; Amoah et al., 2015; Otuei, 2017) that most of the studies have focused on career choice issues among senior high school students but the same attention has not been paid to career issues of university students. In spite of this, it is possible that university students may also have career choice issues. The existing menace of graduate unemployment in Ghana means that attention needs to be paid to career-related issues of university students (Hope Sr., 2012; Twumasi, 2013).

If career-related issues of university students are not given the necessary attention, it is possible that graduate unemployment problem will continue to exist and this would not be good for the future of the nation. This makes the current study necessary.

In the Kwame Nkrumah University of Science and Technology (KNUST), there has been a study which focused on the career choice of optometry students (Kobia-Acquah, Owusu, Akuffo, Koomson & Pascal, 2020). The issue of parental influence and support on career choice of

students has however not been examined. Examining parental influence is important because in their study, Kobia-Acquah et al. revealed that career choice can be determined by several factors among which is home-related factors. Also, in KNUST, students constantly visit the Counselling Centre concerning career-related issues. This means that attention needs to be paid to career concerns of students in the university.

Considering the fact that parental influence on career choice is considered important globally (Hellmann, 2014), it is important to explore parental influence and their psychosocial support on career choice of students. By exploring these issues, recommendations can be made to help university students handle career choice issues emanating from their parents to enhance their career prospects after school.

### **Purpose of the Study**

This study examined the parental influence and psychosocial support on the career choice of students in the Kwame Nkrumah University of Science and Technology (KNUST). Specifically, the study aimed at:

1. Investigating the influence of parents on the career choice of students in KNUST,
2. Examining the level of emotional satisfaction of students in KNUST about the influence of parents on their career choice,
3. Identifying the level of psychosocial support of parents in the career choice of students in the KNUST,
4. Find out the statistically significant gender difference in students' level of emotional satisfaction about the influence of parents on their career choices,

5. Investigating the statistically significant age difference in students' level of emotional satisfaction about the influence of parents on their career choice, and
6. Examining the statistically significant difference in students' level of satisfaction about the influence of parents on their career choice on the basis of their levels of study.

### Research Questions

The following research questions were answered in the study:

1. How do parents influence the career choice of students in KNUST?
2. What is the level of emotional satisfaction of students in KNUST about the influence of parents on their career choice?
3. What is the level of psychosocial support of parents in the career choice of students in the KNUST?

### Hypotheses

The hypotheses tested in this study are as follows:

1.  $H_{01}$ : There is no statistically significant gender difference in students' level of emotional satisfaction about the influence of parents on their career choice.  
 $H_{11}$ : There is a statistically significant gender difference in students' level of emotional satisfaction about the influence of parents on their career choice.
2.  $H_{02}$ : There is no statistically significant age difference in students' level of emotional satisfaction about the influence of parents on their career choice.

$H_{12}$ : There is no statistically significant age difference in students' level of emotional satisfaction about the influence of parents on their career choice.

3.  $H_{03}$ : There is no statistically significant difference in students' level of satisfaction about the influence of parents on their career choice on the basis of their levels of study.

$H_{13}$ : There is a statistically significant difference in students' level of satisfaction about the influence of parents on their career choice on the basis of their levels of study.

### **Significance of the Study**

The outcomes of this study would have significance for some key stakeholders. Firstly, the results would highlight issues related to parental influence on career choice of students which would be beneficial to university counsellors as to their approaches in counselling students on career related issues. Secondly, the findings would be beneficial to university authorities in their planning and policies regarding student support services, particularly, career-related policies.

Further, the results would be beneficial to parents since they would know the extent to which they can influence their children either positively or negatively and how to properly deal with their children. Additionally, the results would benefit counselling associations. They would get knowledge on how parents support and influence their children's career choice and through that can plan workshops and seminars for counsellors and parents to equip them with the skills needed to help students make the best career decisions.



Finally, the results would be helpful to future researchers. The findings would add to the existing information on career choice among students in Ghana.

### **Delimitations**

The study focused on the influence of parents on career choice, the level of satisfaction of students with the parental influence, the psychosocial support of parents for students regarding their career choices and the place of demographic variables like gender, age and level of study in the context of the variables been studied. In terms of the geographical scope, the study focuses on undergraduate regular students in KNUST. Also, the study used a quantitative approach with a descriptive survey design. The instrument used was a questionnaire.

### **Limitations**

The limitation encountered in the conduct of the study was connected to the data collection instrument. Since the study adopted the use of questionnaire, students did not have the chance to express themselves in-depth concerning the extent to which parents influenced their career decisions. Despite this flaw, the researcher did not use interviews in addition because the researcher was interested in obtaining a quantitative description of the influence of parents on career choice of students.

Another limitation of the study has to do with the flaw of the design used in the study. Descriptive surveys mostly rely on self-report data and as such there can be biases and lack of honesty in the views of respondents.

### **Definition of Terms**

The main terms utilised in the study are defined in this section.

**Career choice:** This refers to the decision making of an individual concerning which careers they would like to pursue.

**Psychosocial support:** Psychosocial support refers to support for the needs of a person in terms of their psychological, relational and religious well-being, all of which are fundamental to healthy human growth. Individuals can build up their internal and external resources in coping with challenges with the help of psychosocial assistance.

### **Organisation of the Study**

This study was structured into five chapters where chapter one presented the introduction to the study. The areas covered in the first chapter included the background to the study, statement of the problem, purpose, research questions, hypotheses, delimitation, limitations, definition of terms and organisation of the study. Chapter two presented the literature review of the study. Theoretical, conceptual and empirical literature were covered in the chapter two. Chapter three focused on the research methods involved in the conduct of the study. Areas included in the chapter three were research design, study area, population, sampling procedures, data collection instrument and procedures, and data processing and analysis. In Chapter four, the results and discussion are presented. Finally, chapter five presented the summary, conclusions and recommendations of the study as well as the implications for counselling and suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This study was intended to examine the parental influence and psychosocial support on the career choice of students in the Kwame Nkrumah University of Science and Technology (KNUST). This chapter deals with the literature review of the study. Areas covered include the theoretical framework, conceptual framework and empirical review.

#### Theoretical Framework

In this section, the main theories underpinning the study are discussed. The theories include Anne Roe's Theory of Career Development and Choice, Donald Super's Theory of Career Development and Bandura's Social Cognitive Theory.

#### Anne Roe's Theory of Career Development and Choice

Anne Roe (1956) theorised that a person's choices in occupations as an adult can be influenced by the way and manner in which a child was brought up as well as the psychological requirements of their offspring (Vulcan, 2017).

It can therefore be argued that Anne Roe's theory emphasises the significance of need fulfillment in relation to the development and selection of a vocation. The theory further emphasises that careers or vocations are chosen by most individuals to satisfy significant psychological needs, as well as the experiences they had in the course of their childhood (Taylor & Buku, 2006).

DiCaprio (1974) and Anne Roe observe that; "in our society there is no single situation which is potentially so capable of giving some satisfaction at all levels of basic needs as is the occupation" (p. 245). Anne Roe

conceptualises three main issues in her theory. These are classification of occupations, levels of occupational groups and parenting styles.

### **Classification of Occupation**

Anne Roe identified two main occupations which are person-oriented and non-person oriented occupations. The person-oriented occupations include Business Contact, Arts and Entertainment, and Managerial General Culture while the non-person oriented occupations include Technology, Outdoors and Science.

**Service:** These jobs involve catering to the preferences, requirements, and general well-being of other people, and include activities such as social work, guidance, and domestic labor, amongst others (Brown & Brooks, 1990).

**Business Contact:** The primary focus of these professions is the direct interaction with customers in order to transact sales of goods, investments, and properties (Brown & Brooks, 1990). This is more focused on persuading people than assisting them.

**Organisation:** These are executive and white-collar jobs in private companies, public organizations, and the private sector. The fundamental focus is the effective operation of both commercial businesses and government operations (Brown & Brooks, 1990). Formalization has had a significant impact on the quality of personal interactions.

**Technology:** This category comprises jobs in production, maintenance, transportation, and engineering, among others (Taylor & Buku, 2006).

Relationships with other people are given only a moderate amount of weight, and the primary emphasis is placed on objects.

**Outdoors:** This group includes occupation primarily concerned with farming and dealing with natural resources. Interpersonal relation is highly irrelevant.

**Science:** These are vocations, other than those related to technology, which are mainly focused on scientific theories and how they are applied in particular situations.

**General culture:** These professions are associated with the maintenance and dissemination of the cultural heritage of the general population (Taylor & Buku, 2006). Most elementary school teachers are under this group.

**Art and Entertainment:** Included in this category are jobs that need the use of specialized abilities, such as those in the creative arts and entertainment industries.

Aside from this classification, Anne Roe categorised occupations into levels. Roe (1957) analyzed the degrees of difficulty and responsibility associated with each occupation and classified them into one of six occupational levels based on the amount of responsibility, ability, and skills needed for each level.

**Professional and managerial 1:** There is independent responsibility in respected aspect of the job.

**Professional and management 2:** There is less significance independence than in level 1

**Semi-professional and small business:** There is moderate responsibility with regards to importance and variety.

**Skilled:** At this level training, apprenticeship or experience is required.

**Semi-skilled:** This requires some level of training of training but less than that of level 4.

**Unskilled:** Little training is required. Individuals only need to follow basic instructions.

### **Parenting Styles**

According to Vulcan (2017), Roe categorized relationships between parents and children into three categories, with six subcategories. These categories are described below:

**Emotional Concentration of the Child:** Roe's Emotional Concentration style of parenting could make a parent appear to children as a loving and indulgent figure "over protective". It could also indicate to a parent that engages in this parenting style seeks for high achievement and thus is "over-demanding". This means that this style of parenting has two sides, the over-protecting and the over-demanding.

**Avoidance of the Child:** The Avoidance style of parenting can be put into two groups: "rejecting" and "neglecting". The "rejecting" type of parent can be extremely critical and sometimes may appear to be cruel, aggressive or unsympathetic. However, the "neglecting" provides barely no warmth and shows little care in providing the needs of the child.

**Acceptance of the Child:** The Acceptance style of parenting has two forms: "casual acceptance" and "loving acceptance". The casually accepting parent, as indicated by Roe, usually has a few rules, indulges the child a lot and also accepts the child in most cases. However, the parent with "loving acceptance" usually demonstrates a lot of genuine love and care for the child usually beyond any form of condition.

Roe's theory was strongly influenced by Abraham Maslow's "Hierarchy of Needs," which argues that individuals will want to satisfy their

needs ordered according to priority. Roe was of the opinion that if a children's needs were not met during their formative years, they would either forget about the needs as they grow or utilize them as a driving force in deciding what kind of work they wanted to do (Brown & Brooks, 1990). When it comes to careers, Roe believed that children who were raised in homes where their needs were met with love and acceptance would go into fields like entertainment, service, and culture, while children who were raised in homes where their needs were not met, such as neglect or rejection, would be more likely to pursue fields like science or engineering (Vulcan, 2017).

### **Relevance of theory to the study**

Anne Roe's theory is of relevance in this study because it provides a good perspective of how parenting influence career choices of people. For instance, if parents are over-demanding, it is likely that children will grow up seeking career options that would please their parents. From the theory, parental influence on career choice cannot be overlooked.

### **Donald Super's Theory**

The theory of Super was developed by Donald Super in 1969. It was based on the assumption that a person's self-concept is developed and implemented through career choice and development. According to Super (1990), one's self-concept is the result of a variety of multiple interrelationships involving a lot of elements, such as physical and mental development, life experiences, and the qualities and stimulation of the surrounding environment. According to Super's theory, there should be a greater focus placed on the impacts of social setting or situation and the mutual influence that the individual and their surroundings have on one

another. By the time a person is in their late teens, they should have developed a self-concept that is somewhat solid and can act as a compass for career decision and adaptation. The self-concept, on the other hand, is not a fixed entity; rather, it is something that will continue to change through time as the individual has unique experiences and moves through the various phases of development. Thus, the implementation of an ever-changing self-concept into one's work and other responsibilities in life are ongoing activities that contribute to life and work happiness.

The theory of Super also focuses on development. Zunker (2006) opined that Super considers occupational growth as an ongoing activity and preferred careers as a process of synthesis. Thus, the synthesis of the person's wants and resources, on one hand, and the financial and societal expectations of the society, on another hand. The life stage developmental framework developed by Super (1990) includes these stages: growth, exploration, establishment, maintenance and disengagement. One must be able to effectively navigate the occupational tasks that society requires of people within specific age range in order to progress successfully through each stage.

These stages of career development are discussed below:

**Growth (Birth to mid-teens)** – The main task of development at this stage is to form an idea of one's own identity and to transition from a focus on play to one on work (Super, 1990).

#### **Sub stages**

- i. Fantasy (4-10 years old) – During this period, the individual is dominated with career fictions and little realistic views.



- ii. Interest (11-12 years old) – During this stage, the individual identifies his or her likes or dislikes as basis for making career choices.
- iii. Capacity (13-14 years old) – At this stage, the individual's career preferences become more reality integrated and the person begins to relate his or her own skills to the demands of jobs.

**Exploration (Mid-teens through early 20's)** – At this point, the most important things to do are work on creating a self-concept that is in line with reality and determining a career path through a combination of role playing and research (Zunker, 2006). There is also a steady reduction in the available options that ultimately results in the application of a preference. When preferences are acted upon, they transform into choices. The sub-stages are:

- i. Tentative (15-17 years old) – At this point, decisions that incorporate requirements, passions, and capabilities are being tested out in imagination, schoolwork, part-time job, voluntary activities, and observation. At this sub stage, individuals can determine both their area of job and their degree of work.
- ii. Crystallization of Preference (18-21 years old) – This is the stage where general preference is changed into definite and precise selection. The person becomes more realistic which means that reality dominates the individual's preferences as after graduating from high school, he or she enters the workforce or continues their education. At this point, it should be clear if the person will pursue a degree in a specific subject of study or not.
- iii. Specifying a Vocational Preference (early 20's) – There is some minor form of commitment at this stage. The first work of a person is usually

considered trial and error and as the person keeps growing, he or she is likely to crystallize and focus on specific appropriate careers.

**Establishment (mid 20's through mid 40's)** – During this phase, the primary goal is to obtain a stable position in one's chosen career and progress there (Super, 1990). The sub-stages are:

- i. **Trial and Stabilization (25-30 years old)** - At this stage, there is the process of becoming settled in a career. However, if the choice of career is unsatisfactory, the individual may make a couple more variations before settling in the suitable job.
- ii. **Advancement (30-40 years old)** – This is the stage where the attempts of the individual are focused on settling in a specific job or position, ensuring that he or she has gotten the qualification and experience to progress and be seen as expert in the field.

**Maintenance (40's through early 60's)** – The main goal of the maintenance stage is to protect a person's achievements and to create non-occupational responsibilities for activities the individual has always desired to do. The individual breaks some new ground, yet they stick to their tried-and-true working methods. The person, on the other hand, has to contend with younger employees. A plateau may be in the works here.

**Disengagement or Decline (Late 60's through retirement)** – Ending one's profession and retiring are the main objectives of this phase. Because of this, the individual has to look for other forms of fulfillment. Part-time employment may be an option for those with diminishing abilities.

### **Relevance of theory in current study**

From Super's theory, a person's choice of profession and subsequent professional development are the results of the interrelations among a variety of factors. These factors include a person's physical and mental development, life experiences, as well as the characteristics of their environment. Therefore, Super argued that there is need to place emphasis on the context within which an individual grows since the context can affect the person's career choice (Super, 1990). In the current study, the family a person grows up in is one of the contexts which can affect the individual. Also, the psychosocial support of parents can help in developing the self-concept of the individual and this can help in the individual's career choice.

For university students, Super's theory is relevant because they may have gone through most of the early phases of career development but may be at a point where they are seeking establishment in terms of their career options. At such point in their lives, support from significant others in their lives may be crucial. This is why the theory is reviewed as relevant in the current study.

### **Social Cognitive Theory (SCT)**

The Social Cognitive Theory was propounded by Bandura (1986). The theory assumes that when it comes to career decisions, personal, cognitive and environmental factors are all intertwined. The theory was an extension of the Social-Learning Theory developed by Bandura (1977). According to the social learning theory, individuals acquire social skills through emulating the actions of others through observation and imitation (Bandura, 1977). Children acquire

many behaviors through observation of others and, more specifically, by imitation of those behaviours.

The Social Cognitive Theory emphasized the part of cognition aside the imitation (Lent, Brown & Hackett, 1994). According to this theory, people make decisions about their careers depending on the wants and interests they have in their own lives. The individual's areas of interest have a significant impact on the choice of career. Additionally, a person's cognitive or intellectual endowment is another factor that influences their employment choice. Thus, the cognitive capacities of individuals do, in fact, determine the kinds of jobs they are capable of performing successfully..

Albert Bandura's social cognitive theory revolves primarily around the idea of self-efficacy as its central tenet. Beliefs about one's own capacity to succeed and one's projections for the future serve as two of the most essential factors in shaping an individual's chosen line of work (Gainor & Lent, 1998). The self-efficacy beliefs of an individual are the most significant predictor of human behavior. These beliefs are used by an individual to judge the control they have over their actions and the environment in which they live.

According to Bandura (2009), self-efficacy as a concept is the cornerstone upon which human motivation, happiness, and success are built. This is due to the fact that individuals have very little incentive to take action or to persist in the face of challenges if they do not believe that the actions they take will result in the intended results. Other factors which guide and motivate people in terms of the career choices are grounded in the basic belief that people have what it takes to cause changes in their lives. In terms of the sources of self-efficacy, past personal performance or achievements, vicarious

experiences, verbal persuasions and emotional experiences have been identified (Bandura, 2009).

