

Original article

INFLUENCE OF PARENTAL SUPPORT ON CAREER ASPIRATIONS OF COLLEGE STUDENTS IN RAJSHAHI CITY

Abu Sayed¹, Md. Al Mamun¹, Md. Sabiruzzaman¹, Md. Ripter Hossain¹, Md. Nurul Islam¹ and Md. Golam Hossain^{1*}

ABSTRACT

Background: Parental guidance plays an important role in shaping diverse aspects of children's lives, including their academic, professional, and personal domains. The objective was to examine the impact of parental support on the career aspirations of college students in Rajshahi city, Bangladesh.

Methods: A sample of 400 higher secondary students, consisting of 192 males and 208 females, was selected using a two-stage random sampling method for this study. The data for this study was collected during the period of February to March 2022. Descriptive statistics, Chi-square test, and binary logistic regression analyses were used in this research.

Results: The data indicated that a higher proportion of respondents had a strong level of career aspirations in terms of economic rewards, degree of authority and degree of freedom. The study found significant associations between different dimensions parental support and various aspects of students' career aspirations. The logistic regression analysis demonstrated that strong parental emotional support and verbal encouragement were associated with increased odds of students having a strong career aspiration regarding economic rewards [OR: 2.35, $p < 0.01$, CI: 1.32-4.18]. Furthermore, strong parental emotional support was linked to higher odds [OR: 3.17, $p < 0.01$, CI: 1.78-5.64] of a strong career aspiration regarding the degree of authority, degree of freedom, and the education required for career aspirations. Additionally, strong parental verbal encouragement was associated with higher odds [OR: 2.48, $p < 0.01$, CI: 1.33-4.62] of a strong career aspiration regarding the degree of freedom. The analysis also revealed that strong emotional support was significantly associated with higher odds of a strong career aspiration, while strong instructional assistance had a minimal impact. Informative career-related modeling had a slight positive effect, and strong verbal encouragement showed a substantial increase in the likelihood of a strong career aspiration of college students.

Conclusion: The study highlighted the significant influence of parental support, including instructional assistance, emotional support, career-related modeling, and verbal encouragement, on various aspects of students' career aspirations. These factors were found to significantly influence economic rewards, degree of authority, degree of freedom, education required and academic ability of students' career choice. To support their children's career

¹ Health Research Group, Department of Statistics, University of Rajshahi, Bangladesh

*Corresponding author

aspirations, parents are recommended to prioritize providing emotional support and verbal encouragement, actively engaging in supportive communication, expressing belief in their children's abilities, and offering guidance on career options. Additionally, incorporating informative career-related modeling can inspire and guide children in their career choices. Creating a nurturing and supportive environment at home can contribute to the development of strong career aspirations and enhance the likelihood of success in their chosen career paths.

Key words: Career aspiration, Parental support, College students, Rajshahi

INTRODUCTION

Career aspiration is an important variable for understanding an individual's career-related behavior in matters such as choosing appropriate education pathways, making relevant career-related choices, and perceiving the social forces affecting the availability and nature of specific career opportunities (Rojewski, 2005). Parents (and family members) exert a strong influence on how their children choose careers. They may influence them directly and indirectly, intentionally and inadvertently, consciously and unconsciously. Since parents generally live with the child during the formative years, they tend to exert a relatively strong influence on how their children make career decisions. Parents may influence their children's career decisions directly in giving the most needed career advice especially at early stages as role models as well as indirectly in their norms and values. Parents influence on their children's career decisions may either inspire children to follow their parents' footprints, or steer them away from certain careers (Jungen, 2008). Limited literature has examined the influence of parental factors on adolescents' career aspirations. However, the research that does exist indicates that parents have a significant influence on children's career aspirations and serve as influential role models for young people considering future career directions (Schultheiss, 2007; Watt, 2008). Several studies have been conducted on student's career aspiration and its relationship with parental factor (Wen 2015; Raji and Kaur, 2020). So far, there is no literature is available on students' career aspiration in Bangladesh.

The role of parental influence remains the same regardless of gender or racial backgrounds for the career development of young adults. Parents, the primary caregivers and role models, have a profound impact on shaping their children's career choices and aspirations. Even as other factors such as schools, peers, and the broader community exert their influence on a young

adult's self-identity and career decisions (Ferry, 2006). This influence becomes particularly prominent in the context of Bangladeshi adolescents due to the confluence of cultural expectations and a scarcity of alternative information sources. In Bangladesh, as in many cultures, parents play a significant role in shaping their children's career choices because cultural norms and societal expectations heavily influence what young people aspire to be. So, it is important to examine how parents impact the career aspirations of Bangladeshi college students.

