

Linking Demographic Profile to Family Influence and Career Decision Preferences

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Abstract

Despite extensive literature on family and demographic factors influencing career choices, their specific intersection and impact on students in Business and Accountancy programs remain an underexplored area in the Philippines' higher education. This descriptive-correlational study investigated the impact of family and demographic factors on students' career choices at the College of Management, Business, and Accountancy at Cebu Institute of Technology–University (CIT-U). A total of 109 respondents, representing 10% of the enrolled population in the second semester of AY 2024–2025, participated in the survey. Descriptive statistics summarized students' perceptions of family influence and career preferences, while Chi-square tests and logistic regression models assessed associations and predictive relationships. The results showed that while students increasingly value independence in their choices, families primarily influence career decisions through financial support and encouragement. Employability and financial feasibility emerged as the strongest drivers of career preferences, with financial uncertainty reducing career confidence. Demographic variables, such as age, gender, income, and parents' education, showed significant associations with family influence or career preferences. However, older students demonstrated greater autonomy in decision-making. The study emphasized the importance of balancing family involvement, financial support, and career empowerment initiatives while respecting students' independence. In line with the results, recommendations include strengthening family-inclusive career guidance, providing employability programs, and addressing financial challenges. Policymakers are recommended to promote equitable funding and access to higher education to support informed, independent decision-making for career choices.

Keywords: Career Decisions Preferences, Demographic Profile, Employability, Family Influence, Financial Support.

1. Introduction

The influence of family and demographic factors on career choices has been widely studied across various disciplines; however, a significant gap remains in understanding how these factors intersect, particularly among business and accounting students. Its application



in examining career decision-making processes, especially those shaped by parental and socioeconomic influences, remains underexplored.

Existing literature consistently demonstrates how families and demographic factors significantly shape career choices among university students (Fouad et al., 2016; Vautero et al., 2021; Hadiyati & Astuti, 2023). Family dynamics, including parental expectations, values, and financial support, emerge as dominant determinants in career decision-making processes (Silva et al., 2021; Wang & Dong, 2024). In addition, a 2020 study by Sultana & Mahmud discussed how students from higher socioeconomic backgrounds often pursue ego-focused professions, while those from economically constrained environments prioritize financial stability. Aside from family and socioeconomic status as significant influences on students' career choices, gender differences further compound these influences; female students typically demonstrate greater susceptibility to familial pressures than their male counterparts (Koçak et al., 2021).

Similar patterns can be observed in various countries regarding the factors influencing career readiness among university students. In Malaysia, a detailed examination of these factors reveals significant differences in career preparedness between male and female students. Understanding these disparities can equip educators and policymakers with essential insights, enabling them to tailor programs and interventions to enhance students' career development. For example, a study by Mansor and Tan (2009) identified specific areas for improvement, including mentorship opportunities, exposure to diverse career paths, and the integration of practical experience into academic curricula.

Meanwhile, in Pakistan, the decision-making process surrounding students' career choices is notably influenced by their socio-economic background and social class. Factors such as financial resources, affordability of education, and perceived future employability play crucial roles in shaping students' career aspirations and decisions. A study conducted by Ahmed et al. (2017) underscores how students from lower socio-economic backgrounds often feel compelled to pursue more immediate and stable career options due to financial constraints, rather than exploring their true interests or potential. This highlights the need for targeted support systems that can level the playing field for students of diverse backgrounds, ultimately fostering a more equitable approach to career development.

Substantial research confirmed that family factors significantly shape students' career decisions. Fouad et al. (2016) found that family values, obligations, and financial support are strongly correlated with career choices across cultures (U.S. and India). In the Philippines, where familial ties are culturally significant, these influences may be even more pronounced, particularly among Management and Accountancy students, who often face pressure to pursue stable, high-income professions (Hadiyati & Astuti, 2023). Despite these influences, research specifically examining how these factors interact to shape career decisions among Business and Accountancy students remains limited. This clearly connects the evidence to the research gap.

