

Research Article

# The Role of Parental Involvement in Shaping Career Aspiration Among Secondary Schools Students in West Hararghe Zone, Ethiopia

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## Abstract

Career development can start when someone is quite young and just learning about different ways to make a living. It is a part of human development, and the process can span a lifetime. Career development is a life-long journey that starts at mid adolescence and ends at retirement, career development is processes parents are one of the most important and influential elements but they may not be aware, the study was to investigate the role of parental involvement to shaping students Career Aspiration among Secondary schools' students in West Hararghe Zone, Ethiopia. To achieve the objective, 191 students were taken from grade 11 and 12 students of West Hararghe Zone simple random sampling, classic stratified random sampling (CSRS), finally the researcher was used the respondent selected by systematic sampling (SYS) and the interview respondents selected non-probability sampling technique particularly purposive sampling technique. the results revealed that the parental involvement variables had statistically significant relationship to students' career development aspiration in general, the correlation analysis proved that student's achievement aspirations ( $r = 0.239$ ,  $p\text{-value} < 0.05$ ), students leadership aspirations ( $r = 0.197$ ,  $p\text{-value} < 0.05$ ), students' career development aspirations ( $r = 0.152$ ,  $p\text{-value} < 0.05$ ) have a statistical significance relationship with practices of parental involvement. On the basis of these results, it was recommended that principals, supervisors, teachers, parents, counselors and educational practitioners should give due attention to parental involvement variables and students' career development aspiration in secondary schools, Students' career aspiration indicators such as students' achievement aspirations, student leadership aspirations and students' academic aspirations have a positive relationship with the role of parental involvement, The independent variables such as parents' education level, occupation, socio-economic statuses, and psychological awareness are needed to influences to shape student's career aspirations, As regression analysis confirmed that there was statistical significant relationship between independent variables and the dependent variable, In this case parents' education level, occupation, socio-economic statuses, and psychological awareness play a great role to shaping students' career aspirations, The positive value of the coefficients for each predictor indicated that there was a positive relation between the independent and dependent variables, This showed the strengthening and diction of the two variables. An increase in the value of each of these predictors showed an increase to shaping student's career aspirations.

## Keywords

Exploring, Parental Involvement, Shaping Career Aspiration, Occupation Status, Socio-Economic Status, Psychological Awareness

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## 1. Introduction

Educational aspiration and its predictors has always been a topic of interest among sociologists, psychologists and economists for long. The theory of status attainment remained the dominant sociological explanation in which aspiration has been treated as a cognitive state that motivates young people to strive for an academic success [12]. Parents have been considered as 'significant others' playing the role of shaping aspirations in terms of providing opportunities, encouragement, and the necessary support for their children's learning. Economic theories, on the other hand, viewed educational aspirations as a purely rational assessment of pupils' economic and social circumstances [4].

Education is the process of encouraging socially acceptable behavior in learners for the benefit of themselves and society [22]. In the same way the process ensures the processes or desirable change in a person as a result of teaching and learning [35]. Before anyone can talk about their preferred occupation, they must have initiated themselves in a social system that exposes them to different occupations in the world.

Adolescents practice school's formal career development services as a complement to their parents' emotional guidance and support [24]. Additionally, Dutch students have expressed a desire to "integrate" these supports structurally involve parents in career education guidance (CEG) from the first year of secondary school [30]. Also, some parents may not be able to support their children in these decisions for reasons such as unemployment or immigration status, and 'parental support' can be a source of recurrent social differences [9]. Besides this discussion of supporting both parents and involving the wider school community can be found [34]. They argue that CEG has a specific role to play in filling knowledge and skill gaps for "first generation" high school students and their parents and home network contacts.

Parental involvement means that parents improve their children's academic performance by providing support and encouragement and by providing a home environment conducive to career development [13]. It is also the degree to which parents feel committed to their role as parents and to promoting peak adolescent development. Moreover, providing experience and relevant learning experiences [32].

Parents' formal education is another factor that influences students' career choices development [31]. growing professional interest begins at home [8]. He emphasized that the occupations of a person's parents and important family members influence such persons' career choices. It can affect how you perceive value. Taking this a step further, considering occupation as an indicator of parental skill utilization, it appears that students whose parents had occupations requiring higher skills also performed better.

It is a future-oriented tool for our life goals, which can often be appreciated in the future. Or it remains an unlikely dream

for the unfocused, while motivating a person's inner energy to work harder. Invest more time, effort, and money in your life goals [29]. Because it is an important driving force in people's lives and, when fulfilled, it can play an important role in well-being, so that we are always better able to achieve it [28].

Most studies undertaken on the topic of school-going adolescents in Ethiopia mainly emphasize issues related to the exposure of adolescents to reproductive health [19] The topic of adolescents' value of educational achievements in general and college and career aspirations in particular, in Ethiopia has not yet been adequately researched.

The few available ones are those published on the basis of data extracted from Young Lives longitudinal research project [11]. Adolescent exectations have become more concentrated in fewer occupations, such that 47% of adolescent boys and 53% of adolescent girls in 2018 – compared to 38% and 49%, respectively, in 2000 – expect to be employed in one of just ten professions by the time they reach age 30 [26]. the effects of sex, parental education, and students' academic performance on their career aspirations in which females, students with better educated parents, and those having high academic performance were reported to have high career aspirations [1].

