



HAWASSA UNIVERESITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

**EXPLORING THE PARANTAL INVOLVEMENT IN THE CAREEER
CHOICE OF SECONDARY SCHOOL STUDENTS: THE CASE OF
YEKATIT 25/67 SECONDARY SCHOOL IN HOSSANA TOWN, HADIYA
ZONE**

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HAWASSA, EthIOPIA.

DECEMBER, 2017

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**A THESIS SUBMITTED TO COLLEGE OF EDUCATIONAL AND
BEHAVIORAL SCIENCES, SCHOOL OF GRADUATE STUDIES
HAWASSA UNIVERSITY THE DEPARTMENT OF PSYCHOLOGY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY**

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Declaration

I declare that the study focus on **EXPLORING THE PARENTAL INVOLVEMENT IN THE CAREER CHOICE OF SECONDARY SCHOOL STUDENTS: THE CASE OF YEKATIT 25/67 SECONDARY SCHOOL IN HOSSANA TOWN, HADIYA ZONE.**

Submitted by me to Department of psychology, Hawassa University for the partial fulfillment of the M.A. in counseling psychology. It was my own original work and has not been submitted earlier to Hawassa University for fulfillment of the requirement for any course of study so I declare that this study done by my own skill and knowledge.

By: Desta Goshiso

ADISOR APPROVAL SHEET

This is certify that thesis prepared by Desta Goshiso, **EXPLORING THE PARENTAL INVOLVEMENT IN THE CAREER CHOICE OF SECONDARY SCHOOL STUDENTS; THE CASE OF YEKATIT 25/67 SECONDARY SCHOOL IN THE HOSSANA TOWN, HADIY ZONE**” and submitted for partial fulfillment of the requirement for Arts of Master’s degree in consoling psychology accepted standard with respect to originality and quality.

APPROVED BY:

Name advisor

Signature

Date

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Table of content

	page
Acknowledgement	i
Table of content	ii
ACRONYMY	vi
Abstract	vii
CHAPTER ONE	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	4
1.3. Basic Research Questions	5
1.4. Objective of the Study	6
1.4.1. General Objective.....	6
1.4.2 Specific Objectives.....	6
1.5. Significance of the Study.....	6
1.6. Limitation of the Study	6
1.7. Delimitation of the Study.....	7
1.8. Operational of definition of the terms.....	7
1.9. Variable of study.....	8
CHAPTER TWO	9
2. REIVIEW OF RELATED LITERATURE.....	9
2.1. Concept of Parental Involvement in Children Career Development.....	9
2.2. Parental Role on the Children Career Development	10
2.3. Basic Factors of Career Decision making process	11
2.4. Factors of Career Decision Making Based On the Areas.....	12

2.4.1. Socioeconomic Factors	12
2.4.2. School Based Factors.....	12
2.4.3. Home Based Factors.....	13
2.5. Ways of Parental Support in the Career Choice of their children	13
2.6. Beliefs on the parental involvement in the career choice of their children.....	14
2.7. Importance of Parental involvement in their Children Career Choice.....	15
2.8. Theoretical Framework	16
2.9.1. Donald Supers Career Development theory	16
2.9.2. John Holland Theory	16
2.9.3. Anne Reo Career Development Theory	18
2.10.4. Social Learning Theory	19
2.10. Conceptual Framework	20
CHAPTER THREE	21
3. Research Methodology	21
3.1. Research Design.....	21
3.2. Area of Study	21
3.3. Target Population of Study	21
3.4. Criteria of Inclusion and Exclusion of the Study Participants	22
3.5. Sample and Sampling Techniques	22
3.5.1. Sample size.....	22
3.5.2. Sampling techniques.....	22
3.6. Data Collection Instruments.....	23
3.6.1. Semi - Structured Interview	23
3.6.2. Focus Group Discussion (FGD).....	23
3.6.3. Checklist.....	23

3.7. Data Collection Procedure	23
3.8. Ethical Clearance.....	24
3.9. Methods of Data Analysis	24
CHAPTER FOUR.....	25
4. Data Analysis and Interpretation	25
4.1. Introduction	25
4.2. Demographic Information of Respondents of the Study.....	25
4. 3. Result of study.....	27
4.3.1. Perception of parents and students on the parental involvement in the career choice of their children.....	28
4.3.2. Factors that influence parental involvement in the career choice of their children.....	30
4.3. 3. Ways of parent provide support in the career choice for their children.	31
4.3. 4. Importance of parental involvement in the academic career choice of their children	33
CHAPTER FIVE	35
5. Discussion of the Study	35
5.1. Perception of Parents and Students on the Ways of Parental Involvement in the Career Choice of Their Children.....	35
5.2. Factors that influence parental involvement in the career choice of their children	36
5.3. Ways Parents Provide Support for their Children during the Career Choice.	36
5.4. Importance of Parental Involvement in the Academic Career Choice of their Children ...	36
CHAPTER SIX.....	38
6. Summaray, Conclusion and Recommandation of the Study	38
6.1. Summary of the Study.....	38
6.2. Summary of major finding of the study	38
6.3. Conclusion of the Study.....	39
6.4. Recommendation.....	40

6.4.1. Recommendation to the Parents	40
6.4.2. Recommendation to the Students	40
6.4.3. Recommendation to the Government	41
6.4.4. School Guidance and Career Counselors	41
6.4.5. Recommendation to Further Study	41
References	42
Appendix	46

ACRONYMY

FGD: - Focus Group Discussion

NCDAE:-National Career Devolvement Association Elect

Abstract

*The purpose of this study was to exploring the parental involvement in career choices of secondary school students: The case of Yekatit 25/67 secondary school in Hossana town, Hadiya zone. The descriptive explorative research design because it is appropriate to understand detail experience of study participants based on an individual's subjective opinions, feelings, and beliefs about the parental involvement in the career choice of their children. The area of study was Yekatit 25/67 secondary school in Hossana town, Hadiya zone in region of central Ethiopia. The target population of this study was 2942, from those 981 parents and 1961 students of Yekatit 25/67 secondary school in Hossana town. The sample size for the study was 22. Purposive sampling techniques was employed to select participants of study. The instruments of data collection in this study was interview and FGD. The study participants were parents and their children. The procedure of data collection by asking interview questions based on one to one and FGD. The data was analysis by qualitative approach based four theme related to basic research questions of the study through words in the form of narratives. This study finding from interview of parents and children FGD shown that parental involvement positively or negatively can determined career choices of their children and its success based on ways of their involvement. Parental involvement in the career choice of their children influenced by their internal and external factors such as their intrinsic wish about their children to have good things and environmental factors. The ways of almost parents provided support for their children in the career choice not considerable their children interests and talents. The study concluded that parental involvement had positive or negative consequences in the career choice of their children and its success based on ways of their involvements. Finally, the study suggested that parental involvement should be consider their children's talent and preference in them career choice rather than choosing career based their expectations about their children future profession. **KEY terms of study**, parental involvement and career/field choice of students.*

CHAPTER ONE

1.1. Background of the Study

Parental engagement is the process through which parents assist, encourage and create an environment at home that is conducive to their children's academic success. It may also refer to how dedicated parents are to their parental responsibilities and promoting the best possible development for their children, as stated by (Viola, 2017). Regardless of actual potentials actual needs and ego of the child educational, economical incentive, peer group influence and parental influence are sometimes used as pressures to induce the young adolescent into predetermined careers (Kumar, 2016).

Parental involvement in a child's career decision-making process can have a variety of effects depending on the parental involvement style and numerous academics have conducted study demonstrating that when parents participate in a supportive and successful manner, the child's success in school and in life is ensured, in contrast to when parents participate in an ineffective and oppressive/directive manner (Nugunjiri, (2013). Reardon (2007) Declare that competence is a must for anyone hoping to live a comfortable life therefore every parent wants the best educational path for their child to pursue in order to ensure job security in the future. Globalization and a lack of job security are two factors influencing the modern workplace in today's economy.

According to a 2014 international education studies report on parental involvement among high school students in Jordan students with more involved parents are more likely to enjoy school, have high self-esteem, and view it as a fulfilling experience. According to (Oomen , 2016) European political focus on involving parents in education seeks to reduce the dropout rate in order to improve the efficacy of the educational system this is valuable drive because the research literature suggests that parents important influencers and adviser. Internationally interventions designed to involve parents more in adolescent's career development since the 1960s. These intervention can be arranged in three models: career information center, family learning and family therapy it is important to develop stronger models for parental engagement in career guidance. According to Sally et la., (2020), stated that research from both domestic and foreign sources demonstrates that schools and colleges help young people feel more confident in their career

decisions by encouraging conversations about work and careers with their parents and other adults. Parental involvement has a positive impact on students' emotional engagement in school.

While scholars and educators concur that parental support plays a positive role in the educational and career development of African adolescents, little is understood about the underlying mechanisms of parental influence or how these mechanisms impact African adolescents' pursuit of goals related to their education and careers. (Olusakin, et al, 2004).

Former NCDAE, (Kristen, 2015). Stated that it is less typical than in the past to enter the field as a parent. According to the article's findings (Tillman, 2015), parents who work in higher-paying jobs report feeling increasingly unprepared to compete in the family business. Students in Ethiopia are not exceptional phenomenon of selecting right career and suitable career generally the influence of family member and most particularly parent's play a major roles as an influencers and determiner on the choosing a career options (Kumar, 2016).

The national educational policy Act 27 of 1996 places a strong emphasis on parental choice and responsibility as well as various strategies have been developed to promote parental involvement at home and at school and to strengthen the bonds between the home and the school. Nevertheless, little is known about the roles that children play in their parents' involvement in their education.

The most mistake made by parents is overestimating their children's ability, which happens frequently when they try to predict their kids' academic success. On the other hand, it is true that parents play a role in their kids' career development, and determining how much of a positive influence they have on their kids' career development can be a crucial first step (Derbie, 1998).

A career is characterized as a person's progression-oriented sequence and range of vocations pursued during a substantial portion of their life. A "career" encompasses more extensively labor, learning, leisure pursuits, and life roles. It encompasses everything of your life's labor, both paid and unpaid, as well as your education and responsibilities (Falilat et al., 2022). A person's career can have a profound and important impact on their life, not just because it shapes their income pattern but also because it shapes their personality and outlook on life. Therefore, a person's career is a lifelong endeavor life labor, or success in their chosen field that they engage in. (Chinonyelum, 2017).

According to Checkering and Reisser (1993), children are currently in the process of building their identity, competence, and autonomy they attend high school. It is a period when people start to have a stronger sense of who they are and start to create their identities. Their career development is one facet of their identity development. According to Watson and Keller (2004), young adulthood is often a critical period for making career decisions and developing one's skills. It's a period when certain elements and circumstances could either add to or take away from the high school experience for kids, especially in terms of their professional growth.