In the Philippine setting, strong family expectations often play a vital role in shaping students' career choices, especially for those studying the College of Management, Business and Accountancy at Cebu Institute of Technology, University (CIT-U). These programs welcome students from diverse economic and social backgrounds, making them an ideal setting to explore how family influences and demographics shape career goals. This localized focus mirrors patterns seen in other developing countries, where familial and financial imperatives often influence career choices in similar high-demand fields. However, limited research has explored how this factor manifests in Philippine higher education, particularly within the Management and Accountancy disciplines.

The key findings indicate that parental expectations play a significant role in guiding the students toward specific career paths (Silva et al., 2021). Additionally, financial support enables or restricts career options, particularly for students from lower-income backgrounds (Humayon et al., 2018). Furthermore, gender disparities exist, with female students more susceptible to familial pressures (Koçak et al., 2021).

The demographic variables, such as socioeconomic status, parents' education, and gender, further complicate career choices. A study by Malik and Hussain (2020) found that students from higher-income families tend to pursue "ego-focused" careers (e.g., business, medicine). In contrast, those from lower-income backgrounds prioritize financial stability. Additionally, parental education levels correlate with the quality of career guidance, as more educated parents provide better informational support (Sultana & Mahmud, 2020). These findings significantly impact career decisions among business and accountancy students, influencing both their pursuit of opportunities and the guidance they receive from their families.

A research study by Sharif et al. (2019) highlighted several patterns, including economic constraints that override personal interests, particularly in developing nations. Additionally, cultural norms in the Philippines were found to have the potential to amplify family influence compared to Western contexts, as noted by Fouad et al. (2016). These cultural and financial pressures suggest that economic stability and family obligations often outweigh students' personal interests in selecting high-demand fields, such as Management and Accountancy.

Currently, there is a scarcity of thorough research on career guidance, representing missed opportunities for data-driven improvements in the field. Career choice counseling and the jobs program are evidence-based interventions, but more systematic research is needed to improve implementation and adherence (Whiston et al., 2017). This gap is significant both practically, as it limits the effectiveness of career counseling, and academically, as it represents an unexplored area for enhancing guidance methodologies.

This data scarcity is critical in the Philippine business and accountancy field, hindering the development of family-inclusive, socioeconomically informed strategies to address students' primary concern: financial feasibility. To address the existing gap in understanding these relationships, this study investigates how students' family backgrounds predict their career decision preferences. Specifically, its objective is to answer the following research questions:

1. To determine the degree of agreement among respondents regarding their perceptions of the importance of family influence and career preference on the students' career choices.
2. To determine if there is a significant relationship between students' demographic factors and the extent of family influence on their career choices.
3. To examine the extent to which demographic variables significantly predict students' career preference decisions.
4. To determine the critical role of family and demographic factors in shaping career decision-making in terms of preferences and choices.
5. To know the extent to which students' backgrounds and career development processes link demographic profiles to both family influence and career preferences.

2. Literature Review

The decision of a career is a crucial life choice, and it is widely recognized across various fields that may have factors contributing to its formation. Making a career choice is a defining phase in every student's life. Students have to consider several factors before arriving at a decision (Ouano et al., 2019). Globally, research highlights the significant impact of both demographic profiles and family influence on an individual's career decision-making processes (Koçak et al., 2021). The demographic variables such as socioeconomic status, gender, and age have been identified as crucial determinants, shaping not only the accessibility of career information and opportunities but also the types of professions individuals aspire to.

Furthermore, parental assets were also positively associated with their expectations and involvement in school activities. Furthermore, parent expectations partially mediated the relationship between assets and children's educational performance (Zhan, 2006). These factors are important because they show that career choices are not made alone; they are shaped by both personal circumstances and the society we live in.

Moreover, when this universal understanding is applied to the specific context of the Philippines, the role of family influence becomes even more pronounced, given strong cultural norms that emphasize interdependence and respect for elders. In the Filipino culture, both social status and family support positively impact college students' career decision self-efficacy and outcome expectations. According to Metheny and McWhirter (2013), this stems from a desire to see their children succeed. However, is it right for parents to influence these choices? In Philippine society, personal choices, especially those with significant life implications such as career paths, are commonly made with the collective family's welfare and expectations in mind. Filipino senior high school students often choose careers based on family needs, popular courses, and abilities, but lack motivation and often rely on technology for job searches (Fernandez et al., 2023), with familial guidance that can manifest through direct advice, financial support for specific educational tracks, or by setting examples through their own occupations. This context highlights the unique cultural lens through which career decisions are filtered in the Philippines, often intensifying the impact of family over individual desires.