The Social Cognitive Theory also asserts the environment that people live in greatly affect their career decisions. This implies that the careers that individuals are exposed to can influence people to develop either positive or negative attitudes for the specific careers. Self-efficacy belief, according to Rogers, Creed, and Glendon (2008), is a personal component that influences vocational decision-making behavior in addition to other personality characteristics. Throughout an individual's life, he or she receives or acquires new insights about himself and options available to him. However, the individual may require some support in order to make use of the insight and possibilities. Career counsellors are expected to help individuals make the most of the information and opportunities that they would encounter in their lives.

#### **Relevance of theory in study**

Bandura's theory is relevant in this study primarily because of the emphasis on observation and imitation. In this study, the kind of work that young people see their parents do can impact on their own future career choices. Thus, by observing the occupations of their parents, people can be influenced in their own career choices. Secondly, Bandura's emphasis on self-efficacy is important in this study because even after observing their parents and listening to them, students would consider their own abilities and belief in their abilities before making career choices.

### Conceptual Framework

The conceptual framework underlying this study is shown in Figure 1.

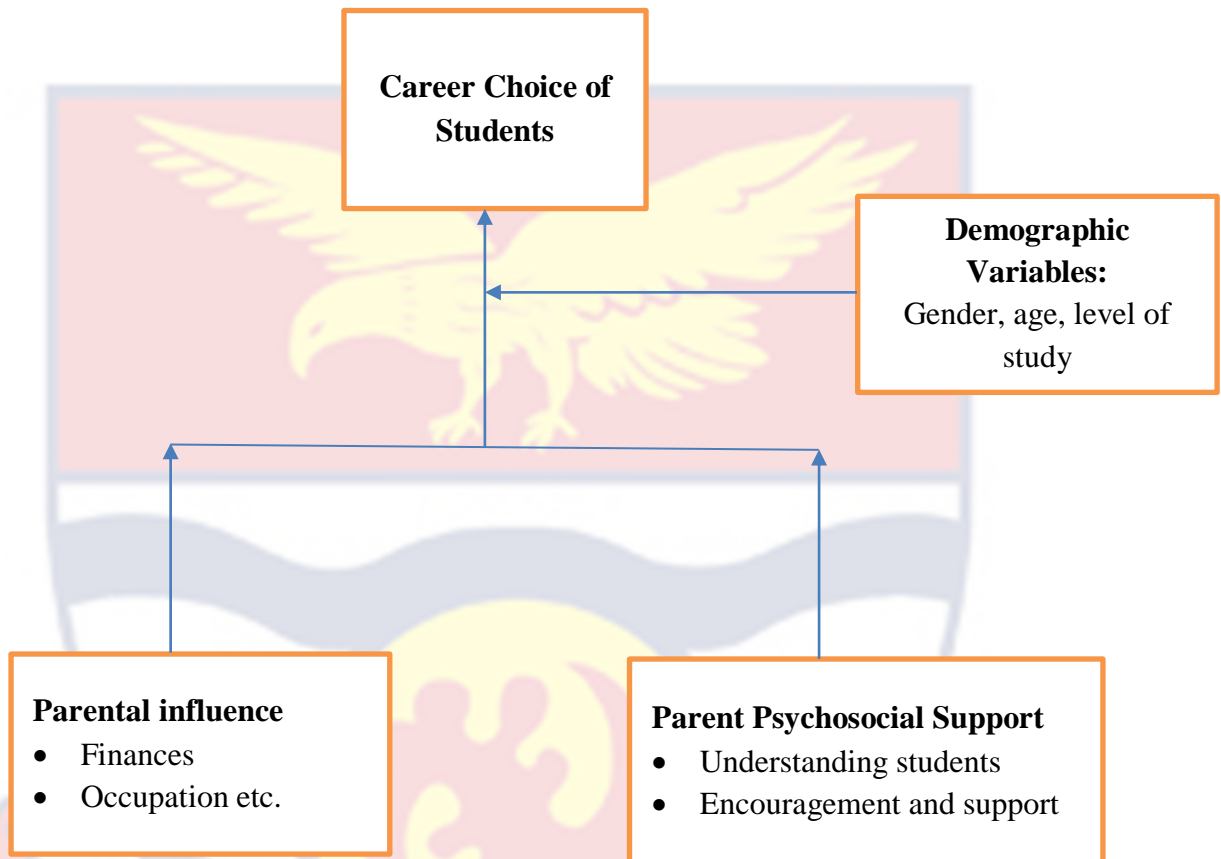


Figure 1: Conceptual Framework

Source: Author's Own Construct

From Figure 1, all the variables in the study are represented. It can be observed that career choice of students can be affected by parental factors such as their occupation and their finances. Also, it is shown in the framework that the kind of psychosocial support given by parents concerning the career choice of students is vital. Thus, students may be encouraged in their career choice depending on the psychosocial support they receive from their parents. In addition, it is shown in the framework that students may be satisfied or not with the parental influence on their career choices and this satisfaction may

vary based on some demographic characteristics like gender, age and level of study.

### **Conceptual Review**

Concepts connected to this study are covered in this section:

#### **Concept of Career**

Career has been viewed by one of the earliest career theorists as “the activities and positions involved in vocations, occupations, and jobs as well as related activities associated with an individual’s lifetime work” (Zunker, 1990, p. 3). Simply said, one's career is the work or profession they have been taught to do in the past and undertaken throughout life. In the same vein, Okobiah and Okorodudu (2004) posited that career refers to a person's life experiences, both at work and outside of work, are considered their career. Okobiah and Okorodudu added that the pattern of choices and actions one makes as they move through life in relation to one's roles in job, school, family, community development, and leisure can be considered as part of one's career.

In terms of groupings, careers are usually put into blue-collar and white-collar jobs. Blue-collar occupations are often any sort of physical labor that involves both skilled and unskilled work like manufacturing, mining, building, mechanical, or maintenance work. Blue-collar employment can be found all over the world. Blue-collar jobs may include jobs like farm labourers, truck drivers, hairdressers, dressmakers, plumbers and electricians etc. Compared to this, white collar jobs are occupations that do not require physical labour and those workers typically have a high level of education. Some examples include business and office employees, doctors, nurses, politicians, clericals, accountants, lawyers, journalists, and teachers etc.

Career can be developed throughout an individual's life. Brown and Lent (2005) therefore opined that career development reflects how individuals' professional lives continue to evolve during the course of their lives. Individuals improve their skills relevant to their chosen jobs through the process of career development. Students have to be given knowledge and advice as part of career development in order for them to examine the various paths that lead to advancement in their chosen careers (Super, 1957). This means that education and preparation of students is indispensable in developing careers. The implication is that students may require some support in order to be able to gain clarity of direction in regards to the growth of their careers. Provision of appropriate career guidance makes career development a possibility.

### **Career Choice or Decision Making**

Individuals make career decisions or choices all the time. Decision making is seen to be an act of choosing one path or action to pursue from among a number of potential options to achieve a specific purpose (Attieku, Dorkey, Marfo-Yiadom & Tekyi, 2006). Consequently, making a decision necessitates taking into account a number of different alternatives before settling on one. Making choices about one's future profession is an extremely important step for students to take. This is due to the fact that students are confronted with a wide range of choices and possibilities in terms of potential careers. This means that a decision is required for students to end up in the appropriate careers.

The socio-economic status of the family is still an essential factor in the development of the child's future career (Guerra & Braungart-Rieker,



1999; Otto, 2000). To be more specific, elements of socio-economic status which can influence the job paths that students choose to pursue are parental levels of education, the friends that their families had, and their financial situation (Crockett & Bingham, 2000; Wilson & Wilson, 1992).

Students' families have been shown to be among the most important demographic characteristics that play a part in their decision-making regarding future careers (Kniveton, 2004; Salami, 2006). Being self-aware, having educational and career consciousness, exploring and making plans are all aspects of one's professional life that should be taken into account while making important career decisions (Gibson & Mitchell, 1995).

With regards to having a healthy sense of self-awareness, it is essential that students recognize what makes them special and what they are capable of accomplishing. When individuals are aware of their abilities, interests, standards or ideals, personality qualities, and capabilities, they stand a better chance of being able to accurately choose a professional path that suits them (Puplampu, 1998). In this regard, it is absolutely necessary for learners to be led to an increased knowledge of themselves. Students must have awareness of the various educational paths that can lead to distinct types of employment. Having this insight is vital in order to make suitable decisions and objectives for one's job. In addition, it is important for students to have career awareness, which means that they should be taught how the working world is structured and how to set and achieve distinct career goals (Gibson & Mitchell, 1995).

In addition, students need help in order to participate in career discovery activities. In light of this, it is possible for teachers to direct pupils to investigate and look into several fields of work to determine which ones

could suit them the best. Career planning also reflects a situation where students are assisted to be in control of their lives and turn out to be active agents for shaping their own future (Gibson & Mitchell, 1995).

Students at this level are expected to refine their options and critically analyze each of those choices to make sure that they are making the best decision possible. The influence of the students' surroundings becomes increasingly important as they progress through these levels. This is due to the fact that children's parents, friends, instructors, and even the media can provide them with information on many options to explore for themselves. Because of this, it is absolutely necessary for guidance and counseling coordinators as well as school counsellors to play key roles in supporting students in making decisions regarding their future careers.

The primary goal of the career counselor is to support the person in the course of deciding on a career path and assisting the client in overcoming the challenges they face along the process of making that decision. To be able to give them the support they need, one of the most important steps is to determine the specific kind of obstacles that are hindering the individual from making a choice. Research conducted by Gati, Krausz, and Osipow (1996) identified some characteristics of the process of choosing a vocation. To begin, the process of choosing a career path must be initiated with the individual making the choice. Second, there must be a list of choices and possibilities for the individual to select from so that they can fulfill their needs. To conclude, there ought to be ways in which the various options can be contrasted with one another. These characteristics imply that there should be a

big pool of options to choose from, and the individual should be knowledgeable about all of the choices that are available to them.

### **Parental Influence and Career Choice**

Generally, families seek the best and good things for their children (Joseph, 2012). According to the findings of several research works, the effect of a person's family on the progression of their professional lives can be broken down into two interrelated categories: structural and process-oriented characteristics (Keller & Whiston, 2008; Lindstrom, Doren, Metheny, Johnson, & Zane, 2007). In terms of the structure, the structural features of the family are those aspects of the family that are relatively consistent throughout time, such as the socioeconomic level of the family while family process-oriented characteristics include elements like family support and inter-family relationships which affect the career decisions of students (Metheny & McWhirter, 2013; Rogers & Creed, 2011). These imply that the influence of families on career choice can be multidimensional and needs recognition. It is for this reason that adopting a family approach in counselling enhances the capacity of individuals for achievement (Zellman & Waterman, 1998). In this study, the major areas that parental influence on career choice can be seen are discussed below:

#### **Parents' socio-economic status**

Socioeconomic status (SES) is a key measure of a family's social standing and power, as well as its financial resources (Conger, Conger, & Martin, 2010). The socioeconomic status of a family takes into account not only the educational and vocational accomplishments of the parents but also the academic, economic, interpersonal, and networking resources that are

available to the children in the family. This means that family SES can significantly affect the choices of young people, particularly, in terms of their career or jobs (Rojewski, 1997; Whiston & Keller, 2004).

It is important to consider one's socioeconomic status (SES) while making decisions about one's job since individuals who come from low socioeconomic backgrounds may not be able to finance intensive training programs, which prevents them from having access to some career alternatives (Chifamba, 2019). Until there is some form of scholarship support offered, a certain category of people will not be able to pursue certain types of occupations. Several studies have provided proof of the close linkages that exist between the progression of a career and one's socio-economic standing (Fowkes & McWhirter, 2007; Davidson, Beck & Milligan, 2009).

Parental support and resources for a child's professional growth are more likely in families with greater socioeconomic status, which means that parents in these homes are also very likely to give some assistance to aid their wards and provide the resources they need in their career pursuits (Hsieh & Huang, 2014). Youth from more affluent families frequently have higher aspirations for their educational and professional futures (Rojewski & Kim, 2003). The likelihood of them expressing a strong interest in their profession as a source of personal fulfillment, having better access to outside resources and exploring career paths in a systematic manner is also higher. Young individuals from lower socioeconomic backgrounds, on the other hand, are more likely to feel the need to help towards the family's financial well-being and to aspire to a higher social position than that of their family (Lindstrom et al., 2007). As a result, they typically perceive a greater number of obstacles

and a lower level of support from their families in the process of job growth than their peers from higher SES backgrounds (Metheny & McWhirter, 2013).

An analysis of the impact that families have on their children's educational opportunities found that, in spite of socioeconomic status, the families of students who excel in school tend to exhibit a distinct set of beliefs and prospects, which are characterized by (a) a robust sense of purpose, (b) an optimistic attitude, and (c) a higher degree of personal efficacy (Amatea, Smith-Adcock & Villares, 2006). Students build on their successes and learn lessons that can be gained from their mistakes. Students that come from these kinds of households have deep attachments to their families, and their parents take on a highly hands-on approach to the role of a parent. Parents have faith in the potential of their children to become contributing members of society and urge them to do so. In support of this, Zellman and Waterman (1998) posited that the interaction between parents and children significantly predicted excellence and accomplishments in the life of the child than when parents get practically involved in the schooling of their children.

Research by Fowkes and McWhirter (2007) reported that students who come from families with a better socioeconomic level appear to have higher professional self-efficacy abilities. On the other hand, students who come from families with a lower SES reported having more difficulty making career decisions. They discovered that males who came from financially-endowed families were very likely to have the mindset that they would attend college at a younger age. Boys who grew up in households with lesser incomes, on the other hand, were more likely to consider in terms of skilled employment that could provide them with a rapid income as well as a higher payment than what

their dads were paid. By doing so, kids are able to immediately reduce the financial responsibilities of their parents or compensate for any financial shortfalls that their parents may have. They are more likely to have low expectations for themselves in comparison to young people who come from homes with higher incomes. This is an accurate reflection of the situation due to the fact that the majority of parents who come from higher socio-economic backgrounds do not typically identify with blue-collar jobs that may be technical or require manual labour.

In addition, a person's socio-economic standing is a significant factor in shaping the number and quality of job choices available to them. (Chifamba, 2019). A person who comes from a home in which both parents have advanced degrees or both parents work in professional fields will almost certainly have a greater exposure to the various career choices that are accessible, in comparison to a rural school child whose parents are into farming. In general, the person who comes from a rural background is presented with a significantly restricted array of employment options than the young person who grows up in an urban context.

The level of education of parents in every society and their attitude can significantly affect career decisions of their children (Chifamba, 2019). Parents with higher levels of education appear to be more involved in guiding their wards' decision-making on potential careers (Fowkes & McWhirter, 2007). According to Alenoma (2012), studies conducted in developed nations found that parents who have a high socioeconomic standing and a high level of education have great aspirations for their male children than their daughters. The provision of career guidance by these parents typically encourages their

sons to achieve academic success. In contrast to this opinion, research conducted in Nigeria by Ipaye (1996) found that even individuals with lower academic credentials have high expectations for their wards. These parents do not want their children to have the same difficulties in life as their lack of education caused them to have.

From the forgoing, even professional career counselors need to possess insight into the beliefs and values held by their students, in addition to their financial background. Because of the malleability of attitudes and opinions, career counsellors and parents are in a position to offer information that can encourage young people from both high and low class families to have higher aspirations.

### **Parental involvement**

According to Joseph (2012), an individual's development is greatly aided by some type of parental involvement. In most cases, this involvement begins at birth and spans throughout the individual's life. Researchers have made efforts to expose the impact that family involvement has on the career growth and advancement of young people (Brown, 2004; Dietrich & Kracke, 2009; Noack, Kracke, Gniewosz & Dietrick, 2010). The conclusion is mainly that parental involvement can affect career development of young people.

Parents participate in educationally enlightening activities and have discussions with their children regarding the children's current academic standing as well as their long-term objectives (Amatea, Smith-Adcock, & Villares, 2006). In doing this along with finding out the strengths and weaknesses of children in learning, parents are able to offer better help and backing to their wards (Zellman & Waterman, 1998).

Empirically, Griffith (1996) has indicated that there is a positive association between parents involving in lives of learners and excellence among students. Comer and Haynes (1991) added that parents getting involved in the schooling of their children enhance the excellence probability of students. They also proposed finding ways to increase parental involvement, such as encouraging parents to assist teachers in the classroom, participate in parent associations, and take part in school activities and functions. Also, when parents are involved in their child's schooling, the student receives the constructive criticism essential to favorably investigate potential job paths as extra opportunities for development. Generally, it has been demonstrated that it is necessary to acknowledge the significance of parental involvement in the lives of students. What schools aim to impart in children can be reinforced at home by parents (Joseph, 2012).

### **Parental expectations**

In the literature, it has been shown that setting objectives, committing to them, and persevering in the face of difficulty are all deemed by parents of high achievers as essential life skills (Edin & Lein, 1997). Parents also model for their children the importance of goal-setting and motivate their children to put in the effort required to accomplish those goals (Amatea, Smith-Adcock, & Villares, 2006).

