

Parental Support, Academic Performance, and Career Decisiveness of 10th Grade Students in a Private Catholic Higher Education Institution in the Philippines

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Abstract

Deciding on a career is undeniably one of the most crucial choices an individual must make as it envelops an individual's entire lifespan. For this reason, it is important that students are given the assistance they need in exploring careers and in addressing any uncertainties related to them. With this, the study investigated the 10th grade students' levels of perceived parental support, academic performance, and career decisiveness, as well as the relationship of these variables. This academic work utilized the descriptive-correlational research design which involved 109 – randomly sampled Grade 10 students of a private Catholic higher education institution. Findings revealed that 30.28% of the respondents reported to have 'high' level of perceived parental support, 55.96% of the students reported having a 'good academic performance' and 64.22% of the grade 10 had a rating of 'low' in their career decisiveness. In addition to this, data analysis confirmed a significant relationship between parental support and academic performance. Similarly, significant correlation has been found between parental support and career decisiveness, and academic performance and career decisiveness. With these, a proposed action plan to enhance the students' career decisiveness was designed. Considering these research outcomes, the researcher recommended the following: arranging seminars for the parents; maintaining learning delivery and techniques; preparing of mentally stimulating yet fun activities; continuing of homeroom career guidance sessions; increasing of the number of career seminars along with the strengthening of the career guidance program; implementing, monitoring and evaluation of the proposed action plan.

Keywords: Parental Support, Academic Performance, Career Decisiveness, Career Choice, Career Guidance and Counseling

Introduction

Career decision making is a process which starts as early as during childhood when individuals are exposed to various jobs that they see from their parents or caregivers, loved

ones, role models, and other people they observe or those who they watch from the media they consume. Since the said process is persistent, the possibility exists that one would arrive at different career options as one progresses in life and obtains various experiences which contribute to his or her growth as an individual.

According to Ginzberg and Super's theory of career development as cited by Kutlu and Bedel (2021), career choice is a product of development progress and that during adolescence, individuals discover their interests, competencies, standards of behavior, and professional attributes. This is where one establishes one's dream job, which will be either assessed or established as a career choice through conversations and discussions within the family. Thus, one's occupational selection is influenced by several factors that one discovers or undergoes in life. In a study conducted by Sharif, Ahmed and Sarwar (2019), career choice is said to be influenced by intrinsic factors such as personality, interest, beliefs, values, idea of oneself, and external factors like financial situation, role models, educational attainment, globalization and more of the same. Meanwhile, other research suggests that high school students' choice of professional track is influenced significantly more of personality, passion; and sense of satisfaction, security, and motivation (Huang, 2022).

On the other hand, in an academic work conducted in the Philippines, it was proposed that personality and interest are two of the highly contributing factors in junior high school learners' career – specifically in selecting their senior high school track. In addition to these two usually occurring factors in studies, they were also able to identify the suggestions of the parents and availability of job opportunities to be the other very influential components in career decision making (Dublin et al., 2020).

Students about to enter senior high school (SHS), specifically the 10th graders, are seen as in the position where a career choice will be decided. This is because, it is believed that ideally, one's SHS strand is in line with one's target program in college for an easy transition of secondary to higher education. In a study conducted by Nazareno et al. (2021) which focused on identifying the factors which influenced the senior high school students' choice of strand, it was revealed that intellectual competencies are one of the factors that is associated with selection of career track which meant that high performing students tend to pursue academic strand while those with lower grades are inclined to pursue technical-vocational and livelihood strand. Along with academic performance, other factors that influenced Filipino SHS students' career choice are the occupational and educational attainment of their parents and financial requirements of a strand. On the other hand, in a study of private and public Grade 10 students' SHS strand preference at Toledo City, it was revealed that personal interest play the critical role in deciding or a track – followed by future job stability and the current financial condition of their families. Meanwhile, family and peer influences received "neutral" when rated as a factor associated with their preferred career path (Kilag et al., 2023).

In another contrasting study was conducted at Lahore, Pakistan which focused on the career choice of private school students who were born on years 1997-2012 and are considered Generation Z. Findings suggest that learners around these age groups choose their occupational path mainly because of their parents' desires, insistence, and role modeling.