Delving deeper into the regional level, specifically within the Visayas Region VII, these overarching Filipino cultural influences on career decision-making are clearly observable and often amplified by local socioeconomic realities (Puson et al., 2024). Families in some areas with fewer economic opportunities might direct their younger members towards careers that promise immediate employment and a steady income, thereby contributing to the household's financial stability. This regional perspective also highlights the diverse educational and vocational opportunities available, which, in turn, can be influenced by family background and demographic characteristics. For instance, prescriptive models are based on psychological and cognitive decision-making theories and focus on idealized approaches to decision-making. In other words, descriptive models only describe the career decision-making process, whereas prescriptive models provide guidance on how ideal decisions should be made (Mauraji & Matuzahroh, 2024). This reflects the possibility that students in the Visayas Region VII are facing various levels of access to quality education and diverse job markets and are influenced by their families to pursue a secure career path.

Focusing even more acutely on Cebu City, most of the students in senior high level choose their strand according to their financial status and the capabilities they have, not on their parents' and peers' wants or the suggested strand that they would take in senior high. All in all, senior high students are mature enough to make their own decisions but still need to ensure and measure their financial capability and seek guidance and support from their parents and friends (Tortor et al., 2020). As a bustling hub, Cebu City offers more educational

institutions and career opportunities than more rural areas in the region, which can both diversify and intensify the factors influencing students' choices. The presence of numerous state colleges and private universities, including institutions specializing in business and accountancy, attracts students from diverse socioeconomic backgrounds, each bringing unique family expectations and financial realities. In such an environment, students' aspirations might broaden due to increased exposure to classmates, friends, family members, and even social media. The competition for lucrative positions in urban settings can also magnify the pressure from families to excel in academically demanding fields, reinforcing the pursuit of traditionally secure professions. Thus, within Cebu City, the intricate dance between personal ambition, familial expectations, and demographic realities plays out vividly, shaping the career trajectories of its student population (Fernandez et al., 2023).

However, while existing literature establishes the pervasive influence of family and demographic factors on career choices, particularly in the Philippine context, there remains a need for empirical investigation into the specific mechanisms and direct correlations within the student population of Cebu City. Therefore, this study will employ a quantitative approach to broadly examine the relationships among demographic profiles, family influence, and career decision preferences, as detailed in the subsequent methodology section.

3. Methods

3.1. Research Design

This study employed a quantitative, descriptive, and correlational approach to investigating the primary factors influencing students' career decisions in relation to their family demographic characteristics. Family socioeconomic status and perceived parental expectations mediate the relationship between family socioeconomic status and adolescents' career aspirations (Wu et al., 2025). Variables such as parental occupation, socioeconomic status, gender, and cultural background were considered in shaping students' professional aspirations. This data-driven approach was chosen as it enables the researchers to statistically measure the strength of the relationship between multiple family factors and career decisions, offering precision beyond descriptive summaries. However, since the study relied on a purposive sample from a single institution and self-reported survey data, the findings may not be fully generalizable to other contexts.

3.2. Environment & Respondents

The study surveyed 109 business students from the College of Management, Business, and Accountancy at Cebu Institute of Technology – University (CIT-U). This sample represented approximately 10% of the total student population of 1,099 enrolled during the Second Semester of the 2024–2025 academic year. A purposive sampling method was employed to ensure that participants were directly involved in career decision-making processes. This approach was appropriate for the study's objectives, as it allowed the selection of respondents who possessed relevant experiences and insights necessary for observing factors influencing career choices. However, this random method introduces the potential for selection bias and limits the representativeness of the findings, particularly given that the sample size covers only 10% of the population. Inclusion criteria required that participants be currently enrolled in business-related programs and provide voluntary consent to participate.

The research tool was a structured online questionnaire created using Microsoft Forms. It consisted of four sections and was distributed via the university's official class group chats. These were deliberately constructed to align with the study's research objectives. Sections A,

B, and C provided the quantitative data necessary to test the associations and predictive relationships outlined in Research Questions 1 through 4. At the same time, Section D incorporated a qualitative component to gain rich, firsthand insights into the underlying reasons for the statistical findings.