According to Donald Super's theory of career development learning how one's interests and skills align with job requirements is a process that naturally involves the life stages of growth and exploration. According to John Holland's career development theory, a person's profession serves as a vehicle for expression. He proposed that a better degree of job satisfaction and stability results from a higher fit between an individual's personality and their chosen career. Professional success and conformance are also thought to be highly related (Hoff et al., 2020). According to Roe's personality theory, a person's career decision is influenced by their interactions with their parents. She thought that a child's interactions with their parents would influence whether they choose to work in person-oriented or non-person employment. Parents frequently believe that their children need to have a solid career with a good wage in order for them to have a happy and secure future.

Parents frequently believe that their children must graduate from prestigious universities and the best professions in order for them to do this. This causes parents to put pressure on their kids to attend a top school before starting college in order to guarantee that their kids will be accepted into prestigious careers. (Napompech, 2011). Anybody is always concerned about establishing a respectable future employment if they haven't chosen a career path, obtained the necessary education, or received the proper training (Thomason, 1999). Throughout their school years, parents were concerned about their children's professional choices. Since there is no history or experience of offering career counseling in secondary schools in Ethiopia, parents and students must deal with the difficulty of selecting a viable career for their high school child. As a result, it is essential to comprehend the major factors that influence students' career choices in order to assist students in selecting the appropriate course of study and lessen the difficulties associated with making a career decision. Thus, the goal of this research will look at parental participation in their children career choice.

1.2. Statement of the Problem

The number of studies that have been conducted on parental involvement in the career choice of students at the college level, for instance, in Ethiopia among college students in selected private colleges around Bahirdar town, has shown that parental involvement has an important influence on the career choice among the college students (Kumar, 2016). However, the current study focused on exploring parental involvement in the career choice of their children is secondary in one secondary school does not include other schools that are found in Hossana town because It requires a lot of time and cost to address them. A person's career choice alone has the power to either open or close good opportunities throughout their life. Students who plan to continue their education beyond junior high school, decide the programs to enroll at the senior high school or the preparatory class. There are a programs of natural science and social science programs to choose from. Which including business-oriented courses, science, technology, and general arts which need to help the students by providing sufficient guidance and information to choice appropriate career and pursuing senior high school education. According to Odiri E, (2023) making career decision in this complex world to do demands believing in one's capability to carry out the profession for this reasons it calls for parental guidance for them to make right career choice.

Different researches have shown that many secondary school students are in a dilemma as relate to the career decision making process (Odiri, 2023). Currently in Yekatit 25/67 secondary school in Hossana town, particularly during the transition from joiner high school to senior secondary school, students were invited to different challenges related to career choice. These are: luck self-concept related to career choice, problems of confusion in career selection, poor academic performance within their field of study due to a mismatch between fields and them, unhappiness with their chosen academic career, repetition in the same class/failure in an exam and dropping out of school, lack of knowledge of what career to choose by the students, and misguided information by parents because most parents are ignorant of existing careers. Parental background, on the other hand, tends to be the single most influential factor in students career choices. Finally, its consequence could invite most of the students to unemployment, victims of risk behavior and burden of parents, society, and country that are the result of misguidance of parents during career choice without considering children's abilities and preferences due to lack of available information about how to choose an academic career for their children. Those all above mentioned problem in

fact visible particularly in the Yekatit 25/67 secondary school obtained by current researcher by interaction of school administrators, teachers, students, parents, and society.

Those are affected by the academic achievement of most students in our country, particularly in the study area, so it needs conducting research to overcome the problem of students' career choice in secondary school because it is not deeply studied in our country still today. Therefore, the present researcher was initiated to investigate research on the parental involvement in high school students career choices in the Yekatit 25/67 secondary school in Hossana town because there is no clear understanding in parents of senior secondary school students to support their children to get the right career pathways.

. The purpose of this study is to improve the level of understanding in parents in their ways of involvement in the career choice of their children because senior high school was the baseline of academic career choice as well as the first door for the students' academic career options for future good success in our context/general Ethiopian context, so it needs critical looking. Therefore this study fills the current knowledge gap of parents in their ways of involvement in the career choice of secondary school students.

1.3. Basic Research Questions

The study was addressed by the following four basic research questions, such as:

1. How do parents and students perceive the ways of parental involvement in the career choice of their children in Yekatit 25/67 secondary school?
2. What are the factors that influence parental involvement in the career choice of secondary school in Yekatit 25/67 secondary school?
3. How do parents provide support in the career choice for their children in Yekatit 25/67 secondary school in Hossana town?
4. What is the importance of parental involvement in the academic career choice of their children in Yekatit 25/67 secondary school?

1.4. Objective of the Study

1.4.1. General Objective

To explore the parental involvement in the career choice of secondary school students: The case of Yekatit 25/67 secondary school in Hossana town, Hadiya zone.

1.4.2 Specific Objectives

1. To examine the perception of parents and students on the ways of parental involvement in the career choice of their children in Yekatit 25/67 secondary school in Hossana town.
2. To determine factors that influence parental involvement in career choice at the Yekatit 25/67 secondary school in Hossana town.
3. To examine ways that parents provide support during the career choice for their children in Yekatit 25/67 secondary school.
4. To find out the importance of parental involvement in the academic career choice of their children in Yekatit 25/67 secondary school.

1.5. Significance of the Study

This study outcome provides the following contributions for the concerned bodies, such as

The study outcome is suitable to improve the current knowledge level of parents in their ways of providing support for their children during career/field choice in secondary school and provide good opportunities for students to get the right career/fields in high school as well as build up academic performance and success of students in their field of the study. Also, this study outcome is very supportive of reducing the rate of students' dropping out of school and minimizing the failure of students on an exam due to a mismatch in career choice as a result of parental pressure in the career choice without considering their children's attitude, abilities, knowledge, and preference and minimizing the enforcement of parents in the career choice of their children. The study result is vital to create awareness about how to parent support their children in career choice and how to students choice careers/fields in the secondary school. Finally, study is beneficial to parents and students, as well as for society, governmental and non-governmental organizations, and countries.

1.6. Limitation of the Study

The sample size of this study was limited to 22 participants from Yekatit 25/67 secondary school, grade 11th and 12th students, as respondents. The sample is not representative of parents and students of Yekatit 25/67 secondary school. The data collection tools of this study were limited to only an interview and FGD. The study examined only one independent variable that influences students' career choice, such as parental involvement; it did not include other variables that can influence students' career choice, which include gender, the norm of each ethnic group, and environmental and cultural factors.

1.7. Delimitation of the Study

They were various government and private secondary schools in the Hadiya zone in Hossana town administration that provided educational services for students; among them was Yekatit 25/67 secondary school. The delimitation of this study was focused only on Yekatit 25/67 secondary school; other schools were not included because it required a lot of cost and a long time to address them. The study was focused on the parental involvement in high school students in only the perspective of career choice in the context of Yekatit 25/67 2nd school in Hossana town administration, in Hadiya zone.

1.8. Operational of definition of the terms

Key terms of this study were defined below for sake of clarity and easily understanding based on the context of study.

A. Parental Involvement: it refers to parental advice and support in learning during the high school for seek of students to choose their right academic career/ field of study.

B. Career Choice: It indicate the broad opportunity of fields of studies that stand for the purpose of satisfying personal, economic and intellectual goals or specifically future professional /world work career pathway choice of students.

C. Parent: is a person who is a father or mother, who has a child studying in Yekatit 25/67 secondary school in Hossana town, Hadiya zone.

D. Children: indicated the students whose learning in grade 11th and 12th age range from fifteen up to twenty four or (from 15 to 24).

1.9. Variable of study

There were two important variable such as parental involvement and student's career choice.

1. Parental involvement: it indicate an independent variable which can influence the dependent variable.

2. Student's career choice: it indicate dependent variable which is influenced by independent variable.

CHAPTER TWO

2. REIVIEW OF RELATED LITERATURE

2.1. Concept of Parental Involvement in Children Career Development

Parental involvement is defined as the active participation and engagement of parents or caregivers in their children's education, development, choice of career, and wellbeing. Therefore, in the absence of appropriate mentoring, young kids might not achieve their life's ambitions. It is a reality that most young people find it difficult to select a career and to connect their interests, talents, and personal qualities to a job. Furthermore, a sizable portion of today's school dropouts wind up on the streets unaware of their potential. Thus, it is necessary to assist children in becoming aware of their own capabilities, interests, values, beliefs, and potential, (Ezeani, 2023).

The level of parents involvement in child's life, weather positive and negative, can impacts how the child chooses his/her future careers. Interestingly enough, (Tillman, Kristen, 2015), wrote an article discussing this very principle where was less parental involvement but solely due to the parents choices. It stated that the changing time are calling for less encouragement from parents to have kinds follow in their footstep as for career go.

In the opinion of Jonkoping International Media (2007), parental participation encompasses both academic and occupational facets of their children's future careers .The majority of the time, people choose their careers based on their professional and occupational interests, which often begin in early childhood. There is no denying that parental participation or the involvement of the family as a whole has a major impact on the professional development of the children. (Gettfredson, 1981). The same opinion, in that he thinks parents can influence their kids' careers, no matter what the outcome. Having positive parent-child relationships is crucial in influencing children in this way by instilling values and ideas connected to success (Young et al., 1997).

Warm, encouraging families have a higher likelihood of having their adolescents adopt their parents' values and ideas and view them as favorable role models (Kathleen, Michel, et al., 2001). Baruch (2004) stated that each individual undertaking the choice of career process is influenced by several factors including the context in which they live in, their personal aptitudes, social contacts, encouragement from parents, and educational attainment.

According to Desforges (2003), Many studies indicate that differences among parents in their level of involvement in the career development of their children varies with their social class, poverty, health, and also their feeling concerning whether their involvement is appreciated by school and teachers. The review done by Desforges and associate (2003) concludes that we have good enough knowledge base how proper parental involvement works in promoting achievement.

2.2. Parental Role on the Children Career Development

According to Beauregard, (2007), suggested that family influence in career choice may also manifest itself without our realization or awareness. According to psychoanalytic theory, family history, traditions and qualities play a key role in career choice and development. Parents are likely choosing occupations for children to satisfy their needs that were unfulfilled in their childhood and make real dreams passed on to them by their families (Beauregard, 2007).

The more noticeable error herein is overestimation of their children's ability, which is common among parents in predicting their children's academic performance (Derbe, 1998).suggested that the existence of parental involvement and influence on career development of children is undeniable fact, the level of such influence and positive impact should be supported by a viable research work performed with an Ethiopia context might be an important step. The impact of a person's family of origin on their career development offers a comprehensive analysis of conventional career theories regarding the role that parents play in their children's career decisions, even though parents' desire to support their children may conflict with a young person's desire for independence and self-determination,(Sally, 2020, et al.).