Nevertheless, both existing and changing occupational choices and expectations of adolescents in Ethiopia have not been adequately studied yet. While most previous studies have focused on examining the educational aspirations of students as a general theme of investigation, the present research specifically focused on assessing the aspiration of secondary school students to join higher education institutions given changing and recent political, social, and economic developments in Ethiopia.

Moreover, issues related to students' career aspirations and professional preferences, including the place academic achievement in the value system of the students, have remained neglected enterprises among previous studies. We believe that empirical findings over such concerns would help to consider education policy and curriculum revisions at the national level. The purpose of the present research was, therefore, examining the role of Parental involvement in Shaping Career Aspiration and the perceived importance of education in the value system of school-going to Students in West Hararghe Zone, Ethiopia.

## 2. Research Questions

Based on the statement of the problem the following basic research questions were set:-

- 1) What is the parental involvement on shaping students' career development aspirations in secondary Schools?
- 2) To what extent parental involvement by education level, occupation, socio-economic status, and parent psychological awareness influences student's career development aspirations in West Hararghe Zone second-

ary Schools?

- 3) Is there a significant relationship between parental involvement to Shaping students' career aspirations in secondary Schools?
- 4) Are there gender differences in experiences to shaping students' career aspirations in secondary schools?

### 3. Research Methodology

#### 3.1. Research Design

This study employed a mixed-methods approach within a cross-sectional design to investigate the role of parental involvement in shaping career aspiration among Secondary Schools Students in West Harargne Zone, Ethiopia. A cross-sectional design was chosen as it allows for data collection from one or more samples at a single point in time, a commonly used survey-research design.

#### 3.2. Research Method

A mixed-methods approach allowed for the integration of both qualitative and quantitative data collection and analysis within a single study [7]. This approach was deemed necessary to achieve a comprehensive understanding and facilitate data triangulation, thereby providing a wider scope of insight into the phenomenon under investigation [17].

The study primarily emphasized a quantitative approach, with qualitative data serving as supplementary. Quantitative data, collected through questionnaires, was crucial for understanding the extent of parental involvement practices by gathering information from a large number of respondents. Qualitative data, collected through interviews, was incorporated to provide in-depth opinions and perceptions of participants.

Primary data was collected quantitatively from students and qualitatively from both parents and school principals. The quantitative approach dominated the study, addressing objectives two, three, and four, while objective one was qualitative in nature.

This design was suitable for establishing relationships between variables and predicting the direction and strength of these relationships. Specifically, correlation analysis was utilized to determine how independent variables (Practice of parental occupation, Practice of parental education level, Practice of parental income level, Practice of parent psychological awareness) related to and predicted the dependent variable (shaping Student's career aspiration), based on data from a relatively large number of respondents [6].

#### 3.3. Participants

*Table 1. Research Participants.*

|            | Male | Female | Total |
|------------|------|--------|-------|
| Students   | 122  | 69     | 191   |
| Parents    | 3    | 2      | 5     |
| Principals | 4    | 1      | 5     |
| Total      | 129  | 72     | 201   |

Sources: Field Survey by Author, 2025

#### 3.4. Sampling Techniques and Sampling Size

Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected. In this study, the researcher was used three sampling Techniques.

The sample size for the questionnaire-based quantitative data was determined using Yamane's [36] formula for a 95% confidence interval ( $e=0.05$ ):

$$n = N / (1 + N(e)^2)$$

where 'n' is the sample size, 'N' is the total population, and 'e' is the sample error.

Applying the formula:

$$\begin{aligned}
 n &= 364 / (1 + 364 * (0.05)^2) \\
 &= 364 / (1 + 364 * 0.0025) \\
 &= 364 / (1 + 0.91) \\
 &= 364 / 1.91 \\
 &\approx 190.57
 \end{aligned}$$

Therefore, the calculated sample size for this study was approximately 191 students.

The qualitative data were collected through interview from 5 student parents and 5 school principals, selected by using non-probability sampling technique particularly purposive sampling technique, with the assumption that they were in a good position to collect all information and they were resourceful and small in number and easy to manage the data.

**Table 2.** Number of students selected from each school.

| No    | Name of sample selected woreda (n <sub>1</sub> , ....., n <sub>5</sub> ) | Name of sample schools | No of students in sampled schools (n) |        |       | No of sampled students of the strata (sample size) |        |       |
|-------|--------------------------------------------------------------------------|------------------------|---------------------------------------|--------|-------|----------------------------------------------------|--------|-------|
|       |                                                                          |                        | Male                                  | Female | Total | Male                                               | Female | Total |
| 1     | Gamechis                                                                 | Barkumee               | 58                                    | 25     | 83    | 30                                                 | 14     | 44    |
| 2     | Bedesa city                                                              | Gamechis               | 57                                    | 23     | 80    | 29                                                 | 13     | 42    |
| 3     | Chiro city                                                               | Bedesa sec.scool       | 53                                    | 23     | 76    | 26                                                 | 14     | 40    |
| 4     | Tulo                                                                     | Charchar               | 48                                    | 18     | 66    | 20                                                 | 15     | 35    |
| 5     | Gumbi Bordode                                                            | Chiro Golla            | 46                                    | 13     | 59    | 17                                                 | 13     | 30    |
| Total |                                                                          |                        | 262                                   | 102    | 364   | 122                                                | 69     | 191   |