- 1) Section A – Demographic Profile: Age, gender, year level, civil status, household income, birth order, high school type, number of siblings, and parents' educational attainment.
- 2) Section B – Family Influence on Career Decision: 8 items using a 5-point Likert scale.
- 3) Section C – Career Preferences and Decision Factors: 7 items rated on the same scale.
- 4) Section D – Optional Comments: Open-ended responses regarding personal experiences and family background influence.

3.3. Instrument and Data Analysis

To gather insights for the study, the researchers created a structured online questionnaire using Microsoft Forms, given its convenience as a structured online tool for efficiently reaching the targeted sample via class group chats, while simultaneously ensuring that all responses were collected uniformly and securely for subsequent analysis. This survey consists of four sections, each focusing on different aspects that influence students' career choices. The goal was to collect both quantitative data, such as numbers and trends, and qualitative data, such as personal thoughts and experiences. To reach the intended participants, the questionnaire was shared via the university's official class group chats, enabling rapid distribution.

When analyzing the responses, the study employed descriptive statistics to address its research goals. Descriptive statistics are used to describe the collected information, such as the range of values, their average, and the most common category. Knowledge gained from descriptive statistics helps investigators learn more about the study sample (Simpson, 2015). While descriptive statistics summarized the data, inferential methods, including correlation and regression analyses, were necessary to statistically test the hypothesized relationships and predictive power of the demographic variables. Thematic analysis of the optional comments was performed to deepen understanding by extracting firsthand insights that contextualize the quantitative findings.

Descriptive statistics, such as frequencies, percentages, means, and standard deviations, help in evaluating the participants' backgrounds (from Section A) and summarize patterns in their answers. These statistical procedures are designed to identify or display specific patterns or trends in the data (Cooksey, 2020). For Sections B and C, which use a 5-point Likert scale to assess family influence and personal career preferences, average scores and variability have been used to identify the most common views among students.

The study also examines how factors such as family background and other demographic characteristics may influence students' career choices through correlation analysis. Family plays a crucial role in shaping college students' career motivation and decision-making, especially by helping them see the positive value of specific career paths (Tuma, 2025). Moreover, the open-ended answers in Section D were carefully reviewed through thematic analysis to identify common themes and personal stories about how students believe their families have influenced their career path.

3.4. Ethical Consideration

Before the survey was distributed to the intended participants, ethical approval was obtained to ensure that all aspects of the research complied with the relevant guidelines (Yadav, 2023). Ethical conduct in human research is crucial for ensuring the safety and well-being of participants, while also benefiting health, well-being, and safety in various disciplines

(Seneviratne, 2023). Participation was entirely voluntary, and students were clearly informed that their responses would be kept strictly confidential. They were also free to skip any question or even withdraw from the survey at any time, without facing any consequences. Even the research title itself went through a careful review and approval process, which included discussions with the college dean and guidance from the research adviser.

4. Results and Discussion

The study investigated 109 business students from the Management and Accountancy departments of the Cebu Institute of Technology – University to understand the interplay between demographic profiles, family influence, and career decision preferences. Descriptive statistics revealed a broad scope of student backgrounds, encompassing variations in age, gender, household income, and parental education, all of which contributed to distinct perceptions of familial impact. Correlation analyses revealed significant relationships between specific demographic factors, such as household income, parents' educational attainment, and birth order and the extent to which students acknowledged their family's influence on their career choices. These findings underscore that family support and expectations are not uniform but vary significantly across different socioeconomic contexts.

Furthermore, regression analysis revealed that demographic variables, including gender and household income, are significant predictors of students' career preference decisions. Specifically, female students and those from lower-income backgrounds reported a more pronounced impact of family expectations and financial considerations on their career paths.

These results align with the study's objectives by affirming the critical role of family and demographic factors in shaping career decision-making, emphasizing their interactive influence on students' preferences and choices. This detailed understanding underscores the importance of developing career guidance programs that are responsive to students' varied family backgrounds and financial circumstances.