Career educators must comprehend the significance and extent of parental influence on employment and education if they are to develop effective strategies to support parents and families in general in helping their children choose relevant and fulfilling careers that provide them with mental satisfaction (Isaac & Nyokamopeole, 2014). On the other hand, parents who dominate career development of their children starting from their early ages and who continue to lead the determination of career choice will sometimes hurt their children and even the career choice might be a mistaken one.

According to Isaac and Nyokamopelola (2014) parents excessive involvement in the career decisions of their children is to make their children more satisfied in their careers than they are in their jobs for the sake of pleasing their parents, children may start to seek and accept what their parent's advice. Moreover, children may accept and fail to challenge the ideas of their parents or assess their validity. Despite the presence of different parenting styles, parents always seek what is best for their children, and children mostly pay attention to the sayings of their parents. Therefore, children may be affected. Even across gender and racial lines, the significance of parental impact in determining their children's career choice is clearly visible (Ferry, et al., 2006). Parental impact on career development of their children is more powerful than the influence of teachers, faculty and career counselors who know better about the career field in question. Because parents are well known and/or trusted by their children than anybody else for this critical decision making for career choice according to (Clutter, 2010).

2.3. Basic Factors of Career Decision making process

Brown, (2002) suggested that For the sake of deciding for wise career choice there are three major factors such as: A. proper understanding of oneself, which refers to your knowledge, abilities, interests, ambitions and resources. B. Knowledge about requirements, which indicate a conditions of success, advantages and disadvantages, desiring financial benefits and chances in different lines work. C. Genuine reasoning on the relationship of the above stated two groups of factors (Brown 2002).

Some significant research literature reveals that career choice is influenced by an individual's values, attitudes and expectations in how work should be balanced with the rest of his or her life. Therefore, individuals are also vulnerable to the influence of their families of origin in the rest of their lives. (Beauregard, 2007).

According to Nugujiri (2013), social learning theory career decision making has four basic factors which influence the process of understanding reasons why people choose the jobs they do and other occupational related decisions. These four factors are discussed in brief as follows:

1. Genetic traits and special natural gifts: which refers the inherited or natural gift of the person. A person has better ability to respond to learning and teaching if he/she has greater innate genetic

traits or special natural gifts. 2. Environmental conditions and events: these are indicate the factors which are beyond the control of an individual's social, cultural, political and economic considerations. 3. Learning experiences: which refers to academic or vocational training preparations are basis for career preferences. Everyone's learning experience is special and it is obtained by either of the two types of learning experiences instrumental and associative learning experiences. 4. Take approach skills: this is how someone does a task based on past experiences and influence the result of the task.

Also the career choice of high school students are generally influenced by external and internal factors according to (Nugunjiri, November 2013). **A. External factors** are factors that are observed outside of the students "educational environment. **B, Intrinsic factors** are factors that are related to the inside environment of the students education that includes the student's personality factors.

2.4. Factors of Career Decision Making Based On the Areas

According to Nugunjiri (2013), career decision factors are classified into their areas, namely the social-economic factors, school based factors and home based factors. They are categorized to simplify research works concerning them and decisions about high school students career choice. This incorporate socioeconomic factors, school based factors, and home-based factors

2.4.1. Socioeconomic Factors

According to the indications of some studies, many young people make their career choices based on their cultural and social economic backgrounds, which are major factors. For example, individuals that come from low social and economic backgrounds tend to have humble expectations which are decided by gender race ethnicity, social status or wealth.

2.4.2. School Based Factors

At secondary school level, career counseling have a role in providing career choice directions to the young people. Nugunjiri pointed that school factors influence students directly or indirectly as they explore careers, search for meaning, purpose and direction. Parents, school staff and community are the major sources that have impact on decision-making process aimed to solve the economic and career developmental needs of all students (Nugunjiri, 2013).

2.4.3. Home Based Factors

Parents, siblings and peer influence are generally included under home based factors. Some studies indicate that a lot of young people have been forced systematically by parents and/or guardians and others individuals who have moral superiority over them to have a given career. Parents have an impact in the level of education or training that their children achieved, the knowledge they have about work and job skills learnt by them (Nugunjiri, 2013).

2.5. Ways of Parental Support in the Career Choice of their children

According to Sonja Pecjak' Tina Pirc'(2020) recent research most commonly discuss three aspects of parental behavior that are connected to a child's career development. One type of parental support is encouraging the child to explore their own interests, abilities, and career opportunities. Another type of parental support is excessive control or interference, which is perceived as an attempt to force the parents' career choice on their child without considering the child's wishes, Parental disengagement from the career decision-making process, which shows up as their child's neglect during that process. According to Bratcher (1982) families constantly come up with idea for helping their children choose a career and provide them with crucial information.

Parental support is essential for the development of children's values, interests, and skills, which are critical for the growth of students' motivation and aspirations to set and achieve professional goals. It is also important in the end, when the child must decide whether to continue their education at a specific program or school. Additionally, parents typically help their adolescent child by offering advice and support to help them understand the process of choosing a career and to encourage them to explore different schools and careers (Sonja, 2020).

An evaluation of the effects of parental participation is one of the study's concerns. Numerous researchers' publications confirm in a similar way that parents can be involved in their children's job decision in a variety of ways. The aforementioned types of engagement include providing a small and stable environment, supporting academic achievement, encouraging parent-child communication, serving as strong role models for positive social and educational ideals, and having high aspirations for both personal fulfillment and good citizenship (Desforges and Abouchaar, 2003). In addition to being vital for the development of students' motivation and

aspiration to set and achieve professional goals, parental support is also important for the development of children's values, interests, and skills in the final stages of their education when they must decide whether to continue their education at a particular program.

The scope and form of parental involvement is highly impacted by and social class of family, material psyche-social health status and to a lesser degree by ethnic groups of family. Disgorges and associates (2003) went on to evaluate parental participation at home and concluded that, when all other variables influencing attainment are eliminated, good parents have a considerable favorable impact on their children's success and adjustment. At the elementary school age group, the effects stem from variations in the caliber of educational institutions. All social classes and ethnic groups may clearly see the extent of the impact (Desforges et al., 2003).

According to Derbe (1998) recommended that parents actively monitor their high school students' performance in school and closely monitor their everyday activities in order to help them succeed well and earn higher grades.

Many parents expect that their children pursue occupations that would bring them happiness and growth because they believe that their children should succeed in their careers (Odiri, E. Onoshakpokaiye, 2023). Adolescents themselves report that, rather than friends' teachers and school counselors, parents are the most significant individuals to consult when making professional decisions and recommendations (Sonja, Pecjak, & Tina Pirc, 2020).

2.6. Beliefs on the parental involvement in the career choice of their children

Ability of beliefs is described as an individual's sense of competence in a task that centers on their current abilities and expectations for the future (Park, 2023). The primary distinction between expectations for success and beliefs about ability is that the former are more concerned with present ability, while the latter are more concerned with future accomplishment.

Children's expectations are influenced by career feedback from parents and other noteworthy events, as well as by the parents' own educational and professional accomplishments, which in turn affect their beliefs, which in turn affect their children's perspective on their ability and chosen academic career (Park, 2023). Numerous studies' findings have demonstrated that students achieve

better grades and that parental support increases their sense of self-efficacy and self-esteem when they believe their parents are concerned about their education and academic success, overall wellbeing, and the ways in which parental beliefs may influence their behavior and the outcomes of their children. Additionally, a substantial body of research has demonstrated the importance of parental beliefs for children's school success and general health development (Donnell, 2017).

Regarding the goal of an educational career, their personal involvement in educational institutions, and their role in this process, parents have a variety of attitudes while some parents feel that the school should be in charge of making sure their children succeed and that parent involvement is not required, others see that parents and the school share responsibility and are the ones who are most eager to get involved by helping their kids both at home and at school as well as Parents' experiences in the family, school, and community, where they are socialized, shape their beliefs about the roles they should play in their children's education (Sonia, et al., 2020).

2.7. Importance of Parental involvement in their Children Career Choice

In addition to lowering the dropout rate and enhancing the effectiveness of the educational system, parental involvement in their children's career development and decision-making within the educational setting is beneficial in that it influences career development and career outcomes such as academic career achievement, career self-efficacy, career commitment, career decisiveness, career exploration, and vocational aspiration (Oomen, 2016).

Involving parents in their children's education provides numerous opportunities for success. In addition to improving academic achievement and morale in all subject areas, parental involvement also fosters better behavior and social adjustment, enabling children to grow up to be responsible and productive members of society (Gin Madrigal, et.al, 2014). According to Acharya (2021), choosing a good career path has become crucial for everyone and parents are important decision-makers and play a major role in their children's career development overall.

Parental support is essential for the development of a child's values, interests, and skills, all of which are critical for the growth of a student's motivation and aspiration to set and accomplish professional goals. It also plays a critical role at the end of the educational process when a child must decide whether to continue in a particular program or not (Sonja Pecjk et.al, 2020).

According to the theory of attachment, a kid should be raised in a setting where they feel safe and comfortable in their relationships with their families in order to acquire the necessary curiosity and have the freedom to freely explore the world of careers. Adolescents' career development greatly depends on their ability to form strong family bonds from an early age, which in turn encourages "the child to follow his/her interests by going further away from his/her comfort zone to investigate the big world and to interact with variety of peoples including those doesn't know in person" (Ainsworth, 1989).

2.8. Theoretical Framework

2.9.1. Donald Super's Career Development theory

Donald Super's emphasis on the value of developing a self-concept has been one of his biggest contributions to professional development. Super contends that experience shapes one's self-concept, which evolves over time. Therefore, professional development never ends. Super's five phases of career and life development. Super expanded on the ideas and research of associate Eli Ginsberg. Super sought to remedy the shortcomings he saw in Ginsberg's work. Super expanded on Ginsberg's research on the stages of professional and life growth from three to five, including:

Phase 1: Expanding the years 0–14 are marked by the growth of one's requirements, attitudes, and overall understanding of the working world. Stage 2: Exploration: Ages 15 to 24; typified by "trying out" via coursework, internships, and extracurricular activities. Tentative decision-making and skill improvement. Stage 3: Establishment Age 25–44 characterized by entry-level skill building and stabilization through work experience. Stage 4: Maintenance Age 45-64 characterized by continual adjustment process to improve position. Stage 5: Decline Age 65+ Characteristics: Reduced output, prepare for retirement. (Natalies R. Kosine, 2008).

2.9.2. John Holland Theory

This investigation is conducted using Holland's idea as its foundation. John Holland, who has spent more than 40 years working on career assessment concerns, was cited in Reardon and Lenz's 1999 study. His creations suggest that the majority of individuals own their own "personal career theory pertaining to work and careers. Lenz and Reardon (1999).argued that personal career theory is a body of knowledge, assumptions, and attitudes that affects people's choice of careers or academic subjects. Although each person has their own unique professional philosophy, it is plausible to

assume that parents' concerns about helping their children build their careers are influenced by their own views, presumptions, beliefs, or information regarding career choice.

