

# Predictors of Career Aspirations and Their Association with Career Choice among Grade 6 Pupils

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## Abstract

This study examined the predictors of career aspirations and their association with career choice among Grade 6 pupils in one private school in Angeles City, Pampanga during the School Year 2025–2026. Specifically, it investigated the relationship of personal choice, parental involvement, school influence, and social media influence on pupils' career aspirations. A descriptive–correlational and comparative research designs were utilized, with 112 participants selected through proportional stratified sampling from a population of 156 pupils. Frequency, percentage, rank, mean, and standard deviation were used for descriptive analysis of data, while the Spearman's rho, Kruskal – Wallis test, contingency coefficient, and multiple regression analysis were used for the inferential analysis of data. Findings reveal that the participants' most preferred career fields are Health Sciences/Medical and Allied Health and Engineering and Technology courses. Data also show that the participants demonstrate a high level of career aspiration. Further, results disclose that personal choice and parental involvement significantly predict career aspiration while school influence and social media influence were found to be not significant predictors. These findings indicate that students' internal preferences and parental engagement play a crucial role in shaping career aspirations, highlighting the need to consider them in strengthening the career guidance programs in elementary education.

*Keywords: career aspirations; career choice; personal choice; parental involvement; school influence; social media influence*

## 1. Introduction

Career decision-making has become increasingly complex due to the expanding range of career opportunities and the influence of various personal, familial, educational, and technological factors. Even during childhood, learners begin to develop career aspirations, yet many experience uncertainty because they have limited self-awareness and insufficient guidance in exploring future career paths (Organization for Economic Co-operation and Development [OECD], 2020). Understanding how career aspirations develop during the elementary years is therefore essential, as these aspirations often influence students' academic engagement, educational choices, and long-term career development (Gore et al., 2017).

Career aspirations refer to the future occupations or professions individuals hope to pursue. These aspirations begin to emerge during childhood as learners become more aware of different careers and gradually relate them to their interests, abilities, and experiences. Elementary learners develop increasingly realistic career expectations as they gain greater exposure to occupations and understand the educational qualifications and responsibilities associated with them (Auger et al., 2005). Likewise, Gottfredson's (2002) Theory of Circumscription and Compromise explains that children progressively narrow their career options based on their perceived abilities, interests, and social expectations. In the Philippine setting, Villaseran (2022) reported that Filipino children already demonstrate career

preferences influenced by their families, schools, and communities, while gender stereotypes and societal expectations also shape their occupational perceptions.

Several studies have shown that career aspirations continue to develop throughout childhood and become clearer as learners mature. Students with well-defined career goals tend to demonstrate stronger academic motivation, greater commitment to learning, and higher educational aspirations (Mayra et al., 2019; Gimarino, 2024). Similarly, Wamala-Andersson et al. (2025) found that children between five and thirteen years old already express ambitious career aspirations, emphasizing the importance of early career guidance in helping learners establish realistic and meaningful goals. Semorlan et al. (2014) likewise observed that elementary pupils commonly aspire to complete their education, pursue their desired professions, and achieve success in life. These findings highlight the importance of introducing career awareness programs during the elementary years to support informed career planning (Hayden et al., 2017).

Research consistently indicates that career aspirations are shaped by several interconnected factors, including personal choice, parental involvement, school influence, and social media exposure. Personal choice plays a fundamental role because learners are more likely to pursue careers that align with their interests, talents, values, and self-beliefs. Howard et al. (2022) emphasized that intrinsic motivation strengthens career development by encouraging students to explore their abilities and interests. This perspective is supported by the Social Cognitive Career Theory, which proposes that career aspirations are influenced by self-efficacy, outcome expectations, and personal goals (Lent et al., 1994). Similarly, Holland's Theory of Vocational Personalities (Holland, 1997) suggests that individuals experience greater career satisfaction when their occupations match their personalities and interests. Studies by Archer et al. (2020), Tudy and Garcia (2014), and DiYES International School (2023) further revealed that opportunities for career exploration enable learners to recognize their strengths and make informed career decisions.

Parental involvement also plays a significant role in shaping children's career aspirations. Parents influence learners through educational guidance, emotional support, career expectations, and exposure to different occupations. Lalosa (2024) found that Filipino students' career decisions are significantly influenced by their parents' educational attainment, occupation, and financial capacity. Similarly, Lalantacon et al. (2024) reported that parental engagement positively influences students' career choices, while Janio et al. (2025) emphasized that active parental guidance strengthens positive attitudes toward education and future careers. Supporting these findings, Koçak et al. (2021) concluded that family influence contributes positively to career development and students' overall well-being.