While aiming at high-paying jobs and jobs accompanied by prestige came next as factors influencing their career selection (Ahmed et al., 2022).

Evidently, there are various determinants that could affect one's ability to decide on what career path to take. It is for these very reasons that students' decisiveness is important to be considered and reviewed as it is one of the most crucial choices individuals must make in their journey as learners. This is because a career decision envelops an individual's entire life and is not briefly thought of during their time as students. Consequently, it is important that learners are given the help they need in exploring careers and in addressing any uncertainties related to it. Assistance through career guidance activities prepared for academic heads, teachers, parents and especially for students is necessary for the learners to have a more stable career choice which is important to avoid regrets or being unable to move forward for not knowing what step to take.

While numerous studies have been made that delve into personality, values, beliefs, and other intrinsic factors affecting career decisions of learners, there were relatively few ones which focused particularly on academic performance as a factor influencing occupational selection. This is because studies made on academic performance are often associated with academic or career success and job satisfaction. Moreover, those that did link it to career decisions, contrasting results were found. Because of this, the researcher decided to investigate these variables – all of which stems from the idea that Filipinos are family-oriented and that parents hold their children's education and career of significant importance.

Moreover, there were few academic papers which examined these same variables particularly in the locale of a private Catholic higher education institution located at Calamba, Laguna, Philippines. Hence, using adapted questionnaires: Perceived Parental Autonomy Support Scale (P-PASS), Academic Performance Scale (APS) and My Vocational Situation (MVS), this study aims to investigate the level and relationship of parental support, scholastic performance of students and their ability to be decisive in the field of work they will venture on in the future.

With these, the study is deemed significant more so considering that the Philippine Statistics Authority (PSA) reported high unemployment and underemployment rate. While this relatively negative report was partly due to the country's economic status, a constant job and skills mismatch was also observed to be of significant influence on this issue – that students often pursue careers influenced by family or peers rather than their assessed competencies for these vocations and practical considerations (Palabrica, 2024). Thus, further suggesting the impact of parents' influence and student's capabilities on their future career paths.

Therefore, exploring the variables of this study: parental support, academic performance, and career decisiveness is crucial and is expected to contribute valuable insights in terms of giving the 10th grade learners appropriate career guidance. Likewise, through this study, teachers will be informed on their students' current situation regarding the variables involved in the study – guiding them in the planning of activities for the students and with the parents in accordance with the highlights of the research. Moreover, parents would also be

given information on how to assist their children better in their educational journey, especially in critical stages like that of transitioning from junior high school to senior high school and onwards. Similarly, it is hoped that the school heads and administrators will be given opportunities to recognize possible programs that will improve students' career development – encouraging substantial support towards concerned departments that organize activities suitable for the interest of students. Most importantly, the guidance counselors, will be assisted in developing career guidance program conceived to be befitting or needed to promote better-informed career decision – avoiding, if not, minimizing indecisiveness. This study could also help these experts in preparing pursuits that would assist the students in their holistic (academic, personal, social and career) development – leading to better-prepared future professionals.

Research Method

Respondents of the Study

The respondents of this study were grade 10 students enrolled at Colegio de San Juan de Letran Calamba, Academic Year 2024-2025, which is a total of 151. Thus, using Raosoft; with confidence level of 95% and a margin of error of 5%, 109 was calculated to be the sample size.

To ensure that the selected pupils were representative of the whole population – that all of them had equal chances to be selected as respondents of the study, the researcher used the random sampling. With the locale having five sections for the 10th grade learners, the data was gathered from 22 randomly chosen students coming from each of four sections: Harvey, Ampere, Heisenberg, Fermat and 21 students coming from Becquerel, the section with the least number of pupils.

Instrumentation

The researcher used standardized questionnaires which, through literature review, were discovered and proved to measure the variables of the study as operationally defined and thus considered to be suitable for the study. The first part used the *Perceived Parental Autonomy Support Scale (P-PASS)*. This was utilized to measure the parental support of the students. This 24-item questionnaire was authored by Geneviève A. Mageau, Francis Ranger, and Mireille Joussemet of Université de Montréal; Richard Koestner of McGill University; Elise Moreau of Université de Montréal; and Jacques Forest of Université du Québeca Montréal. Their study of validity for the scales revealed to be that Cronbach's alphas confirm the internal consistency (.89), and correlation patterns with the Psychological Control Scale (Barber, 1996). Meanwhile, other parenting components (i.e., acceptance and monitoring) support convergent and divergent validity.