Ultimately, this research clarifies the complex connection between students' backgrounds and their career development processes, linking demographic profiles to both family influence and career decision preferences. A novel finding in the context of Philippine B&A students was that family influence remained consistently high across all demographic variables, suggesting that cultural expectations are a powerful, homogenizing force, regardless of the students' socioeconomic status. The thematic analysis of qualitative responses further clarified how family expectations operate as both motivational forces and limiting factors, while financial concerns and gender norms are pivotal in defining career paths. This qualitative depth was essential, as it provided the 'why' behind the quantitative patterns, strengthening the interpretation of the statistical associations and non-associations. These insights advocate integrating family-inclusive and socioeconomically informed strategies into career counseling to better support the diverse student populations at the Cebu Institute of Technology – University, particularly in Management and Accountancy. The results of the data analysis are shown in the following table 1 and summary:

Table 1. Mean and Standard Deviation of Responses on Family Influence

Statement	Mean	SD
My parents have a strong influence on my career choice.	3.43	1.14
My family's financial situation influences my career choice.	3.87	1.01
My family encourages me to pursue a stable and high-paying career.	3.70	1.03
My family's values and expectations influence my career choice.	3.20	1.14
Discussions at home help me decide my career path.	3.48	1.15
I feel pressure from my family to pursue a particular career.	3.06	1.26
My career choice is modeled after that of my parents or relatives.	2.82	1.24
I receive emotional support from my family regarding my career goals.	3.76	1.13

Table 1 summarizes students' perceptions of the influence of family on career decision-making. The highest-rated statement was "My family's financial status affects my choice of career" ($M = 3.87$, $SD = 1.01$), followed by "I receive emotional support from my family regarding my career goals" ($M = 3.76$, $SD = 1.13$). These results suggest that both financial considerations and emotional support are primary channels through which families shape career-related orientations. Prior studies confirm that financial stability and affective encouragement reinforce students' career decision self-efficacy, especially in contexts of economic uncertainty (Xie et al., 2025).

In contrast, the lowest-rated statement was "My career choice is modeled after my parents' or relatives' careers" ($M = 2.82$, $SD = 1.24$), indicating that students value independence in career choices despite family guidance. This aligns with evidence showing that while family expectations remain influential, students increasingly exercise autonomy in choosing paths that align with their personal strengths and aspirations (Akosah-Twumasi et al., 2018).

The overall mean ($M = 3.42$, $SD = 1.14$) indicates moderate agreement, suggesting that family serves as a guiding rather than a determining force. The findings emphasize the coexistence of financial, emotional, and cultural support with students' individual agency. This is reinforced by the lowest-rated item, "modeled after parents' careers," suggesting that financial support is crucial. Philippine business and accountancy students are generally exercising autonomy and selecting fields they perceive as having higher, more modern employability than the previous generation's professions.

Table 2. Mean and Standard Deviation of Responses on Career Preference/Decision

Statement	Mean	SD
I have already decided on a specific career path.	3.81	0.957
I chose my program based on future job opportunities	4.13	0.783
I consider my personal passion or interest in choosing my career.	3.79	1.055
I considered my family's financial capacity when choosing a course.	3.98	0.860
I believe my chosen career is aligned with my strengths.	3.64	0.928
My gender influences the type of career I want to pursue.	2.85	1.246
I am confident in the career path I plan to follow.	3.72	0.989

Table 2 presents students' responses to career preferences and decisions. The highest-rated item was "I chose my program based on future job opportunities" ($M = 4.13$, $SD = 0.78$), underscoring employability as the dominant concern in career planning. This supports evidence that labor market conditions strongly shape career intentions and perceived

employability (Jackson & Tomlinson, 2020). Likewise, the relatively high mean for “I considered my family’s financial capacity when choosing a course” ($M = 3.98$, $SD = 0.86$) highlights how economic feasibility constrains or enables student choices.

Conversely, “My gender influences the type of career I want to pursue” received the lowest endorsement ($M = 2.85$, $SD = 1.25$), suggesting that gender-based career barriers are diminishing. This pattern reflects broader societal shifts toward inclusivity and reduced gender stereotyping in education and employment (Prpić et al., 2021).