According to Martine et, la., (1985) proposed that a student's personality type and academic interest serve as indicators of their level of satisfaction, drawing on Holland's theory of job choice. In the end, they came up with the theory that students who are more satisfied with their lives and whose personalities mesh well with their living and academic circumstances will be more likely to attend college in the future if their parents support them during the career-choosing process. Reardon, (2007). Suggested that anyone who desires to have a comfortable life should be competent. Every parent desires his/her own child to study a better educational field which guarantees him/her to have job security in his/her future career. In today's economy, globalization and lack of job security is one of the influences that affects the current work environment. According to Reardon (2007), work satisfies three needs in the people's life. These include work as a means of existence, and influence, socialization, and self-determination.

The above stated points reveal that hidden or visible intention of parents and their environment for bringing such future to their children. And, Holland's theory might help individuals to satisfy all three needs. He further continued in elaborating these three points. First of all, individuals in a pleasant work environment are more likely to endure and have success in their career lives. Secondly, individuals who seek socialization in their environment select a work environment that comprises people who have common interests. Therefore in the process of supporting people in need, their understanding of Holland theory might give them information they need for finding suitable work environment. Thirdly, the self-determination need is about the desire of everyone to find a lucrative and interesting career. Reardon, (2007). State that both parents and students can have right ways to understand career choice and address their wishes and interests in practical and more tangible ways based on those three points.

According to Ajowi, (2012), the following career types which are extracted from Holland theory are telling about people and he categorized them as: "realistic, investigative, social, conventional, enterprising, and, artistic.

1. Realistic people – they have tough body posture, this kind of people have been known as the people who love to deal with practical issues. They do not appreciate theoretical aspects, and they are good at working on the farm, driving heavy duty truck, and building work.
2. Investigative individuals - they are more inclined to do professions related with mathematics, science and also interested in exploring new things and love to compute with other people while they perform their day today duties
3. Social people - have the capability and preparedness to serve other people, can be called as people persons and acquire good communication skills, they chose professions like social work, counseling, as well as teaching.
4. Conventional people –have their unique character who would like structure tasks, such as office work, like banker, secretary etc.
5. Enterprising individuals - are born to lead others, they are natural orators they have no problem of taking to people and win the people’s attention and convince people to their own wish, they occupy the office of politicians“, and are good managers and also good trade transaction.
6. Artistic individuals- have the skill of expressing things in a way people could take their ideas, they are not interested in conservative private circumstances, and they chose a career like art and literature. Therefore, inclinations towards a certain career have a determining factor because people are naturally leaning towards their innate passion. Parents did not recognized these factors, instead they have their own interest towards their children career selection and those factors have naturally affected the parents.

2.9.3. Anne Reo Career Development Theory

Parenting styles are believed by Reo to be major factors which affect a child’s career choice. This theory of Reo was proposed based on the well-known Maslow theory of basic need According to her belief individuals might be really affected by their early childhood experience that would finally determine their career behavior. Accordingly Reo suggested about two basic attitudes which either gravitate us towards or away from other persons. And, even though these attitudes are results of early childhood experiences they might influence career choice too.

According to Roe's theory, a person who has loving and accepting parents might desire an occupation that gravitates towards people and such a person has feeling of a need for belongingness and affection and a person who does not have parents who love and accept him/her usually prefers to work alone. Moreover, there are also other factors that have an impact on career choice such as impact of genetics and environmental influences according to the belief of Reo (Thompson, 1999). Reo stated that the way parents are related to their children affects their children even as adults either to have a career which relates them a lot with others or career that requires minimal interaction with others. Reo was strongly convicted that the factors which influence the future career development of children emanates from the parents emotional concentration (Stromberg, 2008).

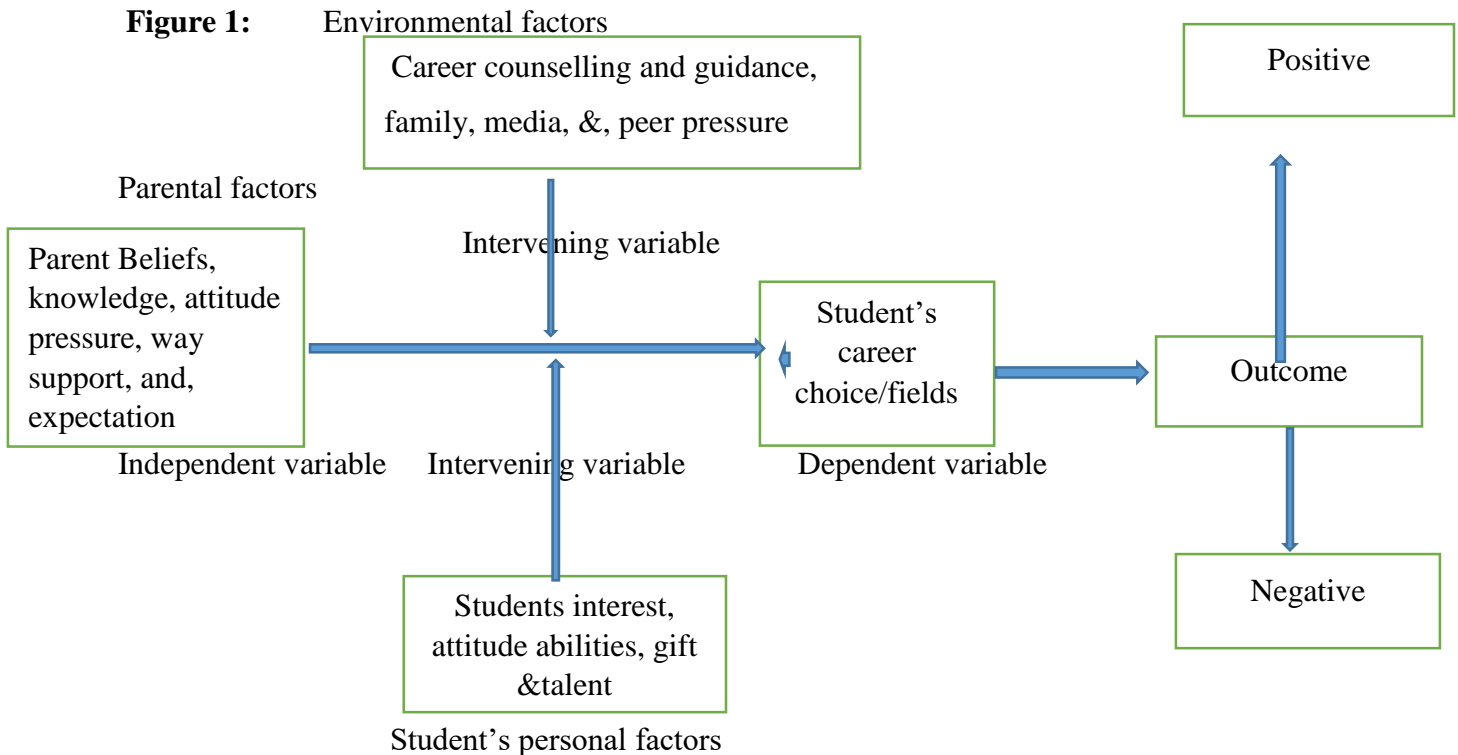
2.10.4. Social Learning Theory

Krumboltz's approach to career choice is based on behavioral psychology, social learning theory and cognitive behavioral theory. According to him, personality is not a result of infantile instinctual impulses (as in Freudian theory) but it is the result of our interaction with the environment (Thompson, 1999). Thompson (1999) continued describing learning in three types: which are instrumental learning, associative learning, and vicarious learning. 1. Instrumental learning which is involves pleasure and point. It is known that behaviors that have pleasurable consequences are repeated by people that means a person chooses a career which make him feel good and the comforts that attend it. 2. Associative learning: whenever some situations, events or place are attached with an emotion, then associative learning occurs. For example, if the life of a person was saved as a child by a physician in a hospital, he might choose medicine as a career.3. Vicarious learning: these are new behaviors and skills which are acquired by observing other peoples or gaining new information through the media.

According to, Krumboltz et al.,(1979), the significant theories for career counseling developed his social learning theory of career decision making based on the idea that it is the effect of numerous learning experiences that results in the development of career interests. Some activities are reinforced either positively or negatively by abilities and emotions (along with environmental and cultural factors).

2.10. Conceptual Framework

Figure 1:



Source researcher: Desta Goshiso in 2017 EC

. Above figure 1: indicated the variable of the study and intervening variable of the study. These include independent variables, dependent variables and intervening variables. **Independent variables** are a variable which have potential to influence dependent variable such as parental factors in case of this study which included parent beliefs, knowledge, and expectations, support and parental pressure. **Dependent variable** are variables that influenced by independent variable such as students career choice. **Intervening variables** are extraneous variable which can influence dependent variable such as student's personal factors and environmental factors. Student's personal factors include their interest, abilities, gifts, and talents, and environmental factors, including career counseling and guidance, family members, media, and peer pressure. Conceptual framework is a research tool which is used to help a research develop a better understanding of the variable under investigation (Mugenda et.al, 2003)

CHAPTER THREE

3. Research Methodology

3.1. Research Design

Research design is a general plan of how a researcher will go about answering their research questions according to Sanders, Lewis & Thornhill (2007). This study designed to examine parental involvement among Yekatit 25/67 secondary school in Hossana town. The design of this study was exploratory descriptive research design because it is suitable to understand detailed information about parental involvement in the career choice of students. The qualitative research design is a way to explore and understand the concept of individuals or groups connecting to the social or human problem and interpret personal experience (Massucco, 2021). Therefore, current researchers used exploratory descriptive research design to understand the experience of parents and students on the parental involvement in the career choice of secondary school students.

3.2. Area of Study

This study was done at Yekatit 25/67 secondary school in Hossana town, Hadiya zone, it was established in 1934 EC. Currently, it is found in the region of central Ethiopia, 232 km away from Addis Ababa (the capital city of Ethiopia) and 227 km away from Hawassa town.

3.3. Target Population of Study

The target population of this study was Yekatit 25/67 secondary school students and parents, including females and males, the number of parents were 981 and the total number of Yekatit 25/67 2nd school grade 11th social and natural stream students was 916, From this social stream, grade 11th students were 536 in eight section (G ---- N), from this, male students were 317, female students were 219. The natural stream students were 380 in six section (A---- F), From this, male students were 258 and female students were 122. The total number of grade 12 social and natural stream students were 1045, from this total number of social stream students was 591 in nine section (H -- P), from this male students were 324, female students were 267 and the total number of grade 12th natural stream students was 454 in seven section (A --- G) from this males were 313, female students were 142. In general, the total number of both natural and social streams of grade 11th and 12th Yekatit 25/67 secondary school students were 1961. From this, male students were 1334 and

female students were 627. The total target population was 2942 from these 981 were parents of students and 1961 were students.