For the second part, the *Academic Performance Scale (APS)* was utilized which measured the similar variable of the study. The APS consists of eight 5-point scale items. This scale assessment was developed by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregor of Saginaw Valley State University. They noted that for researchers who have a particular interest in academic performance among students, the APS promises to be a useful tool. With the instrument having an internal consistency of .89 and a test-retest reliability of .85 for the total score. In addition, the scale scores showed adequate internal consistency, 2-week test-retest reliability, and satisfactory concurrent validity.

Lastly, for the measurement of the students' career decisiveness, this study utilized the *My Vocational Situation (MVS)* developed by John L. Holland, Denise C. Daiger, and Paul G. Power in 1980. This 26-item scale includes an 18-item portion that aims to measure vocation identity which, as directly lifted from Shirley Ryan Ability Lab (n.d.), is "*the possession of a clear and stable picture of one's goals, interests, personality and talents. This characteristic leads to relatively untroubled decision making and confidence in one's ability to make good decisions (Holland, Daiger, & Power, 1980, p 1).*" This specific dimension of the instrument was used in various studies and was revealed to have an adequate to excellent test-retest reliability of .64 for college students' population, .75 for men and women, and navy recruit population. Meanwhile, internal consistency was found to be .86, excellent, for high school students.

Data Collection Procedure

To initiate the data gathering, a letter was drafted to ask consent to conduct the study from the institution and concerned individuals through the department's supervisor – the principal. Once permission was obtained, the researcher proceeded with the data gathering, face-to-face – starting with orientation with respondents where they were given information about the activity; what they are going to do, its purpose and ultimately instructions on how to accomplish the surveys. Subsequently, the researcher provided assurance to participants that their responses are to be treated with utmost privacy and confidentiality – free from any judgements or biases. Moreover, students were given a guarantee that any information acquired through the activity will be utilized solely for academic use. Upon completion of the questionnaires, the materials were collected – responses were evaluated and scored. The results were then organized, tallied and statistically treated.

Data Analysis

The following statistical techniques were utilized for this study: frequency and percentage were used to illustrate the students' level of parental support, academic performance and career decisiveness. Meanwhile, Pearson *r*, was used to determine the relationship between the level of parental support and level of academic performance; level of parental support and level of career decisiveness; and level of academic performance and level of career decisiveness.

Results and Discussion

Research Question 1: What is the level of parental support as perceived by the students?

Table 1

The Level of Parental Support as perceived by the students

Level of Parental Support	Frequency	Percentage
Very High (71-84)	30	27.52
High (57-70)	33	30.28
Moderate (40-56)	32	29.36
Low (26-39)	13	11.93
Very Low (12-25)	1	0.92
Total	109	100.00

Table 1 displays the frequency and percentage distribution of the students' perceived parental support according to their rating: very high, high moderate, low and very low.

As presented in the table above, among the 109 students, 30 (27.52%) grade 10 students reported a very high-level perceived support from their parents. Meanwhile, high rating was observed from 33 (30.28%) learners with 32 (29.36%) of the respondents conveying moderate level of parental support. In contrast, 13 (11.93%) students confirmed themselves to have a low rating and 1 (0.92%) of which reported a very low sensed parental support.

The table showed that the gap between the students who reported having high and moderate levels of parental support was not immense. Despite this, data implies that many of the grade 10 students perceived high levels of parental support. This suggests that several respondents believe their parents positively recognize and value their own thoughts, beliefs and plans.

This outcome of the current study is supported by the research outcomes of Imperial (2024) which confirmed an excellent or high level of parents' support for their children's well-being. This implied that parents were able to offer psychological support to the students in terms of their praises and reinforcements, and assistance in finding solutions to problems.

Research Question 2: What is the respondents' level of academic performance?