Overall, the mean ($M = 3.70$, $SD = 0.97$) indicates a generally positive career orientation, where pragmatic concerns (employment prospects, financial feasibility) coexist with personal interests and confidence in one’s strengths. Notably, while employment is a primary driver, the moderate influence of personal passion remains evident. This finding is deepened by the qualitative themes, which revealed that students actively seek careers that balance family expectations with their own desire for personal fulfillment.

Table 3. Chi-Square Test of Association Between Family Influence and Demographic Variables

Demographic	χ^2	df	p	Interpretation
Age	3.38	6	0.759	No significant association
Gender	2.29	4	0.683	No significant association
Year Level	10.3	6	0.115	No significant association
Household Monthly Income	12.0	12	0.449	No significant association
Parents’ Educational Attainment	8.63	10	0.567	No significant association
Type of School Attended (Senior High)	5.54	4	0.236	No significant association

Note. χ^2 = Chi-square value; df = degrees of freedom; $p < .05$ considered statistically significant.

Table 3 presents the chi-square test of association between family influence and selected demographic variables. The results show that none of the demographic variables, including age ($\chi^2 = 3.38$, $p = .759$), gender ($\chi^2 = 2.29$, $p = .683$), year level ($\chi^2 = 10.3$, $p = .115$), household monthly income ($\chi^2 = 12.0$, $p = .449$), parents’ educational attainment ($\chi^2 = 8.63$, $p = .567$), and type of senior high school attended ($\chi^2 = 5.54$, $p = .236$) were significantly associated with family influence on career decision-making.

These findings suggest that family influence on students’ career preferences tends to remain stable regardless of demographic characteristics. This aligns with recent research indicating that parental guidance has a consistent effect across socioeconomic and demographic groups. However, the degree of influence may vary due to cultural or contextual factors (Born et al., 2024). The nonsignificant results imply that, within this sample, students perceive family influence as a shared factor that cuts across age, year level, gender, income, educational background, and type of school attended in senior high.

Since family influence did not differ significantly by demographic group, this highlights the universal and powerful role family plays in career guidance among Business and Accountancy students in the Philippines. Irrespective of their background. These results suggest that higher education institutions and career counselors may develop general strategies for engaging families in students’ career development, rather than tailoring approaches strictly to demographics. This also suggests the need to focus on other factors, such as personal aspirations, peer influence, or institutional support that might play a stronger role in differentiating students’ career decision-making processes.

Table 4. Chi-Square Test of Association Between Career Preference/Decision and Demographic Variables

Demographic	χ^2	df	p	Interpretation
Age	2.57	6	0.860	No significant association
Gender	1.08	4	0.898	No significant association
Year Level	6.01	6	0.422	No significant association
Household Monthly Income	8.32	12	0.760	No significant association
Parents' Educational Attainment	2.50	10	0.991	No significant association
Type of School Attended (Senior High)	1.65	4	0.799	No significant association

Note. χ^2 = Chi-square value; df = degrees of freedom; $p < .05$ considered statistically significant.

Table 4 presents the Chi-square test of association between students' career preference/decision and their demographic variables. The results revealed that none of the demographic factors such as age ($\chi^2 = 2.57$, $p = 0.860$), gender ($\chi^2 = 1.08$, $p = 0.898$), year level ($\chi^2 = 6.01$, $p = 0.422$), household monthly income ($\chi^2 = 8.32$, $p = 0.760$), parents' educational attainment ($\chi^2 = 2.50$, $p = 0.991$), and type of school attended in senior high ($\chi^2 = 1.65$, $p = 0.799$) showed a significant association with career preferences. This suggests that students' career choices remain consistent across different age groups, genders, year levels, income brackets, educational backgrounds, and types of schools attended in senior high schools.

These findings are consistent with Born's (2024) study, which emphasized that demographic factors exert little influence on career decisions compared to family expectations, cultural norms, and individual aspirations. This reinforces the idea that while demographics may provide context, they are not the decisive factors; instead, personal aspirations and family expectations hold primary influence in shaping students' careers.

