

Research Article

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Family influence in career decisions of students: The moderating roles of gender and age

Rita Holm Adzovie^{1*}, Anna Lovina Kwofie²

¹Department of Guidance and Counselling, University of Cape Coast, Ghana, rholm@ucc.edu.gh¹, anndark14@gmail.com²

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*Corresponding author: rholm@ucc.edu.gh

Abstract: When students are thinking about their future careers, they are thinking about their values, interests, and abilities. These variables may have been influenced by their surroundings or by myths that have been propagated about particular professions. It is crucial to remember that maturity impacts teenagers' choice of vacation. A person's choice of career clearly affects the courses they will take in secondary and postsecondary education. Naturally, a variety of factors might affect students' decisions about their careers, particularly those who are in senior high school. Personality, cultural backgrounds, social and economic circumstances, gender roles, and the financial element of a career are a few of these variables.

This study looked at how senior high school students' job decisions are predicted by their families. The study used the quantitative research methodology, and 311 students' cross-sectional data was gathered via questionnaires based on the positivist paradigm. The available population consisted of students of senior high school (SHS) in the Cape Coast Metropolis Central region Ghana; the sample was selected by simple random sampling procedure. According to the findings, career decision was predicted by family. The association between career decisions and family influence was not mediated by gender or age. It was determined that SHS students' career decisions are positively influenced by their families. It was advised that guardians and parents should support their wards in following career options that align with their interests and goals.

Keywords – Age, Career decision, Family, Family influence, Gender

1. INTRODUCTION

The profession that one picks is quite important. But a lot of people, particularly high school students, struggle with choosing a career. Strong interaction patterns, where parent-child dyads learn to utilize increasingly extreme behavior to compel the other person into caving in to their demands within the family, can be used to explain family influence (Chrisman, Fang, Kotlar & De Massis, 2015). Scholars are increasingly focusing on the role that families play (Workman, 2015; Fouad et al., 2016; Hou et al., 2019), particularly in examining the ways in which families operate in various cultural contexts. The courses that a person takes in secondary and postsecondary school are obviously influenced by their profession decision (Zacher, Rudolph, Todorovic & Ammann, 2019). The primary cause for concern is the process that young people go through while selecting a career.

According to Savickas (2019), a career is any physically capable job that a person does for a considerable amount of their life and that provides prospects for advancement. According to Sullivan and Baruch (2009), a career is a series of connected vocations that are commonly engaged in within a single sector or industry. Examples of such careers are "a career in education," "a career in the building trade," and "a career in politics." As a career provides experiences in the social, psychological, and economic spheres that enhance people's mental health (Asumeng, Asamani, Afful & Agyemang, 2015), it is crucial for people to establish their work goals and interests. Naturally, a variety of factors might affect students' decisions about their careers, particularly those who are in senior high school. Personality, cultural background, social and economic circumstances, gender norms, and the financial element of a career are a few of these variables (Sharif, Ahmad & Sarwar, 2019). This investigation examines the gender and age's moderating effects as well as the predictive power of family influence on senior high school students' career decision-making.

All people must make a job selection at some point in their lives, but high school seniors must make this decision more than anyone else. This is because secondary school students—also referred to as senior high school, or SHS—are in a critical decision-making phase where the decisions they make now will affect their employment in the future. The choices they make now will affect their academic career in the future, whether it be in pursuing postsecondary education or forming career interests and goals (Edwards & Quinter, 2011). It appears that there is not much research on this subject in the Ghanaian context, despite the fact that a student's job choice is essential to their professional development. In Amoah and Kwofie (2015) study, factors influencing students' career decisions were only examined from the career counselor's point of view; the student's perspective was not included. Owusu et al. (2018) focused only on university students while examining the job choices of students. These studies fill up important gaps in the body of knowledge about Ghanaian-specific career decision factors. Previous empirical studies have shown the impact of family on a student's profession choice.

Nonetheless, there are very few studies of this kind conducted by Ghanaian scholars. One such setting where family has a significant influence is Ghana (Adu-Gyamfi, 2018). Nevertheless, because Ghana is a collectivist country, little research has been done on how families affect students' professional choices. Boye (2020) looked at influential factors of students' career indecision among students of senior high school, however, she did not include family influence in her analysis. Ghanaian youth's lives are greatly influenced by their families, particularly as the majority of SHS students are not financially or emotionally independent of their parents. In light of this, investigating the impact of families on the job choices of Ghanaian students can add to the body of existing research by elucidating the correlation between the influence of family and career choice.