The main objective of this study was to determine the influence of parental factors on career aspiration of college students in Rajshahi city, Bangladesh.

MATERIAL AND METHODS

Target Area: The focus of this study was Rajshahi city, which is situated in the northern region of Bangladesh and holds the distinction of being one of the country's oldest cities. Specifically, Rajshahi city falls within the administrative boundaries of the Rajshahi district.

Type of Study: In this study, a cross-sectional design was utilized to investigate the association between parental factors and the career aspirations of college students in Rajshahi City, with a specific focus on students at the XI-XII level.

Study Population: The study included all students in the higher secondary level (XI-XII) as the population for this research. Both male and female students who were willing to provide written informed consent were included in the study.

Sample Size Determination: The required sample size for this study has been estimated using the formula given by Cochran (1963): $n = \frac{z^2 p(1-p)}{d^2}$, where n = the required sample size, p (proportion of success) = 50% = 50/100=0.50 and z=1.96 at 95% confidence interval, and d=0.05 (margin of error). According to the formula, the required sample size for this study was estimated to be 385. However, a total of 400 samples were included in the study, accounting for a 4% non-response rate.

Sampling Procedure: A two-stage random sampling method was employed to select the samples for this study. In the first stage, four colleges were randomly selected from all the colleges in Rajshahi City. Subsequently, random sampling technique was utilized to select 400

students from the four selected colleges (100 students from each college). All the required information of the students was collected from their respective colleges.

Data Collection Procedure: Data collection for this study involved the use of a self-developed, pre-tested structured questionnaire. The questionnaire comprised three parts: (i) gathering general information about the students, (ii) assessing the Career-Related Parental Support Scale (CRPPS) consisting of 23 items, and (iii) measuring the students' career aspirations using the Career Aspiration Scale (CAS). Prior to collecting any information, the objective of the study was explained to the selected students, and their written consent was obtained.

Career Related Parent Support Scale (CRPSS): The Career-Related Parental Support Scale (CRPSS) utilized in this study, developed by Turner et al. (2003), is a 23-item assessment aimed at evaluating adolescents' perceptions of parental support in their educational development. The CRPSS encompasses four distinct subscales: instructional assistance, emotional support, career-related modeling, and verbal encouragement. Instructional assistance pertains to parents' tangible support in nurturing adolescents' career-related skills. Career-related modeling involves parents providing their children with career-related experiences. Verbal encouragement encompasses parents' praise and recognition of their children's educational and career development. Lastly, emotional support captures parents' assistance in managing the emotional experiences of adolescents in relation to their educational and career pursuits. Respondents rate each item on a 5-point Likert-type scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate greater perceived parental support. For instance, a high score on career-related modeling indicates that adolescents perceive their parents as actively sharing information and thoughts about their own occupations with them.

Career Aspiration Scale (CAS): Subjective career aspirations refer to individuals' personal preferences for specific aspects of an occupation that collectively shape their career choices. These aspirations are influenced by five key dimensions associated with the occupation: economic rewards, degree of authority, freedom of action, education required, and academic ability required (Gottfredson, 2005; Rojewski, 2005; Gottfredson, 1996). Career aspirations

reflect individuals' actual job preferences, while subjective occupational aspirations reflect the strength of their desires to achieve success in each of these five significant dimensions.

The Career Aspiration (CA) scale used in this study comprises 24 items, representing the five content components of economic rewards, degree of authority, degree of freedom, education required, and academic ability required. Participants were asked to indicate their level of agreement with each item statement on a 5-point Likert-type scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The composite score derived from the responses to all 24 items provides an overall measure of participants' preferences and aspirations for the combined aspects of their desired careers.

Major variables and indicators:

Outcome Variable: Students' career aspirations like economic rewards, degree of authority, freedom of action, education required, and academic ability required were the outcome variable of this study.

Independent Variables: Career related parental support such as instructional assistance, emotional support, career-related modeling, and verbal encouragement were considered as independent variables.

Both dependent and independent variables were categorized into two groups strong career aspirations or strong parental support and weak career aspirations or weak parental support (Rababah, 2021).

Statistical Analysis: Descriptive statistics, Chi-square test, and binary logistic regression were employed as statistical methods in this study. A significance level of $p < 0.05$ was used to determine statistical significance in the analysis. The data analysis was conducted using SPSS software, specifically IBM Version 21.