Schools likewise serve as essential environments for career development by providing structured learning experiences and career guidance opportunities. Teachers, curriculum, school programs, and career guidance activities expose learners to various professions and help them understand the relationship between education and future employment. Nazareno (2021) identified the school environment as a significant influence on students' career decisions, while Owusu et al. (2021) emphasized the combined influence of teachers, parents, and peers in nurturing career aspirations. Furthermore, career guidance programs increase students' awareness of occupational opportunities and encourage informed career planning (Sowa et al., 2022). Bhat and Geelani (2023) likewise noted that educational systems contribute significantly to career awareness through curriculum design, teaching strategies, and supportive learning environments.

With the rapid advancement of technology, social media has also become an emerging source of career information. Online platforms expose learners to professionals, educational content, and various occupational experiences that may influence their career aspirations. Anderson and Jiang (2018) found that many young people use social media to obtain educational and career-related information, while Wong et al. (2022) reported that online exposure increases students' interest in science, technology, engineering, and mathematics (STEM) careers. Similarly, Novitasari and Mauludin (2025) observed that professional content shared through social media shapes learners' perceptions of future occupations. However, excessive reliance on social media may also influence students' emotional well-being and unrealistic perceptions of success, highlighting the importance of responsible and critical media use (Chen & Xiao, 2022).

Overall, existing literature demonstrates that career aspirations are influenced by a combination of personal, familial, educational, and technological factors. Personal interests and self-efficacy help learners identify careers aligned with their strengths, while parental involvement provides guidance and motivation. Schools facilitate career exploration through educational experiences and guidance programs, and social media broadens learners' awareness of occupational opportunities. Understanding how these factors interact is essential for developing effective career guidance interventions that support informed career decision-making.

Despite the growing body of literature, most studies have concentrated on secondary or higher education students, with limited research involving elementary learners, particularly within the Philippine context. Furthermore, previous studies have often examined personal choice, parental involvement, school influence, and social media separately rather than investigating their combined influence on career aspirations and their association with career choice. Addressing this gap, the present study examines the predictors of career aspirations and their association with career choice among Grade 6 pupils in a private school. Specifically, it investigates the influence of personal choice, parental involvement, school influence, and social media influence on pupils' career aspirations. The findings are expected to contribute to the development of evidence-based career guidance programs and provide valuable insights for educators, parents, and school administrators in supporting children's early career development.

### *1.1. Objectives of the study*

This study intended to determine the factors associated with the career aspiration and career choice of participants. Specifically, it aimed to:

1. describe the career choice of the participants;
2. describe the participants' parents' career choice for their children;
3. describe the participants' level of career aspiration;
4. describe the level of personal choice; parental involvement, school influence; and social media influence in participants' career decision-making;
5. associate participants' career choice with their parents' preferred course for them;
6. compare the level of career aspiration when participants are grouped according to parents' preferred course;
7. compare the level of participants' career aspiration when grouped according to career choice;
8. compare the level of career decision-making factors when participants are grouped according to career choice; and
9. establish a significant relationship between the participants' level of career aspiration and the level of career decision-making factors.

10. Determine which of the career-decision factors significantly predict the career aspirations of the participants.

## 2. Methods

This study utilized a descriptive-correlational and descriptive-comparative research designs. The participants consisted of Grade 6 pupils who were enrolled in one of the private elementary schools in Angeles City, Pampanga, during the school year 2025-2026. The sample size of 112 was proportionally allocated per section.

The research instruments used measured the following: career aspirations which was adapted from the Career Aspiration Scale developed by Gray and O'Brien (2007); personal choice from the Personal Choice Scale developed by Patton and Creed (2007); parental involvement from the Career-Related Parent Support Scale by Turner et al. (2003); school influence from the School Career Development Environment Scale developed by Lapan et al. (2007); and social media influence adapted from the Social Media Influence Scale developed by Dhir et al. (2018). Prior to the administration of the questionnaire, the research instruments were validated by three experts, then underwent pilot testing among pupils from two private schools that were not included in the actual sample of the study. The reliability testing of the instrument obtained above the alpha level of 0.70 that indicates reliability of the items. The Cronbach's alphas of the following variables were: career aspiration ( $\alpha=0.771$ ), personal choice ( $\alpha=0.713$ ), parental involvement ( $\alpha=0.778$ ), school influence ( $\alpha=0.709$ ), and social media influence ( $\alpha=0.841$ ).