Sources: From each school Registrar, 2025

### 3.5. Instruments of Data Collection

#### 3.5.1. Questionnaires

Close ended questionnaire was employed to collect quantitative and qualitative data from students, questionnaire is also convenient to conduct survey and to obtain necessary information from large number of study subject within short period. all sampled teachers may have the necessary skills to read and understand the concepts that were incorporated in the questionnaires the other self-developed questionnaire was prepared in English language [33]. The statements of the questionnaire were measured on a five-point Likert scale [15]. scaled (from strongly disagree to strongly agree). thus, questionnaires had four parts. The first part of the questionnaire was intended to gather background information.

By using the Likert scale, part two comprise of the extent parental involvement of education status, parents occupation statues and economic status, influences to shape students career aspiration inventory Scale 14- items and Parent psychosocial behavior support career checklist 17 - items parents practice to shape students career aspiration decision by putting a tick from 5-point Likert scale by 1=Strongly Disagree, 4=Disagree 3= Moderately agree, 2=Agree, 5=Strongly Agree, section three also comprised to shaping Students Career Aspiration Inventory Scale 17- items parents practice to shape students career aspiration by putting a tick against an appropriate number which explains the influence on career practice (1=Strongly Disagree, 4=Disagree 3= Moderately agree, 2=Agree, 5=Strongly Agree).

#### 3.5.2. Interview

Interviews were one of the Data gathering instruments used to collect information. an interview is the major way in which a qualitative evaluator seeks to understand the perceptions of people [3]. A semi-structured interview was used to gather qualitative data from school principals, and students

parent because semi-structured interview items have the advantage of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. semi structured interview allows a wider freedom to ask the interviewee to obtain further information about their implementation of active learning and also helps control the direction of the interview to bring out the desired data. therefore, data obtained through interviews with 5 schools principals (4 male and 1 Female), and 5 students parent (3 male and 2 females) participated [20].

#### 3.5.3. Procedures of Data Collection

The data-gathering tools were developed based on the basic questions of the study and commented on by the researcher's. Then, the questionnaires were distributed and collected by the researcher based on the arrangement made and interviews were held with principals and students parent to support quantitative data.

### 3.6. Method of Data Analysis

Data analysis means to "find meanings from the data and a process by which the investigator can interpret the data [5].

In this study, both descriptive and inferential statistics was used to indicate the mean, standard deviation of the result and to check the statistical significance of the results. The methods of analysis are use based on the type of research question to be answered. Data obtain from participant's response was coded and analysis through Pearson product moment correlation quantitatively by using SPSS version 26. Accordingly, the following descriptive and inferential statistics was used.

Descriptive statistics (frequency, tables and percentage) was used to analyze the information generates from the demographic information, practice of parents involvement, Students career development aspiration.

Pearson Correlation was used to explore the relationship

between practice of parental involvement and on students' career development aspiration.

Independent Sample T-test was used to analyze whether there is gender difference in experiencing on students' career development aspirations in the study area.

The qualitative data researcher analyzes the use of narrative in word explanation to interpret the research participants' stories to do their practice of parental involvement on students' career development aspiration and how the practice of family involvement influence on students' career development.

## 4. Results

### 4.1. Role of Parental Involvement by Educational Level

The result which is gathered through questionnaires and

interviews. Students participated in the questionnaire, whereas student parents and school principals participated in the interview question. The closed-ended questionnaires were responded to and the resulting answers were interpreted in terms of the mean scores and standard deviation.

Table 3 below showed that the Mean and Standard Deviations for items of questions with 5 point-Likert-scales of 1-5 rating scale 1=strongly disagree, 2=disagree, 3=Not sure, 4=Agree, 5=strongly agree). The mean score achieved from data analysis were interpreted as (<1.49) = strongly disagree, (1.5-2.49) = disagree (2.5-3.49) = Not sure (3.5-4.49) = Agree, and (4.5-5) =strongly agree. Thus, the mean value, and standard deviation for each items was calculated and interpreted. In computing of the results, higher mean score showed the more parental involvement on student's career development aspirations while low mean score implies less parental involvement on student's career development aspirations in selected secondary School students of west Hararghe zone.

**Table 3.** Role of parental involvement by education status.

| No. | Items                                                                                                                                                | Mean | Std.  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|
| 1   | The parents' education fields will my first choice for career development aspiration                                                                 | 3.62 | 1.25  |
| 2   | My future career development aspiration my parents' education is passion.                                                                            | 3.47 | 1.28  |
| 3   | After taking some support by my parents' classes, I am very happy to develop my career aspirations thinking.                                         | 4.18 | .878  |
| 4   | One or more of my parents is an educator involved in my career development aspiration, and I do not regret my decision to follow in their footsteps. | 3.52 | 1.311 |
| 5   | My parents education level does contribute to my career development aspiration                                                                       | 3.44 | 1.25  |

As it was indicated in Table 3. item number 1, the computed mean (3.62) of the students showed that the parents' education field is the first choice for career development aspiration. Similarly, item number 2 in the same table students moderately agreed that students future career development aspiration was depend on the passion of parents' education.