3.4. Criteria of Inclusion and Exclusion of the Study Participants

In purposive sampling the researcher must specify the criteria for choosing the particular case, for instance, age range, religion, and educational level, according to Alhassan (2003). In this study, inclusion criteria for student participants were that the grade must be 11th or 12th, the ability of students to share his/her experience for group members, experience in field choice, and age must be above fifteen (15) because they had experience about their parent support in the career/field choice when the choice fields after grade 10th to continue grade eleven; exclusion criteria for student participants were grades below the 11th and age below fifteen (15) because they hadn't experienced in field/career choice.

Inclusion criteria for parent participants were age above forty-five (45) and educational status above the diploma because the researcher believed them to be good experienced participants for the issue of this study. Exclusion criteria for parent participants' ages below forty-five (45) and illiterate because the researcher believed in them, as they could not respond with relevant answers about the issue study.

3.5. Sample and Sampling Techniques

3.5.1. Sample size

The sample size of the study participants was 22; from them, fourteen elements (14) were parents. They were selected for interviews one by one, and eight (8) were students; they were selected for FGDs from Yekatit 25/67 secondary school, particularly from the preparatory class.

3.5.2. Sampling techniques

The purposive sampling technique was employed to select participants for this specific study. The purposive sampling selection demonstrated what is believed to be methods in qualitative research to identify and select individuals who are particularly well-suited and skilled about specific phenomena, according to Massuccu (2021).

3.6. Data Collection Instruments

The instruments for data collation in this study were semi-structured interview questions and FGD (focus group discussion).

3.6.1. Semi - Structured Interview

Semi-structured interview questions for the purpose of data gathering were very suitable to get in-depth subjective feelings, opinions, beliefs, and experiences from participants about the study issue because they are open-ended questions, so they do not limit responses by options. Therefore, the researcher employed semi-structured interview questions to collect relevant data from purposefully selected parent and student participants from Yekatit 25/67 Secondary School in Hossana town, Hadiya zone.

3. 6. 2. Focus Group Discussion (FGD)

The second important data-gathering tool was focus group discussion. One group was formed from students of grades 11 and 12 at Yekatit 25/67 secondary school, which consists of eight elements in a group. The three of them were females, and five of them were males. The group was formed from heterogeneous students in terms of gender, academic achievement level, grade level, and their parenting style. FGD was used for the purpose of measuring variables in parents and students contexts based on four research questions.

3.6.3. Checklist

The checklist was used as an instrument of data collection in this study for the purpose of gathering demographic information of study participants.

3.7. Data Collection Procedure

First the researcher introduced himself and the objective of the study to selected participants from Yekatit 25/67 secondary school; after that, the researcher obtained oral consent from each participant after his or her agreement to participate in the study. The interview questions for parent participants and students through FGD were first prepared in English and translated into Amharic for the purpose of clarity for research participants. By using Amharic, the researcher collected data

by asking interview questions of parent participants face-to-face and from children through FGD, based on their favorable day and time in a separate place, through carefully protecting the confidentiality of participants, and taking responses from participants by writing a note in the field note based on their permission.

3.8. Ethical Clearance

Ethics in research context indicate that the standards and guidelines that dictate acceptable conduct during the research process ensure the researchers act in a manner that protects the rights, dignity, and welfare of the participants involved. (Jork Hecker, 2023). Therefore, the researcher was protected in terms of privacy and confidentiality, especially from the information given in the research tools. The respondents' information will not be passed for thirty parts. Their names will not be written on the research tools. No one was forced to participate in the study. Everything done during data collection was based on the willingness of study participants. The study was free of any harm to participants.

3.9. Methods of Data Analysis

Data analysis was done by a qualitative approach after data collection had been completed from a primary source. Translated from Amharic into the English language while transcribing data through emerging the consistency of responses of participants, color-coding data, and categorizing data under each theme. Finally, interpreted the meaning of participants by word in the form of narratives under each themes based on the four basic research questions. The data analysis process in qualitative research began by examining the data collected from interviews and focus groups; a color-coding process was utilized to assist in categorizing the data (Massuco, 2021).

CHAPTER FOUR

4. Data Analysis and Interpretation

4.1. Introduction

The study aimed to investigate the parental involvement in high school students' career choices at Yekatit 25/67 secondary school in Hossana town. It provided valuable insights about parental involvement in children's career choices in secondary school. The ultimate goal of this study is to enhance current knowledge of parents in the ways of their involvement in their children's career choices in secondary school. The data was collected from participants through a semi-structured interview with parent participants based on the one-to-one and from student participants through FGD. The results were presented based on the answers provided by the respondents to this study through using a qualitative approach by using the word in the form of narratives.

4.2. Demographic Information of Respondents of the Study

The table below contain demographic information of interviewed participants for this specific participants. The parent represented by codes P1...P14, student's represented by codes S1...S8.

Table 1: Demographic information of parent participants

No	Name	Age	Sex	Marital condition	Educational status	Occupation	Religion
1	P1	45- 50	M	Married	Degree	Civil servant	Protestant
2	P2	51 – 60	M	//	Degree	Private	Protestant
3	P3	45 -51	F	//	Diploma	Civil servant	Protestant
4	P4	45 – 61	M	Plogmy	Degree	Civil servant	Protestant
5	P5	61 – 60	M	Married	Diploma	civil servant	Orthodox
6	P6	45 -51	M	Married	Masters	Private	Protestant
7	P7	51 – 60	M	Married	Degree	Civil servant	Protestant
8	P8	45 -50	M	Married	Diploma	Civil savant	Protestant
9	P9	51 – 60	M	Married	Masters	civil servant	Orthodox
10	P10	45 -50	M	Married	Degree	Civil servant	Protestant
11	P11	51 – 65	F	Married	Degree	civil savant	Protestant
12	P12	51 – 61	M	Polygamy	Diploma	Civil servant	Protestant

13	P13	51 -50	F	Married	Degree	Civil servant	Protestant
14	P14	45-51	M	Married	Degree	Civil servant	Protestant

Above table one indicated, age of seven parent respondents in this study was categorized between forty five and fifty years old (range from 45 to 50); the age of five parent respondents were grouped between fifty and sixty years old (range from 51 to 60); and the age of two parent respondents was categorized between sixty and sixty-five years old (range from 60 to 65). The eleven of fourteen parent respondents were males, and three female parent respondents were participated in this study. All of the parent respondents were married, with twelve being monogamous and two belonging to polygamous families and eight parent respondents were degree holders, four parent respondents were diploma holders and two parent respondents were master's holders from government colleges and universities. The twelve parent respondents of this study were civil servants in different institutions, two parent respondents were private servants in different organizations. The religions of eleven parent respondents were Protestant church followers and two parent respondents were Orthodox Church followers.

Table 2: Demographic information of student participants

No	Name	Age	Sex	Grade	Streams	Achievem ent level	Religion
1	S1	15 - 18	M	11	Social	High	Protestant
2	S2	15 -18	F	11	Natural	Medium	Protestant
3	S3	15 -18	M	12	Natural	Medium	Protestant
4	S4	19 -18	M	11	Natural	Lower	Protestant
5	S5	22 -18	F	12	Social	Medium	Orthodox
6	S6	15 - 18	M	12	Natural	Lower	Protestant
7	S7	22 - 24	F	12	Social	Higher	Protestant
8	S8	19 - 20	M	11	Natural	Lower	Protestants

Above table: 2 indicated that four student respondents of this study were found to be between fifteen and eighteen years old (range from 15 to 18); three student respondents were categorized as being between nineteen and twenty-one years old (range from 19 to 21); and one student respondent was found to be between twenty-two and twenty-four years old (range from 22 to 24).

The four student respondents selected from grade eleven students three of them natural streams one was from social streams and four student respondents were selected from grade twelve students for this study two of them natural streams rest from social streams. The two student respondents were high achievers, three student respondents were medium achievers and three student respondents were lower achievers and five student respondents were males and three female students participated in this study. The religion of seven student participants were Protestant and one student were Orthodox Church followers.

4. 3. Result of study

Accordingly, basic research questions have four parts based on this thesis objective/research questions, such as the belief of parents in ways of their participation in their children's career choice; factors influencing parental involvement in the selection of a career or decision-making process; ways of parental support during lifetime career choice; and the importance of partial involvement in academic career or field choice in secondary school. Under this section, data was gathered from the research respondents, and its result was interpreted based on each section. It was summarized in themes or categories in the table below in order for each theme to interpret the meaning of the participants in each of the following themes through color coding and an emerging consistent view of participants in the study.

Table 3: Data interpreted based on following categories/Themes

No	Themes/categories
1	Perception of parents and students on parental involvement in the Career Choice of their children
2	Factors that Influence Parental Involvement in the Career Choice of their children
3	Way of Parent Provide Support for their Children During the Career Choice.
4	Importance of Parental Involvement in the Academic Career choice of their children

4.3.1. Perception of parents and students on the parental involvement in the career choice of their children.

The researcher asked interview questions to investigate the beliefs in the parental involvement in their children's career choice. The study respondents provided their insight based on given interview questions as follows: *“Ten of the parent respondents in the study perceived their involvement in the career choice of their children as determining the right career choice and providing suitable conditions for future good career success for their children due to sharing their experience and guiding them to the good career direction. On the other hand, they accepted their involvement as not providing full freedom for their children to choose careers based on their own preferences due to their expected careers about their children's future; sometimes they refused their children's preferences in terms of career choice. In this regard, particularly one parent respondent (P11) expressed her beliefs in her involvement in children's career choice as limiting the freedom of her children to choose careers based on their own preferences by encouraging her children to choose academic careers based on their future job opportunities rather than their preferences by considering her children's preferences as not always useful in terms of career choice.”*

“Specifically, three parent participants (P1, P3, and P13) accepted their involvement in their children's career choice by providing freedom for their children to choose academic careers based on their own preferences through encouraging them to choose careers based on their preferences because they know about their children's preferences from their past life information and through making discussions with them about career options in the home as well as through encouraging them to tell their interests about career options.”

On the other hand, as parents, four of the parent respondents in the study (P7, P8, P9, and P12) “perceived their involvement in career choice of their children as not totally determining the right career choice as well as not wholly providing suitable conditions for future good career success for their children because sometimes, due to their excessive encouragement in the career choice, their children can lead children to the wrong career choice that unknowingly invites their children to poor academic performance and fails in the class in the secondary school rather than providing suitable conditions for future good academic career success.”