RESULTS

Table 1 provided an overview of the basic characteristics of the respondents. The sex distribution showed that 48.0% of the respondents were male, while 52.0% were female. In terms of family type, 80.0% belonged to nuclear families, while 20.0% were from joint families. The majority of respondents, 91.8%, identified as Muslim, with the remaining 8.2% representing other religions. In terms of academic discipline, 38.5% were from a science

background, 34.0% were from arts, and 27.5% were from commerce. Looking at the GPA results, 6.3% of respondents had a GPA below 4.0, 10.5% scored between 4.0 and 4.49, 23.5% scored between 4.5 and 4.99, and the largest group, comprising 59.7%, achieved a GPA of 5.

Table 1: Basic characteristic of respondents

Variables	Categories	Frequency	Percentage
Sex	Male	192	48.0
	Female	208	52.0
Type of family	Nuclear	320	80.0
	Joint	80	20.0
Religion	Muslim	367	91.8
	Others	33	8.2
Discipline	Science	154	38.5
	Arts	136	34.0
	Commerce	136	27.5
Results (GPA)	< 4.0	25	6.3
	4.0- 4.49	42	10.5
	4.5-4.99	94	23.5
	5	239	59.7

Table 2 presented the socio-economic information of the parents of the respondents in the study. The findings revealed that most fathers (38.2%) had a graduate or postgraduate degree, while the majority of mothers (34.0%) had a secondary education. In terms of occupation, a higher portion of fathers (39.0%) were employed in the service sector, while most mothers (85.2%) were housewives. Regarding monthly family income, roughly a quarter of families (23.8%) had an income of up to BDT 10,000, and similar percentages fell into the income ranges of BDT 10,000-20,000 (31.0%) and BDT 20,000-30,000 (22.2%). Lastly, 23.0% of families reported an income above BDT 30,000.

Table 2: Socio-economic information of respondent's parents

Variables	Categories	Frequency	Percentage
Father's Education	Non-literate	29	7.3
	Primary	45	11.2
	Secondary	90	22.5
	Higher Secondary	83	20.8
	Graduate/Post Graduate	153	38.2
Mother's Education	Non-literate	26	6.5
	Primary	66	16.5
	Secondary	136	34.0

	Higher Secondary	103	25.8
	Graduate/Post Graduate	69	17.2
Father's Occupation	Service	156	39.0
	Business	135	33.8
	Others	109	27.2
Mother's Occupation	Service	45	11.3
	Housewife	341	85.2
	Others	14	3.5
Monthly Family Income (BDT)	≤ 10000	95	23.8
	10000-20000	124	31.0
	20000-30000	89	22.2
	>30000	92	23.0

Figure 1 highlighted that a higher proportion of respondents had a strong level of CA in terms of economic rewards, degree of authority, and degree of freedom, with percentages of 50.3%, 53.3%, and 67.3% respectively. Additionally, 54.0% of respondents had a weak level of CA in terms of education requirements, while 77.5% had a weak level of CA in terms of academic ability required.

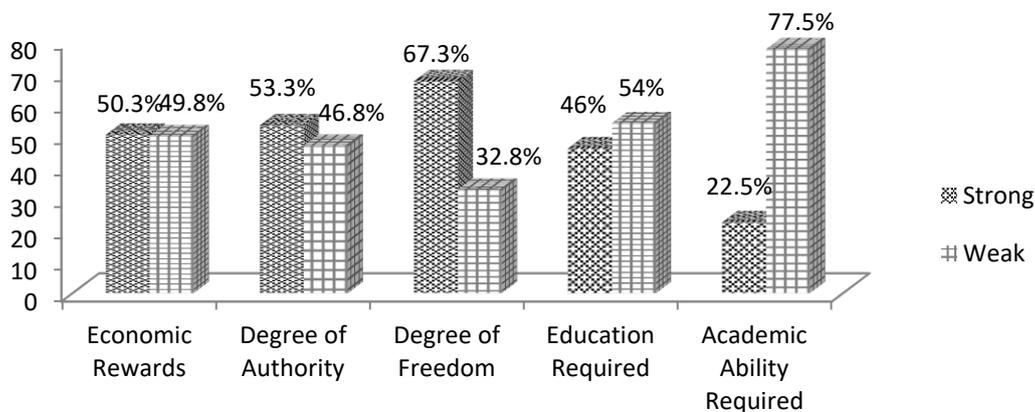


Figure 1: Different dimendions of carrer aspiration scale among college stduents
 Among participants in the instructional assistance, 50.5% reported strong CRPS levels, while 49.5% indicated weak levels. In terms of emotional support, 68.5% reported strong CRPS, while 31.5% reported weak CRPS. For career-related modeling, 50.5% reported strong CRPS, compared to 49.5% reporting weak CRPS. Lastly, in verbal encouragement, 78.0% reported strong CRPS, while 22.0% reported weak CRPS (Figure 2).