As item number 3, the mean score of the parents was 4.18. This indicated most of the students agreed that after taking some support from their parents' classes, they are very happy to develop their own career aspirations thinking. As it was also shown in Table 3 item number 4, the computed mean of the parents (3.52) indicated that one or more of their parents was an educator involved in their career development aspiration, and they do not regret their decision to follow in their footsteps.

As it can be shown from Table 3 item number 5, the mean score of the parents was 3.44. This indicated most of the students moderately agreed that parents' education level does contribute to the students' career development aspiration.

In the school principals' interviews about parental in-

volvement for students' career development aspirations based on education level, all school principals gave similar responses, to explain student parents' involvement, based on as following semi-structured interview questions.

School principal interview question; how does parental involvement for shaping students' career aspirations based on their education status?

As School principals say;

*"As a school principal ...I've had the privilege of observing the deep involvement and commitment of parents in shaping their children's career development aspirations, driven by their own educational backgrounds. It's remarkable to witness how these parents, who often come from humble beginnings and have limited access to formal education, are determined to provide their children with greater opportunities than they themselves had. Many of these student parents have built their lives around self-employment, working as farmers or merchants to sustain their families."*(A research participants, April, 2-7/2025)

Similar to the school principals' interview question, the



student parents' interview question is: "What is your involvement based on your education status for your childrens career development aspirations?"

As three student parents say;

*"As a parent...I have always been deeply invested in guiding my child towards a path of success, drawing from my own educational background and experiences. However, reflecting upon my own journey, I can't help but feel a tinge of regret, realizing that I was only able to attain a secondary school education and fell short of achieving my own career development aspirations (A research participants, April, 2-7/2025)"*

#### 4.2. Role of Parental Involvement by Occupation Status to Shape Students' Career Development Aspiration

This sub-section deal with the analysis of the results gathered through questionnaires and interviews on the practice of parental involvement by occupation. Similarly, students participated in the questionnaire; the principals and students' parents participated in the interview question. For students, the closed-ended questionnaires were responded deviation to, and the resulting answers were interpreted in terms of the mean scores and standard, as shown in Table 4.

**Table 4.** Role of parental involvement by Occupation statutes to shape Students' career aspiration.

| No. | Items                                                                                                                       | Mean | Std. |
|-----|-----------------------------------------------------------------------------------------------------------------------------|------|------|
| 1   | My career development aspiration has been supported by the occupation of my parent.                                         | 3.08 | 1.40 |
| 2   | I have access to occupation in a family job.                                                                                | 2.82 | 1.37 |
| 3   | I would like to take after my father's / mothers occupation because I admire it.                                            | 2.65 | 1.35 |
| 4   | I develops an early understanding and desire for my career aspiration through observation of my father or mother occupation | 3.17 | 1.36 |

As it can be seen from Table 4. item number 1, the mean score of the parents was 3.08. This indicates that most of the students were moderately agreed whether their career development aspiration of students has been supported by the occupation of their parents or not. The standard deviation (1.40) of the students' responses showed that there is some variability in the response of students for this item.

The computed mean (2.82) item number 2 in table 4 indicate that most of the students were disagreed on the statement having an access to occupation in a family job. This indicates most of the students don't have access to occupation in a family job. Similarly, in the same table item number 3 shows that most of the students were moderately disagreed on the statement "I would like to take after my father's / mothers occupation because I admire it" with mean of 2.65.

For the School principals' interview question; how does parental involvement for students' career development aspirations based on their occupation status? The interview results show, as three of the respondents say;

*"As the school director, I have had the opportunity to observe a concerning trend where shaping students' career aspirations are hindered by their parents' job demands, leading to frequent absences from their education. It is during these instances, when teachers inquire about the reasons for their absences, that students often express the heartbreaking reality that they are absent*

*from class to support their parents due to their parents' heavy workloads. (A research participant, April, 2-7/2025)"*

And also as the other two respondents say;

*"Student parents are involved in shaping students' career aspirations based on their occupation level, which indicates significant support because most parents need their children's career development aspirations better than they do because current parents' work has less happiness at this level for them."(A research participant, April, 2-7/2025)"*

Similar to the school principals' interview question, for student parents' interview question is: what is your involvement in students' career development aspirations based on your occupation status? The interview results show from student parents, as three of the respondents say;

*"I am deeply invested in nurturing to shaping my children's career aspirations, driven by the desire for them to achieve more than I have in my own occupation. As a farmer, I understand that the nature of my work may not be the most preferable career path for my children, and it is my heartfelt hope that they can pursue opportunities that offer greater possibilities and fulfillment. (A research participant, April, 1-7/2025)"*

Another study participant, fifth student parents, as shown below;

*"As a farmer, I must admit that I am not actively involved in*

*shaping my children's career aspirations. My occupation requires much of my time and energy, leaving me with limited knowledge and information about various career paths. However, I recognize the importance of supporting my children's choices, and I do provide financial assistance when it comes to their career development. (A research participant, April, 2-7/2025)*

#### 4.3. Role of Parental Involvement by Income Status to Students' Career Aspiration

This section deals with an analysis of the results gathered through questionnaires and interviews. Students participated in the questionnaire, whereas school principals and student parents participated in the interview question. The closed-ended questionnaires were responded to, and the resulting answers were interpreted in terms of the mean scores and standard deviation.