Additionally, four parent respondents in the study (P7, P8, P9, and P12) “accepted their involvement as they did not provide the freedom for their children in the career choice to choose a career based on their own preferences due to controlling their children's preferences in career choice through looking at its name or its current job market when their children's preferred career didn't have a better job market for their future.” In this regard: That is why specifically, two parent respondents (P7 and 12) “added their own justification that because we have been long time salivation/wish about our children to have better profession, better job opportunities, them own income and decent independent life in them future after graduated from certain fields due to that we are interfered/controlled our children preference in career choice through encouraging them to choice certain educational career program based its job opportunities rather than them preference to ensure our children future conducive independent life in term of economy and protecting them from future unemployment as well as save ourselves from costs of budget for their children in the future life.” This implies that parents were dominating their children's preferences in the career choice through encouraging children to choose careers based on the current job market rather than their preferences.

On the other hand, all parent respondents in the study “accepted their involvement in their children’s career choice as having the power to improve their children’s ability in career decision-making and academic achievement by sharing their experience with good parental advice and suggestion in the home as well as through protecting them from unwanted life action by guiding them in good academic direction.” which indicated that parental involvement in the career choice of their children through a supportive manner is valuable to improve their children’s ability of career decision-making and achievements.

Focus group discussion was conducted through interviews for this specific study, and in their responses, they shared their insights as follows:

“ The children rough FGD accepted their parental involvement in their career choice as it can determine the right career choice and provide good conditions for their future good career success; however, it is not wholly conclusive because some of their parents encourage their children to choose certain careers based on their expected academic careers without understanding their children's potential, which could lead them to mismatched career choices with their academic potential and preferences and also invite them to poor performance and failure in

class rather than good academic success. On the other hand, they perceived that good parental involvement can determine the right career choice and provide suitable conditions for their future good career success by helping them in academic career options with good parental suggestion and discussion in the home.

In addition to obtained data from focus group discussion indicated the almost of their parental involvement in them career choice as didn't provided full freedom for them to choice career based on them own preferences through enforced them to choice their (parent) expected academic career program about them future work career. On other hand they accepted their parental involvement as supportive to improve them abilities to make career choice decision and encouraged them to achieve career goals through sharing their experience with good parental advice and encouraging them in the home.” Summarized point of view under this theme; The majority of study participants' perceptions of their involvement in the career choice of their children indicated that parental involvement, positively or negatively, can determine their children's career choice and its future success based on their ways of involvement. The preference of children in the career/field choice was dominated by their parent preference, which showed that students' careers were chosen by their parent preference rather than their own preference in the study area.

4.3.2. Factors that influence parental involvement in the career choice of their children.

Based on this theme, researchers asked interview questions to investigate the factors that influence parental involvement in children's career choices. *“In their responses, almost all parent respondents in the study stated that parental expected careers, ideal dreams/visions, and good wishes for their children to have better professions in the future and parental intrinsic wishes for their children to become productive citizens at the area/country level were major common factors among parents that enforced them to be involved in their children's career choices.”*

Additionally, two of the interviewed parent respondents (P2 and P4) “expressed that our commitment to help children in their educational careers as well as our want to see the children have better work positions and decent lives in their futures were significant factors that encouraged them to be involved in their children's career choices.”

As parents, two of the parent participants (P3, P13, and P8) “stated that their decision and prediction-related factors, such as parental preplanned and estimated academic careers and expected careers about their children's future professions, were major vital factors that motivated them to be involved in their children's career choices.” Specifically, one parent respondent (P11) “expressed that her parental responsibility and duties were major significant factors that encouraged her to be involved in her children's career choices in secondary school.”

Additionally, children through FGD “stated that parental responsibility, plan and hope about them to have good profession and decent life in the future as well as their wish to see them at good level in terms of knowledge and work career position with better income/salary in the future were major motivated factors that pushed them parents to be involved in them career choice in context of Yekatit 25/67 secondary school also they added that personal factors and environmental factors that the parents observed that is field or profession of neighboring children were major vital factors that encouraged them parent to be involved in them career choice decision-making in secondary school level.” Summarized point view under this theme: The study participant’s views shown that parental involvement is generally influenced by internal and external factors, such as their intrinsic wish for their children to have good things in their future and their environmental factors, respectively, in the study area.

4.3. 3. Ways of parent provide support in the career choice for their children.

The researcher posed the interview questions to investigate the ways of parent provided support for their children during career choice in secondary school then the participants provided their insights as follows: *“all parent respondents forwarded that provide vital information about career options, providing parental advice and suggestion related career options, making discussing with their children about career choice in the home as well as teaching them about what career is good for them future fruitful life as their major ways of provided support for their children during career choice in study area secondary school level. Additionally, all parent respondents’ responses in study indicated that they were play main role as advisor and guidance for their children during the career choice in them home.”*

On the other hand, six of the parent participants in the study (P1, P2, P3, P6, P9, and P13) expressed that their ways of providing support for their children in the career choice considered

their children's talent and interest because children's talent and interest are basic things for academic performance in contrast, seven/majority of parent respondents in the study expressed that their ways of providing support for their children during career choice may not have considered their children's talent and interest wholly because they encouraged their children to choose certain careers based on the current job opportunities rather than their children's talent and interest during career choice in secondary school.”

Specifically, one of the interviewed parent respondents in the study (P8) “added that in my understanding, in our area, the context way of parent-provided support for their children during career choice did not consider more talent and interest of children because we encourage our children to choose certain educational career programs based on their future job opportunities rather than children’s talent and interest.” This indicated that parents were encouraging their children to choose careers based on the current job market rather than their talents and interests.

“Additionally, according to children, FGD expression indicates that at least fifty percent of their parents were provided support for them during the career choice without considering their children's interest and talent in the context of Yekatit 25/67 senior secondary school because they were encouraged to choose careers based on the name of better professions in terms of job opportunities rather than their talent and interest during the career choice, and some others, their parents never provided support for their children during the career choice due to their illiteracy in the context of Yekatit 25/67 secondary school.” This indicated that most parents were encouraging their children in the career choice based on the better profession and current job opportunities rather than their children's talents and interests.

“On the other hand, focus group discussion reports indicated that some of their parents helped their children through considering their talent and interest by asking their children (them) about their talent and interest, through providing good parental advice, and through discussions with them about career choice in the home, as well as encouraging them to select better options of career programs based on their (children's) talent and interest.” In generally according to study participants, or parents and FGD views indicated that parents provided support for their children

during career choice through providing advice, making discussion with them, and guiding and teaching about career choice; however, almost no parent considered their children's talents and interests.

4.3. 4. Importance of parental involvement in the academic career choice of their children

The researcher asked interview questions to investigate the importance of parental involvement in children's career choices, and then study participants provided their insight as follows: *According to view two of parent respondents (P1 and P5), “expressing their involvement in their children's academic career choice is important to lead their children to better educational programs/career pathways and to enhance their commitment to their children's academic issues as well as encouraging their children's interest in academic career development.”*

Three of the interviewed parent respondents (P3, P6, and P14) “expressed their involvement in their children's academic career choice as vital to creating recognition about choice of career pathways and helping their children to have good academic achievement. Specifically, one parent respondent (P4) expressed the importance of his involvement in his children's academic career choice as useful to avoid career choice confusion of their children and empower them to make better career decisions with good self-confidence in career choice.”

Additionally, four of the interviewed parent participants (P2, P7, P9, and P12) “expressed that their involvement in their children's academic career choices is based on how to support them as useful to create awareness in their children about career options, build up their children's self-confidence in career choices, and improve their children's academic success. Specifically, one of the parent respondents (P8) expressed his involvement in their children's academic career choice as useful to protect their children from peer pressure in their career choice and help them to make the right career choice, help them to become successful in their educational career goals, as well as support them to be fruitful in their future life.” Additionally, three of the parent respondents (P10, P11, and P13) “expressed the importance of their involvement in their children's academic career choice, depending on how to support their children in their career choices as useful to leading children toward the right career direction, enhancing the attention of their children in academic careers, and reducing the drop-out rate from school, as well as helping them become successful in the academic career goals.”

On the other hand, children through FDG “expressed the importance of parental involvement in their academic career choice as vital to create awareness about career choice, to build up the ability of career choice decision-making, and to encourage motivation in their academic work. In addition to all parent respondents and children respondents through FGD, it was stated that parental involvement is useful for their children's future academic achievement when parents help their children through good parental advice and suggestions in the home related to academic career issues with guidance in good academic career direction for future success.” summarized view of study under this theme/research questions indicated that parental involvement in the career choice of their children through supportive manner was vital to the overall career development of their children and its future good achievement.

CHAPTER FIVE

5. Discussion of the Study

This thesis explores the parental involvement in the career choice of secondary school students: The case of Yekatit 25/67 secondary school in Hossana town, Hadiya zone. The study discussion presented is based on the four basic research questions, which indicated similarities and differences between the findings of the study and past studied results.

5.1. Perception of Parents and Students on the Ways of Parental Involvement in the Career Choice of Their Children

Results from research question one revealed that parent involvement in the career choice of their children, believed to be positive or negative can determine the career choice of their children and its future success based on ways of their involvement. Which indicated that parental involvement in the career choice of their children has different impacts on their children's career choice and its future success based on their involvement. This finding strongly related with Tillman Kristen (2015), he stated that level of parental involvement in children life/career decision weather positive or negative can impacts how to parent involve in children career choice their future career. The result of this study shows that parental involvement based on the ways of their involvement in the career choice of their children is believed to improve the ability of career choice decision-making and academic success. This finding in some extent conformed with Donnell (2017), he stated that different research result shown that students earn high grades and when parental enhance their self-efficacy and self-esteem and in way in which parent beliefs can impacts their behavior and their children academic outcome. This study finding indicated that freedom of children preference in them career/field choice influenced by their parental wish about them which shown that career/field choice of children were made by their parental preference rather than children in the study area. This finding in some extent related with Park, (2023) parents own education and career related achievement influence their beliefs and which when turn influenced their children perspective in ability and given academic career.

5.2. Factors that influence parental involvement in the career choice of their children

According to this study, parents have many factors that enforce the parents to be involved in the career choice of their children, such as parental expected careers and parental wishes about their children to have better professions and decent lives in the future, as well as parent personal and environmental factors. Which indicated that parental involvement in the career choice of their children is influenced by internal and external factors, such as the intrinsic wish of parents for their children to have good professions and better life standards in their future and environmental factors that are absorbed from their surroundings, respectively. This finding related with Nugunjire (2023) career choice of high school students are generally influenced by external and internal factors, external factors include that are absorbed outside of students while internal factors are related to the inside of environment of students education.

