

A Study to Determine Whether Parents Educational Qualification Influence the Career Guidance of Class Xi Students in Kerala

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ABSTRACT

Parental influence is a strong factor in career choice of students. Guidance is the most important processes in schools to develop the ability of students to solve their personal problems, understand what they are, and make the right changes around them. Some of the important aspects of guidance are evaluating students, providing information, placement, follow-up and finally counselling. In the current investigation, the Quasi-Experimental Design method is implemented to evaluate and describe the efficacy of career guidance and awareness in conjunction with other selected variables, including student preparedness and career decision-making, among Class XI students. The researcher chose schools in the Kannur District of Kerala based on particular criteria, such as selecting one school from The Government Higher Secondary School in Cheruthazham to serve as the control group and selecting another school from Kotilla to serve as the experimental group. In this study, it was concluded that students in the experimental group had a higher level of awareness regarding Career Guidance, Decision Making, and Students Readiness when it came to selecting their career path, whether it be in further education or adopting the work where they are interested or according to the abilities they had.

Keywords: Parents, Educational Qualification, Career Guidance, Decision Making, and Students Readiness.

INTRODUCTION

The most crucial procedure in schools for helping pupils learn how to solve their own problems, recognize them, and make the necessary changes in their environment is guidance. Evaluation, information sharing, placement, follow-up, and counseling are some of the crucial components of guidance. Counseling and advice to support pupils require specific techniques and abilities. Because they concentrate on students' interests, needs, and problems, counseling and guidance programs are essential to their overall education and development. In recent decades, career and educational counseling has grown in importance for educators, parents, and students. It has a significant impact on students' preferences, interests, and future career decisions. Students' employment choices are heavily influenced by their parents.

It describes the degree to which parents participate in their children's professional plans (Salami, 2006). Regardless of the child's potential, needs, or ego, parents force young adolescents in schools into predestined occupations. According to Tella (2003) and Trost and Lewis (2006), parents are crucial in shaping their children's behavior and job choices. They provide assistance for certain career decisions that typically follow their own path (Small & Maclean, 2002). Encouragement, approval, responsiveness, moral support, and financial assistance are all examples of parental influence when it comes to their children's job choices. Some parents have preconceived notions about their children's careers.

Career readiness The ability to actively participate in and make well-informed career decisions is referred to as career preparedness (Hirschi, 2012). The strategic growth of a person's career as well as their personal beliefs, attitudes, motivation, emotions, skills, behaviors, and actions—all of which support successful professional

advancement—are all included in the concept of career ready. Students' career preparedness includes the attitudes, abilities, and information pertinent to their chosen fields.

Career decision-making The process of vocation decision-making involves the choices an individual makes while selecting a certain career. It assists in recognizing several elements that influence an individual's career decision-making and clarifies how these factors impact their job choices and decisions. Career decision-making is defined as the process of making informed vocational choices based on personal experiences.

Career guidance awareness A wide range of career advisory interventions should be provided to adolescents by educational institutions, according to career guidance literature. These should include incorporating career education into the curriculum, providing access to labour market data, facilitating relationships with businesses and the workplace, and offering tailored personal counseling.

REVIEW OF RELATED LITERATURE

In order to organize and critically examine theoretical models and important ideas pertaining to family influences on high school students' profession choices, Tuan Minh Tran, Loc Nguyen, and Long Phan (2026) carried out a comprehensive literature study. A comprehensive literature review process was used to synthesis credible academic articles from 1996 onward, motivated by ongoing constraints in career coaching practices and the fragmented structure of research on family-related aspects. Eight major internal elements were examined: self-awareness, self-efficacy, career objectives, interests, ability perception, vocational values, personality, and life and learning experiences. The investigation verified that these elements play a crucial and decisive influence in professional identity and decision-making. Important conclusions show that dedication and job satisfaction depend on internal characteristics and occupational requirements being in harmony. In particular, self-efficacy and professional objectives are strong motivators for proactive inquiry and perseverance, whereas self-awareness is the critical meta-factor governing accurate self-assessment. This study offers a comprehensive theoretical framework that makes sense of the intricate interactions between these variables.