Table 2

The Respondents' Level of Academic Performance

Level of Academic Performance	Frequency	Percentage
Excellent performance (33-40)	28	25.69
Good performance (25-32)	61	55.96
Moderate performance (17-24)	18	16.51
Poor performance (9-16)	2	1.83
Total	109	100.00

Table 2 exhibits the respondents' level of academic performance. Through the frequency and percentage distribution, it can be observed that 28 (25.69%) of the respondents regard their performance in school as in the range of excellent level. In addition, 61 (55.96%) of the grade 10 students described their performance as good and 18 (16.51%) reported to have moderate level. On the other hand, 2 (1.83%) students admitted to having a poor level of academic performance.

With this, the respondents' level of academic performance, as manifested by the highest frequency and percentage, is deemed to be generally rated as good. This implies that more than half of the 109 respondents can do and accomplish reasonably well in school as learners.

This is consistent with the study by Nicolas (2022) which focused on factors affecting the Grade 10 students' academic performance in the subject Social Studies. While this study focused on GPA in a single area, it was revealed that many students have satisfactory academic performance as reflected to their social studies scores that ranged from 80-84.

Further supporting this result is a study conducted in Lorenzo S. Sarmiento Sr. National High School by Labrador et al. (2024), where junior high school students were revealed to have high levels of study habits (time management, taking examinations, reading

competency, note taking, and memory), study attitudes (self-confidence, insight, drive, and satisfaction) and academic performance (perceived academic aptitude, and learning and performance goal orientation).

Research Question 3: What is the level of career decisiveness of the Grade 10 learners?

Table 3

The Level of Career Decisiveness of the Respondents

Level of Career Decisiveness	Frequency	Percentage
High (13-18)	7	6.42
Moderate (6-12)	32	29.36
Low (0-5)	70	64.22
Total	109	100.00

Table 3 shows the frequency and percentage of the respondents' career decisiveness level. As seen in the data above, among 109 grade 10 students, merely 7 (6.42%) had high level of confidence on the career path they will take. While 32 (29.36%) of the learners revealed to have moderate levels of career decisiveness, a notable number of students – 70 (64.22%) of which reported to have low ratings.

This result suggests that majority of the respondents had low career decisiveness. Thus, it is prevalent among them the lack of ability and assurance to make career-related decisions – making them have indefinite and inconsistent vocational aspirations.

Such outcome matches the research finding of Duru (2022) on grades 9-12 students in Turkey. In this academic work, it was discovered that as career maturity increases, career decision making difficulties decline. Nevertheless, results suggested that more than the other grade levels, it was grades 10 and 11 who had the most struggles in career decision making. *Research Question 4: Is there a significant relationship between: a) the level of parental support as perceived by the respondents and their level of academic performance; b) the level of parental support as perceived by the respondents and their level of career decisiveness; c) and the respondents' level of academic performance and career decisiveness?*

Table 4

Summary of relationship between parental support, academic performance and career decisiveness

	Pearson r value	p-value	Interpretation
a) The level of parental support as perceived by the respondents and their level of academic performance	0.445** Moderate correlation	0.000	Significant
b) The level of parental support as perceived by the respondents and their level of career decisiveness	0.306** Low correlation	0.001	Significant
c) The respondents' level of academic performance and their level of career decisiveness	0.250** Low correlation	0.009	Significant

***Significant @ 0.01*

Table 4 summarizes the relationship between the three variables of the study: parental support, academic performance and career decisiveness.

As tabulated above, the parental support and academic performance got a Pearson r value of 0.445 which proposes a moderate correlation and a p -value of 0.000 that is lower than 0.01 which indicate significant correlation between the two variables. This suggests that the higher level of perceived parental support, the higher the level of academic performance. This result is supported by the study conducted by Liu, Ashari, Zhang, & Jiang (2024), which found out that found that different perceived social support (parental, peer and teacher) is beneficial to academic achievement. Likewise, this is consistent with the research findings of Toraman, Aktan and Korkmaz (2022) which suggests parental support promotes academic success which in turn leads to higher levels of happiness in school.