5.3. Ways Parents Provide Support for their Children during the Career Choice.

Under this section, the theme study results show that parents provided support for their children in many ways, such as through providing advice and suggestions as well as asking their children about their talents and interests, through enforcing them based on their expected careers, and about their children's future work careers without considering the children's preferences and potential, and some other parents never provided support for their children in their career choices due to carelessness and illiteracy. This finding strongly related with Sonja Pecjak & Picr (2020), Parent support their children through encourage the children to explore his/her own interest abilities and occupational opportunities ,excessive parental control / interference which seen an attempt to impose the parents career choice without taking into account their children wish and parental disengagement in the process of career decision making.

5.4. Importance of Parental Involvement in the Academic Career Choice of their Children

The findings of this study revealed that the involvement of parents in the career choice of their children is very important to building the career commitment, interest, and academic success. This finding related with Oomen, (2016). Parental involvement in the educational setting in career building and career decision making of their children is valuable considering in ways which influence the career development /career outcome such as achievement of career, career self-efficacy, career commitment, career decisiveness, career exploration and vocational aspiration and

reduce the dropout rate. The result of this study shows that the participation of parents is important in the career choice of their children in terms of constructing self-confidence in academic career decision-making and encouraging the motivation, interest, and attention of their children in their educational careers in positive ways. This finding is related to Gin Mandringal, et, al. (2014), he stated that parental involvement is vital in the children education because it help children to overall to achieve better grade attendance, to have better self-esteem and shown high aspiration and motivation also attitude toward academic goals.

CHAPTER SIX

6. Summary, Conclusion and Recommendation of the Study

6.1. Summary of the Study

The purpose of the study was exploring the parental involvement in the career choices of secondary school students: The case of Yekatit 25/67 secondary school in Hossana town, Hadiya zone. The study addressed four basic research questions, such as: 1. what are the perception of parents and students on the ways of parental involvement in the career choice of their children? 2. What are the factors that influence parental involvement in the career choice of their children in secondary school? 3. How do parents provide support in the career choice for their children in Yekatit 25/67 secondary school in Hossana town? 4. What is the importance of parental involvement in the academic career choice of secondary school students? The design of this study was explorative descriptive research. The target population of the study was Yekatit 25/67 secondary school parents and students. The total number of target population was 2942. The sample size of the study was 22 participants. Fourteen (14) parents were selected for interviews from 981, and eight (8) students were selected from both grades 11th and 12th from 1961 natural and social students. The purposive sampling technique was employed to select participants of the study. Data interpretation was done by a qualitative approach through using words and narration based on the themes related to the research basic questions.

6.2. Summary of major finding of the study

In general, study findings revealed that parental involvement in the career choice of their children, believed to be positive or negative, can determine the career choice as well as its future success for their children based on their ways of involvement. Freedom of children in career choice based on their own preference is mostly dominated by their parents' needs and preferences about them, which unknowingly invites their children to poor performance, failure, and dropout of school. However, supportive parental involvement is perceived as being able to improve their children's ability of career decision-making and academic achievement. Study revealed that major factors that influence parental involvement were parental expected career about their children future, ideal dreams/ visions of parents about their children future profession, parental preplanned career and estimations about their children future profession also their intrinsic parental wishes about their children to have good things in the future. In addition to that, parental duties and responsibilities

for their children. Personal and environmental factors were major factors that encouraged parental involvement in the career choice of their children. The study results showed that parental advice, giving vital information about certain careers, and having discussions with children about career choices in the home were major ways of parent-provided support during career choice for their children; however, ways of almost parental involvement did not consider their children's talent and interest during career choice because they want careers based on their job opportunities rather than their children's talent and interest. The study revealed that parental involvement is very essential to improve their children's abilities in career decision-making, career commitment, and self-confidence in career choice. Also, their involvement is vital to help their children to get awareness about career options, minimize the challenge of career choice decision-making, encourage motivation, and improve academic success when they are involved in a supportive manner.

6.3. Conclusion of the Study

Based on the major findings of this study, the following conclusions were drawn:

Parental involvement, positively or negatively, can determine their children's career choice and its success based on ways of their participating. Children's preferences are mostly dominated by their parental needs in the career choice; however, parental involvement through supportive manners is vital to improving the ability of their children in making career decisions and achieving academic success.

Parental expected careers, wishes, ideals, and preplanned ideas about their children's future professions, as well as parental responsibility and parental intrinsic wishes to see their children at a good level as well as to become productive citizens, were major vital factors that pushed parents to be involved in their children's career choices. In general, parental involvement is influenced by internal and external factors, such as their intrinsic wish and environmental factors that are absorbed from his/her surroundings.

Providing vital information, parental advice and suggestions, discussing career options with their children at home, and encouraging them to pursue specific career pathways are major ways of parent-provided support for their children during career choice; however, the ways of almost all parents providing support to their children during the career choice did not consider their children's

talents and interests because they encouraged children based on their expected careers without taking into account their children's talents and interests.

Parental involvement had a vital contribution to children's career choice decision-making, which empowered children to make the career choice, enhance the motivation and commitment in their careers, and build self-confidence in their career options, as well as it is vital to improve the academic achievement of them through provided parental advice and suggestion in the home related to academic issues in positive ways.

6.4. Recommendation

Based on the study finding provided following recommendation for concerned body such as further study on this topic, parents, students and government of country.

6.4.1. Recommendation to the Parents

Parents should consider the children's preferences and abilities when providing support during the career choice at the secondary school level because it is a critical area for children to get the right direction for future career achievement. Parents should allow their children to explore their preferences and talents that had them in certain fields of study or academic careers and support them by respecting their diversity of talent and preference. Parents should receive career counseling from professional career counselors before encouraging their children to choose a certain academic career in secondary school. Parents should not provide enforced advice to their children to choose certain career pathways based on their expected career about their children's future work careers.

6.4.2. Recommendation to the Students

Students should receive career counseling services from career counselors because they can help them to find the right career. Students should explore their preferences and hope for their parents that they want to reach in the future. Students should understand their potential before choosing an academic career at the secondary school level. It is better for students to choose academic careers or fields based on their potential and preferences in secondary school for their future good academic success.

6.4.3. Recommendation to the Government

The government should assign professional career counselors to all secondary schools at the national level because they can minimize career choice-related challenges in secondary schools by providing career counseling for students as well as their parents. It is better educational policy to consider the diversity of students in preferences and potential related academic careers or field options for seeking to assign them based on their talent and preference during career choice in secondary school.

6.4.4. School Guidance and Career Counselors

School guidance and career counselors should provide meaningful career counseling services for both parents and students effectively because it is important for them to understand how to choose career pathways at the secondary school level.

6.4.5. Recommendation to Further Study

The further study should consider limitations of this study because it was limited to one governmental secondary school, so it is better for the next researcher to consider more than one governmental secondary school and private school. This study is done only with qualitative data with a small size of sample of participants; due to this, it may have limitations for generalizing results for all populations. It is better for the next researcher to use both quantitative and qualitative data by expanding the sample size of participants.

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Appendix

Appendix A: Major Information of the Study

Purpose study: To exploring the parental involvement in the career choices of secondary schools. The ultimate goal of the study is to enhance current knowledge level of parental involvement in the career choices of their children.

Procedure: An interview was given to 14 parents of preparatory school students in both grades 11th and 12th. Seven (7) parents from grade 11th and seven (7) parents from grade 12th students also participated in the participated in the FGD, which consisted of eight elements from both male and female students, face-to-face. The interview session taken 30–35 minutes for each parent participant and FGD based on interview guide (questions). Finally, the researcher took responses from both parent and student through FGD respondents by writing a note in the field based on participant's permission to seek accurate transcription of their opinions, feelings, beliefs and attitudes on the issue of this study.

Appendix: B; Demographic Information of Study Participants

A. Personal Information of Parent's Participants of Study

The following checklist will be prepared for seek of collecting personal information from agreed participants through oral in face to face by using sign of right (√) for each following information based an individual information.

Date_____

- 1, Name; _____
- 2 Sex ; M F Age; 45- 50 51-55 56- 60 61- 65 Above 65
- 3, Educational status: Diploma Degree Masters Doctorate
- 4, marital condition: Married polygamy monogamy Divorce
- 5, Occupation: Civil servant Self-employer Private sector
- 6, Religion: Protestant Muslim Christianity No religion

B. Personal Information of Student's Participants

Date_____

Name_____

Gender: M F age; 15 - 18, 19 – 21 , and 22-24.

Mortal status: single married Grade; 11 12

Achievement level: high medium low Religion: protestant Christianity No religion

Appendix: C: Semi- Structured Interview Guideline for Parent Participants of Study

The following semi-structured interview questions were prepared based on the four basic research questions to collect relevant data from participants for the purpose of research work. Please give the correct oral answer to the following semi-structured interview questions based on your correct opinion and belief in each question.

1. As a parent, do you think your involvement can determine the right career choice for your child in secondary school? How?
2. As a parent do you believe that involvement in their children career choices in secondary school can provide the freedom for them to choose a career based on their own preferences? How?
3. As a parent, do you think your involvement in your children's career choices can provide a suitable condition for future career success? How?
4. As a parent, do you believe in your involvement in the children career choice as can improve your children ability to make their career choice and academic achievement? How?
5. What are the leading factors that motivate you to be concerned about your child's career development in high school?
6. What are the most crucial factors that influence you in your children's career choices in secondary school?
7. As a parent do you consider your child's talent and interest in the career-choosing process? Why?
8. As a parent, how do you provide support for your children during their career choices in secondary school?
9. What are the role of you in your children career choices in high school?
10. As a parent do you think that your participation in your children career choices in secondary school is useful for children? What are they express it?
11. As a parent, do you think that your involvement in your children's career choices in secondary school is helpful for their career success? How?