The study followed a strict ethical standard for data gathering to protect participants and uphold research integrity. Ethics clearance from the school's Ethics Review Committee was secured, as well as the parental consents and assent forms. As to data analysis, frequency (f), percentage (%), and rank were used to describe career choice of the participants and the preferred course of their parents. The mean  $\bar{x}$  and standard deviation were used to describe the participants' level of career aspiration, personal choice, parental involvement, school influence, and social media influence. For the inferential analysis of data, the following statistical tools were used: Pearson's chi-square test and contingency coefficient (career choice and parents' preferred course), Kruskal-Wallis test (career aspiration and parents' preferred course, career choice and factors), and Spearman's rho correlational test (level of career aspiration and factors). Multiple regression analysis was employed to determine whether the factors significantly predict the participants' career aspiration. Prior to inferential analysis, data were subjected to normality testing using Shapiro-Wilk test. The strength and correlation scale by Dancey and Reidy (2004) was utilized to interpret the obtained correlation coefficient values.

## 3. Results and Discussion

The data gathered were organized and processed using the appropriate statistical tools, which revealed the following significant results:

### 3.1. Career choice of the participants

Data on the distribution of the career choice show that most participants preferred careers in Health Sciences or Medical and Allied fields (29, 25.9%), followed closely by Engineering and Technology (28, 25.0%). Moderate preferences were observed in Arts and Humanities (15, 13.4%), while Teacher Education and Social Sciences each accounted for eight pupils (7.1%). Lower proportions were noted in Business Management and Education (5, 4.5%) and Information Technology (2, 1.8%), with minimal

interest in Agriculture, Forestry, and Fisheries and Criminal Justice Education (1, 0.9% each). Additionally, 15 participants (13.4%) remained undecided, indicating that while health and technology fields dominate, some pupils are still exploring their career choices. Overall, the results indicate that most participants prefer careers related to health and engineering fields, while some participants are still exploring their interests and have not yet decided on a specific career path. The strong interest in health-related careers may be influenced by the visibility and societal importance of healthcare professionals, while interest in engineering and technology may be linked to innovation and problem-solving. Early exposure to different occupations plays a key role in shaping children's career interests (Howard et al., 2022). Similarly, Filipino learners' career preferences are influenced by their experiences and the information they encounter in their environment (Rogayan, 2024). It is also notable that some participants remain undecided, indicating that they are still exploring their interests. This supports the idea that career development at the elementary level is exploratory in nature (Kenny et al., 2019).

### *3.2. Career choice of the parents for the participants*

The results obtained show that most parents preferred Health Sciences or Medical and Allied fields (37.5%), followed by Engineering and Technology (14.3%). Other preferences include Social Sciences (7.1%), Arts and Humanities (4.5%), and Business Management and Education (3.6%), while Teacher Education (2.7%) and Criminal Justice Education (0.9%) were least selected. Notably, 29.5% of parents indicated "Undecided" or "Child's Choice," suggesting that many allow their children to decide their career paths. Overall, the findings reflect a strong inclination toward medical and engineering fields, with considerable support for children's autonomy in career decision-making. The findings support the idea that parental influence plays a significant role in shaping students' career aspirations. Parents who provide guidance and encouragement help children develop clearer career goals and confidence in decision-making (Dietrich & Salmela-Aro, 2017; Ginevra et al., 2015). Furthermore, parental expectations often guide children toward careers perceived as stable and successful (Sawitri et al., 2014). Overall, the results indicate that while parents tend to prefer secure and prestigious careers, they also recognize the importance of allowing their children to explore their own interests.

### *3.3. Participants' level of career aspiration*

The level of career aspiration among the participants, show how they perceive their goals, interests, and expectations regarding future careers. The results show an overall mean of 3.92, indicating a generally high level of agreement among participants. The highest-rated indicator is understanding a meaningful and successful career ( $\bar{x} = 4.30$ ), while career visualization ( $\bar{x} = 3.99$ ), understanding qualifications ( $\bar{x} = 3.95$ ), and identifying interests ( $\bar{x} = 3.95$ ) are all rated high. The lowest-rated indicator, preferred work environment ( $\bar{x} = 3.71$ ), suggests that some participants are still exploring this aspect of their career development. Overall, the participants generally show a clear and positive level of career aspiration, as most of them agree that they have goals, interests, and expectations related to their future careers. These findings support previous studies indicating that career awareness begins during the early school years as children are exposed to different experiences and influences (Howard et al., 2021). Career aspirations are also linked to students' self-awareness and understanding of their interests (Ginevra et al., 2017). Furthermore, early exposure to career information helps students develop clearer and more realistic goals (Kenny et al., 2019). Students' confidence in their abilities also plays a role in shaping their aspirations (Lent & Brown, 2020).