Based on the authors' own experiences as educators and counselors, it has been noted that when students—especially those in their senior year of high school—are asked about their professional aspirations, they are typically faced with a quandary. This is a result of the fact that a number of students are either reliant on their family's decisions or are ignorant of the various job options. Furthermore, some students who are aware of the job path they intend to take assert that they are pursuing it because their parents have asked them to, not because they want to. This raised the topic of whether a family can influence the career choice of a senior high school student.

The aforementioned arguments provide compelling evidence in favor of this inquiry. In light of these gaps and discrepancies in previous research and personal experience, the purpose of this study was to examine age and gender's moderating roles on the influence of family as well as the influence of family on students' profession selection.

2. LITERATURE SURVEY

2.1. Family influence and students' career development

Family influence is described by Christman et al. (2015) as a collection of established exchange patterns where parent-child dyads learn to use progressively more forceful behavior to persuade the other person to comply with their expectations in the family. Parents and families have a big impact on how their children make decisions and grow as professionals (Lustig & Xu, 2018). Choosing a career is one thing that affects happiness and success in life, and parents want the best for their children (Wu, Schimmele & Hou, 2015). An examination of the association between job choice and family support found that students who feel loved and supported by their parents are more secure in their ability to research careers and choose one that interests them (Martín-Antón, Carbonero, Valdivieso & Monsalvo, 2020). This is significant since research suggests that youth who feel in control of the jobs, they wish to pursue typically make more satisfying decisions (Lee, Lee & Eo, 2018). When it comes to selecting a future employment route, teens' behavior and mental processes have been found to be substantially influenced by their parents, family structure, and beliefs (Paloş & Drobot, 2010).

Parental support has a favorable effect on teens' career development, according to an investigation of Ginevra, Nota and Ferrari (2015) on the relationship between parents and how adolescents perceive parental support and adolescents' professional progress. Compared to fathers, mothers felt that they supported their children more when it came to their future educational and professional choices. They came to the conclusion that career counseling should comprise assisting students in providing sufficient support for their children's professional ambitions, in addition to taking into account their personal qualities. Garcia Restubog, Bordia, Bordia and Roxas (2015) explored the connections between adolescents' professional optimism, self-efficacy in making career decisions, and sources of support related to their careers. According to their findings, career optimism was strongly correlated with both instructor and parental support.

Ampofo (2017) discovered that among other factors, students take into account their own interests, intellectual prowess, parental advice, friends' and peers' career choices, individual values, societal perception, teacher advice, and parents' occupation in a study on the impact of the community and parents on senior high school (SHS) students' career choices in Ghana. It was found again and again that the byprofessional aspirations of parents, their standards, beliefs, and expectations, their help in meeting their basic needs, their educational background, their relationship with their child, and their involvement in school all have an impact on the career decisions of senior high school students. Career education should begin as soon as the student or child enrolls in junior high school, claims Ampofo.

2.2. Moderating role of gender in the relationship between family influence and career decision

The moderating function of gender in the correlation between job decisions and familial influence has been studied by certain academics. In order to determine the applicability of this research, Gerard and Booth (2015) examined the effects of gender and youth hopefulness in addition to family and school factors on adolescents' adjustment, involving 710 students in a high school in Northwest Ohio city. According to their research, teenagers' perceptions of the support from their families had an impact on their professional decisions.

For students who were unsure about their career choices, parental support appeared to have the greatest influence. Furthermore, as gender had no bearing on the relationship between family influence and career decisions, it was clear that both genders (males and females) were similarly impacted by their families when it came to making professional decisions. They concluded that, based on students' evaluations of their parents' academic support, supportive learning environments are essential.

Afterwards, Fouad, Kim, Ghosh, Chang and Figueiredo (2016) studied how 568 participants from the US and India made career decisions in relation to their families. According to their research, people who feel obligated to their family also believe that their family has influenced the decisions they have made. For both participant groups, this was the situation. It was shown that gender affected how much family influence affected decisions about occupations in both the US and Indian populations. Thus, family influence was a significant factor in employment decisions. They concluded that for researchers as well as therapists, developing career interventions that are effective for a diverse population will be essential. According to Robledo, Arán, Sanchez and Molina, (2015), who looked at the moderating effect of gender on entrepreneurial aspirations from the perspective of students, women's perceptions of behavioral control and those subjective norms are positively impacted by gender. Amoako, Danyoh and Buku (2020) sought to find out the relationship between family background and the employment decisions made by senior high school students in Ghana. It was found that students, regardless of gender, perceive the same influence from familial characteristics on vocational decision-making.