ክፍል አንድ

1. ያወለጅ ታሰተፍዎች ግል ማረጃ ቃለ መጠያቅያ ጥያቄዎች

እነኮት ያምከታሉትን ግል መራጃ መጠያቅያዎችን አጥኑ ረት ምልክቱን (✓) በመጠቃም ከዚህ በታች በታዘገጁ ሰንጠን ዉሰጥ ትክ በመድግ እንድያሞላ ትክክላዊ ያሆነ ግል መራጃ በቃል መልስ።

ቀን-----

- 1. የተጠተያቅ ኮድ ስም -----
- 2. ፃታ: ወንድ ሴት
- 3. እድሜ: 45- 50 51 -55 56 – 60 61 – 65
- 4. ያትህዳር ሁኔታ: የገባ በለሁለት ትህደር በለአንድ ትህደር
- 5. ያትምህርት ዳረጃ: ድፕሎማ ድግር ማስቴርስ ዶክቴሬት
- 6. ሥራ መስክ: ያመንግት ሥራታኛ ያግል ድርጅት ሥራታኛ ያግል ሥራታኛ
- 7. ሀይማኖት: አብያተ በተክርተን ታካታይ ኦርቶዶግስ ተዋዶ ታካታይ ሙስልም
- ምንም ሀይማኖት ያሌለ

ክፍል ሁለት

1. ያምርምሩ መራጃ ቃለ መጠያቅያ ጥያቄዎች ለወለጁ ታሰተፍዎች

ከዚህ በታች ያተዘገጁት ቃለ መጠያቅያዎች በአራቱ ዋነ ምርምሩ ጥያቄዎች ላይ መሰረት በመድረግ ያታዘገጁ ሲሆን ምላሹም ላምርምሩ አግልግሎት ብቻ ያሚዉል መሆን በትክክል ይታመናል ሲለዚህ እነኮት ያምከታሉትን ቃለ መጠያቅያዎችን እረሶ ትክክል ነው ብሎ በምያስቡት ና በምያምኑት መንገድ ትክክላዊ ያሆነ ምላሽ በቃለ መልሱ።

- 1. እንደ ወለጅ እረሶ በሁለተኛ ደረጃ ት/ቤት ልጆቻች ትምህርት መስክ እንድመርጡ ያምደርጉ አሰተዉፃ ልጆቻች ትክክላዊ ያሆነ ትምህርት መስክ እንድመርጡ ያደርገል ብሎ የስበሉ? እንዴት?
- 2. በሁለተኛ ደረጃ ትምህርት ቤት እረሶ ልጆቻች ትምህርት መስኩን እንድመርጡ ያምደርጉ አስታዉፃ ልጆቻች ያምፈለጉትን ትምህርት መስክ እንድመርጡ ነፀነት ይሰጠል ብሎ የምነሉ? እንዴት?
- 3. እንደወለጅ በሁለተኛ ደረጃ ት/ቤት ታማርዎች ትምህርት ፕሮግራም ምርጫ ጊዜ እረሶ ያምደርጉት አስታዉፃ ለልጆቻች ወደ ፊት ስራ ዉጤተማነት ምቹ ሁኔታ ይፋጥራል ብሎ የምነሉ? እንዴት?
- 4. እንደወለጅ የወለጅ ተሳትፎ በሁለተኛ ደረጃ ልጆች ትምህርት መስክ ምርጫ የመወሰን ችሎታ እና የትምህርት ዉጤቱን እንድጨማሩ ያደርል ብሎ የምናሉ ? እንዴት?

5. እርሶን በሁለተኛ ደረጃ ት/ቤት የእርሶ ልጆች ትምህርት መስክ ምርጫ ሂደት ጊዜ አስተዳዳሪ / ተሳትፎ እንደየደረጃው ያምናሉን ነገር ምርጫ ነቸው?
6. እንደወላጅ በሁለተኛ ደረጃ ት/ቤት የእርሶ ልጆች ትምህርት መስክ ምርጫ ላይ አስተዳዳሪ እንደየደረጃው ያምናልግ ዋና ምክንያት ምን ይመስላል በቃል አብራራ?
7. እንደወላጅ ልጆችን በሁለተኛ ደረጃ ት/ቤት ትምህርት መስክ ምርጫ ሂደት ጊዜ ድጋፍ ሰየደረጃው ያልጀዎቹን ፍላጎት እና ችሎታዎችን የከትሉ? ለምን?
8. እንደወላጅ በሁለተኛ ደረጃ ትምህርት ቤት ተማሪዎች ትምህርት መስክ ምርጫ ጊዜ ድጋፍ ምየደረጃው እንዴት ነበር?
9. በሁለተኛ ደረጃ ትምህርት ቤት የእርሶ ተማሪዎች ትምህርት መስክ ስመርጡ ለእርሶ የሎት ሚና ምርጫ ነው?
10. እንደወላጅ በሁለተኛ ደረጃ ትምህርት ቤት ልጆች ትምህርት መስክ ምርጫ ጊዜ የወላጆች ተሳትፎ ጠቀሚነው ብሎ የስበሉ? ጠቀሜታ ምርጫ ነቸው ግለተኛ?
11. ወላጅ በተመረቀች ትምህርት መስክ ምርጫ ላይ የሚያደረገው ተሳትፎ ታመረቀች በትምህርት ውጤቱ ላይ አንድሆን ይረዳል ብሎ የስበሉ? እንዴት?

Appendix D: Interview Guide for Students’ Participants (FGD)

1. Do you think that your parental involvement is leading you to the right career choice? How?
2. As a child, do you believe that your parents’ involvement can provide freedom for you to choose your career based on your preferences? How?
3. As a child, do you believe that your parents’ involvement in your academic career choices in secondary school can create a suitable environment for your future career success? How
4. As children you do beliefs in your parental involvement in your career choice in as can improve your ability to make your career decision and academic achievement secondary school? How?
5. What are the significant factors that lead your parents to be involved in your career choice in secondary school?
6. As children, why are your parents motivated to involve in your career choice in secondary school?
7. As children, your parents considered your talents and interests when they provided support in your career choices? Why?

8. As children, how did your parents provide support you during the career choice process in secondary school?

9. What role do your parents play during career choosing process in secondary school?

10. As child what are important of your parental involvement in your academic career choice in secondary school?

11. As a child, do you think that parental involvement in your career selection is helpful for your future career achievement? How?

ክፍል አንድ

1. የታማረ ታሳተፍዎች ግል መረጃ ቃለ መጠያቅያ ጥያቄዎች

ቀን-----

1. የተጠያቅ ከድ ስም -----

2. ልጅ: ወንድ ሴት

3. እድሜ : 15 – 18 19 -21 22- 24

4. ትምህርት ዳርጅ: 11ኛ 12ኛ

5. የትምህርት ችሎታ ዳርጅ : ካፍተኛ መካከለኛ ዝቅተኛ

6. ሀይማኖት: አብያታ በተክርታን ታከታይ ኦርቶዶክስ በተክርተን ታከታይ ሙስሊም

ክፍል ሁለት

2. የምርምሩ መረጃ ቃለ መጠያቅያ ጥያቄዎች ለታማረ ታሳተፍዎች በቡድን ዉይይት እንድማልሱ የተዘጋጁ

ከዚህ በታች የተዘጋጁት ጥያቄዎች ለምርምሩ አግልግሎት ብቻ የተዘጋጁ ስለሆኑ እባክዎ በቡድን ታወያይታችሁ የታስማማቹን ትክክለኛ ምላሽ ላያደሩ አንዱ ጥያቄዎች በቃል መልሱ።

1. እንደ ልጅ የወለጃዎች አስተዳዳሪ ትክክለኛ የሆነ ትምህርት ፕሮግራም እንድትመረጡ ይራደል ብለችሁ ታሟክላችሁ? እንዴት?

2. እንዴ ልጅ የወለጃዎች ታሳትፎ የሚትፈልጉትን ትምህርት ፕሮግራም ወይም ሥራ በነፃነት እንድት መርጡ የደርጋል ብለችሁ ታሟክላችሁ? እንዴት?

3. ወለጆዎች በሁለተኛ ደረጃ ትምህርት ቤት ትምህርት ፕሮግራም ምርጫ ጊዜ የሚያደርጉት አስተዳዳሪ ለወደፊት ጡሩ ሥራ እድል እንደትታገኙ ምቹ ሁኔታ ይፋጥራል ብለኝሁ ታሚነላችሁ? እንዴት?
4. እንዴ ልጅ ወላጅ የወላጅ ተሳትፎ በሁለተኛ ደረጃ ትምህርት/ቤት ልጆች ትምህርት መስክ ምርጫ የመወሰን ችሎታ እና ትምህርት ዉጤተማ እንድትሆኑ የደርጋል ብለኝሁ ታሚነላችሁ? እንዴት?
5. በሁለተኛ ደረጃ ትምህርት ቤት ወላጅ በልጆች ትምህርት ፕሮግራም ምርጫ ተሳትፎ እንደያደረጉ ወይም የምጣሩ ነገሮች ምርድር ነቸው ?
6. እንዴ ልጅ ወላጅ በሁለተኛ ደረጃ ትምህርት ቤት በልጆች ትምህርት መስክ ምርጫ ተሳትፎ ለማድረግ ለምርድር የምናሳሰቡ?
7. እንዴ ልጅ የወለጆዎች በሁለተኛ ደረጃ ትምህርት/ቤት ትምህርት ፕሮግራም ምርጫ ሂደት ጊዜ አስተዳዳሪ ስያደርጉ የልጆችን ፍላጎትን እና ችሎታን የከትሉ? እንዴት?
8. እንዴ ልጅ ወላጅ በሁለተኛ ደረጃ ትምህርት/ቤት ትምህርት ፕሮግራም ምርጫ ጊዜ የሚደግፋችሁ እንዴት ነው?
9. እንዴ ልጅ በሁለተኛ ደረጃ ትምህርት ቤት በልጆች ትምህርት መስክ ምርጫ ጊዜ የወላጅ ሚና ምርድር ነው?
10. በሁለተኛ ትምህርት/ቤት ትምህርት መስክ ምርጫ ጊዜ የወላጅ ተሳትፎ ጠቀሜታ ምን እንዴሆና መንገር ትችላላችሁ? ምርድር ነቸው ግለፅ?
11. እንዴ ልጅ የወላጅ ተሳትፎ በሁለተኛ ደረጃ ትምህርት/ቤት ትምህርት መስክ ምርጫ ላይ ለወደ ፍት ትምህርት ዉጤተማነት ይራዳ ብለኝሁ ተስበላችሁ? እንዴት?

Appendix I: Letter that written by Yekatit 25/67 2nd School about evidence of this study Data Collection



ቁጥር 01/0113/12/10
ቀን 03/08/2016

ለሀዋሳ ዩኒቨርሲቲ

ጉዳይ: ለተማረ ደስታ ጎሽሶ ስለምርምሩ መረጃ ድጋፍ ደብዳቤ ስለመስጠት ይሆናል

ከላይ በርዕስ ለመጥቀስ እንደተሞከራ ሁሉ ተማረ ደስታ ጎሽሶ ከሀዋሳ ዩኒቨርሲቲ ከሳይኮሎጂ ትምህርት ክፍል በቁጥር ሳ/ት/ክ/341/16 በቀን 29/05/2016 ዓ.ም በተጻፈው ደብዳቤ መሰረት ት/ቤተችን ስጦታዎቻችን የካቲት 25/67 2ኛ ደረጃ ት/ቤት ትብብር በማድረግ “parental involvement in high school students career choice in case of Hadiya zone Yekateti 25/67 secondary school in Hossana town” በሚል ርዕስ ከት/ቤታችን ለምርምሩ ሥራ የሚያስፋልገውን መረጃ ከ11ኛና 12ኛ ክፍል ከተመረጡ ተማሪዎችና ወላጅ መሰብሰቦቻቸውን እንጋግላለን።



ገ.ሁን አቡይ ዛሪን
Gyrahun Abuye Hirigo
C/ምምህር
Director

ለትምህርት ጥራት በጋራ እንሥራ!