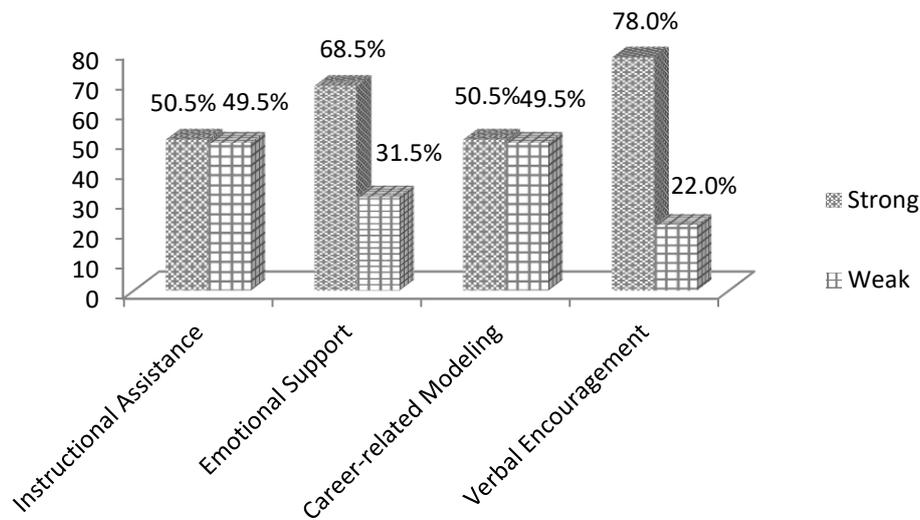


Figure 2: Different dimendions of career-related parental support scale

Association between career-related parental support (CRPS) scale and career aspiration (CA) Scale:

Table 3 displayed the results of the chi-square test investigating the association between parental support (instructional assistance, emotional support, career-related modeling, and verbal encouragement) and the degree of freedom of CA (strong and weak) among college students in Rajshahi City.

Association between parental support and economic rewards of CA:

The findings of the study revealed a significant ($p < 0.01$) association between various forms of parental support (instructional assistance, emotional support, career-related modeling, and verbal encouragement) and the economic rewards received in the context of CA. Among respondents who received strong instructional assistance, 58.6% received strong economic rewards, while 41.6% received weak economic rewards. Similarly, for those who received strong emotional support, 59.9% received strong economic rewards compared to 40.1% who received weak economic rewards. The pattern continued with strong career-related modeling, where 59.9% received strong economic rewards, while 40.1% received weak economic rewards. Likewise, among those who received strong verbal encouragement, 58.3% experienced strong economic rewards, whereas 41.7% received weak economic rewards. These results indicate that strong support across all categories is consistently associated with a higher

likelihood of receiving strong economic rewards, while weak support tends to be linked with weaker economic rewards.

Association between parental support and degree of authority of CA:

The statistical analysis revealed significant ($p < 0.01$) associations between parental support and the degree of authority of CA. Strong instructional assistance was associated with a higher proportion (66.8%) of strong authority of CA, while weak instructional assistance was linked to a higher proportion (60.8%) of weak authority. Similarly, strong emotional support corresponded to a higher proportion (65.3%) of strong authority, while weak emotional support is associated with a higher proportion (73.0%) of weak authority. The pattern continued with career-related modeling and verbal encouragement, where strong support was linked to a higher proportion of strong authority (36.1% and 59.6%, respectively) and weak support was linked to a higher proportion of weak authority (63.9% and 69.3%, respectively). These findings highlighted the significant influence of parental support on the degree of authority of CA.

Association between parental support and degree of freedom of CA:

The statistical analysis indicated significant associations between parental support and the degree of freedom of CA. In terms of instructional assistance, strong support was associated with a higher proportion (72.8%) of strong degree of freedom, while weak support was linked to a higher proportion (38.4%) of weak degree of freedom ($p < 0.05$). Similarly, strong emotional support corresponded to a higher proportion (75.9%) of strong degree of freedom, whereas weak support was associated with a higher proportion (51.6%) of weak degree of freedom ($p < 0.01$). For career-related modeling, strong support was related to a higher proportion (73.3%) of strong degree of freedom, while weak support was associated with a higher proportion (38.9%) of weak degree of freedom ($p < 0.05$). Regarding verbal encouragement, strong support was linked to a higher proportion (76.3%) of strong degree of freedom, whereas weak support was associated with a higher proportion (64.8%) of weak degree of freedom ($p < 0.01$). These findings highlight the significant influence of parental support on the degree of freedom of CA in the past. Strong support in each category tended to correspond with a higher likelihood of a strong degree of freedom, while weak support was more likely to be associated with a weak degree of freedom.