2.3. Moderating role of gender in the relationship between family influence and career decision

Numerous studies have been carried out to determine whether age modifies the relationship between an individual's job decisions and the impact of their family, and all of them have produced some intriguing results. For example, Mayrhofer, Meyer, Schiffinger and Schmidt (2010) studied the impact of age, job fields, and family responsibilities on the professional success of 305 graduates from a prominent Central European university's business school who were between the ages of 18 and 25. Through work centrality, their results demonstrated a negative link between job success—both objectively measured and subjectively assessed—and family duties. It was also suggested that choices about a vocation evolved with age.

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According to Mbagaya, Migunde and Othuon (2015), career readiness and career indecision were significantly correlated negatively. The study examined how age affected the relationship between 369 Kenyan secondary school students' vocational preparation and hesitancy. Age considerably attenuated the association between professional readiness and career indecision, and the interaction term between career readiness and age highly predicted career indecision. Research revealed a greater correlation between career hesitancy and maturity at younger ages.

3. PROBLEM STATEMENT

As aforementioned, career decision is a very essential aspect of every individual's life, particularly students in senior high school. This is because Senior High School (SHS) students are at a very critical stage where they have to make appropriate decisions that would impact their future careers. These decisions would impact the next stages of their academic life as to whether to further their education in tertiary institutions or develop vocational interests and aspirations (Edwards & Quinter, 2011). Although students' career decision is important to career development, it appears that studies that examine factors associated with student's career decisions in the Ghanaian context are limited. A study by Amoah, Kwofie and Kwofie (2015) only focused on factors related to student's choice of career from the perspective of the career counsellor but did not examine this from the student's perspective. Owusu, Essel-

Anderson, Kwakye, Bekoe and Ofori (2018) investigated student's career decisions but solely concentrated on tertiary students. These studies represent significant gaps in the literature on predictors of career decisions from the Ghanaian context.

The influence of family in the student's choice of career has been established in previous empirical research. However, studies of this nature are highly sparse among Ghanaian researchers. Ghana is one such context that is highly influenced by family (Adu-Gyamfi, 2018). Researchers have studied a number of constructs related to families, such as family expectations (Forster & Offei-Ansah, 2012) and family support (Asare, Nicholson & Stein, 2017) for students. Although Ghana is a collectivist society, there are limited studies on the influence of the family on the career decisions of students. Boye (2020) examined determinants of career indecision among senior high school students but failed to explore family influence as part of these determinants. Family influence plays a critical role in the life of the Ghanaian youth, especially with respect to most SHS students' not being fully emotionally or financially independent of their parents. As such, examining family influence on Ghanaian students' career decisions can contribute to the extant literature by providing a better understanding of how family influence is associated with career decisions and preparation.

As previous research outlines the relevance of family influence on career decisions, the role of other extraneous factors in this relationship has not been directly examined by researchers who study career development among students in high school. The moderating effect of personal and individual factors such as gender and age of students have not been thoroughly investigated although literature suggests that gender and age both impact student career decisions (Gaşiorowski, Rudowicz & Safranow, 2015; Bolat & Odacı, 2017; Lam & Santos, 2018; Levin et al., 2020). Thus, is it important to consider other individual elements such as age and gender in the relationship between family influences and career decisions of students in senior high school. From my personal experience and as a teacher, it has been observed that when students, particularly senior high school students are questioned about their career interests, they are most often in a dilemma. This is because several students either do not know the career paths to choose or are dependent on the decision of their family. Also, some students who are aware of the career path they would choose contend that they would like to pursue the chosen career path because their parents asked them to, and not because they want to. The arguments explained above provide a great justification for this study. Hence it is against this background, gaps, and inconsistencies in previous literature, and personal experience that this study seeks to examine the impact family influence has on students' career decisions.

4. METHODS

This study was positivist in nature and used a cross-sectional descriptive research approach. In a cross-sectional study, the researcher examines the exposures and outcomes of the study participants at a specific moment in time (Creswell & Creswell, 2017). Cross-sectional designs are statistically significant due to their great representativeness. By making it simpler to recognize results that are statistically significant, this enhances validity and reliability (Cohen, Manion & Morrison, 2017; Faulkner & Faulkner, 2018). The high degree of impartiality and ability to analyze a wide range of factors made the cross-sectional design the preferred method (Liamputtong, 2019; Ghauri, Grnhaug & Strange, 2020).

