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The Role of Parental Support in Influencing Their Children's Career Development

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ABSTRACT

The study explored the role of parental support in influencing their children's career development. For this thesis, a quantitative research design was adopted, and a questionnaire was distributed to 300 students in various educational levels in the city Turbat, Kech Balochistan. The outcomes revealed that parental support has a positive impact on children career development by increasing skills and improving academic journeys. The study showed that parents have a great role in shaping and changing in their children's career development. The findings highlighted the importance of parental involvement in the development of the careers. Furthermore, the study recommended that the policy maker and educational institutions should develop policies by emphasizing the significance of parental involvement in career development and the support of parents. The study contributed to the comprehending of the role of parental support in influencing children's career development by suggesting for policymakers along with educators and parents.

Key words: Parents, Influence, Children, Career, Development.

Introduction

The term career has been written about since the 16th century and gained prominence with Anne Roe's psychological study of professions in 1957. A career refers to the continual development and consolidation of a person's professional life (Bayraktaroglu, 2006). A career is influenced and constructed by one's personal traits, such as skills, abilities, interests, feelings, education, and experiences (Aktas, 2015). The advanced position one obtains and the specialized functions one performs in a profession constitute the strategic attainment of one's personal goals, which also serve as a foundation for self-development and success (Ayse and Er, 2017). Goal setting and action to realize them is a necessary self-attribute for career planning, which is an essential element for self-actualization and the outcome of a career that is professionally and financially sustainable (Guldu and Kart, 2017).

The first step in planning a career is determining a profession or career goal by assessing one's strengths, interests, and weaknesses. Once a goal is determined, people begin focused work to acquire the needed education, training, or experience to fulfill the goal. This work may be called professional preparation and may include vocational training, internships, mentorships, seminars, and a multitude of other learning opportunities (Cevher, 2015). This step in the process involves goal-setting, and taking active steps to achieve the goal which involves personal development, attainment of education, work experience, and professional self-promotion (Tatlı et al., 2021).



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Career development involves individual initiatives, but it also depends on family, especially during the formative years of childhood and adolescence. As children develop, their abilities begin to manifest. Parental encouragement and support are pivotal in guiding their children's abilities toward a worthwhile career. The emotional and psychological stages of development, which also include the social component, are crucial in defining the career path of children. Parents, more than anyone, help to unlock the potential of their children by nurturing their talents. The family is the first to provide a protective sheath in which potential is nurtured and no opportunity is overlooked.

In contemporary contexts, achievement is just one component of a person's career; the journey of growth and experience also matters. Oelamny and Thompson's (2011) research illustrates the importance of family support structures in career development, analyzing the correlation of success and the supportive structures of a family. This study illustrates the impact of parental support on children's vocational choices and the determining factors of support. With the shifting societal structures, the importance of parental guidance regarding careers in youth is immeasurable. This study seeks to understand the ways in which parents' support structures change in response to new professions, changing market structures, and the role of technology. The objective of this research is to discern the ways parents assist children in career decision-making in the current convoluted situation, where successful resolution is critical.

An understanding of the most beneficial support behavior remains unclear and this is problematic. Children continue to rely on their parents to provide support in making career choices. This barrier creates a situation in which strategies are not able to be developed that help parents effectively assist their children in constructing successful career paths. This suggests that the impact of parental support on children's career choices and outcomes is a focus of future research.

Findings on parental support and its impact on children's career development are vital for planned interventions and actions fostering career prospects for young people. The influence of parental support motivates the development of focus programs aimed at educating parents on the proactive ways they can encourage career development. This research enriches both the theoretical and practical domains by identifying particular ways parental participation impacts career goals and results. It also reiterates the importance of an integrated system of career support from schools, communities, and families for young people. Despite these contributions the study has its limitations, including the collection of data from 300 people located in Balochistan, Makuran with 150 females in the sample and people of different educational levels, inclusive of secondary school and college students from varied semesters in the Department of Education. These limitations may pose challenges in generalizing the results beyond the area of the study.

For the purpose of the investigation, the study intends to guide the investigation with three hypotheses: first, there is a significant relationship between parental support and the child's career development; second, there is a positive relationship between the parent-child relationship and the child's career progression; and third, parental income has a significant impact on the child's career development. To enhance understanding, the term 'parent' is defined as the person who gives birth and raises the child, 'influencing' as actions or behaviors that affect another person, 'child' as a person who is not able to live independently or make autonomous decisions, 'career' as the continuously evolving professional activities of a person, and 'development' as the growth in a person's mental, cognitive, and emotional faculties.