Association between parental support and education required of CA:

In terms of instructional assistance, there was a significant association between parental support and the education required for CA ($p < 0.01$). Strong instructional assistance was linked to a higher proportion (55.9%) of cases requiring strong education, whereas weak instructional assistance was associated with a higher proportion (64.1%) of cases requiring weak education. Similarly, for emotional support, a significant association was also found ($p < 0.01$). Strong emotional support corresponded to a higher proportion (54.7%) of cases requiring strong education, while weak emotional support was associated with a higher proportion (73.0%) of cases requiring weak education. Regarding verbal encouragement, a significant association was found ($p < 0.01$). Strong verbal encouragement was linked to a higher proportion (51.0%) of cases requiring strong education, whereas weak verbal encouragement was associated with a higher proportion (71.6%) of cases requiring weak education. These findings suggested that instructional assistance, emotional support, and verbal encouragement from parents play a significant role in the education required for CA.

Association between parental support and academic ability required of CA:

Significant association was found ($p < 0.05$) between parental support and academic ability required of CA. Strong emotional support was associated with a higher proportion (25.5%) of cases requiring strong academic ability, while weak emotional support was linked to a higher proportion (84.1%) of cases requiring weak academic ability. Similarly, career-related modeling showed a significant association ($p < 0.05$). Strong career-related modeling was associated with a higher proportion (27.2%) of cases requiring strong academic ability, while weak career-related modeling was linked to a higher proportion (82.3%) of cases requiring weak academic ability. On the other hand, instructional assistance and verbal encouragement did not exhibit a significant association with the academic ability required for CA ($p > 0.05$). The results suggested that emotional support and career-related modeling from parents were significantly associated with the academic ability required for CA.

Association between parental support and CA: The results from Table 3 highlighted the significant ($p < 0.01$) associations between different categories of parental support (instructional

assistance, emotional support, career-related modeling, and verbal encouragement) and the success of CA. Strong support in each category of parental support was consistently linked to a higher likelihood of success in CA. Specifically, individuals who received strong instructional assistance, emotional support, career-related modeling, and verbal encouragement had success rates of 57.9%, 58.8%, 55.9%, and 55.1% respectively. Conversely, individuals with weak support experienced lower success rates, ranging from 61.1% to 79.5%. These findings emphasize the importance of strong parental support in facilitating success in CA, while weak support may pose challenges in achieving desired outcomes.

Table 3: Results of chi-square test between parental support and CA

Parental support	Categories	Economic rewards of CA		χ^2 - value	p-value
		Strong N (%)	Weak N (%)		
Instructional assistance	Strong	118, (58.6)	84, (41.4)	10.89	0.001
	Weak	83, (41.9)	115, (58.1)		
Emotional support	Strong	164, (59.9)	110, (40.1)	32.09	0.001
	Weak	37, (29.4)	89, (70.6)		
Career-related modeling	Strong	121, (59.9)	81, (40.1)	15.20	0.001
	Weak	80, (40.4)	118, (59.6)		
Verbal encouragement	Strong	182, (58.3)	130, (41.7)	37.07	0.001
	Weak	19, (21.6)	69, (78.4)		
Degree of authority of CA					
Instructional assistance	Strong	135, (66.8)	67, (33.2)	30.24	0.001
	Weak	78, (39.4)	120, (60.8)		
Emotional support	Strong	179, (65.3)	95, (34.7)	50.98	0.001
	Weak	34, (27.0)	92, (73.0)		
Career-related modeling	Strong	73, (36.1)	129, (63.9)	18.46	0.001
	Weak	114, (57.6)	84, (42.2)		
Verbal encouragement	Strong	186, (59.6)	126, (40.4)	23.08	0.001
	Weak	27, (30.7)	61, (69.3)		
Degree of freedom of CA					
Instructional assistance	Strong	147, (72.8)	55, (27.1)	5.65	0.017
	Weak	122, (6.6)	76, (38.4)		
Emotional support	Strong	208, (75.9)	66, (24.1)	29.64	0.001
	Weak	61, (48.4)	65, (51.6)		
Career-related modeling	Strong	148, (73.3)	54, (26.7)	6.71	0.011
	Weak	121, (61.1)	77, (38.9)		
Verbal encouragement	Strong	238, (76.3)	74, (23.7)	52.53	0.001
	Weak	31, (35.2)	57, (64.8)		