**Table 5.** *The Role of Parental Involvement by income status to shape Students' Career Aspiration.*

| No. | Item                                                                                                                      | Mean | Std. |
|-----|---------------------------------------------------------------------------------------------------------------------------|------|------|
| 1   | My parent's income level will be not an issue to shaping my career aspiration.                                            | 2.95 | 1.41 |
| 2   | My parent's involvement has not provided the relevant money opportunities and resources for shaping my career aspiration. | 2.62 | 1.26 |
| 3   | I have access to occupation in a family income level, even so, need to increase my career development aspiration.         | 3.19 | 1.41 |
| 4   | My parents don't worry to develop and shape my career aspirations by their income level.                                  | 2.93 | 1.32 |
| 5   | My parents are wanted to finance my vocational aspiration in whichever career I choose.                                   | 3.12 | 1.45 |

As it can be seen from Table 5, item number 1, the mean score of the parents was 2.95. This indicated most of the students moderately agreed that their parent's income level is not an issue in their career development aspiration. Similarly, item number 2, the mean score of the parents was 2.62. This indicated most of the students moderately agreed that on the statement "My parent's involvement has not provided the relevant money opportunities and resources for my career development aspiration".

The computed mean (3.19) item number 3 in Table 5 indicate that most of the students were moderately agreed that even there is an access on occupation in a family income level; they need to increase to shape their career aspiration. In the same table in item number 4; most of the students moderately disagreed on the statement "My parents don't worry to develop about my career development aspirations by their income level" with mean value of 2.93.

The last item in Table 5, the mean value (3.12) showed that most of the students moderately agreed that parents wanted to finance their vocational aspiration in whichever career they choose. The value of the standard deviation for each item shows that there is no big variation in the response of students for each question.

For the School principals' interview question; how does the parental involvement in students' career development aspiration based on their income stutes?

The interview results show, as almost all school principals of the respondents say;

*"I have noticed that student parents are actively engaged in nurturing to shape their children's career aspirations, taking into consideration their income levels and providing them with the necessary resources to support their future needs related to education and career development. It is inspiring to witness the dedication and commitment of student parents towards their children's success. (A research participant, April, 2-5/2025)*

And also for student parents' interviews, the question is: what is your involvement in students' career development aspirations based on your income status?

Another two parents narrated:

*"As a parent with a low income level, I face the challenge of not being able to afford expensive fees for shaping my children's career aspirations. In such circumstances, I find myself in a position where I need to guide my children towards career choices that have more affordable educational options. I advise them to consider courses or programs with lower fees to ensure that they can pursue their aspirations within our financial means. While it is true that certain career paths may require significant financial investment. (A research participant, April, 2-7/2025)*

#### 4.4. Role of Parental Involvement by Psychological Awareness Status

The result which is gathered through questionnaire and interview on practice of parental involvement by psycholog-

ical awareness. Similarly, students were participated in the questionnaire, whereas principals and student parents were participated on interview question. The closed-ended ques-

tionnaires were responded to and resulting answers interpreted in terms of the mean scores and standard deviation as shown in Table 6.

**Table 6.** Role of parental involvement by psychological awareness status.

| No | Item                                                                                                           | Mean | Std. |
|----|----------------------------------------------------------------------------------------------------------------|------|------|
| 1  | My parent asks what careers I am considering for my future.                                                    | 3.95 | 1.02 |
| 2  | My parent encourages by psychological me to try new things.                                                    | 3.74 | 1.05 |
| 3  | My parent tells me he/she loves me.                                                                            | 4.05 | 1.06 |
| 4  | My parent has encourage me to be involved in extra-curricular activities.                                      | 3.35 | 1.28 |
| 5  | My parents encourage me to develop whatever career I want.                                                     | 3.92 | 1.08 |
| 6  | My parents has supports me when I have telling him/her that I am interest in a specific career.                | 3.74 | 1.09 |
| 7  | My parent encourages me to make my own decisions regarding my career development aspirations.                  | 3.94 | .953 |
| 8  | My parents have encourages me to develop consider many different educational and career options.               | 3.52 | 1.39 |
| 9  | My parent expresses interest in various teenage issues that are important career development aspiration to me. | 3.50 | 1.05 |
| 10 | My parent encourages me to talk to him/her about my career plans.                                              | 3.60 | 1.14 |
| 11 | My parent tells me he/she is proud of me.                                                                      | 4.08 | .937 |
| 12 | My parent tells me he/she has high expectations for my career.                                                 | 3.95 | 1.06 |
| 13 | My parent tells me about specific careers.                                                                     | 3.60 | 1.20 |
| 14 | My parents encouraged me to pursue my career interests and aspirations.                                        | 4.15 | 1.06 |
| 15 | My parent helps me feel better when I telling him/her I am concerned about a career development aspiration.    | 4.02 | .982 |
| 16 | My parent really tries to understand my thoughts, feelings and opinions about various topics.                  | 3.82 | .960 |
| 17 | My parent encourages me to ask questions about different jobs.                                                 | 3.72 | 1.11 |