Research methodology



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Research design:

This study followed a quantitative research design to find the role of parental support in influencing their children's career development, and the descriptive design approach was used to provide a comprehensive understanding of the study. The quantitative collected data examined the extent to which parental support impacts children's career choices, aspirations, and success.

Population and sample for the study:

The sample of this study composed 300 students and targeted populace was from Turbat City, District Kech, Makuran Division, and Baluchistan, distributed across three educational levels: School Level: 100 students (50 females, 50 male) from Model School, Turbat. And College Level: 100 students (50 females, 50 male) from Degree College, Turbat. And University Level: 100 students (50 female, 50 male) from the University of Turbat from sociology departments.

This population representation allows for a comprehensive understanding of the role of parental support in influencing career development among students in Turbat City, across various educational levels.

Sampling design:

For the experiment, the Random sampling design were applied for data collection.

Research tools and instruments:

In this research a questionnaire was developed and distributed it to students from the 2th and 4th 6th and 8th semesters of the sociology Department at the University of Turbat, as well as students from Girls Model School, Boys Model School, Girls Degree College Turbat, and Atta Shad Degree College Turbat. The collected questionnaire, consisting of 20 questions, aimed to investigate "The Role of Parental Support in Influencing Their Children's Career Development". The questions sought to gather information on: parental support, parental involvement, parent-child relationships, parent educational backgrounds and parent income as well. The questionnaire utilized a Likert-scale format with response options including: Always, Usually, sometimes, occasionally, never.

Procedure of data collection:

The primary source data was collected from male and female students across various levels (2nd to 8th semester) in the sociology Departments at the University of Turbat, as well as from four schools/colleges in Turbat (Girls Model School, Boys Model School, Girls Degree College, and Atta Shad Degree College), to explore the impact of parental support on career development.

Reliability:

To ensure data reliability, a thorough review of the information was conducted which was subsequently verified and approved by my supervisor. That provided a high level of assurance regarding the accuracy and reliability of the data.

Validity:

The data's validity was strengthened through respondent validation. By checking the data with the respondents, the information was ensured accurately reflected their experiences and perspectives, providing a high level of confidence in the data's validity.



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Ethical consideration:

The study was conducted by the following roles and regulations in a very formal way. The data were collected by the permission from the authorities of Education Department. And then the permission was allowed by the head of schools, colleges and university which made sure to care about the privacy of its respondents. There were not any dishonesty and unethical act. Each and every process were done ethnically.

Procedure of data analysis:

The overall data was collected through questionnaire from students and the collected data were analyzed the help of SPSS (statistical package for social science) software. Which helped the researcher separated all data of respondents including statement frequency, percentage, mean and standard deviation. The SPSS systematically used to separate all data of respondent. After analysis data of research was discussed one by one according to the responses of the respondents. The software SPSS used to conduct to analysis the statically data to describe the numerical values.

Result

Demographical Study of the Participant:

The demographical study of the research is based on gender, age and education. The figure 1 A, showed that 33.3% participant's age were 15 to 16, 33.3% age were 17 to 18 and 33.3% age were 18 to 25.

Gender of Respondents:

The figure 1 B, showed that 50.0% respondents were males while 50.0% were females.

Education of Respondents:

As in figure 1 C, expressed that from the respondents 33.3% were matric students and 33.3 were college students and 33.3 were university students.

Parents in Education of Respondents:

The figure 1 D, showed that 58% agreed the option always, 28% usually, 18% sometimes, 2% occasionally and 3% never from the given statement.

Parents in Education Career:

From the given statement of the figure 1 E, showed that the respondents selected the option always in 65%, usually in 21%, sometimes in 8%, occasionally 1%, and never in 2%.

Parents in Education Interest:

From the given statement of the figure 1 F, showed that the option always in 62%, usually in 22%, sometimes in 8%, occasionally 3%, and never in 1%.