Education required of CA					
Instructional assistance	Strong	113, (55.9)	89, (44.1)	16.34	0.001
	Weak	71, (35.9)	127, (64.1)		
Emotional support	Strong	150, (54.7)	124, (45.3)	26.77	0.001
	Weak	34, (27.0)	92, (73.0)		
Career-related modeling	Strong	96, (47.5)	106, (52.5)	0.382	0.537
	Weak	88, (44.4)	110, (55.6)		
Verbal encouragement	Strong	159, (51.0)	153, (49.0)	10.05	0.001
	Weak	25, (28.4)	63, (71.6)		
Academic ability required of CA					
Instructional assistance	Strong	51, (25.2)	151, (74.8)	1.77	0.190
	Weak	39, (19.7)	159, (80.3)		
Emotional support	Strong	70, (25.5)	204, (74.5)	4.63	0.031
	Weak	20, (15.9)	106, (84.1)		
Career-related modeling	Strong	55, (27.2)	147, (72.8)	5.23	0.022
	Weak	35, (17.7)	163, (82.3)		
Verbal encouragement	Strong	70, (22.4)	242, (77.6)	0.03	0.954
	Weak	20, (22.7)	68, (77.3)		
Career Aspiration Scale					
Instructional assistance	Strong	117, (57.9)	85, (42.1)	17.70	0.001
	Weak	73, (36.9)	125, (63.1)		
Emotional support	Strong	161, (58.8)	113, (41.2)	44.21	0.001
	Weak	29, (23.0)	97, (77.0)		
Career-related modeling	Strong	113, (55.9)	89, (44.1)	11.66	0.001
	Weak	77, (38.9)	121, (61.1)		
Verbal encouragement	Strong	172, (55.1)	140, (44.9)	33.09	0.001
	Weak	18, (20.5)	70, (79.5)		

The logistic regression analysis presented in Table 4 revealed several significant associations between different categories of parental support and students' career aspirations. Students who received strong emotional support from their parents had 2.35 times higher odds of having a strong career aspiration regarding economic rewards compared to those with weak emotional support (OR: 2.35, $P < 0.01$, CI: 1.32-4.18). Similarly, students whose parents provided strong verbal encouragement had 3.16 times higher odds of having a strong career aspiration regarding economic rewards compared to their counterparts (OR: 3.16, $P < 0.01$, CI: 1.718-5.85). Furthermore, students with strong parental emotional support had 3.17 times higher odds of having a strong career aspiration regarding the degree of authority compared to those with weak support (OR: 3.17, $P < 0.01$, CI: 1.78-5.64). Similarly, students with strong parental emotional

support and strong parental verbal encouragement had 2.48 times (OR: 2.48, $P < 0.01$, CI: 1.33-4.62) and 4.60 times (OR: 4.60, $P < 0.01$, CI: 2.57-8.23) higher odds, respectively, of having a strong career aspiration regarding the degree of freedom compared to those with weak support. Lastly, students with strong parental emotional support had 3.18 times higher odds of having a strong career aspiration regarding the education required compared to those with weak support (OR: 3.18, $P < 0.01$, CI: 1.76-5.74).

These findings underscore the significant influence of parental support, particularly emotional support and verbal encouragement, on students' career aspirations across various domains. Students who received strong support in these areas were more likely to have a strong career aspiration, highlighting the vital role parents play in shaping their children's career goals.

Table 4 also demonstrated the relationship between different categories of parental support and students' likelihood of having a strong career aspiration. Students who received strong instructional assistance from their parents had a slightly higher chance (1.05 times) of having a strong career aspiration compared to those with weak instructional assistance (OR: 1.05, $P < 0.01$, CI: 0.63-1.74). In contrast, students who received strong emotional support from their parents had a significantly higher chance (3.18 times) of having a strong career aspiration compared to those with weak emotional support (OR: 3.18, $p < 0.01$, CI: 1.76-5.74). Similarly, students whose parents provided informative career-related modeling had a slightly higher chance (1.14 times) of having a strong career aspiration compared to those without such modeling (OR: 1.14, $p < 0.01$, CI: 0.72-1.80). Furthermore, students who received strong verbal encouragement from their parents had a substantially higher chance (2.67 times) of having a strong career aspiration compared to those without strong verbal encouragement (OR: 2.67, $p < 0.01$, CI: 1.42-5.01).

These findings highlight the varying impact of different forms of parental support on students' career aspirations. While instructional assistance and career-related modeling showed relatively weaker associations, emotional support and verbal encouragement were strongly associated with a higher likelihood of having a strong career aspiration.