### 3.4. Level of the participants' personal choice

Table 5 shows the level at which participants consider personal factors in their career decision-making. The results show that personal interests and hobbies obtained the highest rating ( $\bar{x} = 4.46$ ), followed by matching talents and abilities ( $\bar{x} = 4.38$ ), choosing for happiness ( $\bar{x} = 4.32$ ), personality ( $\bar{x} = 4.30$ ), and values and independence ( $\bar{x} = 4.28$ ), all rated high. Having a clear career idea ( $\bar{x} = 4.00$ ) and confidence in success ( $\bar{x} = 3.86$ ) were rated high. The overall mean obtained was  $\bar{x} = 4.25$ , interpreted as strongly agree or very high. Overall, the results indicate that personal choice plays an important role in the participants' career decision-making, as most of them strongly consider their interests, abilities, values, and personal preferences when choosing a future career. Previous studies show that personal interests and intrinsic motivation significantly influence career aspirations (Wang et al., 2022). Career development theories also emphasize that individuals are more likely to pursue careers aligned with their abilities and interests (Lent & Brown, 2020). Furthermore, early career development involves self-discovery, where students identify their strengths and preferences (Howard et al., 2021).

### 3.5. Level of parental involvement

The results about the level of parental involvement in participants' career decision-making show an overall mean of ( $\bar{x} = 4.10$ ). The highest-rated item, sharing work experiences, scored a mean of 4.38, followed by supporting career interests ( $\bar{x} = 4.33$ ), providing resources ( $\bar{x} = 4.21$ ), and respecting opinions ( $\bar{x} = 4.21$ ), all high. The lowest-rated item, encouraging exploration of career possibilities, scored a mean of 3.68 (high). Based on the results, parents generally play an active role in guiding and supporting their children regarding career-related matters. Overall, the results indicate that parents have a meaningful influence on the participants' career aspirations, as many participants reported that their parents provide guidance, support, and information related to career planning.

### 3.6. Level of school influence

Under school influence, the highest-rated item, opportunities to meet successful professionals, scored 4.48 (very high), followed by teacher encouragement ( $\bar{x} = 4.44$ ), career guidance services ( $\bar{x} = 4.43$ ), school activities for discovering interests and talents ( $\bar{x} = 4.37$ ), and professional visits ( $\bar{x} = 4.36$ ), all high. The lowest-rated item, peer influence, scored ( $\bar{x} = 3.76$ , high). The results show an overall mean of  $\bar{x} = 4.28$ , which indicates that the participants perceive their school environment as an important factor that helps them understand and explore future career opportunities. Overall, the results suggest that the school plays an important role in shaping students' career awareness and aspirations, particularly through teacher encouragement, career guidance services, and career-related activities. These findings support studies showing that school environments and career guidance programs play a crucial role in developing students' career awareness and decision-making (Kenny et al., 2019). Schools provide exposure to different professions and help students connect academic learning to real-world careers (Howard et al., 2021). Additionally, career guidance programs improve students' understanding of career options and readiness for future decisions (Santilli et al., 2017; OECD, 2019).

### 3.7. Level of social media influence

In terms of social media influence, the results show that the highest-rated item, understanding the skills needed for careers, scored 4.29 (high), followed by seeing daily work life ( $\bar{x} = 4.24$ ) and motivation from successful people ( $\bar{x} = 4.22$ ), all high. Other items—learning about careers ( $\bar{x} = 4.11$ ), discovering

opportunities ( $\bar{x} = 4.07$ ), and understanding jobs ( $\bar{x} = 4.01$ ) were rated high, while connecting with professionals scored lowest at  $\bar{x} = 3.52$ , high. The results show an overall mean of  $\bar{x} = 3.94$ , which indicates that social media plays a supportive role in helping participants learn about careers and professions. Overall, the results indicate that social media serves as a useful source of career-related information and inspiration among the participants.