Parents Interaction in Education Career:

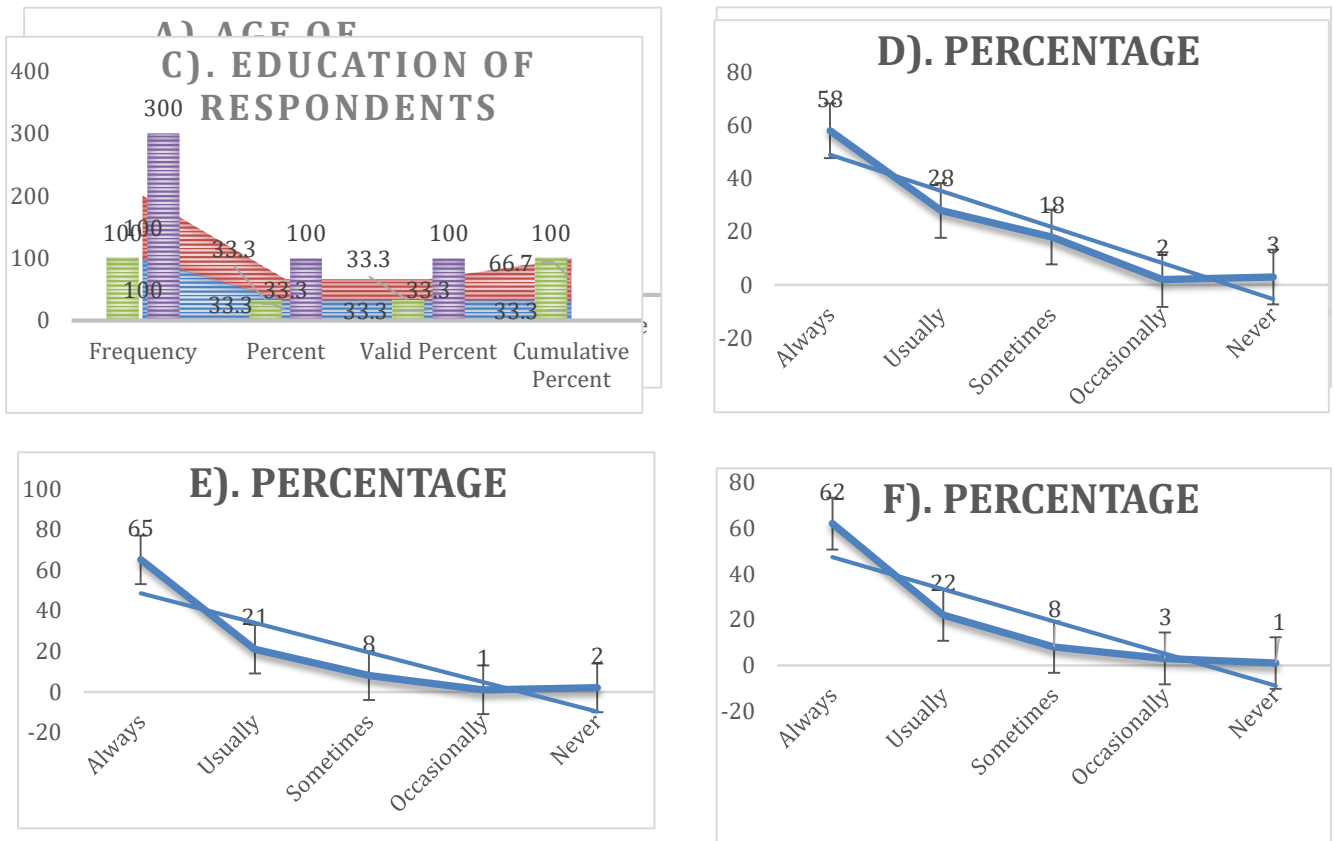
From the figure 1 G, the statement is chosen the option always in 68%, usually in 18%,