As it can be seen from Table 6, item number 1, the mean score of the students was 3.95. This indicated that most of the students agreed that their parents asked what careers they were considering for their own future. In the same table, the mean values of 3.74 and 4.05 showed that most of the students agreed that their parents encouraged them to try new things psychologically and told them to love themselves, respectively.

As it was also shown in Table 6, items 4 and 5, the computed mean of the students is 3.35 and 3.92, respectively. This result indicates that most of the students agreed that parents encourage their children to be involved in extracurricular activities and to develop whatever career they want.

As it can be seen from Table 6 item number 5, the mean score of the parents was 3.92. This indicated that most of the parents support their children when they told them they are interested in a specific career. Similarly, items 7 and 8 show that most of the parents encourage their children to make their own decisions regarding their career development aspirations (mean = 3.94) and to consider many different educational and

career options (mean = 3.52).

Overall, Table 6 showed that most of the students agreed that their parents encourage them to talk to themselves about their career development aspiration, pursue their career interests and aspirations, and ask questions about different jobs. Parents also tell them to be proud of themselves, to have high expectations for their careers, and to be specific about their careers. The interview results show, as almost all school principals of the respondents say;

*"Student parents are involved psychologically in shaping students' career aspirations because, at this time, student parents are concerned about students' career development aspirations. At this time, student parents are talking to their children about their academic success and interest shape their career aspirations, and parents need their children to develop psychological skills."* (A research participant, April, 2-7/2025)

Again, three another parent added;

*"I am involved in my children's career development aspirations based on my psychological understanding, which*



*means I am creating motivation for my children to develop good career aspirations from their teachers and from their role models.”(A research participant, April, 2-7/2023)*

#### *Students career aspiration*

This section deals with the analysis of the results, which were gathered through questionnaires and interviews on stu-

dents' career t aspirations. The school principal and student parents participated in the interview questions. The closed-ended questionnaires were responded to, and the resulting answers were interpreted in terms of the mean scores and standard deviation.

**Table 7.** *Students career aspiration.*

| No. | Items                                                                                   | Mean | Std. |
|-----|-----------------------------------------------------------------------------------------|------|------|
| 1   | I want my work to have a lasting impact on my field.                                    | 4.62 | .651 |
| 2   | Being outstanding at what I do at work is very important to me.                         | 4.59 | .760 |
| 3   | I know that I will be recognized for my accomplishments in my field.                    | 3.87 | .791 |
| 4   | I hope to become a leader in my career development.                                     | 4.11 | .816 |
| 5   | When I am established in my career, I would like to manage other employees.             | 4.07 | .769 |
| 6   | I plan to reach the highest level of education in my field.                             | 4.43 | .769 |
| 7   | I will pursue additional training in my occupational area of interest.                  | 4.12 | .844 |
| 8   | I will always be knowledgeable about recent advances in my field.                       | 4.27 | .887 |
| 9   | I know I will work to remain current regarding knowledge in my field.                   | 4.23 | .835 |
| 10  | I would pursue an advanced education program to gain specialized knowledge in my field. | 4.23 | .730 |

As shown from Table 7, item number 1, the mean score of the students' response was 4.62. This indicated most of the students were strongly agreed that there they want for their own work to have a lasting impact on their own field. Similarly, most of the students were strongly agreed (Mean=4.59) that being outstanding at what they do at work is very important to them.

In the same table the mean value 3.87 and 4.11 most of the students know their recognition for their accomplishments in their own field to become a leader in their career development. Similarly the mean value 4.07 and 4.43 in item number 5 and 6 show that students were interested to establish in their own career to manage other employees and they have plan to reach the highest level of education in their own field.

As it was also shown in Table 7, item number 7 and 8, the computed mean of the students is 4.12 and 4.27. This result indicates most of the students agreed to pursue additional training in their own occupational area of interest and to acquire knowledge about recent advances in their own field.

For instance one interview respondent school principals and student parents responded that:

As all School principals say;

*“As a school principal, I have immense admiration for these students parents and students. Their unwavering dedication, sacrifice, and resilience in the face of adversity are truly remarkable. Based on this they envision a future where*

*their children can secure stable, fulfilling careers that transcend the boundaries of their family's occupation. (A research participant, April, 2-7/2025)*

Similar to the school principals' interview question, the student parents' interview question is: how do you accept your children's parental involvement in their career development aspirations and what they want to do in their career development? The interview results show that student parents, as most of the respondents say,

*“As a parent, I believe in the power of dreams and the potential for my child to achieve greatness in their chosen field. It's a humbling experience to witness their drive and ambition, and it motivates me to provide them with the support they need to excel. While my own career may have been limited by my educational background.”(A research participant April, 2-7/2025)*

*The relationship between Role of parental involvement on shaping student's career aspiration*

*Is there significance the relationship between Role of parental involvement on shaping students' career aspiration in selected secondary Schools?*

Pearson correlation analysis was used to examine the relationship between role of parental involvement and students' career aspiration in selected secondary Schools in West Hararghe zone.