In a variety of ways, parents create awareness in their children aware of the need for purposeful conduct. The process is often kicked off by parents through regular conversations with their children regarding life objectives and the actions that must be taken to achieve those goals (Zellman & Waterman, 1998). As a result, they instill in their offspring the values of aspiration,



ambition, and the pursuit of “a better life” (Joseph, 2012). In order to inspire and motivate their children to achieve higher levels of academic and professional success, many parents look to themselves as models or as a method of motivation (Amatea et al., 2006). These parents will instill in their children both the ability to formulate goals and to behave in a meaningful manner by insisting in a methodical manner that their children devote themselves to meaningful academic pursuits.

### **Parental psychosocial support**

Career-related behaviors of parents encompass both psychosocial support such as emotional support, expectation, and general direction and specialized career-related behaviours like giving them written information about different job options (Keller & Whiston, 2008). In support of this, Restubog, Florentino and Garcia (2010) revealed that the support of parents aided the self-efficacy of children in making career decisions thereby influencing their decisiveness and perseverance.

In the literature, the perception of support from the most significant people would have a more direct impact on one's self-efficacy about career decision-making than other environmental elements (Wright, Perrone-McGovern, Boo, & White, 2014). This impact is felt more strongly during the adolescent stage of development, when young people are working on developing a sense of who they are and defining their professional identities (Rodríguez, Inda & Fernández, 2016).

Educators have switched their focus to devising methods by which they might actively assist families in their efforts to ready their children for the responsibilities of adulthood (Amatea et al., 2006; Bryan, 2005; Mullis &

Edwards, 2001). According to Joseph (2012), researchers acknowledge that adolescents and young adults who have strong social support systems are more likely to succeed in their careers. Potential resources, such as family, school, or the community, that can be used to overcome seeming obstacles and create career interests, goals, and actions are available through these support networks. A major protective element in lowering the impact of environmental dangers is the availability of a good association with a parent or caregiver (Blustein, Phillips, Jobin-Davis, Finkelberg & Roarke, 1997).

Parents' psychosocial support for some specific career option may enhance the self-esteem, confidence and self-efficacy of children concerning their careers (Chifamba, 2019). In some cultures, men and women are only allowed to work in certain professions. As a result, it is forbidden for a female to believe that she is capable of performing masculine tasks in these cultures. Similarly, boys who wish to work in traditionally feminine fields like nursing may find it difficult to gain parental acceptance, which can lead to low self-esteem.

### **Parenting styles**

The ways in which children are raised are known as parenting styles, and they have a significant effect on the development of young people's personalities and, as a result, their careers (Chifamba, 2019). According to Shaffer (1999), parenting styles can be broken down into one of four distinct types. Each of these factors is distinct and has an impact on the way in which the adolescent decides or chooses, as well as on the adolescent's academic accomplishment and the growth of their social skills. Every one of the styles of raising children is a mirror image of the parent's outlook on how the child

should grow and develop. In a nutshell, the manner in which parents raise their children can play a part in the decisions that their offspring make regarding their future careers.

Parents that are dictatorial or authoritarian typically exercise complete control over the course of the decision-making and stifle their children's free choice (Chifamba, 2019). An individual who finds himself in this situation is often torn between the desire to make his own decisions and his parents' wishes to show them that he is respectful. As a result of their upbringing in an authoritarian household, young people may be unable to make sound decisions or adopt similar authoritarian leadership styles when they begin working.

On the other side, parents who are permissive give their children an excessive amount of freedom without providing any direction. As a consequence of this, children may make decisions by themselves, or other times, as is more common, they could well feel disappointed after making poor, immature decisions owing to a lack of supervision from their parents (Chifamba, 2019). They are likely to have poor interpersonal skills, and as a result, they may have difficulty getting along with other people at work due to their tendency to be self-absorbed and less compatible; this, contributing to their frustration (Shaffer, 1999; Melgosa, 2001).

Uninvolved parenting style happens to be very risky. Having to make life-altering decisions, such as choosing a career, without the support and encouragement of supportive parents is upsetting for anyone (Chifamba, 2019). The result of this is that the child will typically have a low self-esteem. Even if they are not actively involved, parents who shirk their responsibilities still have the potential to have a detrimental impact on their children. The

traditional parenting style is the style that the father controls the major decisions (Chifamba, 2019). A typical effect of traditional parenting is the generation of young individuals who do not have self-efficacy for their careers and may struggle to make decisions about their futures.

Generally, authoritative parenting style is the one most likely to produce well-informed children who can make sound decisions (Chifamba, 2019). This approach encourages self-reliance and dialogue between parents and children before a final choice is reached. It fosters a sense of authority, high self-esteem, and a high degree of social and intellectual success. A child who has established a healthy sense of self-esteem is more likely to be able to modify and accept the results of their choices, regardless of what those results may be. These adolescents are willing to take responsibility for their choice. These types of people are able to accept either achievement or defeat with significantly less anxiety.

They have developed the skills necessary to converse and communicate with others, which enables them to readily collaborate with others. They are able to tolerate the viewpoints of others without experiencing any sense of danger. They are able to successfully manage roles that entail responsibility (Melgosa, 2001).

### **Parents as role models**

Parents are the primary caregivers for the majority of young people. In this way parents function as the ideal role models for their adolescent son or daughter (Sink, 2005). Even though young people desire some level of freedom, many decisions they make are done by consulting with parents. Children are likely to follow in their parents' footsteps if both parents have

successful careers. Chauhan (1979) made the observation that the professions of one's parents can have a major impact on their children's decisions regarding a future vocation. Boys in their teenage years have a propensity to associate themselves with the occupation of their fathers. In a similar vein, girls are more likely to want careers of their own if their moms had careers of their own, in contrast to girls whose mothers did not work.

Mutekwe and Modiba (2012) added that an adolescent's professional choices may be influenced by their parents or elder siblings. Specifically, fathers employed in corporate institutions can influence their children and relatives to pursue vocations which fall in line with theirs even if the individual has no interest and ability for such vocation. Bussey and Bandura (1999) made the observation that children's professional ambitions may not be affected by gender bias if their parents and teachers make an effort to show non-stereotypic modelling. The vast majority of parents, along with other outstanding members of their families, have the presumption that their children will follow after their line of work. It is evident that the impact of parents on their children's decisions regarding a future profession can either be beneficial or detrimental, based on the attitudes of the parents. Regardless of the direction, the impact of parents is strong.

### **Challenges in Career Choice**

With regards to choosing or deciding on a career path, students may find themselves up against a number of obstacles. Nevertheless, the majority of these difficulties could be attributed to their impressions of the things that are difficult in the career paths that they have chosen. In referring to some of the challenges as perceived, Albert and Luzzo (1999) claimed that they are

challenges that students are led to believe regarding their future professional choices, however these things may not actually be the case. These perceived challenges can greatly impact students in their career decision-making. Whether perceived or real challenge, there are some challenges which may affect the career decisions of learners. The following are some of the challenges:

**Unavailability of jobs:** This barrier is based on a condition that is widespread in the majority of African countries. There are a lot of individuals who are searching for work, but some of them may be denied access to those opportunities. It is a widespread problem in Ghana, and various different governments have been confronted with it (Domfe, Osei & Ackah, 2013).

**Inadequate employable skills:** If a student does not possess the skills necessary for the labour market, then that student's options and goals for their future careers will be limited. This is related to the type of training and education that is provided to students.

**Financial support:** Students confront a number of key challenges with regards to making decisions about their future careers and objectives, one of the most crucial of which is the absence or insufficiency of financial support. This presents a challenge since it does not matter what kind of job a person desires; if they do not have the appropriate education, they will not be able to get it. The educational opportunities and training are also contingent on the family's financial ability to support them (Shertzer & Stone, 1976). In this respect, the lack of sufficient financial resources could be a factor that prevents individuals from pursuing particular routes to the occupations of their choice.

**Lack of awareness of job and job characteristics:** This problem arises from the fact that people are not aware that there are employment available. When individuals find themselves in circumstances in which their individual traits do not fit the skills required for employment that are open, there is a possibility that they will have difficulty in choosing a professional path. This is because there is a mismatch between the two.

**Job discrimination:** When looking for work, there is a possibility that individuals will be subjected to some form of prejudice, and this prejudice may prevent them from finding employment (Reskin, 2001). Both the employers and the employees themselves are capable of engaging in discriminatory behaviour in the workplace. There is a possibility of discrimination on the part of employers against individuals on the basis of their race, gender, tribe, or even culture. Therefore, it is possible for some people to struggle in their employment not because of their ability but because of other factors. When it comes to the workforce, a number of recent graduates are looking for specific occupations, which might result in internal conflicts regarding which career path to take. In the view of Ayerley (2002), recent graduates from universities appear to be picky about the careers and jobs that they pursue. Therefore, individuals who act in this manner are biased against certain employment opportunities.

### **Empirical Review**

Previous empirical researches related to the study are reviewed in this section. Sub-headings pertaining to the subject of the investigation are used to organise the review.

### **Influence of Parents on Career Choice of Students**

The influence of parents on career choice of students has been consistently researched in literature. Some of the studies are discussed in this section. The purpose of the study of Tillman (2015) was to evaluate the level of effect that parents have on the process of career decision making for their wards who are training to be teachers at a medium-sized institution in the Southeastern region of the United States. The sample involved students who were about to enter the teaching profession and were at the completion stage of a teacher preparation programme. The views from the future teachers whose parents are teachers and those whose parents are not in the education profession were separated into two separate groups and analysed separately. The findings brought out clearly that the children of educators indicated a slightly stronger parental effect on their vocational decisions than the children of parents who are not in the teaching profession did. However, some of the parents in the field of education attempted to discourage their wards from entering the teaching profession even before college.

In a similar vein, Xing and Rojewski (2018) investigated the effect that certain family characteristics had in determining the vocational decision-making self-efficacy of 587 Chinese learners pursuing vocational courses. According to the findings, parental general psychosocial support was a factor that was significantly associated with professional decision-making self-efficacy.

Clutter (2010) also investigated the crucial influence that parents have in determining the career paths and goals of their wards. Clutter came to the conclusion that career counsellors and parents can leverage the power of



parental influence over young people to deliver more efficient career development strategies.

From the studies of Tillman (2015), Xing and Rojewski (2018), and Clutter (2010), it would be seen that career choice of most students are determined by a variety of influences including parents. Even though their studies are varied and in different societies, they appeared to have similar findings.

In addition, Olmos-Gómez, Luque-Suárez, Becerril-Ruiz, and Cuevas-Rincón (2021) studied the impact of parents on the vocational choices of their wards, as well as the ways in which gender and socioeconomic status affected this decision. Data were gathered using questionnaire from students in Spanish North Africa. The study was quantitative and analyses done with multivariate analysis (MANOVA). The findings indicated that parents have a major impact on the choices of their kids. Also, students' choice of Spanish Baccalaureate programme had a substantial correlation with the career route that they ultimately decided to pursue, and that gender and socioeconomic position played a significant role in influencing that decision.

Bojuwoye and Mbanjwa (2006) conducted a study on the factors affecting career decisions of Technikon students from less endowed high schools. They found after their study that career decisions of tertiary students with a background of coming from less-endowed schools are negatively affected by financial constraints, inadequate career information, poor academic achievement and inadequate provision of career counselling.

In Nigeria, Egboi (2017) looked into the impact that parents have on their wards' decision-making on their future careers in the secondary school

setting in the southern part of Enugu. The sample consisted of 250 learners who were chosen at random from five schools (public and private). A questionnaire was used in gathering the data. It was shown that parents' educational qualification, socio-economic status and occupation significantly affected students' career choice.

In addition, Kisilu, Kimani and Kombo's (2012) study addressed factors that influence girls' vocational goals in second cycle schools in Nairobi, Kenya. They discovered that parents and older brothers and sisters had a significant impact on the job paths that young people chose to pursue. They concluded, based on their findings, that learners were expected to follow in the paths of their siblings and parents in terms of the careers they chose. Even though the study of Kisilu et al. was focused on high school students, the findings have relevance to the current study since both studies have similar objectives. Shellenbarger (2006), on the other hand, found that parents ought not pressure their wards into following in their footsteps professionally. They could support their kids to examine a variety of professional options available to them. All of the different studies have shown clearly that parents' socio-economic status and other parental factors are important in the career decisions of students.

From another point of view, Dietrich and Kracke (2009) discovered that "if adolescents perceive their parents as pushing through their own wishes for the child's future career rather than collaborating with the child in preparing for a career this may be interpreted as disinterest in the child's plans..." (p. 116). Dietrich and Kracke made it clear that if young people do

not feel supported from their parents, there is a likelihood that they would follow different career paths from that of their parents.

Alphonse (2016) conducted research to determine the degree to which learners in Nairobi County are influenced by characteristics related to their parents in terms of their careers. The total number of 27,614 students who had signed up to take Kenya National Tests Council (KNEC) examinations in 2016 comprised the study's population. A representative sample of 400 students was taken and 383 corresponding to 95.75 percent responded. Questionnaires were used in the gathering data and analysed descriptively. The findings demonstrated that learners in Nairobi County are influenced by their parents' choices on their future careers. These characteristics included the highest education level of either parent, the occupation of each parent, the ideals and expectancies of either parent, and the worth of the relationship between each parent and learner. On the other hand, it was discovered that the socio-economic position of the family did not influence the professional path that the students chose. This was probably the case because 92.4% of the parents of the students in Nairobi County belonged to economic income brackets of the middle class or higher.

Similarly, Chifamba (2019) studied the influence of parents on career choices of individuals by surveying 90 people from different professions in Zimbabwe. The study was quantitative with questionnaire as the instrument. It was realized that parents greatly influenced the vocational choices of individuals. The study proposed that in order to aid in career advising, it would be beneficial for parents to have access to and knowledge of pertinent career information. In addition, schools should make an effort to extend a

friendly hand to parents so that the latter can work cooperatively with the schools to provide career guidance for the children in their care.

Further, Kumar (2016) investigated the impact that parents have on the decision of their wards to pursue a particular line of work among college students at a number of private colleges located in and around Bahirdar City, Ethiopia. The study was cross-sectional and collected data from 175 students. According to the findings, there is a substantial amount of impact exerted by parents on the job paths chosen by children. In particular, it was discovered that a student's father had a far greater effect on the student's decision-making process about their career path than did the student's mother.

In some of the studies reviewed, it has been clear that a higher percentage of the career decisions of students was influenced by parental factors. Most of the studies are descriptive in nature just as is the current study.

Ngesi (2003) carried out research on academic and professional change in Isi-Zulu Medium Schools in South Africa. The findings of the study showed that students whose families had limited financial resources and who came from towns and cities with few resources were more likely to make unsatisfactory career decisions. This was due to the fact that children with these characteristics had a lower chance of achieving higher levels of academic success. As a result, these learners avoided any field of work that required them to have the most advanced education possible.

Bolles (2011) examined issues related to career in the United States and revealed that children receive from their parents the inheritance of money and other required resources. The level of success that students achieve in

their academic and professional lives is directly correlated to the resources available to them. For example, the financial situation of the family can influence the type of educational establishment that the individual attends, the possibilities that individual has access to, and the standards that society places on that individual.

From the results of a study carried out by Tziner, Loberman, Dekel and Sharoni (2012) on the impact of parent-offspring relationship on career aspirations of young people, it was simpler for the parent to affect the child in particular vocational paths when the parent and child had pleasant and better relationships. This means that in times of making decisions about their future careers, children who were raised in homes where they felt appreciated and valued by their parents were much more inclined to take their advice. As a result of this discovery, it is essential for parents to behave toward their children with the utmost respect so as to enhance the possibility that their children will pay attention to them and take their advice into consideration when making decisions about their future careers.

According to Jungen (2008), while individuals are the ones who decide for themselves regarding their careers, such decisions are influenced by a number of different elements, one of which is the family. Through the manner in which they socialise and fully integrate their children, parents have the ability to affect the decisions that their children make as well as the interests that their children develop. When people are young, they are taught to think a certain way about a variety of topics, including work ideals, gender norms, and personal obligations. Jungen (2008) asserts that it is not all the time that individuals disobey their parents and do what they please. By drawing a

conclusion, Jungen suggests that parents have an impact on the vocations chosen by their children as a result of the ideals, expectations, and gender socialisation they instill in them. Additionally, it is believed that mothers have a more significant effect on their wards' future professional goals.

In addition, Williams (2016) explored career preference issues among young people in the United States and found that having support from one's parents was not the only factor that may affect a person's choice of a vocation path but also the type of work that a parent does can have a significant impact on a child's life in every respect. In the course of ageing, young people usually took things that their parents taught them to heart, and it's likely that they even looked up to their parents as examples to emulate. As a consequence of this, parents may end up playing a significant role in the professions that their children select for themselves.

Williams (2016) stated that the line of work that a parent chooses can influence the line of work that a kid chooses, and as a result, in most countries, there are families where many generations work in the same line of work. This occurs because as young people mature, they see older members of their families in their field of employment and begin to cultivate an interest in such jobs as a result of these observations. Again, if a child comes from a family that is well established in a particular line of work, that child will have a lot easier time breaking into that line of work if they choose to do so. In contrast, if children see that their parents are unhappy in their employment, it increases the likelihood that those children may choose a different path for their own professional lives. In either case, the occupations of parents have emerged as a

significant factor in the decisions that their children make in relation to their own professional lives.

Further, Udoh and Sanni (2012) did a research on parents' perspectives on their wards' career decisions in the Uyo region of Nigeria, and they came to the conclusion that: parental occupation strongly influenced their children's choice of vocation. The current study focuses on university students while that of Udoh and Sanni focused on high school students. However, the focus of both studies is similar and as such the study was reviewed as relevant in the current study.