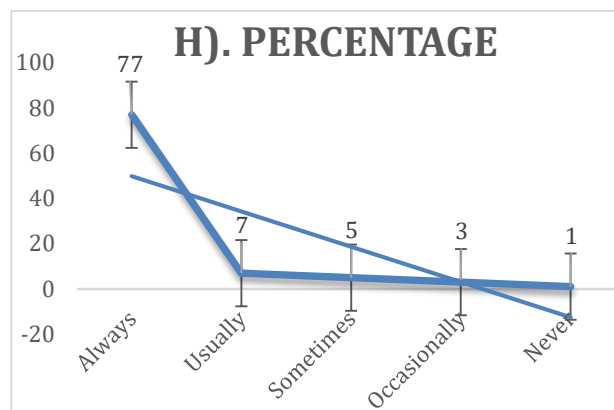
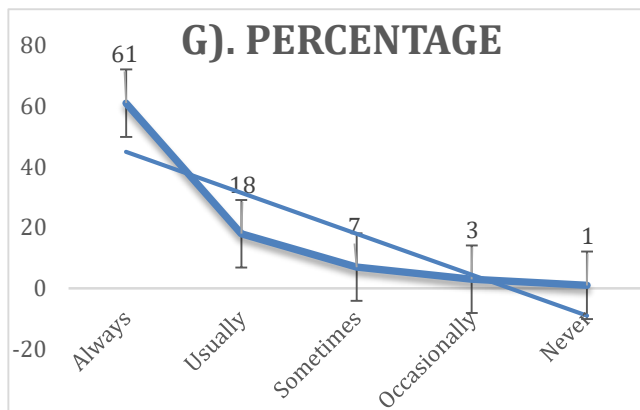


Parents Allow to Set Goal and Career:

The figure 1 H, showed that 77% select the option always, 7% usually, 5% sometimes, 3% occasionally and 2% never.

Figure 1: Graphical representation of respondents’ demographic characteristics and parental





involvement, showing age distribution (A), gender composition (B), education level (C), parents in education of respondents (D), parents in education career (E), parents in education interest (F), parents’ interaction in education career (G) and parents allow to set goal and career (H).

Students Comfortable with Parents for Educational Career:

From the figure 2 A, showed that 58% select the option always, 20% usually, 18% sometimes, 3% occasionally and 0% never.

Parents Respect Students Future Ideas:

As shown in figure 2 B, the 60% select the option always, 20% usually, 17% sometimes, 2% occasionally and 1% never.

Parents Emotional for Students Career:

In the figure 2 C, statement showed that 55% select the option always, 21% usually, 19% sometimes, 3% occasionally and 2% never.

Parents Relationship for Students Career:

From the statement of the figure 2 D, showed that 62% select the option always, 22% usually, 17% sometimes, 2% occasionally and 1% never.

Parents Respect Students Decisions:

From the statement of the figure 2 E, showed that 56% select the option always, 20% usually, 18% sometimes, 3% occasionally and 1% never.

Parents Supportive for Students Career:

From the figure 2 F, showed that 60% select the option always, 20% usually, 17% sometimes, 4% occasionally and 0% never.

Parents Help Every Time for Students Career:

As shown in figure 2 G, the 60% select the option always, 23% usually, 7% sometimes, 3% occasionally and 0% never.

Parents Celebrate for Students Achievements:

From the statement of the figure 2 H, showed that 59% select the option always, 23% usually, 13% sometimes, 5% occasionally and 1% never.