**Table 8.** The relationship between Role of parental involvement and students' career aspiration.

|                                  |                     | Students Achievement Aspirations | Students Leadership Aspirations | Students' Academic Aspirations | Role of parental involvement |
|----------------------------------|---------------------|----------------------------------|---------------------------------|--------------------------------|------------------------------|
| Students Achievement Aspirations | Pearson Correlation | 1                                |                                 |                                |                              |
|                                  | Sig. (2-tailed)     |                                  |                                 |                                |                              |
|                                  | N                   | 115                              |                                 |                                |                              |
| Students Leadership Aspirations  | Pearson Correlation | .434**                           | 1                               |                                |                              |
|                                  | Sig. (2-tailed)     | .000                             |                                 |                                |                              |
|                                  | N                   | 115                              | 115                             |                                |                              |
| Students' Academic Aspirations   | Pearson Correlation | .178**                           | .035                            | 1                              |                              |
|                                  | Sig. (2-tailed)     | .001                             | .520                            |                                |                              |
|                                  | N                   | 115                              | 343                             | 343                            |                              |
| Role of parental involvement     | Pearson Correlation | .239**                           | .197**                          | .152*                          | 1                            |
|                                  | Sig. (2-tailed)     | .000                             | .000                            | .034                           |                              |
|                                  | N                   | 115                              | 115                             | 115                            | 115                          |

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

As it can be seen from Table 8 above it has been proved that students achievement aspirations ( $r = .239$ ,  $p\text{-value} < 0.05$ ), students leadership aspirations ( $r = 0.197$ ,  $p\text{-value} < 0.05$ ), students' academic aspirations ( $r = 0.152$ ,  $p\text{-value} < 0.05$ ) have a statistical significance relationship with practices of parental involvement. This result indicates that all students' career development aspiration indicators such as students' achievement aspirations, student leadership aspirations and students' academic aspirations have a positive relationship with the role of parental involvement.

In general there is a positive relationship between the role of parental involvement and students' career aspiration. This mean role of parental involvement increases students' career aspiration.

*Role of Parental involvement by education level, occupa-*

*tion, and socio-economic statuses influences to shape student's career aspirations*

*To what extent role of parental involvement by education level, occupation, and socio-economic statuses for shaping student's career aspirations in West Hararghe Zone selected secondary Schools?*

To determine the influence of parental involvement by education level, occupation, socio-economic statuses, and psychological awareness on student's career development aspirations, multiple linear regression analysis was used. The dependent variable student's career development aspirations and the independent variables such as parent's education status, parent's occupational status, parents socioeconomic status, and parent psychosocial awareness was fitted and the result found in the tables below:

**Table 9.** ANOVA summary table that show that a collective predictors of parents education, occupation, socio-economic and psychological awareness and student's career aspirations.

| Model |            | Sum of Squares | Df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 2478.170       | 4   | 619.543     | 25.396 | .000 <sup>b</sup> |
|       | Residual   | 8245.696       | 187 | 24.396      |        |                   |
|       | Total      | 10723.866      | 191 |             |        |                   |

Table 9 shows that the ANOVA output from regression analysis and represents standardized regression coefficients. As in-

dicated in the table, the model is statistically significant which indicates at least one of the variables predicts students career

aspirations significantly,  $F(4,338) = 25.396$ ,  $P\text{-value} < 0.05$ .

Parents education, occupation, socio-economic and psychological awareness had a moderate positive relationship to

student's career development aspirations ( $R = .481$ ) and they accounted together about  $R^2 = 0.231$  (23.1%) of variance in the students career development aspirations.

**Table 10.** Multiple linear regression.

| Model                                 | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|---------------------------------------|-----------------------------|------------|---------------------------|--------|------|
|                                       | B                           | Std. Error | Beta                      |        |      |
| (Constant)                            | 22.156                      | 1.939      |                           | 11.427 | .000 |
| Parent's education status             | .298                        | .072       | .217                      | 4.167  | .000 |
| 1 Parents socioeconomic status        | .549                        | .083       | .335                      | 6.632  | .000 |
| Parent psychological awareness status | .084                        | .027       | .157                      | 3.088  | .002 |
| Parent's occupation status            | .176                        | .072       | .127                      | 2.442  | .015 |

$R = .481$ ,  $R^2 = 0.231$ .