In Ghana, Bedu-Addo, Braimah and Dogbey (2022) examined the issues and evidence of the career readiness of students in Mawako Girls in the Ho Municipality. Utilizing an explanatory sequential mixed method research design, a sample of 130 students of Mawuko Girls Senior High School and ten teachers, from a population of 484, (comprising of 412 students and 72 teachers) was used for the study. The findings revealed that most students acceded to the career choices of their parents and guardians.

Amoah, Kwofie and Baiden (2015) conducted a quantitative study with a population of 322 students to find out how SHS students plan their career to choose a desired career in Ghana. The findings showed that students were influenced by the personal ambitions which were mostly affected by their families in their career decisions.

Ampofo (2020) sought to find out the career choices of students of Wa Senior High Technical School in the Wa Municipality of the Upper West Region of Ghana. A descriptive survey design was employed for the study. Data was collected from a sample of 80 students and 20 teachers using

questionnaire. The study found that the factors that influence students' choice of career are extrinsic and interpersonal factors and mostly included the views and perceptions of their families.

From the researches reviewed, it is obvious that parents can influence the career choice of students in varied ways. Their socio-economic status, their occupations, their attitude towards specific careers and the nature of socialization in the home are all parental factors which can influence career choice of students. All of these are spelt in all the studies reviewed.

### **Satisfaction of Students with Parental Influence on Career Choice**

The satisfaction of students with parental influence on their career choice has been explored in some studies. Dietrich et al. (2011) looked at how young peoples' perceptions of their parents getting involved in the course of their vocational development changed throughout the course of the year between high school and college. German high school seniors who were about to enter higher education used to keep a diary once a week for the study. The total number involved was 39. The findings demonstrated that exploring of careers changed a great deal from week to week, whereas the level of involvement exhibited by parents was found to be more consistent. The involvement of family members changed from one stage of the application procedure to the next depending on where the individual was in the process. For young people who explored varied careers, as long as they kept exploring and talking to their parents, the more their parents showed support to them.

Also, Erickson-Thoemke (2017) investigated the ways in which parent-to-parent connections and parent communities affect parent satisfaction and engagement in the career decisions of their wards. The study was pre-test



post-test quasi experimental involving 26 families. It was shown that when parents make an effort to develop healthy relationships with one another, it improves parent satisfaction and involvement. Also, a positive involvement of parents in the lives of children gives children some feeling that they are in charge of their decisions.

Singh (2015) looked into the effects that being forced to choose a major or majors has on the mental health of undergraduates in Odisha. A total of 160 undergraduates from a variety of Odisha institutions were surveyed for this study. These students were majoring in fields as diverse as arts and humanities, business, science and technology, and engineering. Questionnaire was utilised in collecting the data. Results demonstrated that students' academic performance, as well as their levels of happiness and belief in their academic abilities, were higher when they were given the liberty to pick their own professional path. The findings showed that forcing students to make a vocational decision increased their levels of frustration and unhappiness. Thus, parents should not impose their preferences on their children while making decisions about their education, but rather should get insight into their children's mind and interests before making a decision.

Further, Priyanka (2020) looked into the role of family in the vocation dynamic cycle of young adults attending a large university in the Southeastern United States. Data were gathered from undergraduate and postgraduate studies from various schools/colleges in Gwalior locale. It was revealed that there was family influence on career choice. However, the influence is positive and so students did feel satisfied that they have some part to play in

their career decisions. In the same study, parents considered the interest and skills of children in assisting them in their career choices.

Liu and Morgan (2016) looked into what makes students at China's G University decide to pursue graduate degrees. Data were gathered using questionnaires and follow-up interviews. It was found that parents were involved positively and satisfactorily in the career decisions of students after obtaining data from 381 students. The results also demonstrated a negative correlation between parental influence and their wards' occupational choices among those whose parents did not pursue higher education, and a positive correlation between parental influence and their wards' career choices among those whose parents did pursue higher education. This means that the level of schooling of parents also affected career choice of learners.

Slovacek, Jacob, and Flenoury (2015) investigated the impact of family on the educational and professional decisions made by underrepresented minorities working in the biomedical sciences. According to the findings, the relationship between the student and his or her family is quite important. The impacts of parental influence on teenagers' profession choice were studied by Olaosebikan and Olusakin (2014), who conducted their research on learners in second cycle schools in the Badagry Local Government Area of Lagos State. Three hundred students from 10 carefully selected secondary schools made up the sample. Data were collected using questionnaire. It was revealed that generally students typically have a degree of autonomy over their decision-making process while selecting a major and subsequent career path.

Whiston and Keller (2004) examined the association between family and career growth among students. It was shown at the end of their study that parents who were loving and supportive influenced the career decisions and growth of children and this was more preferable for children than when parents forced particular careers on children. Further, Keller found that children who report a high level of parental support and affection are better prepared to think critically about job options and the working world. Such children also had self-belief in their capacity to explore various careers that they found interesting.

At the University of Zambia, Sinkombo (2016) studied the effect of parental guidance on students' eventual professional trajectories. The research was conducted utilising a descriptive survey design with a qualitative method. After sampling 54 people (children and their parents), the data collected and analysed. The findings revealed that parents, particularly the more educated ones, provided their children with career assistance through conversations about the working world and the selection of vocations that are viable in Zambia today. The helped learners make informed decisions about their futures.

Also, Sinkombo (2016) children are influenced by their parents' level of engagement when deciding on a career path. The study also revealed that job accessibility and parental educational attainment play a role in shaping students' occupational interests. In light of the results, it was recommended that all parents underscore the importance of hard work, centre their attention on their children's abilities, and consult with career guidance professionals.

In Ghana, Okyere (2021) sought to identify the factors that influence career choice and aspiration among second cycle students in Tema Metropolis of Ghana. The descriptive survey design was chosen for the study. A sample of 313 students was used for the study. The study found that families were among those who influenced the career choices of students. This was in support of the earlier study by Duodu (2000) who examined the factors which influenced students' career choices. Using a sample size of 375 in the Sunyani Municipality, the study found that families and friends mostly influenced career choice of students.

From the review, it can be seen that clearly parental and family influence mainly affect career choice of students. However, it was shown that it is not all students that preferred the influence of parents. The studies reviewed have shown clearly that most students are satisfied when parental involvement in their career decision making is positive and supportive. This means that without compulsion, students' feel satisfied with parental influence in their career choices. In this current study, it would be realized whether parental influence in the career choice of students was positive or not.

### **Psychosocial Support of Parents towards Career Choice of Students**

Some of the studies on the psychosocial support of parents towards career choice of students are discussed in this section. In the study of Koçak, Ak, Erdem, Sinan, Younis and Erdoğan (2021), both individual and environmental factors affecting career choice were examined using quantitative approach. Data were recovered from 1130 students in the university with the help of a questionnaire administered online. It was shown that there was an association which was positive between job decision self-

efficacy and happiness, and family impact as well as academic fulfillment. Researchers concluded that positive family impact and support, students' effort, and academic fulfilment all had significant positive effects on the career development process and students' overall happiness. It was agreed upon that a multifaceted lens, including personal and academic history as well as professional experience, is necessary when assessing the career realities.

Ferry, Fouad, and Smith (2000) investigated the impact that family-related situational factors play in a social cognitive model for vocational behaviours in the mathematical and science-based domains. The researchers showed that individuals' levels of self-efficacy increased when their parents provided assistance in the form of either verbal or nonverbal encouragement and support for activities linked to the specific area. This was because parental encouragement persuaded people in their beliefs and subsequent learning by giving them hope that they could overcome obstacles that had previously paralysed them.

Several other studies have shown that the levels of support psychosocial received from parents greatly influenced students in terms of how they made vocational decisions compared to parents' specific behaviours (Keller & Whiston, 2008; Paloş & Drobot, 2010).

In addition, Lim and You (2019) investigated the elements that contribute to the professional development of teenagers. The study comprised 4,187 participants. The results showed that parental support had varying levels of influence on the degree to which self-esteem contributed to professional development.

Simmons (2008) investigated the ways in which students and their parents communicated on scholastic and professional choices. Participating in the study were students attending Brown University as well as members of the Brown University Office of Institutional Research. During the course of the interviews, the students shared that they look to their parents for support as well as for guidance on educational and professional choices.

Dietrich and Kracke (2009) investigated the relationships between various characteristics of the professional development of teenagers. They concentrated their attention primarily on the assistance, meddling, and lack of involvement displayed by the parents. In all, 359 German teenagers (158 girls and 201 boys) were surveyed in Thuringia, Germany. They found no proof that children who are subjected to career-related pressure from their parents are more likely to give up their own interests and pursuits in favour of a path predetermined by their parents. Two significant relationships were found in the study: interference and occupation-related support, and disengagement and assistance. The adolescent's job exploration was positively correlated with their parents' level of support, and this correlation grew stronger as parental interference rose.

According to the research of Dietrich and Kracke (2009), when coupled with encouragement, parental pressure can serve as a spur to career exploration rather than a barrier. The negative correlation between interference and difficulty making decisions was mitigated with the help of support. The connection between encouragement and discovery was also tempered by factors including disruption and disinterest. Dietrich and Kracke proposed that interference from parents is a consequence of either adolescent inactivity in

the process of job preparedness or an unwillingness to fully devote to a certain professional objective.

Moreover, Hellmann (2014) conducted research to investigate the social and psychological elements that contributed to career discovery process among young adults. The responses were gathered through the use of a variety of instruments, and then they were combined into a survey that was housed on Qualtrics. The findings suggested that a strong attachment to one's mother was predictive of a secure attachment to one's peers and a higher level of self-efficacy in young people. A stronger relationship to one's peers was found to have a negative correlation with environmental exploration. A positive association was realised between a high level of self-efficacy and environmental exploration, and a negative correlation between self-efficacy and career hesitation. These findings suggest that a young person's relationship to their mother has an indirect impact on their exploration of jobs.

Joseph (2012) employed mixed-methods approach to gain in-depth insight into the role that parental participation has in the career choices of college students and how this affected the students' preparedness for and progression in their careers. This study took place in a metropolitan university in the southeastern United States. The "Career Involvement and Influence Questionnaire (CIIQ)" and the "Career Development Inventory (CDI)" were utilised in the gathering of the information. The outcomes showed that there was neither a significant association nor any variations between the participation of parents and other caregivers in the vocational choices of students. From the results it was indicated that parental relationship did not affect career decisions of students.

Amani and Mkumbo (2014) adopted a qualitative approach to conduct an investigation on the degree to which background elements influenced the career choices of university students. The research was carried out on a total of 88 first-year students enrolled in four different degree programmes across four different educational institutions. The data revealed that the decisions that undergraduate students made about their future occupations were heavily influenced by their families. The influence was more substantial in households where both parents had completed additional level of education, starting with secondary school. This is because in general, children have a tendency to pick careers that are identical to that of their parents. Additionally, the impact of one's biological parents on one's choice of a job path was shown to be more noticeable and distinct than the impact of one's relations.

In Ghana, Amoako, Danyoh and Buku (2020) examined the impact that a student's family history has on the profession choices they make while they are still in school. Two hundred forty-eight school children were sampled using a multistage sampling method. Questionnaire was the tool for data gathering. The results showed that students' awareness of their own capacity to succeed in the workplace had the greatest impact on their choice of major or profession.

Similarly, Fenu, Amponsah and Nkum (2021) conducted a quantitative study on the elements influencing adult learners' career decisions in Ghana. To conduct the research, a group of 350 participants was drawn with stratified sampling. Career decisions were found to be significantly influenced by a number of demographic, social, and life circumstances. The researchers



concluded that the effect of parents was significant in career choice of college students.

Further, Owusu, Essel-Anderson, Ossei Kwakye, Bekoe and Ofori (2018) investigated the factors that influence Ghanaian tertiary students' career choices. The study employed survey method of research and a set of questionnaire was used to examine the factors that influence students' career choices. A total of 354 undergraduate students from the Ashesi University College in Ghana participated in the study. Factor analysis was conducted on the career choice factors and differences in response between science and business students were ascertained by means of independent sample "t"-test. The findings indicated that university students in Ghana place much premium on intrinsic value and employability/financial prospect in their career choice decisions and in most cases, the kind of support they get from their parents.

From the review, it can be seen that all the studies support the argument that the kind of psychosocial support given by parents can be crucial in career decisions of students. These were evident in the international studies and the studies conducted in the Ghanaian setting. Thus, the support of parents, particularly, psychosocial has been proven to be important in the career choices of students. There have not been a lot of studies on this subject but the few have highlighted the relevance of psychosocial support. In this context, the current study is justified so as to provide empirical findings which would add to the few existing studies.

### **Gender and Satisfaction with Parental Influence on Career Choice**

Gender is a demographic variable that can have an impact on how satisfied students are with the influence of their parents on their career choice.

There have been some studies which have been carried out in this regard. The study of Kochung and Migunde (2011) was on the factors that influence learners' career decisions among learners in second cycle schools in Kisumu Municipality, Kenya. Their findings showed that no difference was reported for the factors that influence career decision based on gender.

Additionally, Joshua, Terungwa, and Saanyol (2018) investigated the elements which influenced students' job decisions among 210 high school seniors in the Tarka Local Government Area of Benue State, Nigeria. Responses were obtained using “Career Choice Scale (CCS)”, “Locus of control scale (LCS)” and “Conscientiousness Scale (CS)”. The findings gave indication that there was not a significant gender difference with regard to their choice of career path. Also, there was no discernible difference between the learners who placed their locus of control internally or externally when choosing a direction for career. Even though this study was carried out in senior high school, it has relevance to the current study since its objectives were similar to that of the current study.

Further, Chinese vocational students' confidence in picking profession choices and views on the influence of parents were found by Xing and Rojewski (2018) to be unrelated to factors like family income, where the students grew up, or the students' own sex or age.

Hassan, Luo, Gu, Mushtaque, and Rizwan (2022) investigated the effect that parental influence and exposure to a diverse array of media had on students' perceptions of gender roles and their choices for future careers in Pakistan. Using a simple random selection method, the researchers were able to select a representative group of 200 students. After gathering through the

use of questionnaire, it was found that the behaviour of parents, the media, and gender stereotypes all had a substantial influence on the job paths that students chose. However, in terms of the extent to which parents influenced career choice, no difference was found between males and females.

Additionally, Khatri and Periwal (2020) investigated the extent to which family has a part to contribute in the job choices of students in India. The study revealed that family relations significantly influenced career choices in a positive way but the influence of parents did not vary with regard to gender. In a similar way, the study of Amoako et al. (2020) in Ghana showed that the gender of students did not change their opinion of the importance of family influences on their future vocational decisions.

Contrasting all the studies above, Noack, Kracke, Gniewosz, and Dietrick (2010) investigated the effects of families and schools on the vocational exploration of teenagers. They gathered two-wave longitudinal data from learners in Thuringia, Germany. The sample comprised 1,266 students selected randomly and questionnaire administered to them and revealed that females had more exploratory behaviour than males.

In Ghana, Wrigley-Asante, Ackah and Frimpong (202) examined the career aspirations of male and female students studying Science Technology Engineering and Mathematics (STEM) subjects at the tertiary level in Ghana and the motivating factors for these aspirations. The study objectives were addressed using data gathered from a survey, in-depth interviews, and focus group discussions. Chi-square test and binary logistic regression were used in analysing the quantitative data, while the qualitative data were analysed using thematic content analysis. The results showed that there is no significant

difference in the career aspirations of male and female students. However, they found that there are differences in the factors that influence career choices of male and female students.

Kobia-Acquah, Owusu, Akuffo, Koomson and Pascal (2020) conducted a cross sectional study was conducted to investigate the career aspirations of optometry students in Ghana. All students in their fourth to sixth year who consented to participate in the study responded to a questionnaire which explored: demographic characteristics, career aspirations, and factors influencing their choices. Descriptive statistics was used to present data as frequencies, proportions and percentages. Chi-square test and logistic regression analysis were used to evaluate relationships between variables. Two hundred and nine students from the two optometry training institutions in Ghana; Kwame Nkrumah University of Science and Technology (49.8%) and University of Cape Coast (51.2%) responded to the questionnaire. It was found that females were twice more likely to practice optometry and pursue an interest in paediatric optometry than males.

The main inconsistencies had to do with the review in this section is that gender difference was realized in some of the studies while gender difference was not realized in some of the studies. However, for majority of the studies there was no gender difference in the influence of parents on career decisions. This means that in most contexts or societies, gender was not a factor in the extent to which career decisions were affected by parents. In the current study, males and females would be compared to find out if they differ in the psychosocial influences or not.

### **Age and Satisfaction with Parental Influence on Career Choice**

Some existing studies have examined part of age regarding parental influence on career choice of students. Some of these studies are discussed in this section. Ladd (2000) investigated the connection between the extent to which students felt that their parents influenced the education and career paths they chose and the degree to which they felt emotionally independent from their parents. Online survey helped in gathering the data. The results revealed that a negative linkage was realized between the extent to which one saw parental influence on job development and the degree to which one felt emotionally independent from their parents.

In the study of Koçak et al. (2021) on both individual and environmental factors which affected career choice among university students, the connection between the influence of family and academic fulfillment was significant using gender, age, income, and parents' education as control factors. The results implied that age difference existed in the level of satisfaction of students regarding parental influence on their career choices.

Among students in second cycle institutions in southwest Nigeria, Fabunmi and Adedayo (2017) investigated the impact of gender and age on job decisions. Data was collected using a questionnaire titled "Student Career Inventory (SCI)". The study did not show any significant difference in factors influencing career choices of learners on the basis of age.