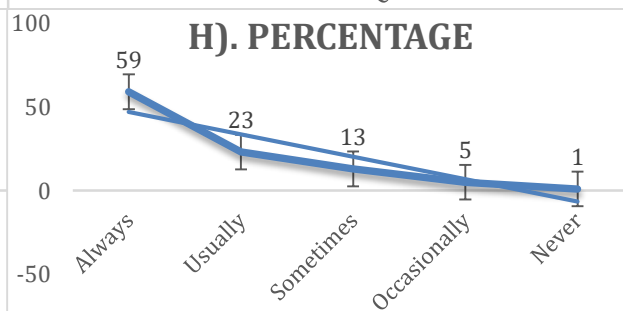
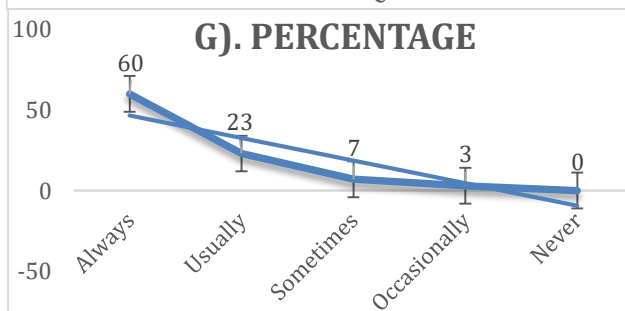
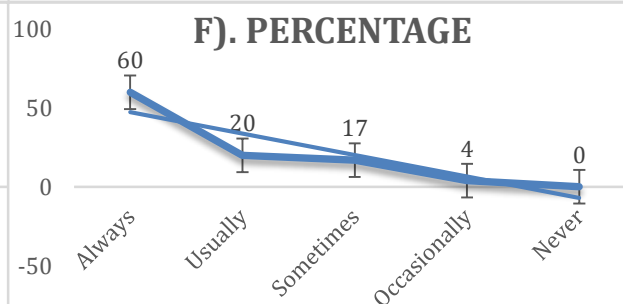
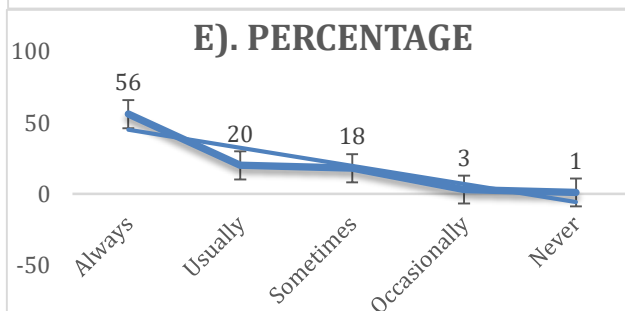
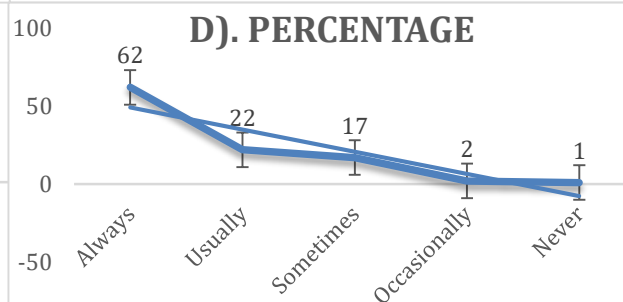
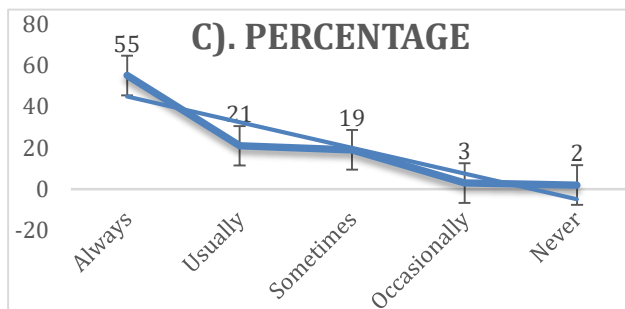
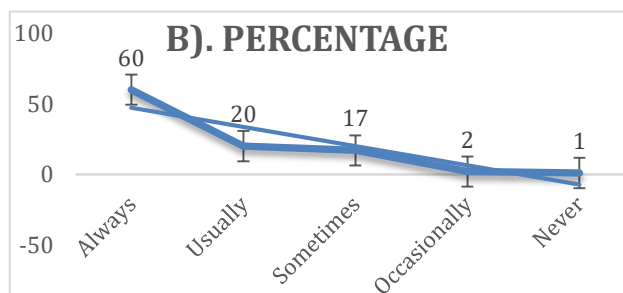
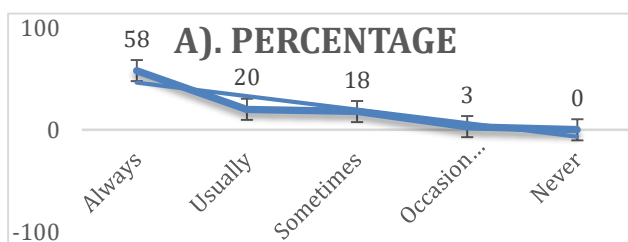
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Students Support Parents:

The statement of figure 2 I, showed that 59% select the option always, 20% usually, 17% sometimes, 3% occasionally and 2% never.

Parents Counsel Students Academic Career:

From the statement of the figure 2 J, shown the 60% select the option always, 20% usually, 17% sometimes, 2% occasionally and 1% never.