Table 10 indicated that the research attempted to check how well each of the independent variables predicted student's career development aspirations. Parent's education of students predict significantly student's career development aspirations ( $b = .298$ ,  $t = 4.167$ ,  $p\text{-value} < 0.05$ ); parents socioeconomic status predict significantly student's career development aspirations ( $b = .549$ ,  $t = 6.632$ ,  $p\text{-value} < 0.05$ ); Parent psychosocial awareness predict significantly student's career development aspirations ( $b = .084$ ,  $t = 3.088$ ,  $p < 0.05$ ), and Parent's occupation predict significantly student's career development aspirations ( $b = .176$ ,  $t = 2.442$ ,  $p < 0.05$ ). From all of the independent variables, parents socioeconomic status

was the strongest predictor ( $B = .549$ ) and contributed to the highest of the total variance followed by parent's education ( $B = .298$ ) in Parent psychosocial awareness was the smallest predictors ( $B = .084$ ), which contribute the smallest of the total variance.

*Gender differences in experiencing shaping students' career aspiration*

*Are there gender differences experiencing on shaping student's career aspirations in the study area?*

To determine whether there is a gender difference in experiencing on shaping students' career aspirations independent sample T-test was used.

**Table 11.** Independent sample t-test.

| Gender | N   | Mean    | Std. Deviation | T      | Df  | Sig. (2-tailed) |
|--------|-----|---------|----------------|--------|-----|-----------------|
| Male   | 122 | 39.2011 | 6.01448        | -2.904 | 341 | .004            |
| Female | 69  | 37.4591 | 5.09449        |        |     |                 |

Table 11 shows that there is a gender differences in experiencing parental involvement in students' career development aspirations ( $t = -2.904$ ,  $p\text{-value} < 0.05$ ). The mean value for male = 39.201 with standard deviation of 6.014 and Female = 37.46 with a standard deviation of 5.09, showed that male students have more career development aspirations than female students.

## 5. Discussion

The role of parental involvement plays a great role for the

development of students' career development aspiration in selected secondary Schools. parental practice fills a significant impact on young people's career development and career choices [27]. Parents need their children to find happiness and fulfillment in their daily lives [20]. parental education level decides the improvements and the social degree of the home and to get profitable work [25].

Educational status of parents the positively influences student's career development aspirations [37]. parental educational attainment had a significant positive impact on students' educational and career aspirations [2]. determining the

role of parental education level in shaping children's futures through career aspirations and choices; and parental education was associated with educational and professional outcomes his result was in line with this study [10].

Parents' occupation positively influences student's career development aspirations. parental occupation influences children's career decisions and students from high-income parents are increasingly agitated and have higher career aspirations [38]. Found that students from high-income families were 18% more likely than students from low-income families to complete eight or more semesters substantially. Socio-economic status of parents significantly affects student's career development aspirations [21].

family socio-economic status or income is another aspect of family background that influences the career development of youth, especially for girls and generally points out, young people from low-income families are unable to attract or receive vocational training [16]. parent income and liquid assets have a significant impact on enrollment and graduation rates [18].

psychosocial awareness is a process of developing career development aspirations of students from parents that can be defined as developing a sense of self and an independent identity from that of the parents [23]. The study of lifespan development indicated that maturation involves the process of separation from parents. Psychological separation from the family which is a normal developmental task of late adolescence may be stalled when the young adult experiences indecision and when his or her parents are unwilling or unable to "let go". Career development, parental psychological encouragement increases a child's capacity for making career decisions, career awareness, and the persistence required to pursue career aspirations [14].

## 6. Conclusion

Students' career aspiration indicators such as students' achievement aspirations, student leadership aspirations and students' academic aspirations have a positive relationship with the role of parental involvement.

The independent variables such as parents' education level, occupation, socio-economic statuses, and psychological awareness are needed to influences to shape student's career aspirations.

As regression analysis confirmed that there was statistical significant relationship between independent variables and the dependent variable.

In this case parents' education level, occupation, socio-economic statuses, and psychological awareness play a great role to shaping students' career aspirations.

The positive value of the coefficients for each predictor indicated that there was a positive relation between the independent and dependent variables.

This showed the strengthening and diction of the two variables. An increase in the value of each of these predictors

showed an increase to shaping student's career aspirations.

## 7. Recommendation

- 1) The school leaders should work on shaping the career aspirations of students in order to have fruitful manpower.
- 2) It is well known that the development of a country is dependent on the young generation, particularly those enrolled in secondary schools; therefore, all stakeholder should work for the success of students career aspirations are critical for students to be critical thinkers on their specific field goals.
- 3) School leaders and teachers should plan and provide courses and short-term trainings for students that focus on shaping career aspirations while they are enrolled.
- 4) Counselors should provide training, counseling, and guidance to students while they are at school, with a focus on their career goals.
- 5) Students should discover their inner desires for their work, which they will apply in their real-life endeavors.
- 6) Parents should guide their children from an early age in order to foster new minds for their children's lives.
- 7) Ethiopian researchers should be engaged to investigate on shape students' career aspirations and assist them in developing career choices in the schools.

## Abbreviations

|       |                                             |
|-------|---------------------------------------------|
| CEG   | Career Education Guidance                   |
| SPSS  | Statistical Package for the Social Sciences |
| CSRS  | Classic Stratified Random Sampling          |
| SYS   | Systematic Sampling                         |
| ANOVA | Analysis of Variance                        |

## Conflicts of Interest

The author declares no conflicts of interest.

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