The results suggest that career counseling should emphasize the growth of self-awareness and self-efficacy along with practical experiences. Higher educated parents are typically better at seeing and fostering their kids' professional potential. According to Nota et al. (2007), these parents are more likely to actively assist their children in obtaining information about academic programs, planning career pathways, and making wise educational investments. They are also more likely to encourage development that is in line with individual abilities rather than imposing preferences. Furthermore, values like knowledge, independence, and social success are frequently emphasized by parents with higher education levels and steady jobs. These values are passed on to children through daily interactions and family customs (Leuty & Hansen, 2011). For upcoming empirical research and the creation of more successful high school intervention programs, this paradigm offers a strong scientific basis.

Oyinloye and Soetan's (2025) study examines secondary school students' career decision-making, parents, and classmates. The research design used in the study was a descriptive survey. Every secondary school student in the city of Ondo made up the population. Forty (40) senior class students from five secondary schools were chosen at random, for a total of two hundred (200) pupils. Data for the study was gathered using a structured questionnaire. The mean and rank order were used to analyze the data. The findings demonstrated that secondary school students' career decisions are influenced by their parents and peers. Therefore, it was suggested that the Parents Teachers Association (PTA) forum be utilized to educate parents on not pressuring their children or wards to choose any certain career.

A person's choice of career is a significant turning point in their life. One of the most difficult choices in life is choosing a career, which not only determines one's future but also their personal and professional development. Children's career decision-making has been found to be significantly impacted by parental pressure. However, it has a detrimental impact on their children's mental and emotional well-being. Parents worry a lot about their children's careers and how they will affect their lives. Parents expect their children to have the finest possible lives that are stable, easy, and comfortable. The study by Barnali Mazumder and Jerina Begum (2025) focuses on how family pressure affects students' professional decision-making. Parents' active involvement can often influence their children's academic and career choices, which might impact students' job goals as the academic

environment becomes more competitive. Examining the type of parental participation and its impact on students' career decision-making processes was the study's main goal. In summary, while high parental expectations can motivate adolescents to achieve academic success, they can also cause stress, low self-esteem, and disinterest in certain professions. The results emphasized the necessity of balanced parental support as well as the significance of encouraging students' independence and autonomy while making professional decisions. The study's recommendations included boosting vocational counseling services in schools, fostering more open communication between parents and students, and lessening detrimental parental pressure.

Making career decisions during adolescence is a crucial developmental process that shapes subsequent educational and professional paths. Families are important in mentoring young people in India, however it is unclear how parental participation affects teenagers' professional decisions. Jeyabanu et al.'s study from 2025 examines the relationship between parental involvement and two aspects of career decision-making among Indian adolescents: career indecision (difficulty or uncertainty in making a choice) and career decidedness (clarity and confidence in a chosen path). In Coimbatore, India, 319 secondary school students (ages 13–18) participated in a cross-sectional correlational study.

The sample was socio demographically diverse, according to the results: nuclear households predominated, around half of the participants were female, and the majority attended urban CBSE schools. Parental support was typically robust, as indicated by the high average parental participation ratings ($M \approx 89.8$ on the PIS-CA). While professional indecision was comparatively higher ($M \approx 22.7$), career decidedness was modest ($M \approx 12.0$). On the other hand, there was no significant correlation between career decidedness and parental participation ($r \approx 0.09$, $p = 0.109$). There was a considerable inverse relationship between career decidedness and indecision ($r \approx -0.44$, $p < 0.001$). It is found that while increased parental participation does not directly increase decisiveness in profession choice, it does seem to protect Indian teenagers from uncertainty (lowering career indecision). This implies that while parental support offers direction and assurance, teenagers' final profession choices may be more influenced by their own research and outside factors. The results highlight vocational counseling that is culturally sensitive and strikes a balance between youth autonomy and supportive parenting.

In today's modern society, careers are a reality that must be viewed as multifaceted. Psycho-social stress is caused by the complicated process of choosing a career, which takes place during high school and college. According to the literature, distinct studies have shown the influence of various environmental elements. Kocak et al.'s (2021) study looks at both environmental and human characteristics. We used a quantitative research approach to gather cross-sectional data from 1130 university students using online surveys. Using gender, age, income, and parents' educational attainment as control factors, the relationship between family influence and academic satisfaction with happiness through career decision self-efficacy was significant. Career decision self-efficacy and contentment were strongly connected with academic satisfaction and family influence. In summary, we discovered that the professional process and happiness are strongly correlated with family influence and support, students' work, and academic fulfillment. It was acknowledged that family, education, and work experience should all be taken into account while evaluating career reality.