The target population consisted of final-year students of senior high school in the Cape Coast Metropolis. The accessible population was made up of ten senior high schools. This study made use of multistage sampling. Initially, the lottery system, often referred to as the basic random selection approach, was used to pick five of the 10 SHSs in the Cape Coast Metropolis. This was equivalent to half of the Metropolis's total number of schools. The next step of sampling included stratified sampling to ensure that every subgroup was fairly represented in the sample (Lynn, 2019). Using Krejcie and Morgan's (1970) sample size determination table, the right sample size for the investigation was established. Consequently, given a population that is reachable

To gather an array of information from the respondents, the used questionnaire, dubbed "Family Influence and Career Decisions," was adapted from several traditional and non-standardized surveys. Among the instruments used were the Career Decision Scale (CDAT) by Xu and Tracey (2015) and the Family Influence Scale (FIS) by Fouad et al. (Fouad et al., 2010). To evaluate the reliability of the data collection instrument, 32 senior students from a school not part of the main study population participated in a pilot study.

The instrument's internal consistency was assessed using the Cronbach's alpha reliability coefficient. The reliability analyses yielded a Cronbach's alpha coefficient of .79 for career decisions and .82 for family influence. Ethical clearance was given by the College of Education Studies Ethical Review Board (CES-ERB/UCC.edu/v5/21-89) of the University of Cape Coast. The data analysis employed statistical tests including moderation analyses by Hayes (2018) and basic linear regression.

5. DATA ANALYSIS AND DISCUSSIONS

Only 311 out of the anticipated 322 respondents filled out and submitted their questionnaires, yielding a 96% response rate.

5.1. Research question: What impact does family have on the career decisions made by SHS students in the Cape Coast Metropolis?

This study examined the ways in which SHS students' predicted career choices were influenced by their families in the Cape Coast Metropolis. In order to first evaluate the association between career decision and family influence, as well as how family impact predicted career decision, simple linear regression was employed to examine the data associated with this research question. The criterion variable was a career decision, while the predictor variable was family impact. Tables 1 and 2, respectively, display the results of the regression and correlation analyses.

Simple linear regression was used to predict the choice of job based on familial influence. Table 2 shows that an important regression equation was found. $F(1, 309) = 17.94, p < .01$, and $R^2 = .055$, are the results. The results show that family influence considerably and favorably predicts a decision about a job ($\beta = .634, p < .01$). The model can explain 5.5% of the variation. Furthermore, each unit increase in family effect results in a .156 increase in career decisions. The results of the study indicated that 5.5% of the variation in employment choices was due to familial influence.

This indicates that 5.5% of the time, a SHS student's job decision was influenced by their family. The results indicate that SHS students' job decisions are positively influenced by their families. This means that a person's decision to pursue a career in teaching, nursing, cooking, or any other field is greatly impacted by the dynamics and values of their family.

Table 1: Correlation between family influence and career decision

	Variable	Family influence	Career decision
Correlation (r)	Family influence	1.000	
	Career decision	.634***	

*** $p < .01$ N= 311 df = 309

Table 2: Linear regression between family influence and career decision

Variables	B	R Squared (R ²)	SE B	B	T	P
Constant	58.111	.055	1.99		29.11	.000
Family influence	.156		.037	.634	4.24	.000

F= 17.94 df = (1, 309)

5.2. Hypothesis One

H₀: The relationship between family influence and SHS students' career decisions does not show a statistically significant moderating effect of gender.

H₁: The relationship between family influence and career decision-making of SHS students exhibits a statistically significant moderating effect of gender.

A moderation analysis was conducted in order to verify this theory. Family was the predictor variable in the moderation model, while the outcome variable was the choice of career. Gender was the moderator variable. The Hayes (2018) approach was used to conduct the moderation analysis (PROCESS). Five thousand bootstrap samples were used for the moderation analysis. Table 3 displays the results. Table 3 presents the statistical significance of the overall regression model incorporating gender, family influence, and the interaction between gender and family influence ($F(3, 307) = 8.87, p < .001, R^2 = .28$). 28% of the differences in SHS students' job decisions in the Cape Coast Metropolitan were explained by the model. The results also showed that the interaction between gender and family influence was not a significant predictor of career decision-making ($B = .07, 95\% \text{ CI } [-.08, .22]$). The interaction term increased the variance of the career decision by 027%; however, this difference was not statistically significant ($p = .340$). We can conclude that there was no moderating influence of gender on the relationship influence family and career decision. The results indicate that the null hypothesis is rejected and the alternative hypothesis is accepted.