### 3.8. Association between the participants' career choice and their parents' preferred course

Data about the association between participants' career choice and their parents' preferred courses for them show a significant association ( $CC = 0.704$ ,  $p = 0.000$ ). Since the p-value is below 0.05, the result indicates a strong relationship between participants' and parents' preferred courses, suggesting that students' career choices are significantly aligned with parental preferences. This finding support studies showing that parental expectations and involvement significantly influence the participants' career development (Dietrich & Salmela-Aro, 2017). Parental support also strengthens participants' confidence in making career decisions (Ginevra et al., 2017), while parents often guide their children toward careers perceived as stable and successful (Sawitri & Creed, 2017). In addition, family support enhances students' career planning and motivation (Zola et al., 2022).

Table 1. Association between the participants' career choice and their parents' preferred course

| Variables                                                 | Contingency Coefficient | P- Value | Decision    |
|-----------------------------------------------------------|-------------------------|----------|-------------|
| Pupils' Career Choice and their Parents' Preferred Course | 0.704                   | <.0001   | Significant |

### 3.9. Comparison of participants' level of career aspiration when grouped according to parents' preferred course

Table 2 shows the difference in participants' level of career aspiration across their parents' preferred course. The results show no significant difference ( $H = 6.666$ ,  $df = 7$ ,  $p = 0.464$ ). Since the p-value exceeds 0.05, the null hypothesis is not rejected, indicating similar levels of career aspiration across groups.

Table 2. Difference in the level of career aspiration of participants according to parents' preferred course

| Variables                                                     | Kruskal-Wallis H | df | p - value | Decision        |
|---------------------------------------------------------------|------------------|----|-----------|-----------------|
| Pupils' Career Aspiration and their Parents' Preferred Course | 6.666            | 7  | 0.464     | Not significant |

### 3.10. Comparison of participants' level of career decision-making factors when grouped according to career choice

Table 3 shows the comparison of participants' level of career decision-making factors according to their preferred career choice. The results show no significant difference for career aspiration ( $H = 8.815$ ,  $p = 0.454$ ), personal choice ( $H = 6.043$ ,  $p = 0.736$ ), parental involvement ( $H = 6.038$ ,  $p = 0.736$ ), and social media influence ( $H = 14.520$ ,  $p = 0.105$ ). A significant difference was observed for school influence ( $H = 16.991$ ,  $p = 0.049$ ). Based on the mean rank, most influenced by school were those who chose Criminal

Justice Education, Arts and Humanities, Social Sciences, and Health Sciences. Moderately influenced were those who preferred Engineering and Technology, and Teacher Education while those who preferred Information Technology, Business Management, and Agriculture were less influenced by the school.

Table 3. Comparison of participants' level of career decision-making factors when grouped according to career choice

| Career Choice    | Career Aspiration | Personal Choice | Parental Involvement | School Influence | Social Media Influence |
|------------------|-------------------|-----------------|----------------------|------------------|------------------------|
| Kruskal-Wallis H | 8.815             | 6.043           | 6.038                | 16.991           | 14.520                 |
| df               | 9                 | 9               | 9                    | 9                | 9                      |
| p-value          | 0.454             | 0.736           | 0.736                | 0.049*           | 0.105                  |

### 3.11. Relationship between the participants' level of career aspiration and the factors of career decision-making

Table 4 presents the correlation analysis examining the relationship between participants' level of career aspiration and personal choice, parental involvement, school influence, and social media influence. The results show that career aspiration has a significant positive correlation with personal choice ( $r_s = 0.647$ ,  $p < .001$ ), parental involvement ( $r_s = 0.523$ ,  $p < .001$ ), and school influence ( $r_s = 0.203$ ,  $p < 0.05$ ). No significant correlation was found between social media influence and career aspiration ( $r_s = 0.089$ ,  $p > 0.05$ ). Overall, the findings indicate that personal choice, parental involvement, and school influence are associated with participants' career aspirations, while social media influence is not.

Table 4. Relationship between the participants' level of career aspiration and the factors

| Factors                | Coefficients and p-values |        |
|------------------------|---------------------------|--------|
| Personal Choice        | Correlation Coefficient   | .647** |
|                        | Sig. (2-tailed)           | <.001  |
| Parental Involvement   | Correlation Coefficient   | .523** |
|                        | Sig. (2-tailed)           | <.001  |
| School Influence       | Correlation Coefficient   | .203*  |
|                        | Sig. (2-tailed)           | 0.032  |
| Social Media Influence | Correlation Coefficient   | 0.089  |
|                        | Sig. (2-tailed)           | 0.349  |

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed)

### 3.12. Predictors of career aspiration among the participants

Table 4 shows that the predictors accounted for 43.6% of the variance in career aspiration ( $R^2 = .436$ ), indicating a moderate to high explanatory power. The regression model was statistically significant,  $F(4,107) = 20.702$ ,  $p < .001$ , indicating that the set of predictors reliably explains career aspiration.