Mbagwu and Ajaegbu's (2016) study examined the impact of parents' educational background on teens' profession choices among senior secondary school students in Owerri, Imo state. In four sampled schools in Owerri, 400 students were given structured questionnaires using a survey methodology. They had a mean age of 16.24 and were made up of 200 males and 200 females, ages ranging from 13 to 19. Both descriptive and inferential statistical techniques were used to evaluate the gathered data. The findings showed that teens with parents with higher levels of education are more reliable and had less trouble choosing a vocation than teens with parents with lower levels of education. Additionally, the majority of teenagers with high-education parents chose professional careers, and the majority of teens with low-education parents chose business careers. The study has unequivocally demonstrated that parents' educational backgrounds have a significant impact on teenagers' career decisions. It suggests that more research be done to determine the implications of parents' influence on teens' future profession choices and society at large.

Purpose Of the Study

Students are required to make decisions that will have a substantial impact on their academic and professional prospects during the transitional phase that occurs during the eleventh grade. This phase is particularly critical.

Due to the fact that the decisions made by the kids will have long-term consequences, this stage is the one that is characterized by increased parental engagement. Nevertheless, as a result of increased exposure to global trends, online resources, and unusual professional options, modern parents are adjusting their duties in order to strike a balance between encouraging their children to make independent decisions and adhering to traditional expectations. The dynamic relationship that exists between the engagement of parents and the flexibility that students have in selecting a career path is an intriguing subject of research since it has significant consequences for comprehending and assisting adolescents at this crucial point in their existence.

The purpose of this study is to investigate the impact that the educational level of one's parents has on individuals' decision-making processes regarding their future careers after they have completed their tenth grade education. To be more specific, the purpose of this study is to investigate the ways in which the educational qualifications of parents have an effect on the career goals of their children, to investigate the impact that conversations between parents and children have on career decisions, and to investigate the ways in which the expectations of parents and socio-economic factors influence the decision-making process. It answers important concerns concerning the ways in which parents deal with their awareness of the various job alternatives that are accessible to them, as well as the ways in which the educational qualifications of both dads and mothers influence these decisions.

METHODOLOGY

The effectiveness of career guidance and awareness in conjunction with other chosen factors, such as student readiness and career decision-making, among Class XI students is assessed and described in the current study using the Quasi-Experimental Design technique. Based on specific criteria, the researcher selected schools in Kerala's Kannur District. For example, one school from The Government Higher Secondary School in Cheruthazham was designated as the control group, while another school from Kotilla was designated as the experimental group. One hundred students who were chosen from each of the eleventh-grade classes took the test. The test, which measured the efficacy of career coaching and awareness, consisted of about sixty items. There were twenty-four items on the student preparation checklist and sixty items on the career decision-making checklist. Students in both the experimental and control groups were assessed using the tool that the researcher had created and put into practice. kids in the experimental group received the intervention at the same time period, while kids in the control group received no treatment at all.

Research Questions

1. Is there is any significant difference among the Father's Qualification of the school students in the Pre-test, Posttest and Gain scores of Student Career Readiness, Career Decision Making and Effectiveness of Career Guidance and Awareness?
2. Is there is any significant difference among the mother's Qualification of the school students in the Pre-test, Posttest and Gain scores of Student Career Readiness, Career Decision Making and Effectiveness of Career Guidance and Awareness?

Findings Of The Study

1. *Significance of Mean difference among the Father's Qualification of the school students in the Pre-test, Post test and Gain scores of Student Career Readiness, Career Decision Making and Effectiveness of Career Guidance and Awareness*

Variable	Assessment	Father's Qualification	Mean	Std. Deviation	'F' Value	Level of Significance
	Pretest	Illiterate	4.22	.972	0.476	NS
		School Level	4.48	1.446		