Bhattacharya and Raju (2019) examined the effect of "altruistic", "extrinsic" and "intrinsic" factors related to choice of teaching as a profession. It was revealed that no significant difference existed in career decisions of students on the basis of age. In addition, the findings of a number of

academics have demonstrated that there is no discernible age difference in terms of the factors that influence the career decisions of learners (Lopez & Ann-Yi, 2009; Schmidt, Miles, & Welsh, 2011).

In Ghana, Asabere and Amoako (2021) explored the effect of career counseling and development in high schools in Ghana with a focus on some selected senior high school (SHS) students, this paper utilized a quantitative (questionnaire) research instrument to corroborate the development a web-based expert system for tertiary programme selection. From the results, the researchers realized that due to limited career assessment processes, SHS students in Accra, Ghana arbitrary select tertiary programmes without realizing how such selections can affect their future careers. This practice however decreased with age implying that age was a factor career choice.

The literature have generally shown that age difference did not exist in terms of parental influence on career choice of students. This finding run through almost all the studies reviewed. However, one study found age difference to be significant (Asabere & Amoako, 2021). Even though this inconsistency is minor, the current study is vital in helping to bring some clarity as to whether age was a factor in terms of parental influence in career choice.

#### **Level of Study and Satisfaction with Parental Influence on Career Choice**

Level of study represents the class or year of students. For university students, undergraduate students go through levels 100, 200, 300 and 400. Parental influence on career choice has been examined as to how the influence differs with regard to level of study. In the study of Ladd (2000) which has been discussed already, one major finding was that the level of emotional

satisfaction arising from the influence of parents varied on the basis of year in school. Similarly, Noack et al. (2010) set out to find the impact of family and school factors on career exploration among learners in different grade levels in Thuringia, Germany. They found that in terms of level of study, career exploration varied.

Further, Shumba and Naong (2012) aimed at examining the factors which affect career decisions among students in South Africa. A quantitative approach was utilised in their study. The study comprised first and second year students who were sampled purposively. The results showed that the family influenced the career choice of students and this influence varied for students in first year and those in second year.

The studies reviewed in this section have shown that differences exist for students in different levels of study in terms of parental influence on their career choice. However, it is necessary to examine this in the current study to find out if a similar result would be obtained or not.

### **Chapter Summary**

This chapter provided a review of the prior research pertaining to the topic. The areas covered were theoretical review, conceptual framework, conceptual review and empirical review. The main theories underpinning the study included Anne Roe's Theory of Career Development and Choice, Donald Super's Theory of Career Development and Bandura's Social Cognitive Theory. Concepts relating to career choice and parental influence were reviewed. Previous empirical research studies that were relevant to the topic was investigated. It was realized that most of the studies found parents to be significant influences on the career choices of students.

## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The purpose of this study was to examine parental influence and psychosocial support on the career choice of students in the Kwame Nkrumah University of Science and Technology (KNUST). This chapter presents the research methods used in the conduct of this research. The specific sub-sections include the research design, study area, population, sampling procedures, data collection instrument, data collection procedures, and data processing and analysis.

#### Research Design

The research was done using a descriptive survey design. This design, as defined by Salaria (2012), concentrates on present events with regard to conditions, behaviours, beliefs, processes, connections, and trends. This means that it describes and interprets current conditions and scenarios based on the information provided. Due to the need to generalise results to predict the behavior/attitudes of a specific population, the descriptive survey approach was chosen (Agbevade, 2017). In this study, the design aided the researcher to describe parental influence and psychosocial support on students' career choices at KNUST without any form of manipulation of data.

Descriptive survey designs have some merits. For instance, descriptive survey gives the investigator the opportunity of providing a concise overview of the traits shared by various groups as well as of assessing the attitudes and perspectives held by these groups with regard to certain topics (Ary, Jacobs, Razavieh, & Sorensen, 2010). Since this current study sought the views of



students on how parents influenced their career choices, the design was advantageous.

Regardless, descriptive surveys can be limited since there is the possibility of not having high response rate and nonresponsive bias which can affect the study since in a descriptive survey, the responses are only as good as the honesty and precision of the people who fill them out. This is likely because some respondents may provide false information, may have overlooked questions, or may have chosen to ignore them (Frederick & Lori-Ann, 2006). However, since the respondents for the study are all students in KNUST and had made decisions about their career choices, it was expected that they had information regarding how their parents influenced their career choices and were willing to provide such information in this study. Therefore, descriptive survey design was suitable for the study.

### **Study Area**

The study was conducted in the Kwame Nkrumah University of Science and Technology (KNUST). On 6th October 1951, a government order founded the Kumasi College of Technology, which later became the University of Science and Technology. But on January 22, 1952, the College formally opened its doors with a core group of 200 Teacher Training students who had transferred from Achimota. By an Act of Parliament passed on August 22, 1961, the Kumasi College of Technology became the Kwame Nkrumah University of Science and Technology. Since January 2005, KNUST has used a much more decentralised method of management known as the Collegiate system.

Six colleges have been established to house the various departments now that this system is in place. The University has always been run on a Faculty-based system.

About seven kilometres from Kumasi's center, the University's sixteen square kilometre campus can be located. As a result of its rapid growth in a short amount of time, the University is now a major destination for students from all over the world, not only Africa, to pursue degrees in science and technology. Been an institution for training and preparing students for the world of work, studying of any factor which influences career choices of students is considered important.

### **Population**

Population in research is the collection of cases that meet delegated set of norms. The population targeted all regular undergraduate students of Kwame Nkrumah University of Science and Technology. The population of undergraduate students in KNUST is at the 2021/2022 academic year was 61,062. The assessable population covered students from level 100 to level 400. The breakdown is shown in Table 1.

Table 1- *Population Breakdown Based on College and Gender*

College	Population		
	Female	Male	Total
Engineering	2,200	9,137	11,337
Humanities and Social Sciences	8,366	9,001	17,367
Agriculture and Natural Resources	2,044	5,003	7,047
Health Sciences	4,975	4,083	9,058
Art and Built Environment	6,248	10,005	16,253
Total	23,833	37,229	61,062

Source: University Students' Records, KNUST (2021/2022 Academic Year)

### Sampling Procedure

A sample of 382 (233 males and 149 females) was used in this research. This was based on Krejcie and Morgan's (1970) Table for Determining Sample Size. In the table 381 as sample is appropriate for population of 50,000 while 382 is appropriate for 75,000. Since the population for this study is 61,062, 382 was chosen.

A multi-stage sampling technique was utilized to handle the participant selection. In the first stage, purposive sampling was used in focusing on students from all the six colleges within the university. Purposive sampling is the sampling procedure which involves selecting sample on the basis of some criteria. In this research, the researcher was interested in involving students from across all the colleges so as to get balanced view. This was the justification for the use of purposive sampling.

Subsequent to purposive sampling, convenience sampling was used in reaching students across the colleges. Convenience sampling is the sampling procedure where respondents are sampled because they are available and ready to partake in the study. This sampling procedure was considered useful

since the study adopted the online administration of questionnaire. Since at the period of the data gathering, in-school session was not fully in force, most students were in their homes partaking in online education. As a result, students from the various colleges who were available and prepared to take part were involved in the study. The sample breakdown according to colleges and gender is shown in Table 2.

Table 2- *Sample Breakdown*

College	Total Population	Sample Population		
		Female	Male	Total
Engineering	11,337	14	57	71
Humanities and Social Sciences	17,367	52	57	109
Agriculture and Natural Resources	7,047	13	31	44
Health Sciences	9,058	31	26	57
Art and Built Environment	16,253	39	62	101
<b>Total</b>	<b>61,062</b>	<b>149</b>	<b>233</b>	<b>382</b>

Source: Author's Calculation

### **Data Collection Instrument**

Data was gathered by using questionnaire. Questionnaire was considered most appropriate since the study was quantitative in its approach and connected more to personal perspectives of students which could be better obtained through self-reports (Fraenkel & Wallen, 2000). In addition, questionnaires are a useful tool for collecting information on people's attitudes, opinions, and experiences.. Since study purposed to examine the views of students on parental influence on their career choice, the use of questionnaire was justified. The questionnaire was adapted from the instrument of Xing and Rojewski (2018) on "Family Variables affecting Career Choice" (FVACC).

### **Family Variables affecting Career Choice (FVACC)**

The questionnaire used in the study was adapted from “Family Variables affecting Career Choice (FVACC)” scale designed by Xing and Rojewski (2018). Their scale was made up of 23 items which dealt with how parents influenced career choice of students and measured on the scale “VO = Very Often; O = Often; S = Sometime; R = Rarely; and N = Never”. In their scoring guide, the authors scored Very Often as 5, Often as 4, Sometimes as 3, Rarely as 2 and Never as 1. In this sense, their cut-off points were that, mean scores above 3.0 implied high influence of parents and mean scores below 3.0 implied low influence of parents. In terms of psychometric properties, the developers of the instrument reported an internal consistency reliability of .91.

In adapting the instrument, the researcher modified and put the instrument into different sections. Therefore, the questionnaire used in the study had four main parts. The first section (A) dealt with the demographic data of the participants, and it was made up of four (4) items. Section B, collected data on the influence of parents on career choice and comprised 11 items. Section C, collected data on the emotional satisfaction of students with regards to the influence of their parents on their career choices and was made up of 10 items. The final section dealt with the psychosocial support received from parents concerning the career choices of students, comprising six items. Altogether, the questionnaire consisted of 31 items.

The sections B and D of the questionnaire were structured and measured on a 4-point Likert scale indicating “strongly agree (SA)”, “agree (A)”, “Disagree (D)” and “Strongly Disagree (SD)”. Section C was however

structured and measured using Very True (VT), True (T), Not Sure (NS), and Not True (NT).

### **Validity**

Validity was established through both face and content validity. In the view of McBurney (1994, p. 13), “face validity is that the concept test should appear superficially to check what it is alleged to test and content validity is that the notion that test should sample the range of behaviour represented by theoretical concept being tested”. Cameron and Price (2009) added that validity aids to separate good from bad data so that the right conclusions can be drawn from the data. In establishing the face and content validity, my supervisor was the main person who checked the questionnaire to find out if the items measured the content that they were intended to measure.

### **Reliability**

Reliability, in contrast hand, refers to how well a data gathering tool sticks to its intended measurement every time. The research was considered reliable using the criteria of internal consistency. Through pilot testing, reliability of the questionnaire was assessed. Cronbach's alpha was utilised to ascertain the degree of reliability.

The pilot test was carried out with 50 students from the Kumasi Technical University. It has been established that for a survey, 10% of the study sample is usually appropriate for a pilot test (Hertzog, 2008). Since the sample for the study was 382, using 50 students for the pilot test represents more than 10%. In doing the pilot test, the questionnaire used for the main study was given to the participants. The reliability co-efficient realized was 0.81 which implies that the questionnaire used for the current study was

reliable. This is because it has been established in the literature that reliability coefficients from 0.7 and above are considered acceptable and high (Adeniran, 2019).

### **Data Collection Procedure**

Firstly, permission and clearance for research was obtained from the Institutional Review Board (IRB) of the University of Cape Coast. Then, a letter introducing the researcher was obtained from the Department of Guidance and Counselling. The letter was submitted to the study setting (KNUST) for permission to collect the data. After gaining permission, contact numbers of student leaders (representatives) in each college was obtained. The link for the online version of the questionnaire was sent to the leaders to forward to their students so those who were available and ready could take part in the study. The link for the questionnaire was closed down when the 379 expected sample had responded to the questionnaire. Each student could respond only once to the questionnaire and each student had to indicate his or her college before continuing with answering of the questionnaire.

The use of the online administration was justified because at the period of gathering data, students were mainly undergoing online lectures and not in-school lectures. Also, the online administration ensured that only students who were willing took part in the study.

The data obtained was 379 participants. This comprised 235 males and 144 females. This means that there was 99% return rate. However, two extra males responded while five females did not respond. This is because the sample expected was 233 males and 149 females. Since the total data was not

up to the expected sample of 382, all the data obtained were used. Thus, the data analysed were 235 males and 144 females.

### **Ethical Considerations**

Bryman and Bell (2007) opined that ethical considerations are the ethical principles given consideration in a study to ensure that participants in a study are not undermined but treated with respect. Ethical clearance was taken from the Institutional Review Board (IRB). Aside this, participants were subjected to voluntary participation. Thus, only participants who had the willingness took part in the study took part. Respondents were informed of their right of voluntary participation or opting out of the study at any given time without any penalty or loss of privilege which the respondent hitherto enjoyed.

Consent was also obtained from all participants. It is expected that researchers provide participants with enough background information and reassurances so they feel comfortable making an informed decision about whether or not to be involved in the research.

Also, the data did not request any information that would easily identify the respondents. In doing this, anonymity of the participants was ensured. Further, the data collected were kept privately and not shared with external parties. This was to ensure that there was confidentiality of the information given by respondents. The rights, respect and dignity of respondents to know the research results was upheld. In addition, this survey did not include any questions that would have included derogatory, discriminatory, or otherwise inappropriate language.



### **Data Management Plan**

Data collected was entered onto a computer prior to analysis. Data collected since was electronic was kept password protected to which only the researcher knew of the password.

### **Expected Outcome**

The study was expected to bring out useful information about the impact of influence of parents on career choice of their children in higher learning institutions and colleges in Ghana.

Again, more insight would be drawn from the study about the level of students' satisfaction of the influence of their parents in their career choice process and this would provide data that can be beneficial to school counsellors towards quality career guidance services in schools.

Lastly, it was hoped that the results of the study would provide information to both students and parents regarding how beneficial parents' involvement is in their children's decision-making regarding future careers.

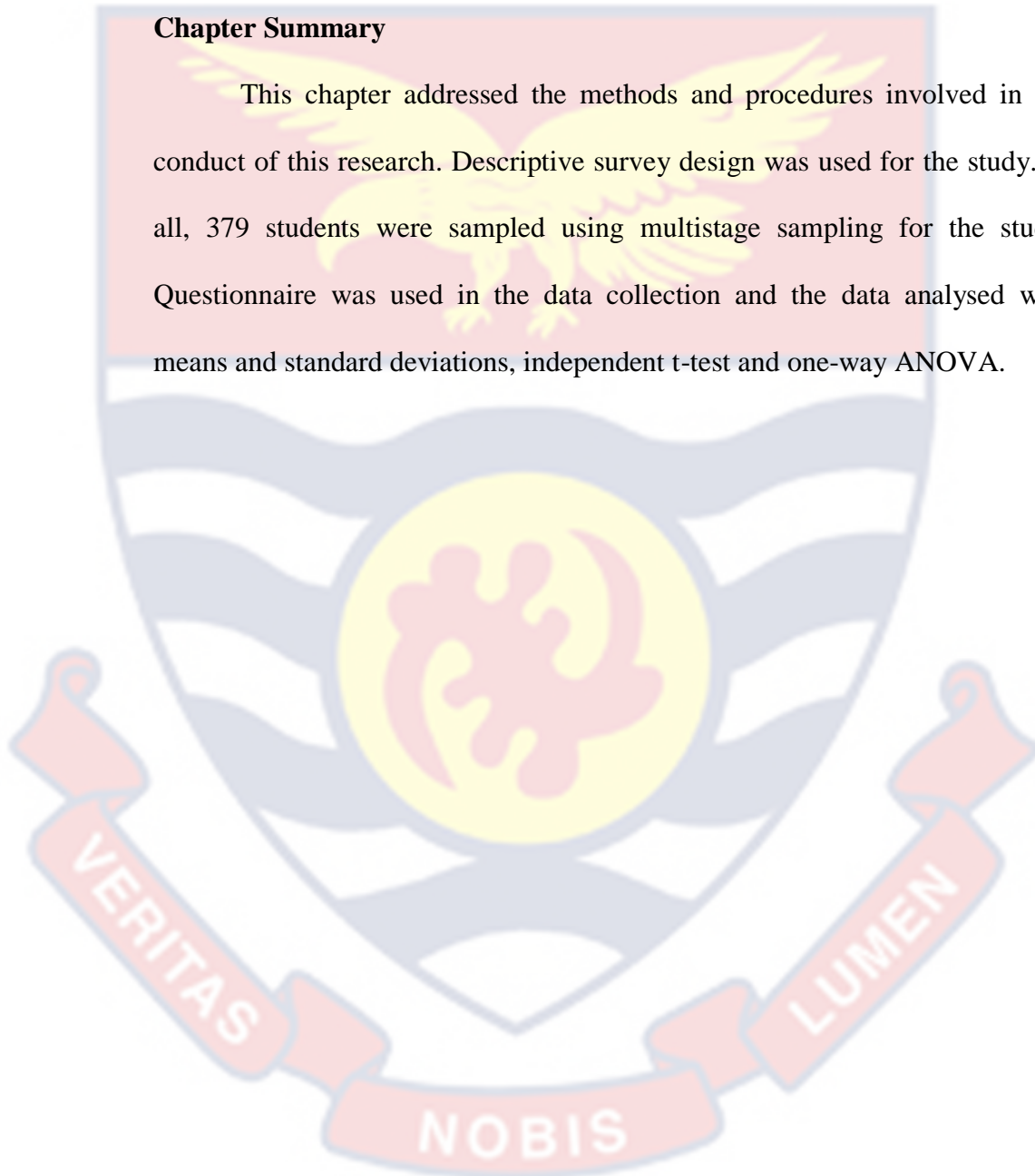
### **Data Processing and Analysis**

The data collected were taken through data cleaning process. In clearing the data, the researcher checked if the dataset did not contain data entry errors and that it was set up appropriately for analysis. Also, the researcher checked if there were incomplete, inaccurate or irrelevant data so that they could be deleted. There were no errors detected in the data for this study. In essence, it can be said that the data from those who took part in the study were checked for any written errors, coded and entered into the "Statistical Product and Service Solution (SPSS)" version 22 software programme. The demographic data was analysed descriptively using

frequencies and percentages and presented using tables. Data for research questions one, two and three were analysed through the use of means and standard deviations. Hypothesis one was tested using independent t-test while hypotheses two and three were tested through the usage of One-Way ANOVA.