Table 4. Predictors of career aspiration among the participants

| Predictors      | B    | SE   | $\beta$ | t     | P     | Interpretation |
|-----------------|------|------|---------|-------|-------|----------------|
| Personal Choice | .608 | .095 | .521    | 6.376 | <.001 | Significant    |

|                        |      |      |      |       |      |                 |
|------------------------|------|------|------|-------|------|-----------------|
| Parental Involvement   | .188 | .077 | .206 | 2.442 | .016 | Significant     |
| School Influence       | .077 | .095 | .063 | .808  | .421 | Not Significant |
| Social Media Influence | .009 | .062 | .012 | .154  | .878 | Not Significant |

Model Summary of Regression Predicting Career Aspiration

| R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error |
|------|----------------|-------------------------|------------|
| .661 | .436           | .415                    | .416       |

  

| ANOVA Results of the Regression Model |        |     |       |        |       |
|---------------------------------------|--------|-----|-------|--------|-------|
| Source                                | SS     | Df  | MS    | F      | P     |
| Regression                            | 14.349 | 4   | 3.587 | 20.702 | <.001 |
| Residual                              | 18.541 | 107 | .173  |        |       |
| Total                                 | 32.891 | 111 |       |        |       |

As reflected in Table 4, personal choice ( $\beta = .521$ ,  $p < .001$ ) and parental involvement ( $\beta = .206$ ,  $p = .016$ ) significantly predicted career aspiration. School influence ( $p = .421$ ) and social media influence ( $p = .878$ ) were not significant predictors.

The  $R^2$  of .436 indicates that personal choice, parental involvement, school influence, and social media influence collectively explain 43.6% of the differences in students' career aspiration. This suggests that these factors have a meaningful and substantial contribution, although other unmeasured factors still account for 56.4% of the variation.

The results support the Social Cognitive Career Theory, which emphasizes that individuals tend to pursue careers aligned with their interests and perceived abilities (Lent & Brown, 2020). Similarly, students with strong personal interests and intrinsic motivation are more likely to develop clear career goals and pursue relevant opportunities (Wang et al., 2022). The study results also support researches showing that parental expectations and support play an important role in shaping students' career development and aspirations (Dietrich & Salmela-Aro, 2017). Parental involvement also strengthens students' confidence in making career decisions (Ginevra et al., 2017).

The finding suggests that while schools provide career awareness through teachers, activities, and guidance programs, their role is more supportive rather than a primary influence on students' career goals. These results are consistent with studies showing that schools contribute to career awareness, but personal interests and family influences have a stronger impact on career aspirations (Howard et al., 2021). Further, social media increases awareness of career options but has an indirect and less significant influence on career aspirations compared to personal and family factors (Tkachuk et al., 2023).

#### 4. Conclusions and Recommendations

The findings of the study reveal that the career aspirations of the participants are primarily influenced by personal choice and parental involvement, while school influence and social media influence show lesser impact. This implies that pupils at an early age already rely on their own interests, abilities, and preferences when forming career goals, and that family support plays a crucial role in shaping these aspirations. The significant relationship between career choice and parents' preferred course further suggests that parental expectations may influence the decisions of pupils regarding their future careers, particularly in guiding them toward certain professions.

Moreover, the absence of significant differences in career aspirations when grouped according to parents' preferred course and career choice indicates that pupils generally maintain a consistent level of aspiration regardless of external groupings. This suggests that career aspirations are relatively stable and are not easily altered by differences in preferred courses or chosen career paths. The significant relationships found between career aspiration and personal choice and parental involvement further imply that internal motivation and family guidance are essential in developing strong and meaningful career goals among pupils.

In addition, the findings imply that although school influence and social media exposure provide access to career-related information, these factors alone may not be sufficient to significantly shape pupils' aspirations. This highlights the importance of strengthening the role of schools and digital platforms in providing more engaging, relevant, and age-appropriate career guidance experiences. Schools may enhance their career programs by integrating career awareness activities into classroom instruction and by creating opportunities for pupils to explore different professions.

Overall, these findings imply that effective career development among elementary pupils requires a collaborative approach involving both the school and the family. Schools may focus on strengthening career guidance initiatives, while parents may be encouraged to provide continuous support and open communication regarding their children's future plans. These implications support the need for improved career education programs that emphasize self-awareness, parental involvement, and early career exploration to better prepare pupils for future decision-making.

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