Student Career Readiness		Graduate Level	4.21	1.188		
		Post Graduate Level	4.07	1.438		
	Post-test	Illiterate	16.56	2.603	6.794	P<0.001 S
		School Level	14.23	4.290		
		Graduate Level	13.86	3.840		
		Post Graduate Level	9.93	2.086		
	Gain Score	Illiterate	12.33	3.391	5.452	P<0.001 S
		School Level	9.74	4.472		
		Graduate Level	9.64	3.522		
		Post Graduate Level	5.87	3.021		
Career Decision Making	Pretest	Illiterate	9.00	1.936	0.738	NS
		School Level	10.65	3.553		
		Graduate Level	9.86	3.183		
		Post Graduate Level	10.47	3.482		
	Post-test	Illiterate	48.44	3.358	9.209	P<0.001 S
		School Level	39.42	10.237		
		Graduate Level	36.07	9.980		
		Post Graduate Level	29.00	5.707		
	Gain Score	Illiterate	39.44	3.046	8.345	P<0.001 S
		School Level	28.77	11.022		
		Graduate Level	26.21	12.198		
		Post Graduate Level	18.53	6.323		
Effectiveness of Career Guidance and Awareness	Pretest	Illiterate	101.78	19.980	0.138	NS
		School Level	101.32	16.208		
		Graduate Level	102.71	14.589		
		Post Graduate Level	104.13	12.380		

	Post-test	Illiterate	256.67	15.835	10.632	P<0.001
		School Level	184.71	75.319		S
		Graduate Level	166.86	79.530		
		Post Graduate Level	103.33	11.944		
	Gain Score	Illiterate	154.89	27.538	10.335	P<0.001
		School Level	83.39	77.695		S
		Graduate Level	64.14	82.686		
		Post Graduate Level	0.80	1.699		

Note: S denote the significant level; 0.001 = I% level; NS denote the not significant level.

The aforementioned table indicates that there is no substantial disparity in the fathers' qualifications of the students—illiterate, school level, graduate level, and postgraduate level—regarding the pre-test scores related to student career readiness, career decision-making, and the efficacy of career guidance and awareness. The analysis indicates that the mean scores of illiterates, school-level, graduate-level, and postgraduate-level fathers' qualifications in the pre-test of students do not differ considerably. The table clearly indicates that the calculated 't'-value is inferior than the theoretical value (2.68) with 'df' (47) at the 0.01 significance level. The aforementioned table indicates a significant disparity in the qualifications of students' fathers—illiterate, school level, graduate level, and postgraduate level—concerning post-test scores and gain scores related to student career readiness, career decision-making, and the efficacy of career guidance and awareness. at the 0.01 significance level. Moreover, it is observed that student career readiness, career decision-making, and the efficacy of career guidance and awareness among students, as indicated by both post-test and gain scores, were superior for illiterate fathers (16.56, 12.33; 48.44, 39.44; 256.67, 154.89) compared to fathers with school-level qualifications (14.23, 9.74; 39.42, 28.77; 184.71, 83.39). This was followed by fathers with graduate qualifications (13.86, 9.64; 36.07, 26.21; 166.86, 64.14), and lastly, those with post-graduate qualifications (9.93, 5.87; 29.00, 18.53; 103.33, 0.80).

The analysis indicates a significant mean difference in the qualifications of students' fathers—illiterate, school level, graduate level, and postgraduate level—regarding post-test and gain scores related to student career readiness, career decision-making, and the effectiveness of career guidance and awareness. There is no significant difference in the father's educational qualifications of the students about pretest scores related to job preparedness, career decision-making, and the effectiveness of career guidance and awareness.

1. Significance of Mean difference among the Mother's Qualification of the school students in the Pre-test, Posttest and Gain scores of Student Career Readiness, Career Decision Making and Effectiveness of Career Guidance and Awareness

Variable	Assessment	Mother's Qualification	Mean	Std. Deviation	'F' Value	Level of Significance
	Pretest	Illiterate	4.45	1.175	0.227	NS
		School Level	4.33	1.409		
		Graduate Level	4.44	1.878		