### **Chapter Summary**

This chapter addressed the methods and procedures involved in the conduct of this research. Descriptive survey design was used for the study. In all, 379 students were sampled using multistage sampling for the study. Questionnaire was used in the data collection and the data analysed with means and standard deviations, independent t-test and one-way ANOVA.



## CHAPTER FOUR

## RESULTS AND DISCUSSION

**Introduction**

This chapter presents the results and discussion of the study. The demographic characteristics of the respondents were presented first. After this the results answering the research questions and hypotheses were presented. Finally, the results obtained were discussed in relation to previous research.

**Demographic Characteristics of Respondents**

This section will give the demographic information of the respondents.

The outcomes are presented in Tables 3 and 4.

Table 3- *Background Characteristics of Respondents*

Characteristic	Frequency (F)	Percentage (%)
<b>Gender</b>		
Male	235	62.0
Female	144	38.0
Total	379	100.0
<b>Age</b>		
15-20	123	32.5
21-25	184	48.5
26-30	57	15.0
31-35	15	4.0
Total	379	100.0
<b>Level of Study</b>		
100	111	29.3
200	98	25.9
300	94	24.8
400	76	20.0
Total	379	100.0

Source: Field survey (2022)

With 99% return rate, the data analysed was 379 instead of the 382 proposed. It was shown in Table 3 that majority of the participants (235, 62%) were males while 144(38%) were females. This means there were more male students in the study in comparison to female students. In terms of age, it can be seen that 48.5% of the respondents were within the ages of 21 and 25 years while 32.5% were aged between 15 and 20 years. Only 15% and 4% of the respondents were aged 26 to 30 years and 31 to 35 years respectively. Finally, Table 3 showed that there were respondents from all levels of study. In terms of the specifics, 29.3% were in Level 100, 25.9% were in Level 200, 24.8% were in Level 300 and 20% were in Level 400.

From the results in Table 3, it can be seen that the respondents had different demographic characteristics. Therefore, it can be said that the data is relevant in the study. This is because the demographic characteristics can have a part to play in terms of how students perceive the influence of their parents.

### **Analysis of Main Data**

This section covered the main analysis of the data collected. It was classified under research questions and hypotheses.

**Research Question 1:** How do parents influence the career choice of students in KNUST?

This research question found out the influence of parents in the career choice of students in KNUST. The respondents were given some statements to which they had to respond and show how their parents influenced their career choice. The data were scored on the scale: “1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree”. The data were analysed using mean and standard deviation. In getting the cut-off points for a four-point likert scale, the

sum of the scoring range (1+2+3+4) is divided by the number of points (4). Thus, 10 divided by 4 would give 2.5. Therefore, the cut-off point was 2.5. In essence, mean scores of “2.5 and above” were considered to be high signaling that the respondents mostly agreed to the specific statement. On the other hand, mean scores “below 2.5” were recognized as low which gave the indication that the participants mostly were in disagreement to the particular statements. The results are shown in Table 4.

Table 4 - *Influence of Parents on Career Choice*

Statement	Mean	SD
My parents forced me about the career they want me to pursue	2.19	0.76
My parents chose the programme I am studying for me	2.21	0.80
My career decision was influenced by the work of my parents.	2.61	0.81
The financial status of my parents influenced my choice of career.	2.96	0.66
My parents have provided the relevant educational resources for my career growth.	2.24	0.69
My parents provide the finance for my schooling and career choice.	2.26	0.72
My parents motivate me to explore several academic and career options.	2.74	0.67
My parents always gave me warning not to choose certain careers and I am careful not to pick those careers.	1.84	0.75
I chose my career path because my parents always speak favourably of it.	2.55	0.62
Mean of Means	2.40	0.72

Source: Field survey (2022)

Table 4 reveals the influence of parents on the career choice of the respondents. It is revealed by the respondents that the financial status of their

parents affected their choice of career ( $M=2.96$ ,  $SD=0.66$ ). This means that socio-economic position of parents is influential in career choice of students. The respondents also indicated that their parents motivate them to explore several academic and career options ( $M=2.74$ ,  $SD=0.67$ ). The occupation of parents also influenced the career choices of the respondents ( $M=2.61$ ,  $SD=0.81$ ). Aside this, the respondents indicated that they chose some careers because their parents spoke favourably of the careers ( $M=2.55$ ,  $SD=0.62$ ).

However, with mean scores below 2.50, the respondents disagreed that their parents warned them on careers not to choose ( $M=1.84$ ,  $SD=0.75$ ), forced them to choose careers ( $M=2.19$ ,  $SD=0.76$ ) and chose their programmes for them ( $M=2.21$ ,  $SD=0.80$ ). Overall, it was realized from the results that parents' financial status, encouragement, occupation and thoughts about careers influenced the career choice of the respondents. The mean of means ( $M=2.40$ ,  $SD=0.72$ ) gives the indication however that generally the level of parental influence on career choice was low.

**Research Question 2:** What is the level of emotional satisfaction of students in KNUST about the influence of parents on their career choice?

This research question examined the emotional satisfaction of students in KNUST about the influence of parents on their career choice. The data were scored on the scale: "1= Not True (NT), 2= Not Sure (NS), 3= True (T) and 4= Very True (VT)". The data were analysed using mean and standard deviation. In getting the cut-off points for a four-point likert scale, the sum of the scoring range (1+2+3+4) is divided by the number of points (4). Thus, 10 divided by 4 would give 2.5. Therefore, the cut-off point was 2.5. Thus, mean scores of "2.5 and above" were regarded as high to mean that the statement was true of

them. However, mean scores “below 2.5” were recognized to be low indicating that the statement was not true of them. The results are shown in Table 5.

Table 5- *Level of Emotional Satisfaction of Students with Parental Influence on Career Decisions*

Statement	Mean	SD
I felt I had little or no say in taking decisions for myself (career wise)	1.89	0.89
I felt I could do better in a different programme other than what I am doing now	2.42	1.01
I felt I will fail most of my courses	1.81	0.76
I am always afraid when examination is approaching	1.68	0.79
I have tried changing my programme	1.69	0.81
I do not have the courage to express myself in public and about my feelings	1.69	0.77
I pretend to like my programme	1.82	0.88
I would have changed my programme if I had my own way	1.88	0.93
I had no say in the choice of my programme	2.04	1.09
I am doing my programme to impress my parents and not for self-satisfaction	1.84	0.85

Source: Field survey (2022)

It is displayed in Table 5 that all the statements recorded mean scores below 2.50. This means that all the statements were not true of the respondents. Specifically, it was shown that the statement “I felt I could do better in a different programme other than what I am doing now” was not true of the respondents ( $M=2.42$ ,  $SD=1.01$ ). Also, the statement “I had no say in the choice of my programme” was shown not to be true of most of the respondents ( $M=2.04$ ,  $SD=1.09$ ). This means that most of the respondents had a say in their choice of programme.

In the same vein, “I felt I had little or no say in taking decisions for myself (career wise)” ( $M=1.89$ ,  $SD=0.89$ ); “I would have changed my programme if I had my own way” ( $M=1.88$ ,  $SD=0.93$ ) and “I am doing my programme to impress my parents and not for self-satisfaction” ( $M=1.84$ ,  $SD=0.85$ ) were all not true for most of the respondents.

Inferring from Table 5, it can be realised that the participants did not feel they could do better in a different programme other than what they were doing now. Also, the respondents had a say in their choice of programme and in taking decisions for themselves. The respondents also did not want to change their programme of study and were not pursuing their programme of study to impress their parents. Thus, generally, the results in Table 6 are clear that the influence of parents on the career choice of students did not make them emotionally dissatisfied.

**Research Question 3:** What is the level of psychosocial support of parents in the career choice of students in KNUST?

The third research question purposed to examine the level of psychosocial support of parents in the career choice of students in KNUST. The data were scored on the scale: “1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree”. The data were analysed through the use of mean and standard deviation. In getting the cut-off points for a four-point likert scale, the sum of the scoring range (1+2+3+4) is divided by the number of points (4). Thus, 10 divided by 4 would give 2.5. Therefore, the cut-off point was 2.5. Thus, mean scores of “2.5 and above” were considered to be high giving the indication that the respondents mostly agreed to the specific statement. On the other hand, mean scores “below 2.5” were reckoned to be



low which indicated that the participants were in disagreement to the particular statements. The results are presented in Table 6.

Table 6 - *Psychosocial Support of Parents*

Statement	Mean	SD
My parents help me feel better concerning my career options and choice.	2.58	0.67
My parents understand my feelings about specific career options.	2.65	0.76
My parents care about my thoughts concerning specific career options.	2.66	0.75
My parents encourage me to seek answers for different job options.	2.55	0.69
My parents understand and accept my opinion about my career options.	2.54	0.81
My parents are supportive of the career option I have chosen.	2.68	0.75
Mean of Means	2.61	0.73

Source: Field survey (2022)

From Table 6, it is indicated by the respondents that their parents are supportive of the career option they have chosen ( $M=2.68$ ,  $SD=0.75$ ) and that their parents care about their thoughts concerning specific career options ( $M=2.66$ ,  $SD=0.75$ ). Also, the respondents were of the view that their parents understand their feelings about specific career options ( $M=2.65$ ,  $SD=0.76$ ). The mean of means (2.61) shows that on the whole there was psychosocial support from parents regarding the career choices of students.

### **Hypothesis One**

H<sub>0</sub>: There is no statistically significant gender difference between students in their level of emotional satisfaction about the influence of parents on their career choice.

H<sub>1</sub>: There is a statistically significant gender difference between students in their level of emotional satisfaction about the influence of parents on their career choice.

This hypothesis found out the significant difference between males and females in their level of emotional satisfaction about the influence of their parents on their career choice. The data was analysed using an independent samples t-test with a significance level of 0.05. The Levene's test for equality of variance was the first to be used to assess the equality of the variances. Table 7 presents the findings.

Table 7 - *Levene's Test for Equality of Variances*

	F	Sig
Equal variances assumed	0.179	.673
Equal variances not assumed		

Source: Field Survey (2022)

From Table 7, equality of variances can be assumed. This is because the significant value of .673 is above 0.05. .

The outcome of the t-test is presented in Table 8.

Table 8 - *Differences in Male and Female Level of Emotional Satisfaction with Parental Influence on their Career Choice*

Gender	N	Mean	SD	Df	t-value	Sig (2-tailed)
Male	235	18.73	3.04	377	-.323	.747
Female	144	18.83	2.84			

Source: Field survey (2022)

Not Significant,  $p > .05$

From the results in Table 8, it can be seen that there is no significant difference between males and females with regard to their emotional satisfaction with parental influence in their career choice [ $t(377) = -.323$ ,

$p > .05$ ]. In terms of their mean scores, males had a mean score of 18.73 while females had a score of 18.83. Even though some minor difference exists in the mean scores, the difference was not statistically significant.

From the results, the null hypothesis which stated that there is no statistically significant difference between males and females in their level of emotional satisfaction about the influence of their parents on their career choice was retained. This gives the indication that male and female students had similar levels of emotional satisfaction concerning the influence of parents on their career on their career choice.

### **Hypothesis Two**

$H_0$ : There is no statistically significant age difference in students' level of emotional satisfaction about the influence of parents on their career choice.

$H_1$ : There is no statistically significant age difference in students' level of emotional satisfaction about the influence of parents on their career choice.

The hypothesis found out if a significant difference existed in students' level of emotional satisfaction about the influence of their parents on their career choice on the basis of age. Data were analysed using One-Way Analysis of Variance (ANOVA). This was because there were four independent age groups (15-20, 21-25, 26-30 and 31-35) which were compared in terms of their level of emotional satisfaction with parental influence on career choice.

Firstly, the homogeneity of variance among the groups was assessed. The output of the Levene's test for equality of variances can be seen in Table 9.

Table 9 - *Test of Homogeneity of Variances*

Levene Statistic	df1	df2	Sig.
7.576	3	375	.101

Source: Field Survey (2022)

It is shown in Table 9 that the significant level of .101 is above .05. This means that homogeneity or equality of variances can be assumed. Therefore, it is appropriate to carry out One-Way ANOVA.

The descriptive results of the different age groups are presented in Table 10.

Table 10 - *Descriptive Results for Different Age Groups*

Age Groups	N	Mean	Std. Dev.
15-20	123	19.15	2.39
21-25	184	18.64	3.19
26-30	57	18.53	3.65
31-35	15	18.27	2.74
Total	379	18.77	2.96

Source: Field Survey (2022)

The mean and standard deviations of the different age groups are presented in Table 10. From the results, it can be observed that students within the age group of 15 and 20 years had high mean score (19.15) compared to the other age groups. The standard deviation was 2.39. Students aged 21 to 25 years had a mean score of 18.64 and a standard deviation of 3.19 while those aged 26 to 30 years had a mean score of 18.53 and a standard deviation of 3.65. The last age group (31-35 years) recorded a mean score of 18.27 and a

standard deviation of 2.74 indicating that they were the age group with the lowest mean score. The total mean score was 18.77 and a standard deviation of 2.96.

In Table 11, the outcome of the ANOVA test are presented to show whether the differences observed in the mean scores of the different age groups were statistically significant.

The ANOVA results are shown in Table 11 below.

Table 11 - *ANOVA Results Comparing Emotional Satisfaction with Parental Influence on Career Choice on the Basis of Age*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	27.916	3	9.305	1.060	.366
Within Groups	3291.113	375	8.776		
Total	3319.029	378			

Source: Field survey (2022)

Not Significant,  $p > .05$

From Table 11, it is realized that there is no statistically significant difference in students' emotional satisfaction with parental influence in their career choice on the basis of their ages [ $F(3, 375) = 1.060, p > .05$ ]. Because the significant value of 0.366 is above .05, the differences between the mean scores of the age groups were not statistically significant. Consequently, the null hypothesis that there is no statistically significant difference in students' level of emotional satisfaction about the influence of their parents on their career choice on the basis of their age was retained. This gives the indication that students of different ages had similar levels of emotional satisfaction about the influence of their parents on their career choice.

### Hypothesis Three

H<sub>0</sub>: There is no statistically significant difference in students' level of satisfaction about the influence of parents on their career choice on the basis of their levels of study.

H<sub>1</sub>: There is a statistically significant difference in students' level of satisfaction about the influence of parents on their career choice on the basis of their levels of study.

This hypothesis found out if there was a significant difference in students' level of emotional satisfaction about the influence of their parents on their career choice on the basis of level of study. Data were analysed through the use of One-Way Analysis of Variance (ANOVA) because there were four groups (Level 100, 200, 300 and 400) which were compared in terms of their level of emotional satisfaction with parental influence on career choice.

The output from the Levene's test for equality of variances is shown in Table 12.

Table 12 - *Test of Homogeneity of Variances*

Levene Statistic	df1	df2	Sig.
5.815	3	375	.110

Source: Field Survey (2022)

It is shown in Table 13 that the significant level of .110 is above .05. On this basis, homogeneity of variances can be implied.

The descriptive results of the different levels of study are shown in Table 13.

Table 13 - *Descriptive Results for Different Levels of Study*

Levels	N	Mean	Std. Dev.
Level 100	102	17.72	3.17
Level 200	108	19.17	3.02
Level 300	100	19.06	2.32
Level 400	69	19.29	3.07
Total	379	18.77	2.96

Source: Field Survey (2022)

The mean and standard deviations of the different levels of study are shown in Table 13. Students in Level 100 had a mean score of 17.72 and a standard deviation of 3.17. Also, students in Level 200 had a mean score of 19.17 and a standard deviation of 3.02 while students in Level 300 had a mean score of 19.06 and a standard deviation of 2.32. The Level 400 group had a mean score of 19.29 and a standard deviation of 3.07. From the results, students in Level 400 had the highest mean score while those in Level 100 had the lowest mean score. From the mean scores, it is clear that there are differences among the levels of study.

Table 14 shows the results of the ANOVA test used to find out the significance of the differences existing in the groups as shown above.

Table 14 - *ANOVA Results Comparing Emotional Satisfaction with Parental Influence on Career Choice on the Basis of Level of Study*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	157.431	3	52.477	6.224*	.000
Within Groups	3161.598	375	8.431		
Total	3319.029	378			

Source: Field survey (2022)

\*Significant,  $p < .05$

From Table 14, it is obvious that a significant difference exist in students' emotional satisfaction with parental influence in their career choice with regard to their levels of study [ $F(3, 375) = 6.224, p < .05$ ]. The significant

value is less than the .05 significant level implying that the difference which was observed in the mean scores of the different levels of study was statistically significant. The null hypothesis that there was no statistically significant difference in students' level of satisfaction about the influence of parents on their career choice on the basis of their level of study was rejected. This means students in different class levels had different levels of emotional satisfaction with the parental influence on their career choice with regards to level of study.