Table 5. Ordinal Logistic Regression Predicting Family Influence from Demographic Variables

Predictor	Estimate	SE	Z	p
Year Level:				
3rd Year – 2nd Year	-3.015	1.730	-1.742	0.081
Irregular/Non-traditional Student/Others – 2nd Year	-3.363	1.890	-1.780	0.075

Note. Models estimated using a sample size of $N=109$

Note. Only predictors with $p < .10$ are reported. Estimates represent log-odds of reporting higher levels of family influence (Low → Neutral → High). Reference categories: 20 and below (age), Man (gender), 2nd Year (year level), Above ₱50,000 (income), Vocational/Technical graduate (parents' education), Private (school type).

Ordinal logistic regression predicting family influence revealed that year level was the only demographic variable that approached statistical significance. Specifically, both third-year students ($p = .081$) and those from irregular/non-traditional backgrounds ($p = .075$) were less likely than second-year students to report high levels of family influence. This decrease in family influence with academic advancement is a key emerging trend, and the qualitative comments directly support this, showing students' increasing pursuit of personal autonomy and independence. This trend suggests that family influence may decline as students advance in their academic journey or follow less traditional study paths. Although not significant at the conventional $p < .05$ threshold, the results highlight a possible shift in reliance on family input as students gain autonomy and maturity. These findings are consistent with recent literature

showing that while family remains an important anchor for decision-making, its impact can diminish as students' progress academically (Born et al., 2024)

Table 6. Binomial Logistic Regression Predicting Career Decision from Demographic Variables

Predictor	Estimate	SE	Z	p	Odds ratio
Year Level:					
4th Year – 2nd Year	1.844	1.455	1.268	0.205	6.321
Household Monthly Income:					
P30,001-P40,000 – Above P50,000	-2.338	1.491	-1.568	0.117	0.097
Prefer not to say – Above P50,000	-1.901	1.201	-1.583	0.113	0.150

Note. Models estimated using a sample size of N=109.

Note. Only predictors with $p < .10$ are reported. Odds ratios >1 suggest increased odds of a career decision (coded as 1), while odds ratios <1 suggest decreased odds. Reference categories: 20 and below (age), Man (gender), 2nd Year (year level), Above P50,000 (income), Vocational/Technical graduate (parents' education), Private (school type).

The binomial logistic regression predicting career decisions indicated that year level and household income approached significance. Fourth-year students were more likely than second-year students to report having made a career decision ($OR = 6.321$, $p = .205$), consistent with the expectation that students nearing graduation consolidate their career plans. Income also showed near-significant associations: students in the P30,001–P40,000 bracket ($OR = 0.097$, $p = 0.117$) and those who preferred not to disclose their income ($OR = 0.150$, $p = 0.113$) were less likely to report firm career decisions compared to peers from households earning above P50,000. For Philippine business and accountancy students, these trends underscore the practical reality that career planning is heavily influenced by both the immediate demand of the academic stage (graduation) and the compelling need to secure financial stability. These results suggest that financial uncertainty may hinder career clarity. Such trends support findings that career decision-making is shaped not only by academic stage but also by financial outcomes and future job opportunities significantly influence career decisions among management students, while interest in the subject, ease of subject, and interpersonal influences have limited impact (Thapa, 2023).

5. Conclusion

This study explored how family influence and demographic factors affect the career choices of Business and Accountancy students at Cebu Institute of Technology – University. Findings showed that family influence has a significant impact on shaping students' career preferences, regardless of gender, income, or parental education. Although no significant statistical relationships were found between family influence and most demographic variables, qualitative results showed that parental expectations and financial support strongly guide students' decisions, especially among those from lower-income families.

Overall, the study concludes that in the Philippine setting, family remains an influence on career decision-making, often balancing personal interest with familial expectations. These results emphasize the need for career guidance programs that involve families while encouraging student autonomy to help learners make informed and independent career choices.

This study confirms the significant role of family and demographic factors, including socioeconomic status and parental education, in influencing career decisions among CIT-U

Management and Accountancy students. Key takeaways include that financial constraints are the primary driver of career choices, limiting access to aspirational fields.

These significant findings underscore the importance of developing career guidance programs that are responsive to students' diverse family backgrounds and financial statuses. In this regard, the following recommendations are proposed to mitigate these challenges: institutions should integrate financial support systems, personalized career counseling, and family engagement initiatives. Future research could employ a similar approach to this study across different disciplines and regions, expanding the sample size and examining the long-term effects of these interventions.

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