Student Career Readiness		Post Graduate Level	4.00	1.414		
	Post-test	Illiterate	15.36	3.569	4.777	P<0.001 S
		School Level	13.51	4.406		
		Graduate Level	10.00	2.550		
		Post Graduate Level	12.57	3.599		
	Gain Score	Illiterate	10.91	3.794	4.159	P<0.001 S
		School Level	9.18	4.581		
		Graduate Level	5.56	3.539		
		Post Graduate Level	8.57	2.820		
Career Decision Making	Pretest	Illiterate	9.85	2.489	0.745	NS
		School Level	10.51	3.624		
		Graduate Level	10.22	4.024		
		Post Graduate Level	11.86	4.413		
	Post-test	Illiterate	42.91	9.197	5.562	P<0.001 S
		School Level	37.35	10.564		
		Graduate Level	30.33	1.658		
		Post Graduate Level	32.29	10.996		
	Gain Score	Illiterate	33.06	9.769	5.594	P<0.001 S
		School Level	26.84	11.188		
		Graduate Level	20.11	4.197		
		Post Graduate Level	20.43	14.467		
Effectiveness of Career	Pretest	Illiterate	101.73	15.762	0.442	NS
		School Level	101.35	16.491		
		Graduate Level	101.33	15.232		
		Post Graduate Level	108.57	9.144		
	Post-test	Illiterate	206.94	73.013	5.790	P<0.001 S
		School Level	174.20	75.598		
		Graduate Level	101.22	15.098		

Guidance and Awareness		Post Graduate Level	146.29	70.118		
	Gain Score	Illiterate	105.21	76.387	5.569	P<0.001 S
		School Level	72.84	78.488		
		Graduate Level	-.11	.333		
		Post Graduate Level	37.71	67.394		

Note: S denote the significant level; 0.001 = I% level; NS denote the not significant level.

The aforementioned table indicates that there is no substantial disparity in the mothers' educational qualifications—illiterate, school level, graduate level, and postgraduate level—concerning the pre-test scores of students related to career readiness, career decision-making, and the efficacy of career guidance and awareness. The analysis reveals that the mean scores of illiterates, individuals with school-level education, graduates, and postgraduates regarding maternal qualifications in the pre-test of students do not exhibit substantial variation. The table clearly indicates that the calculated 't'-value is inferior than the theoretical value (2.68) with 'df' (47) at the 0.01 significance level. Therefore, mentioned table indicates a significant disparity in the mothers' educational qualifications—illiterate, school level, graduate level, and postgraduate level—concerning the post-test scores and gain scores of students related to career readiness, career decision-making, and the efficacy of career guidance and awareness. at the 0.01 significance level. Moreover, it is observed that the career readiness, decision-making capabilities, and effectiveness of career guidance for students, as indicated by both post-test and gain scores, were superior among illiterate mothers (15.36, 10.91; 42.91, 33.06; 206.94, 105.21) compared to mothers with school-level qualifications (13.51, 9.18; 37.35, 26.84; 174.20, 72.84). This was followed by fathers with postgraduate qualifications (12.57, 8.57; 32.29, 20.43; 146.29, 37.71), and subsequently by fathers with undergraduate qualifications (10.00, 5.56; 30.33, 20.11; 101.22, 0.11). The analysis indicates a significant mean difference in the qualifications of mothers of students—illiterate, school level, graduate level, and postgraduate level regarding post-test and gain scores related to student career readiness, career decision-making, and the effectiveness of career guidance and awareness. There is no significant difference in the mothers' educational qualifications of the adolescents about pre-test scores related to job preparedness, career decision-making, and the effectiveness of career advice and awareness.

CONCLUSION

The current analysis demonstrates that the Career Guidance and Awareness program provided to eleventh-grade students was indeed successful. This study revealed that students in the experimental group exhibited a greater awareness of Career Guidance, Decision Making, and Student Readiness when selecting their career paths, whether through further education or pursuing work aligned with their interests and abilities. This was true irrespective of the students' interest in pursuing additional education or engaging in work aligned with their interests. Despite the lack of an educational background in either parent, those students exhibit superior decision-making capabilities regarding their profession choices. This may result from the absence of direction and counseling in their parents' lives, prompting them to prioritize selecting the optimal vocation for their children in the future. It is emphasized that parents of eleventh-grade students with higher educational qualifications have not significantly influenced their children's career guidance, as students may have gained greater readiness by observing their parents' professions, thereby receiving more guidance from both father and mother from an early age. Dietrich and Kracke (2009) observed that parental encouragement primarily alleviates uncertainties, whereas genuine vocational dedication emerges from the individual's self-construction and investigation. In conclusion, these findings emphasize that in India, parental involvement is associated with teenagers experiencing reduced uncertainty over their career decisions. However, enhancing genuine commitment may necessitate the wider involvement of educational institutions and counselors in conjunction with families. Educators and governments must acknowledge the dual impact of parental guidance: it alleviates uncertainties while simultaneously promoting autonomy.

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