Table 3: Moderating effect of gender in the relationship between family influence and career decision

Parameter	B	BootSE	Boot95%CI	
			LLCI	ULCI
Constant	67.51	5.97	55.76	79.25
Family influence	.055	.11	-.16	.27
Gender	-6.67	4.06	-14.65	1.31
Family influence*Gender	.07	.07	-.08	.22
Model Summary				
R ²	F	df1	df2	P
.28	8.87	3	307	<.001
Unconditional interaction (X*W)				

ΔR^2	F	df1	df2	P
.0027	.910	1	307	.340

*Significant, $p < .05$ Note: X- Family influence, W- Gender

5.3. Hypothesis Two

H₀: The relationship between SHS students' career decisions and family influence is not statistically substantially moderated by age.

H₁: For SHS students, the relationship between family influence and career decisions is statistically moderated by age.

Using moderation analysis by Hayes (2018) PROCESS was performed to evaluate this hypothesis. Table 4 displays the results. The findings shown in Table 4 demonstrate the statistical significance of the overall regression model incorporating age, family influence, and the interaction between age and family influence ($F(3, 307) = 5.99, p < .001, R^2 = .24$). Twenty-four percent of the differences in SHS students' job decisions in the Cape Coast Metropolis were explained by the model. The interaction between age and the influence of family was not a significant predictor of occupational decision-making, according to the data ($B = .011, 95\% \text{ CI } [-.049, .072]$). The interaction term added less than 001% of the variance in career decisions, and this was not statistically significant ($p = .700$). Essentially, it can be concluded that the association between career decisions and family influence was not moderated by age. The alternate hypothesis is accepted based on the data, rejecting the null hypothesis.

Table 4: Moderating Effect of Age in the Relationship between Family Influence and Career Decision

Parameter	B	BootSE	Boot95%CI	
			LLCI	ULCI
Constant	69.90	29.75	11.35	128.45
Family influence	-.051	.54	-1.11	1.01
Age	-.677	1.70	-4.03	2.68
Family influence*Age	.011	.03	-.049	.072
Model Summary				
R^2	F	df1	df2	P
.24	5.99	3	307	<.001
Unconditional interaction (X*W)				
ΔR^2	F	df1	df2	P
<.001	.148	1	307	.700

*Significant, $p < .05$ Note: X- Family influence, W- Gender

5.4. Discussion

5.4.1. Effect of family influence on student's career decision

Based on the findings, senior high school (SHS) students' career choices are significantly influenced by their families. Thus, a student in high school is greatly influenced by his or her family while making decisions regarding a future route. This is not surprising, given that in the African context (and particularly in Ghana), parents and other family members nearly always have the largest influence over the decisions and choices made by adolescents.

Adolescents who disobey their parents' and relatives' advice are considered rebellious. It should be mentioned that family influences sometimes align with teenagers' job goals and sometimes they don't. Adolescents thus wind up pursuing job paths that do not align with their goals. They could get annoyed by their lack of interest in this. The outcome of this study is consistent with those of Ginevra et al. (2015) and Garcia et al. (2015), who discovered that parental support and influence had a favorable impact on the professional choices of adolescents. The research conducted by Ampofo (2017) and Amoako et al. (2020) in Ghana aligns with the outcomes of this investigation. More than any other variable, both studies confirmed that parental support, family impact, and home variables affected students' decisions about their careers.

This shows that there are no known research findings that doubt the significant impact family influence has on the career decisions of adolescents. This is because a majority of the literature reviewed concurs that influence from family members such as parents, grandparents, guardians, uncles, and aunties as well as siblings have the capacity to influence the career decisions of adolescents. This is not unexpected because some parents and guardians feel that they know what is best for their wards.

5.4.2. Gender's moderating effect in the relationship between career decision-making and family influence

This study also examined the moderating role of gender in the link between family influence and job decisions. The results showed that there was no moderating effect of gender on the connection between family influence and job decisions.

Therefore, the impact of family influence on decisions made by SHS students was unaffected by their gender. It follows that an adolescent's gender has no effect on, nor does it mitigate, increase, or oppose the influence that familial influence has on that adolescent's job decision. Nonetheless, it is evident that adolescent's career is heavily impacted by their families.

Gerard and Booth (2015) showed that gender did not modify the connection between family influence and job decision, indicating that the influence of family on professional decision-making was identical for male and female teenagers in Northwest Ohio. These findings corroborate the findings. While the results of this investigation support those of Gerard and Booth (2015), it is important to remember that other investigations have produced different conclusions.