After obtaining a significant difference, it was necessary to carry out a post-hoc analysis. Tukey's Post-Hoc test was used in doing the post-hoc analysis in order to find out which groups differ from each other by comparing the mean scores of the various groups. The outcomes of the post-hoc analysis can be seen in Tables 15 and 16.

Table 15 - *Tukey Multiple Comparisons*

		Dependent Variable: Satisfaction			95% Confidence Interval	
		Tukey HSD			Lower Bound	Upper Bound
(I) A4	(J) A4	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Level 100	Level 200	-1.45098*	.40090	.002	-2.4855	-.4164
	Level 300	-1.34431*	.40861	.006	-2.3988	-.2898
	Level 400	-1.57417*	.45260	.003	-2.7421	-.4062
Level 200	Level 100	1.45098*	.40090	.002	.4164	2.4855
	Level 300	.10667	.40296	.993	-.9332	1.1465
	Level 400	-.12319	.44749	.993	-1.2780	1.0316
Level 300	Level 100	1.34431*	.40861	.006	.2898	2.3988
	Level 200	-.10667	.40296	.993	-1.1465	.9332
	Level 400	-.22986	.45442	.958	-1.4025	.9428
Level 400	Level 100	1.57417*	.45260	.003	.4062	2.7421
	Level 200	.12319	.44749	.993	-1.0316	1.2780
	Level 300	.22986	.45442	.958	-.9428	1.4025

Source: Field survey (2022)

\*Significant,  $p < .05$



Table 15 shows the outcomes of the post-hoc multiple comparisons. It can be seen that there are significant differences between Level 100 and Level 200 ( $p=.002$ ), Level 100 and 300 ( $p=.006$ ), and Level 100 and 400 ( $p=.003$ ). From the results, it is clear that the students in Level 100 differed significantly in terms of their emotional satisfaction from the other levels of study.

The results presented in Table 15 are post-hoc results. Post-hoc tests compares each individual group against the other groups. Therefore, the researcher used Level 100 to 400 students but post-hoc compares one group at a time with the other three groups. This is why it appears that the groups are different in each level of the table.

The results for the Tukey Homogenous Subsets are shown in Table 16.

Table 16 - *Tukey Homogenous Subsets*

Levels of Study	N	Subset for alpha = 0.05	
		1	2
Level 100	102	17.7157	
Level 300	100		19.0600
Level 200	108		19.1667
Level 400	69		19.2899
Sig.		1.000	.950

Source: Field survey (2022)

\*Significant,  $p<.05$

It is observed in Table 16 that students in Level 400 recorded the highest mean score of 19.29 while students in Level 100 recorded the lowest mean score of 17.72. In reference to the nature of the questionnaire on the level of satisfaction, higher mean score showed that the respondents were emotionally dissatisfied.

The implication of the results of the levels of study is that students in Level 400 were more dissatisfied with the parental influence on career choice compared to Level 100 students. The indication that this sends is that as students progressed in their level of study they were more dissatisfied with how their parents influenced their career choice.

## **Discussion**

### **Parents' Influence on Career Choice of Students**

In answering research question 1, it was revealed the financial status and occupations of parents influenced choice of career of students. Also, parents motivated students to explore several academic and career options and as such the respondents indicated that they chose some careers because their parents spoke favourably of the said careers. On the other hand, it was shown that parents did not warn, force or choose programme and careers for the respondents.

The results of the current study that parents and siblings were important in the programme choice of students confirm the findings of Kisilu et al. (2012) that parents and older brothers and sisters had influence on the career paths and choices of learners. Based on their findings, Kisilu et al. contended that young people tend to follow in the paths of their siblings and parents when deciding on a profession.

In a similar vein, the finding of this study that the financial status and occupations of parents influenced choice of career of students are in line with the findings of Egboi (2017) that there was a significant influence of parents' level of education, socio-economic position and occupation on students' career choice. Along this same line of argument, Alphonse (2016) demonstrated that

students in Nairobi County were influenced by their parents in terms of the job path that they chose. These determinants included the highest level of education achieved by either parent, the career held by either parent, the values and expectations held by each parent, and the interactions between the parents and children.

Additionally, the findings are in consonance with that of Kumar (2016) who showed that parents significantly influenced career decisions of young people. Regarding parents' financial status influencing career choice, Ngesi (2003) found that students whose families had limited financial resources and who came from towns and cities with few resources were more likely to make unsatisfactory career decisions. This was due to the fact that children with these characteristics had a lower chance of achieving higher levels of academic success. As a result, these learners avoided any field of work that required them to have the most advanced education possible.

The results are also consistent with that of Bolles (2011) who found that children receive from their parents the inheritance of money and other required resources. The level of success that students achieve in their academic and professional lives is directly correlated to the resources available to them. For example, the financial situation of the family can influence the type of educational establishment that the individual attends, the possibilities that individual has access to, and the standards that society places on that individual. Regarding the finding on the encouragement of parents, the finding of this study gives backing to that of Shellenbarger (2006) that parents should not pressure their wards into following in their ways professionally. They

could support their kids to examine a variety of professional options available to them.

The results of the current study when compared with the previous studies can clearly give the indication parents can influence the career choice through the information, encouragement and warnings they give. In practice, most parents usually have a preference of which careers they would like their children to pursue. Some may be vocal about it while others may indirectly push this career on their children. On this basis, the results obtained in this study were not in doubt.

Theoretically, Bandura's Social Cognitive theory is confirmed. Bandura (2009) proposed that through observation young people can see the work or career options that are deemed desirable particularly by their parents. Also, by observing the occupations of their parents, young people can be influenced in their own career choices. Secondly, Bandura's emphasis on self-efficacy is important in this study because even after observing their parents and listening to them, students would consider their own abilities and belief in their abilities before making career choices. (Bandura, 2009). All of these are confirmed as the study showed that students were influenced by the careers their parents spoke and encouraged them about.

From the findings discussed, it appears that parents were influential in the career decisions of young people. The main parental factors included finances and occupational level of parents as well as parents' encouragement to students to explore varied careers.

## **Emotional Satisfaction of Students about the Influence of Parents on their Career Choice**

In answering the second research question, the study revealed that the respondents did not feel they could do better in a different programme other than what they were doing now. Also, the respondents had a say in their choice of programme and in taking decisions for themselves. The respondents also did not want to change their programme of study and were not pursuing their programme of study to impress their parents. Thus, generally, the results are clear that the influence of parents on the career choice of learners did not make them emotionally dissatisfied. Also, from the results, it is clear that parents were not imposing or forcing students in terms of their career choices.

The findings in this study give backing to that of Dietrich and Kracke (2009) that “if adolescents perceive their parents as putting through their own wishes for the child’s future career rather than collaborating with the child in preparing for a career this may be interpreted as disinterest in the child’s plans...” (p. 116). Dietrich and Kracke added if children do not have the sense that their parents are supporting them in their endeavours, it is likely that they will go in a different professional direction than their parents did.

Similarly, the findings that students had a say in their career choices and took decisions for themselves are consistent with the findings of Tziner, Loberman, Dekel and Sharoni (2012). Tziner et al. revealed that when the relationship between parents and children is cordial and better, children felt loved and respected in terms of their career choices. Thus, such children felt that they had control over their decisions.

In addition, the findings of the current study are consistent with the findings of Dietrich et al. (2011) that the level of teenage exploration during any given week was directly correlated with the amount of communication that took place between the adolescent and his or her parents, as well as the degree to which the parents provided support for their children. Dietrich et al. argued that the more control young people have over their choices, the more satisfied they are with the involvement of their parents.

Further, the results obtained in this current study support those of Singh (2015) that in Odisha, if undergraduate students chose their careers by themselves, they are more successful and have improved satisfaction and confidence. Thus, such students would have positive sense of self and may not be frustrated or stressed. The results of Singh indicated also that when parents impose careers on their children then there would be frustration. Also, Priyanka (2020) revealed that there was family influence on career choice and since the influence was positive and students felt satisfied that they contributed in their career decisions.

The findings in this study have shown that the students were comfortable in their chosen careers. In this sense, they were not dissatisfied that their parents had significant influence on their careers. This could be because the parents did not force careers on the students. The way in which parents emotionally treat their children and interact with them in terms of career choice is what can make young people satisfied or dissatisfied with the influence of their parents. This is confirmed in Anne Roe's theory where parenting style or upbringing can significantly influence a person's career choice in future (Taylor & Buku, 2006).

All of the studies discussed have clearly indicated that parental influence on career choices can be satisfactory if students are not forced but are allowed to be involved in their career decisions. Olaosebikan and Olusakin (2014) summarized this by saying that students are satisfied when they have some form of independence in making career choices.

### **Psychosocial Support of Parents in the Career Choice of Students**

In answer to the level of psychosocial support of parents in the career choice of students, several findings were realized. Specifically, the participants opined that their parents were supportive of the career option they have chosen and that their parents cared about their thoughts concerning specific career options. Also, the respondents were of the view that their parents had insight about their feelings about specific career options. Overall, the respondents noted that there was psychosocial support from parents regarding their career choices.

From the results, it can be inferred that parents were supportive of students and paid attention their thoughts and feelings concerning their career choices. The findings are consistent with those of Xing and Rojewski (2018) who examined the role of selected family variables in predicting career decision-making self-efficacy of students in China and found that the support given by parents significantly predicted the self-efficacy of students in making career decisions. Similarly, Ferry, Fouad and Smith (2000) revealed that individuals' levels of self-efficacy increased when their parents provided assistance in the form of either verbal or nonverbal encouragement and support for activities linked to the specific area. This was because parental encouragement persuaded people in their beliefs and subsequent learning by

giving them hope that they could overcome obstacles that had previously paralysed them.

Further, the findings in this study make credible the previous study of Dietrich and Kracke (2009) that when coupled with encouragement, parental pressure can serve as a spur to career exploration rather than a barrier. The negative correlation between interference and difficulty making decisions was mitigated with the help of support. The connection between encouragement and discovery was also tempered by factors including disruption and disinterest. Dietrich and Kracke proposed that interference from parents is a consequence of either adolescent inactivity in the process of job preparedness or an unwillingness to fully devote to a certain professional objective.

Moreover, the findings of this study confirm that of Hellmann (2014) that a strong attachment to one's mother was predictive of a secure attachment to one's peers and a high level of self-efficacy in young people. These findings suggest that a young person's relationship to their mother has an indirect impact on their exploration of jobs.

Several other studies have shown that the levels of support psychosocial received from parents greatly influenced students in terms of how they made vocational decisions compared to parents' specific behaviours (Keller & Whiston, 2008; Paloş & Drobot, 2010).

Theoretically, Super's theory of career development was confirmed by the findings of the current study. From Super's theory, a person's choice of profession and subsequent professional development are the results of the interrelations among a variety of factors. These factors include a person's physical and mental development, life experiences, as well as the



characteristics of their environment. Therefore, Super argued that there is need to place emphasis on the context within which an individual grows since the context can affect the person's career choice (Super, 1990). In the current study, the family a person grows up in is one of the contexts which can affect the individual. Also, the psychosocial support of parents can help in developing the self-concept of the individual and this can help in the individual's career choice. When students receive the best support from their parents, it is likely to affect the self-concept (who they are) and through that affect their career choices. From the forgoing discussion, it has been confirmed that psychosocial support from parents was received and was valued by students in their career choices.

#### **Gender Difference in Emotional Satisfaction about the Influence of Parents on Career Choice**

The study revealed that there no significant difference existed between males and females with regards to their emotional satisfaction with parental influence in their career choice. In terms of their mean scores, males had a mean score of 18.73 while females had a score of 18.83. Even though some minor difference exists in the mean scores, the difference was not statistically significant. From the results, the null hypothesis which stated that there is no statistically significant difference between males and females in their level of emotional satisfaction about the influence of their parents on their career choice was retained. This gives the indication that male and female students had similar levels of emotional satisfaction concerning the influence of parents on their career on their career choice.

In connection to the current study is the study of Xing and Rojewski (2018) which revealed that influence of parents on career choice were unrelated to factors like family income, where the students grew up, or the students' own sex or age.

Also, the findings are in consonance with those of Kochung and Migunde (2011) found that no variance existed for factors influencing career choice in terms of gender. Joshua, Terungwa and Saanyol (2018) also revealed that male and female learners did not differ in the extent to which parents influenced their career choice in Nigeria. However, some studies such as that of Noack, Kracke, Gniewosz, and Dietrick (2010) found significant gender differences in the way students perceived the influence of parents on their career choices.

The results in the current study have pointed out that males and females would have similar emotional reactions to the influence of their parents in their career choice. This finding has not been consistent in the literature as some of the studies discussed above have shown that gender difference exists while others have shown that gender difference does not exist. This means that the literature on gender difference on the satisfaction of students with parental influence on career choice has some form of inconsistencies.

#### **Difference in Students' Level of Emotional Satisfaction about the Influence of Parents on Career Choice on the Basis of Age**

The study showed that no statistically significant difference existed in students' emotional satisfaction with parental influence in their career choice on the basis of their ages. In essence, the null hypothesis that there is no

statistically significant difference in students' level of emotional satisfaction about how parents influenced their career choices on the basis of their age was retained. This means that students of different ages had similar levels of emotional satisfaction about how parents impacted their career decisions.

The results confirm the findings of Xing and Rojewski (2018) revealed that age of students did affect the perceptions of students about how parents influenced their career choice in a significant manner. Also, several researchers have found there is no association between age and career decision factors like parental influence (Lopez & Ann-Yi, 2009; Schmidt, Miles, & Welsh, 2011).

The findings of the current study also confirm that of Fabunmi and Adedayo (2017) who found no significant variation in parental factors influencing occupational choices of learners on the basis of age in Nigeria. From the studies discussed, it appears age is not a significant factor in the influence of parents on the vocational choice of students. This is confirmed in most of the studies cited.

#### **Difference in Students' Level of Emotional Satisfaction about the Influence of Parents on Career Choice on the Basis of Level of Study**

The study showed that a difference, significant one, existed in students' emotional satisfaction with parental influence in their career choice with regard to their levels of study. The significant value is less than the .05 significant level implying that the difference which was observed in the mean scores of the different levels of study was statistically significant. The null hypothesis that there was no difference significantly in students' level of satisfaction about the influence of parents on their career choice on the basis

of their level of study was rejected. This implies students in different levels of study had different levels of emotional satisfaction with the parental influence on their decisions in terms of occupations with regard to level of study.

The results of Tukey's Post-Hoc test showed that students in Level 400 recorded the highest mean score of 19.29 while students in Level 100 recorded the lowest mean score of 17.72. Comparing the mean scores in line with the scoring of the questionnaire, the results imply students in Level 400 were more dissatisfied with the parental influence on career choice compared to Level 100 students. In essence, level 100 students felt that they were not forced in terms of their career choices when compared with level 400 students. The findings could be because in recent times, parents are becoming more open-minded and understanding of their children and as such giving their children more room to decide for themselves unlike before. This could explain why new students (level 100) were more satisfied with parental influence than older students (level 400).

The findings are in line with those of Ladd (2000) who revealed that there was significant correlation between year in school and emotional independence from parents. The researcher indicated that the level of emotional satisfaction arising from the influence of parents varied on the basis of year in school. Similarly, Noack, Kracke, Gniewosz, and Dietrick (2010) found that in terms of level of study, career exploration varied. There is generally a lack of literature on this phenomenon. However, the few have shown that level or year of study can be a determinant of how students perceive the influence of parents on their career choices.

Anne Roe's theory is also applicable in relation to the results that Level 100 students were more satisfied than Level 400 students in relation to the influence of their parents. By referring from Roe's theory, it could be that Level 100 students had stronger emotional bond or connection to their parents more than the Level 400 students.

### **Chapter Summary**

The results of the data analysed and how they relate to previous studies were covered in this chapter. Three research questions were answered and three hypotheses were tested in this chapter. Generally, it was found that parents were the most influential among other persons on the career choice of students. The influence of parents was however little since they did not force or compel students in terms of career choice but mostly encouraged them and suggested career options to them. Also, it was found that students were generally satisfied with parental influence since they were not forced into careers that they did not want. Parents also showed support to students in terms of the career choices of the students. No variations were significantly observed in the satisfaction of students concerning parental influence on career choice on the bases of gender and age. However, there was a difference on the basis of level of study.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This final chapter focuses on the summary, conclusions and recommendations of the study. Aside the above, the research gives some implications for counselling and some suggestions for further research.

#### Summary

The study examined the parental influence and psychosocial support on the career choice of students in KNUST. Three research questions were answered along with some three hypotheses.

#### Research Questions

1. How do parents influence the career choice of students in KNUST?
2. What is the level of emotional satisfaction of students in KNUST about the influence of parents on their career choice?
3. What is the level of psychosocial support of parents in the career choice of students in KNUST?

#### Hypotheses

1.  $H_0$ 1: There is no statistically significant gender difference in students' level of emotional satisfaction about the influence of parents on their career choice.
- $H_1$ 1: There is a statistically significant gender difference in students' level of emotional satisfaction about the influence of parents on their career choice.

2.  $H_02$ : There is no statistically significant age difference in students' level of emotional satisfaction about the influence of parents on their career choice.

$H_12$ : There is no statistically significant age difference in students' level of emotional satisfaction about the influence of parents on their career choice.

3.  $H_03$ : There is no statistically significant difference in students' level of satisfaction about the influence of parents on their career choice on the basis of their levels of study.

$H_13$ : There is a statistically significant difference in students' level of satisfaction about the influence of parents on their career choice on the basis of their levels of study.