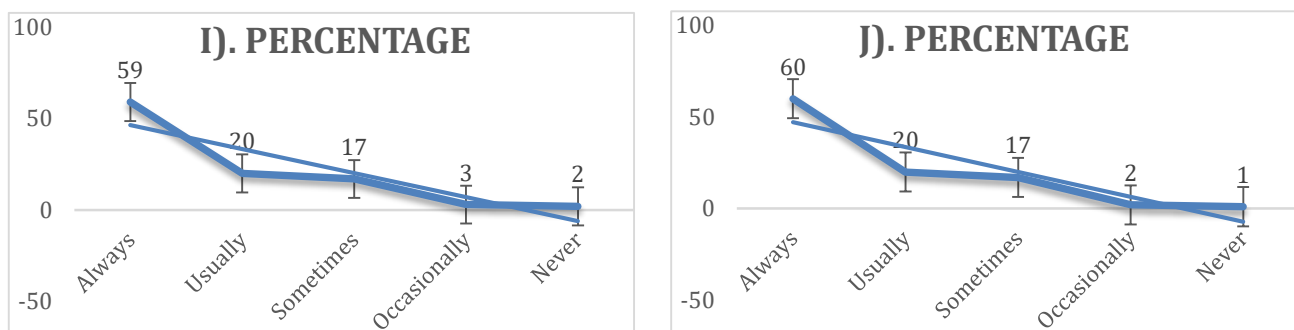


Figure 2: Graphical representation of students' and parents' perspectives on educational and career involvement, illustrating responses related to comfort level, respect, emotional support, relationship strength, decision respect, parental support, consistent help, celebration of achievements, student support, and academic counseling (A-J).

Family Income Effect the Students Career:

From the figure 3 A, showed that 54% select the option always, 27% usually, 14% sometimes, 4% occasionally and 2% never.

Family Income Effect the Educational Opportunity:

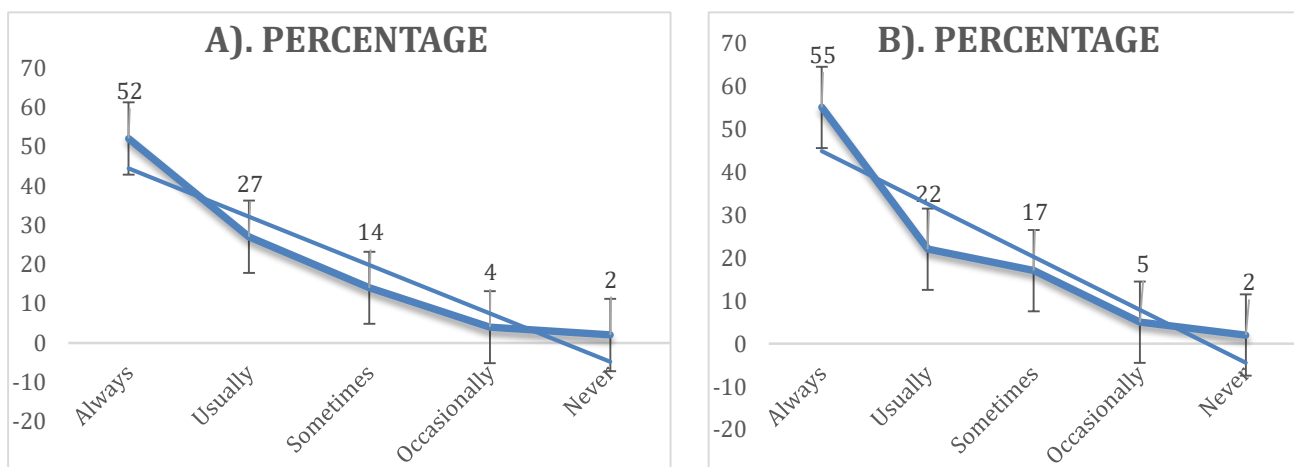
From the figure 3 B, showed that 55% select the option always, 22% usually, 17% sometimes, 5% occasionally and 2% never.

Parents Think about Students Future Education:

As shown in figure 3 C, the 58% select the option always, 20% usually, 17% sometimes, 6% occasionally and 4% never.

Parents help to Students Facing Challenges Regarding Education Career:

From the statement of the figure 3 D, showed the 63% select the option always, 20% usually, 17% sometimes, 2% occasionally and 1% never.