According to Robledo et al. (2015), women benefit from the moderating effect of gender in the relationship between perceived behavioral control and subjective norms. The results of Fouad et al. (2016), who investigated the impact of family influence on the job decisions of 568 participants from the US and India, further supported this. According to research by Fouad et al. (2016), individuals in both participant groups who feel a feeling of duty to their family also believe that their decision-making was influenced by their family. It was also discovered that, for both the Indian and US samples, gender contributed to the impact of family on career decision-making.

Clearly, there are some inconsistencies between the findings of this study and the research done by researchers (Robledo et al., 2015; Fouad et al., 2016). The disparities in the findings bring to the fore diverse perspectives from

different research contexts. The discrepancy between the results of this investigation and those of Robledo et al. (2015) in particular may also be attributed to variations in the study sample. That is to say, Robledo et al. (2015) concentrated their study on university students, whereas this study concentrated on seniors in high school. Additionally, while the focus of this study was on adolescents in the Ghanaian environment, Fouad et al. (2016) concurrently examined adolescents in the USA and India. It is probable that the various research outcomes were caused by these contextual variations as well as variations in the study population.

5.4.3. Age's moderating effect in the relationship between career decision-making and familial impact

The study also looked at the interaction effect of age in the relationship between family influence and work decisions. The findings demonstrated that age was not a moderating factor in the relationship between occupational choice and familial influence. Consequently, the degree to which a student's family influences their career decision is independent of their age. It follows that families have an age-neutral impact on the employment selections made by adolescents. However, a person's career decision is influenced by their family.

Contrary to the results of this study, a number of other studies have shown that age influences the association between career choice and familial influence. For example, Mayrhofer et al. (2010) found a negative correlation between work performance, both objectively and subjectively, and family duties. They went on to say that choices about careers alter as people become older. Additionally, Joseph (2013) found that most students' professional interests changed as they grew older, which is in conflict with the results of this study. This was further supported by Mbagaya et al. (2015), who conducted a study to find the moderating effect of age on the connection between secondary school students in Kenya's career hesitation and career preparation. They discovered that career indecision was significantly predicted by age. It was expected that age would attenuate the association between family influence and career decisions, as demonstrated by earlier research. This resulted from the idea that as children grew older, families would have less of an impact on them.

Research has shown that as adolescents become older, they are more probable to make their own decisions with little to no help from their parents and family members. It was expected that the results would support this idea, however, this study's results show otherwise. It is possible that variations in the research environment and sample may account for the discrepancies between the findings of this study and those of several other investigations. In contrast to this study, which concentrated on SHS students, Mayrhofer et al. (2010) and Joseph (2013) investigated university students. Given that university students are generally regarded as being older and more mature than SHS students, it is plausible that age mitigated the effect of the impact of family on career decisions.

6. RESEARCH IMPLICATIONS FOR COUNSELLING

In order to help students make better job options that are in keeping with their personality, interests, and aspirations, school guidance counselors should host career counseling seminars and programs. In order to help students select the best career route, guidance and counseling departments at tertiary education institutions should partner with senior high schools to host seminars and symposia.

7. CONTRIBUTIONS TO SCIENTIFIC COMMUNITY AND FUTURE RESEARCH

This study makes some contributions to policy, research, and practice. In terms of policy, this study speaks to the relevance of implementing career guidance and counseling services for senior high school students. Also, the study contributed to research by highlighting how students' career decision is significantly influenced by their family (both nuclear and extended), as well as their personal beliefs in their own ability to pursue and be successful in a particular career path. Finally, this study contributes to practice by expounding on how adequate guidance and counseling

service for the students, as well as parents and guardians, would be helpful in career decision-making. The following suggestions have been made for future research:

1. This study only focused on SHS students in the Cape Coast Metropolis, thus it is suggested that the future should consider including students from other places in Ghana. This would give an opportunity to understand the phenomenon from a nationwide perspective.
2. Future research should consider examining the moderating and mediating effect of other variables such as motivation and assertiveness in the relationship between family influence on career decisions.

8. CONCLUSION

The degree to which a person's opinions, worries, and beliefs are influenced by their family is known as family influence. The study's conclusions demonstrate the significant influence that families have on senior high school students' career decisions. Age and gender have no interaction effect on how much a family influences a career choice.

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ORCID

Rita Holm Adzovie  <https://orcid.org/0000-0001-7827-777X>

Anna Lovina Kwofie  <https://orcid.org/0009-0001-9763-4573>

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