Literature relating to the study were reviewed. The areas covered were theoretical review, conceptual framework, conceptual review and empirical review. The main theories underpinning the study included Anne Roe's Theory of Career Development and Choice, Donald Super's Theory of Career Development and Bandura's Social Cognitive Theory. Concepts relating to career choice and parental influence were reviewed. Finally, existing empirical works were also discussed. Generally, it was realized that there was inadequate local literature specifically on parental influence on career choice of students.

Descriptive survey design was used for the study. In all, 379 students were sampled using multistage sampling for the study. Questionnaire was used in the data gathering and analyses carried out descriptively and inferentially.

## Major Findings

1. The results revealed that the financial status and occupations of parents influenced choice of career of students. Also, parents motivated students to consider several academic and vocational options and as such the respondents indicated that they chose some careers because their parents spoke favourably of the said careers. On the other hand, it was shown that parents did not warn, force or choose programme and careers for the respondents.
2. The study also revealed that the respondents did not feel they could do better in a different programme other than what they were doing now. Also, the respondents had a say in their choice of programme and in taking decisions for themselves. The respondents also did not want to change their programme of study and were not pursuing their programme of study to impress their parents. Thus, generally, the results were clear that the influence of parents on the career choice of students did not make them emotionally dissatisfied. This was mostly because parents were not imposing or forcing students in terms of their career choices.
3. Parents were supportive of the career option they have chosen and that their parents cared about their thoughts concerning specific career options. Also, the respondents were of the view that their parents were understanding of their feelings about specific career options. Overall, the respondents noted that there was psychosocial support from parents regarding their career choices.



4. The study revealed that there was no significant difference between male and female students in their emotional satisfaction with parental influence in their career choice.
5. Also, the study revealed that there was no statistically significant difference in students' emotional satisfaction with parental influence in their career choice on the basis of their ages.
6. Finally, a significant difference was realized in students' emotional satisfaction with parental influence in their career choice on the basis of their levels of study. Specifically, level 100 students felt satisfied that they were not forced in terms of their career choices when compared with level 400 students.

### **Conclusions**

In the first place, it is concluded from the findings that the influence of parents on the career choice of students is not that of force or compulsion but rather in an indirect manner. Students mostly observe careers and finances of their parents and made their career decisions.

Secondly, it is concluded that students were in charge of their career decisions. Their career decisions were not made for them even though their parents had some minor influences on their career decisions. In this sense, both male and female students as well as young and old students were comfortable with their career decisions and did not see the need to change their career choices.

## Recommendations

Recommendations are made on the bases of the findings of the study. They include the following:

1. The study found that students observed the lives of their parents and were influenced in their career decisions. On this basis, it is recommended that students do not make decisions solely based on what they observe from their parents but also consider their own abilities and interests. This can help ensure that students end up in careers which would fit them.
2. The study found that the students were satisfied with their career options in spite of the influence of their parents. From this finding, it is recommended that university students should continue in their chosen fields since they are satisfied with their career decisions.
3. The study showed that students received psychosocial support from their parents and that parents were supportive of their career choices regarding their career choices. On this basis, it is recommended that students continually seek the views, encouragement and support of their parents in their career decisions since this can help them pursue successful careers in their lives.

## Implications for Counselling

The following are implications drawn from the findings for counselling:

1. The University Counselling Centre should undertake group and individual counselling sessions for students who may feel that their career choices are influenced by their parents and out of their control.

2. University counsellors should equip themselves more on modern issues relating to parental influence and career choices of students. This can help them provide better assistance to students in terms of career decision-making.
3. University counsellors can help students who may feel that they are not receiving adequate psychosocial support from their parents.

### **Key Contributions of the Study**

The following are some key contributions of the study:

1. The focus of the study on psychosocial support of parents in the career choice of students was fairly new in the Ghanaian context. This is because most of the Ghanaian studies reviewed in this study did not focus specifically on psychosocial support of parents. Thus, the study has contributed to the literature on parental influence in Ghana.
2. The focus of the study on the emotional satisfaction of students regarding their career choice was also fairly novel in the Ghanaian context. In essence, the study has contributed to the literature on parental influence in Ghana.

### **Suggestions for further research**

Future researchers can follow the suggestions below in the conduct of their research:

1. Future researchers should focus on specific parental variables and the extent to which each of the variables influence career choices of students. This can help make specific and direct recommendations as to which parental variables or factors are most important in career decision-making.

2. Future researchers could expand the study to cover other public universities in Ghana. This can enhance the generalizability of the findings.



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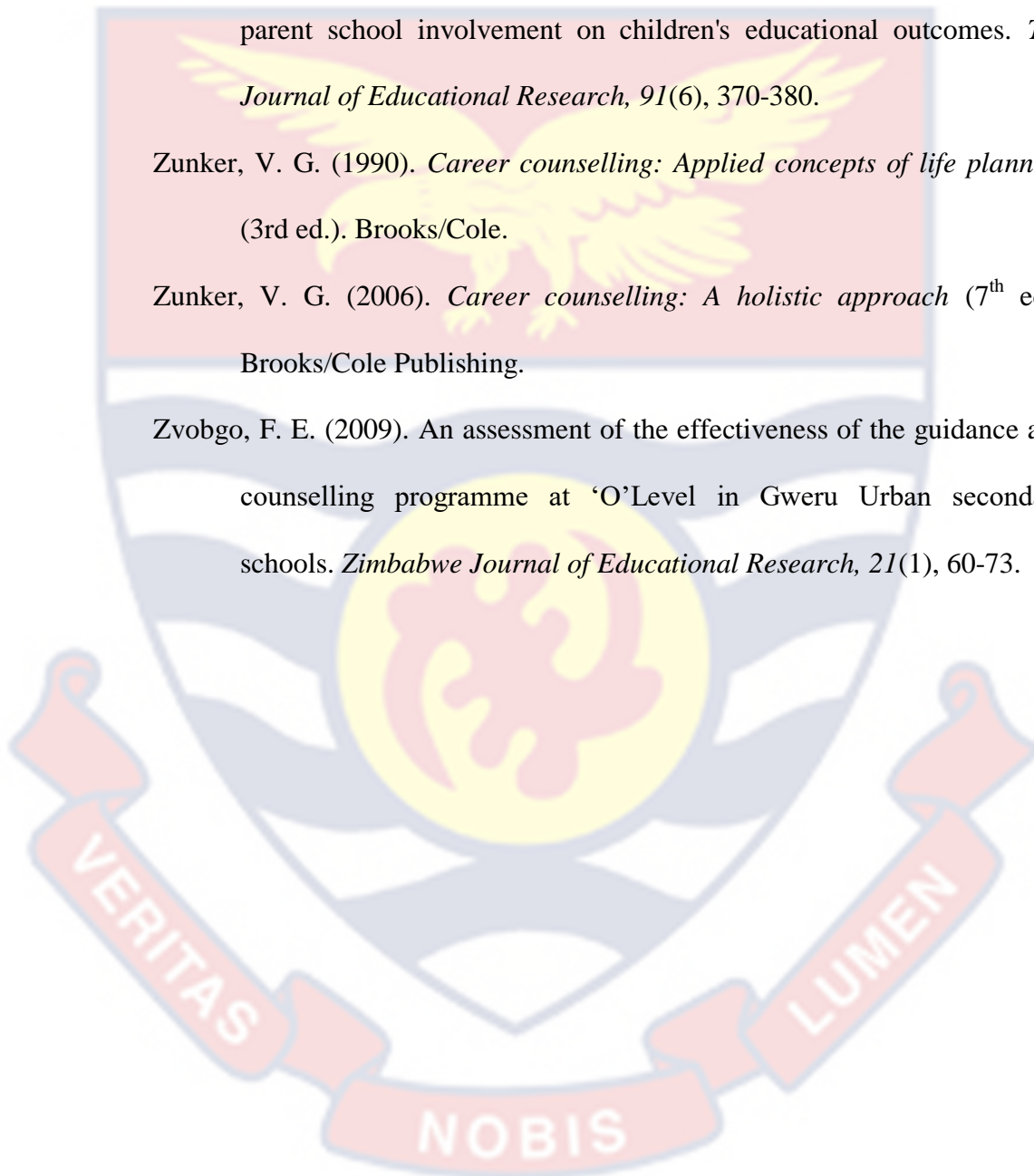
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APPENDICES

## APPENDIX A

UNIVERSITY OF CAPE COAST, CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

## QUESTIONNAIRE FOR KNUST STUDENTS

Dear Student,

Thank you for accepting to be part of this study. The purpose of the study is to **examine the parental influence and psychosocial support on choice of career among KNUST students**. This questionnaire seeks to obtain your views about parental influence of career choice in the university and how it affects you. It is essential that you take part in this research that we are conducting. Any information that you volunteer will be held in strict confidence. You are welcome to take part in the study at your convenience.

Thank you.

## SECTION A – DEMOGRAPHIC DATA

**Instruction:**

Please either enter the requested information or place a checkmark (✓) in the corresponding column to indicate how you feel about each of the questions contained in this section. Thank you.

1. Gender: Male [ ] Female [ ]
2. Age: 15 – 20 [ ] 21 – 25 [ ] 26 – 30 [ ] 31 – 35 [ ]
3. Year of study: First Year [ ] Second Year [ ] Third Year [ ]  
Fourth Year [ ] Fifth Year [ ] Sixth Year [ ]

**SECTION B – PARENTAL INFLUENCE ON CAREER CHOICE**

**Instruction:** Kindly select one of the options in response to the following questions. To indicate how you feel about each of these questions, please place a checkmark (√) in the corresponding column.

Respond by showing your agreement to the statements using the scale: “Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA)”.

Statements	SD	D	A	SA
1. My parents forced me about the career they want me to pursue				
2. My parents chose the programme I am studying for me				
3. My career choice was influenced by the work of my parents.				
4. The financial status of my parents influenced my choice of career.				
5. The appropriate educational resources for the development of my career have been provided by my parents.				
6. My parents provide the finance for my schooling and career choice.				
7. My parents motivate me to explore several academic and career options.				
8. My parents always gave me warning not to pursue some specific vocations and I am wary not to pick those careers.				
9. I chose my career path because my parents speak fondly of it.				

**SECTION C – EMOTIONAL SATISFACTION WITH PARENTAL  
INFLUENCE ON CAREER CHOICE**

**Instruction: Indicate with a tick (✓) how true these statements relate to you. Very True (VT), True (T), Not Sure (NS), Not True (NT)**

Statements	VT	T	NS	NT
1. I felt I had little or no say in taking decisions for myself (e.g. the choice of my programme)				
2. I felt I could do better in a different programme other than what I am doing now				
3. I felt I will fail most of my courses				
4. I am always afraid when examination is approaching				
5. I have tried changing my programme				
6. I do not have the courage to express myself in public and about my feelings				
7. I pretend to like my programme				
8. I would have changed my programme if I had my own way				
9. I had no say in the choice of my programme				
10. I am doing my programme to impress my parents and not for self-satisfaction				

**SECTION D – PSYCHOSOCIAL SUPPORT FROM PARENTS****REGARDING CAREER CHOICES**

Respond by showing your agreement to the statements using the scale:

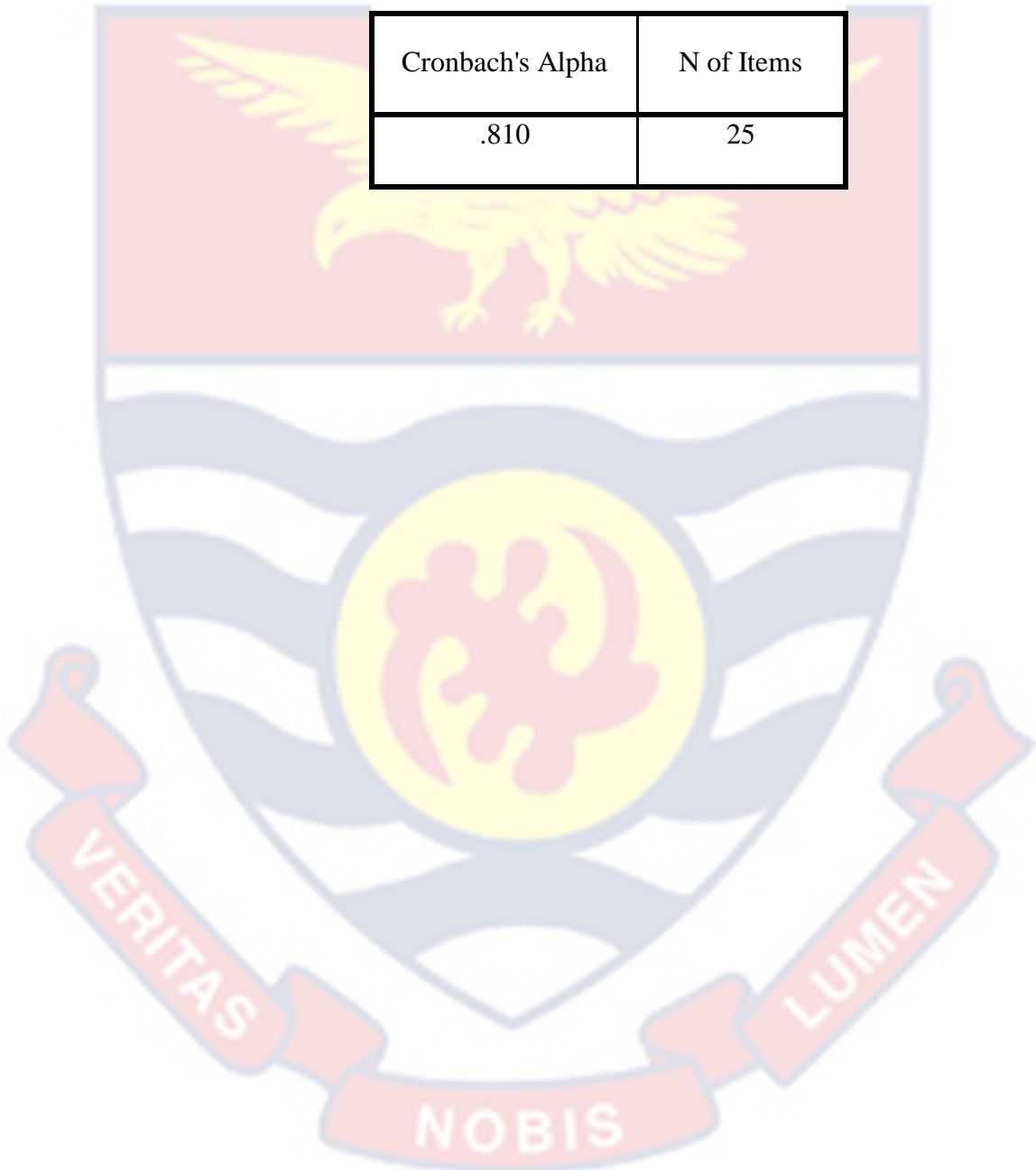
“Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA)”.

Statements	SD	D	A	SA
1. My parents help me feel better concerning my career options and choice.				
2. My parents understand my feelings about specific career options.				
3. My parents care about my thoughts concerning specific career options.				
4. My parents encourage me to seek answers about different job options.				
5. My parents understand and accept my opinion about my career options.				
6. My parents are supportive of the career option I have chosen.				

**APPENDIX B**  
**RELIABILITY OUTPUT**

Reliability Statistics

Cronbach's Alpha	N of Items
.810	25




## APPENDIX C

## ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref: CES-ERB/UCC-EDU/15/21-85  Date: 2nd September, 2021

Your Ref: .....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

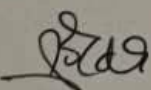
The bearer, Victoria De-Grafe Adjei Reg. No. ES/19/19/004 is an M.Phil. / ~~Ph.D.~~ student in the Department of Guidance and Counselling in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. ~~He~~ / She wishes to undertake a research study on the topic:

Psychosocial impact of parental influence on career choice among students of Kwame Nkrumah University of Science and Technology, Kumasi, Ghana.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed ~~his~~/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence ~~his~~/her study. The ERB would be grateful if you would give ~~him~~/her the necessary assistance to facilitate the conduct of the said research.

Thank you.  
Yours faithfully,



Prof. Linda Dzama Forde  
(Secretary, CES-ERB)

*Chairman, CES-ERB*  
Prof. J. A. Omotosho  
jomotosho@ucc.edu.gh  
0244784739

*Vice-Chairman, CES-ERB*  
Prof. K. Edjah  
kedjah@ucc.edu.gh  
0244742357

*Secretary, CES-ERB*  
Prof. Linda Dzama Forde  
lforde@ucc.edu.gh  
0244786680

APPENDIXD

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF EDUCATIONAL FOUNDATIONS  
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854  
Email: [dgc@ucc.edu.gh](mailto:dgc@ucc.edu.gh)



UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

29<sup>th</sup> October, 2021

The Chairman  
Institutional Review Board  
U. C. C.  
Cape Coast

Dear Chairman,

**LETTER OF INTRODUCTION: VICTORIA DE-GRAFT ADJEI**

I am the supervisor for Victoria De-Graft Adjei, an M.phil student from the Department of Guidance and Counselling, University of Cape Coast. Victoria has defended her thesis proposal title: "*Psychosocial Impact of Parental Influence on Career Choice Among Students of Kwame Nkrumah University of Science and Technology, Kumasi Ghana*". I therefore introduce to you, Victoria De-Graft Adjei for ethical clearance to enable her go to the field to collect data for her study.

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Stephen Doh'.

DR. STEPHEN DOH FIA  
Department of Guidance and Counselling  
0244088689