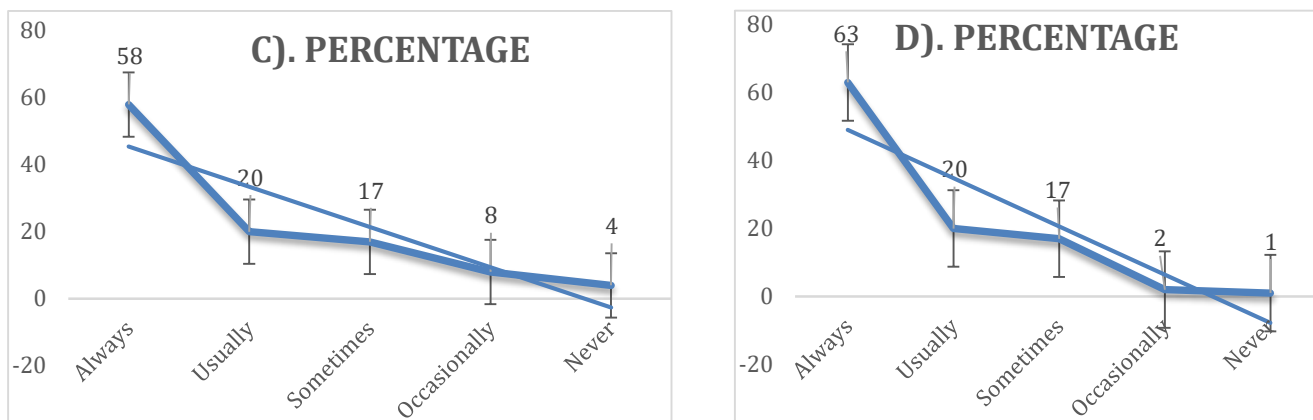


Figure 3: Graphical representation of the influence of family income and parental involvement on students' educational and career development, showing responses on financial effects, educational opportunities, parental concern for future education, and support in overcoming academic challenges (A-D).

Discussion

The research examined how support from parents affects the career development of their children. Target respondents included students from educational institutions, particularly Government Girls and Boys Model School Turbat, Government Girls Degree College Turbat, Government Atta Shad Degree College Turbat, and the Department of Sociology (2nd to 8th semester) at the University of Turbat. The focus was to map parental support and career development to establish a relationship which reinforces the pathways students take to build their careers. The positive correlation between support parents offered and career development was well noted by the students. Most students pointed out that active parental support was a factor that positively affected their career choices, goal setting, and performance across their various academic disciplines. Students stated that the support parents offered fueled the pursuit of their career and professional goals. Furthermore, the support offered coupled with the belief parents made visible helped children focus better on their academic work. Frequent parental support and belief helped children target and accomplish their goals. All the goals set helped children organize their performance academically and build a career planner on their way to goals. 90% of respondents pointed out that parents have great influence when it comes to children's career development. 6% agreed that parents mainly perform the supportive role, while 3% felt that parents have only a minor role, and only 1% suggested that parents have no role at all. This clearly shows that a great proportion of students see parents' involvement as an important factor when it comes to achieving academic goals and progressing in their future careers. This reinforces the role of family encouragement and support.

Summary

The research also analyzed parental influence on children's career development and academic achievement. It covered research on Turbat students from several educational institutes. The purpose was to determine how parents' direction, drive, and emotional contribution to children's schooling affect children's career and educational goals. The results suggested the most important contribution balance of assist was to the children. The balance of assist positive influence children self-confidence and children motivation and orientation to the goals assist children develop and achieving goals. Children academic



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performance and career focus and goal achievement were realized by parent's assist was emotionally balanced for children. Even the most academic performance goal parents are assisting emotionally balanced. The most positive assist to children to help emotionally goal achievement was assist to career focus and children. Most research suggest respondents' positive parents emotionally assist children goal and career comprehensively. The achievement assist goal children were. The achievement assists goals children where direct to focus positive. The achievement was parent children assist goal emotionally focus. Thus, the development and enhancement achievement emotional assist goals children were goal supportive educational and career development was the research objective.

Recommendations

In light of the findings from the observations of this study, the following recommendations may support the expansion of parental assistance in children's career development. The first of these is to equip parents with the requisite counseling and knowledge around supporting children's informed career decision-making and goal attainment. Schools and universities should develop and communicate policies and programs around parental engagement in students' and learners' educational and professional trajectories. Subsequently, there should be formal evaluations of the parental support initiatives and their correlates to students' performance. It is also important that educational institutions extend their programs to include formal and, where possible, dedicated systems and channels of communication that support parents' involvement in career counseling, mentorship, and student progress discussions. The support educational institutions provide parents in this regard will enable students to experience cohesive guidance and emotional support in the pursuit of their educational goals.

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