Table 4: Effect of parental support on CA of college students in Rajshahi city

Parental support	Categories	B	SE	p-value	OR	95% CI for OR	
						Lower	Upper
Economic rewards of CA							
Instructional assistance	Strong Vs Weak	-0.13	0.26	0.624	0.88	0.53	1.47
Emotional support	Strong Vs Weak	0.85	0.31	0.004	2.35	1.32	4.18
Career-related modeling	Strong Vs Weak	0.32	0.23	0.165	1.14	0.88	2.17
Verbal encouragement	Strong Vs Weak	1.52	0.30	0.001	3.16	1.71	5.85
Degree of authority of CA							
Instructional assistance	Strong Vs Weak	0.36	0.26	0.164	1.43	0.86	2.37
Emotional support	Strong Vs Weak	1.15	0.30	0.001	3.17	1.78	5.64
Career-related modeling	Strong Vs Weak	0.35	0.24	0.133	1.42	0.90	2.25
Verbal encouragement	Strong Vs Weak	0.41	0.30	0.175	1.51	0.83	2.73
Degrees of freedom of CA							
Instructional assistance	Strong Vs Weak	-0.42	0.30	0.171	0.66	0.37	1.19
Emotional support	Strong Vs Weak	0.91	0.32	0.004	2.48	1.33	4.62
Career-related modeling	Strong Vs Weak	-0.37	0.26	0.886	0.963	0.58	1.60
Verbal encouragement	Strong Vs Weak	1.53	0.30	0.001	4.60	2.57	8.23
Education required of CA							
Instructional assistance	Strong Vs Weak	0.30	0.26	0.220	1.05	0.63	1.74
Emotional support	Strong Vs Weak	0.83	0.29	0.004	3.18	1.76	5.74
Verbal encouragement	Strong Vs Weak	0.45	0.29	0.123	2.67	1.42	5.01
Academic ability required of CA							
Emotional support	Strong Vs Weak	0.448	0.30	0.129	1.57	0.88	2.79
Career-related modeling	Strong Vs Weak	0.428	0.26	0.096	1.53	0.93	2.54
Career Aspiration Scale							
Instructional assistance	Strong Vs Weak	0.05	0.26	0.850	1.05	0.63	1.74
Emotional support	Strong Vs Weak	1.15	0.31	0.001	3.18	1.76	5.74
Career-related modeling	Strong Vs Weak	0.13	0.24	0.580	1.14	0.72	1.80
Verbal encouragement	Strong Vs Weak	0.98	0.30	0.002	2.67	1.42	5.01

DISCUSSION

In our present study, we tried to determine the influence of parental factors on career aspiration of college students in Rajshahi city, Bangladesh. Perhaps it was the first time to investigate parental factors on career aspiration of college students in Rajshahi city, Bangladesh. The study findings revealed that most participants reported a strong CRPS level for both verbal encouragement and emotional support. These findings are consistent with prior research suggesting that emotional support from parents can promote children's career development

(Song et al., 2022; Hirschi, 2009; Guan et al., 2016). Parents played a significant role in providing encouragement and emotional assistance, positively impacting their career development and motivation (Farmer, 1985; Turner et al., 2003; Ali and Saunders, 2006; Leung et al., 2011; Ginevra et al., 2015; Guan et al., 2015). Similarly, when considering economic rewards, degree of authority, and degree of freedom, the majority of respondents indicated a strong level of CA because they highly value economic rewards as a measure of success and financial stability, seek a greater degree of authority for professional growth and decision-making influence, and aspire for a higher degree of freedom to shape their own career paths, all of which contribute to their motivation and drive for success. However, in terms of education requirements and academic ability required, most respondents expressed a weak level of CA. The primary reason for the majority of respondents expressing a weak level of career aspiration regarding education requirements and academic ability required was their perception that the requirements were excessive or not aligned with their desired career paths. They also felt that their academic abilities were not being adequately recognized, leading to a sense of undervaluation. Furthermore, they believed that practical experience or alternative paths held greater significance in achieving career success compared to traditional education qualifications.

The significant associations were found between career aspiration factors (economic rewards, degree of authority, degree of freedom, and education required) and parental support (instructional assistance, emotional support, career-related modeling, and verbal encouragement). Firstly, parental support plays a crucial role in shaping an individual's career aspirations by providing guidance, encouragement, and resources. Parents who offer instructional assistance, emotional support, and career-related modeling can positively influence their children's beliefs and ambitions about economic rewards, authority, freedom, and education required for their desired careers. Additionally, verbal encouragement from parents can boost self-confidence and motivation, reinforcing the importance of career aspirations. Therefore, the significant associations between career aspiration factors and parental support highlight the influence of supportive parental involvement on shaping individuals' career goals and aspirations (Turner et al., 2003; Ali and Saunders, 2006; Leung et al., 2011; Ginevra et al., 2015; Guan et al., 2015).

The significant associations between the academic ability required for career aspiration and parental emotional support and career-related modeling suggest that parents' involvement, support, and modeling behaviors have a meaningful influence on individuals' understanding and recognition of the importance of academic abilities in shaping their career aspirations. Although there is no specific study on the academic ability required for career aspiration and parental emotional support and career-related modeling.

The availability of instructional assistance, emotional support, discussions on career-related modeling, and strong verbal encouragement contributed to significant variation in students' career aspirations. Instructional assistance provided valuable guidance and support for navigating academic and career paths, leading to varying levels of success in their career aspirations. Emotional support played a crucial role in developing resilience, coping with challenges, and maintaining motivation, thereby impacting students' progress in career development (Guan et al., 2015). Discussions on career-related modeling exposed students to diverse perspectives and experiences, facilitating insights and informed decisions about their own career aspirations. Finally, strong verbal encouragement from mentors or educators boosted students' confidence, self-belief, and determination, leading to improved performance and progression in their career paths. These combined factors influenced the significant variation observed in students' career aspirations.

This study found that students had a higher chance of strong career aspiration regarding economic rewards compared to those who possessed weaker career aspirations despite receiving strong emotional support and verbal encouragement from their parents. Students who aim for significant economic success are more likely to succeed because their ambitious goals motivate them to work harder and stay focused on achieving career excellence. While parental emotional support and verbal encouragement is important for their well-being, their strong career aspirations drive them to take risks, work diligently, and grab opportunities that can lead to financial success, ultimately improving their chances of reaching their desired career goals. Similarly, students had a higher chance of strong career aspiration regarding degree of authority compared to individuals with weak career aspiration even when their parents provided strong emotional support. This phenomenon arises because the inner motivation and ambition to attain

leadership roles play a pivotal role in driving students towards strong career aspirations associated with positions of authority.

Again, students who possess strong career aspirations were more likely to value a degree of freedom compared to individuals with weaker career aspirations whose parents provide strong emotional support and verbal encouragement. Students with strong career goals often value personal freedom more. They want to make their own way in their chosen fields, and this desire for independence is a result of their determination and motivation.

It was observed that students with strong career aspirations were more likely to prioritize the education required for their goals compared to those with weaker career aspirations despite receiving strong emotional support from their parents. This may be because students with strong career aspirations often put a lot of importance on getting the right education. They work hard to learn what they need to achieve their goals. Even if their parents give them lots of love and encouragement, their own determination drives them to focus on education. On the other hand, people with weaker career goals might not feel the same push to study hard, even if their parents support them emotionally. Therefore, the level of one's career aspirations significantly influences their commitment to education.

This study found that students who receive strong instructional assistance, emotional support, engage in career-related discussions, and receive strong verbal encouragement from their parents tend to have a better chance of developing strong career aspirations compared to those with weaker career aspirations. Song et al. (2022) also found that among Chinese male primary school students, a higher degree of emotional support from parents had a more pronounced impact on their career adaptability. When students receive substantial help and encouragement from their parents in terms of instruction, emotional support, discussions about career options, and verbal motivation, they are more likely to believe in themselves and their potential. This boosts their confidence and determination, making them more inclined to set and pursue ambitious career goals. In contrast, those with weaker career aspirations often lack this comprehensive support, which can lead to less confidence and motivation in striving for higher career aspirations. Therefore, the presence of strong parental support plays a pivotal role in shaping students' career aspirations, enhancing their determination to aim for higher goals in their chosen fields.

CONCLUSION

This study provided valuable insight into the impact of parental support on the career aspirations of college students in Rajshahi city, Bangladesh. The study findings highlighted the substantial impact of various forms of parental support, including instructional assistance, emotional support, career-related modeling, and verbal encouragement, on multiple dimensions of students' career aspirations, encompassing economic rewards, degree of authority, degree of freedom, education required, and academic ability. The results highlighted the importance of parental emotional support and verbal encouragement in adopting strong career aspirations among students, particularly regarding economic rewards, degree of authority, degree of freedom, and the education required. Moreover, the study also highlighted the positive influence of informative career-related modeling and the limited impact of instructional assistance on students' career aspirations. These findings emphasize the critical role that parents play in shaping and nurturing their children's career aspirations. It is recommended that parents focus on providing emotional support, offering informative career-related guidance, and expressing verbal encouragement to enhance their children's career aspirations and increase their chances of success in their chosen career paths. In the study, we did not compare in parental factors on career aspiration between male and female college students. In our future study the comparison in parental factors on career aspiration between male and female college students will be done.

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