Meanwhile, a Pearson r value of 0.306 was attained for the variables parental support and career decisiveness – denoting a low correlation. With a p -value of 0.001, the relationship between the two variables is deemed significant. This suggest that parental support and career decisiveness are significantly correlated – though not as strongly. This means, the higher the level of perceived parental support, the higher the level of career decisiveness. This result from the current study follows the result of the study by Song, Mu, Zhang, & Mu, (2022) where emotional support coming from the parents and teachers was found to be one of the significant factors influential to the students' career concern, control, curiosity, and confidence. This is further supported by the study conducted by Knox (2023), where a significant relationship was also observed between parental involvement and support, and the perceptions of rural adolescents of their scholastic drive, college, and occupational preparedness. Though this is the case, the said variables were regarded to be less than the other variables investigated in the research – implying that they not as critical as other factors.

Lastly, the two variables – academic performance and career decisiveness showed low but significant correlation as reflected by the obtained 0.250 Pearson r value and 0.009 p -value, respectively. This indicates a significant relationship – that the higher the level of academic performance, the higher the level of career decisiveness. This outcome is coherent to prior research discovery by Mohd Zaini, Rami, Arsad, & Mohd Anuar (2021) which showed that the academic performance of students varies and was found to be of weak relationship with career decision. Instead, it was students' perception of themselves in terms of their academic capabilities that influenced their ability to arrive at a career decision and be comfortable with the occupational choices they have. Likewise, according to Bae (2022) academic achievement and career maturity have a positive impact on one another. Therefore, students who have higher levels of academic accomplishment tend to have higher levels of career maturity (recognition of one's competences, interests, and potential occupational choices).

Research Question 5: What action plan can be proposed to enhance the career decisiveness of students based on the findings?

The proposed action plan intends to promote career decisiveness of the 10th grade students as it was identified to be the area in which they struggle to manifest. To do this, efforts to improve both perceived parental support and academic performance are deemed necessary as the study revealed them to have significant correlation with the students' ability to have a consistent and clear goal on their career path. Thus, through various guidance and counseling activities which promote students' holistic development specifically assisting with

their social/parental, academic and career needs, enhanced career decisiveness will be realized.

Conclusion and Recommendations

Based on the results of the study, it has been found out that of the 10th grade students several possess a high level of perceived parental support and have good or satisfactory levels of academic performance. On the other hand, majority of the learners have a low level of career decisiveness. The study also infers that the higher the students' perceived parental support, the higher the level of academic performance. Likewise, the higher the respondents' level of perceived parental support, the higher the level of career decisiveness; and that the higher the respondents' level of academic performance, the higher their level of career decisiveness.

Based on the findings and conclusions of the study, the following are recommended. The guidance counselors, in collaboration with the basic education department of the institution should continue to provide parents with relevant seminars that will help maintain or even foster positive attitudes that the students are acknowledging from them.

Similarly, teachers should continue to provide the learning delivery and teaching techniques they are implementing to their classes. In addition to this, the teachers should also prepare intellectual yet entertaining activities to keep students engaged in studying. These are believed to be helpful in maintaining and improving the academic performance of the students respectively.

In addition to this, the guidance personnel should maintain the delivery of their developmental homeroom guidance sessions tackling study habits to guide students in developing healthy and effective study habits which could help in maintaining or improving their academic performance. Moreover, the principal working collaboratively with the guidance and counseling unit should increase career seminars provided for junior high school students. Through this, students are given opportunities to explore careers through gaining knowledge on career information, current-trends and decision-making skills. Furthermore, the guidance counselors should strengthen the services they offer which are aimed at supporting the students with their career development. This should be done by improving the career guidance activities provided as early as 7th grade. These proactive efforts would assist the students in making informed career decisions at each grade level – further preparing the grade 10 students as they transition to senior high school. Likewise, the guidance counselors are also to implement the proposed action plan to enhance the level of career decisiveness of the 10th grade students of Colegio de San Juan de Letran Calamba. Correspondingly, the action plan should then be regularly monitored and evaluated – to identify any recommendation for its improvement.

Lastly, future researchers may explore parental support as reported by the parents themselves, academic performance as reflected by school records (e.g. grades, or as reported by teachers) to further understand the parental support, academic performance, and career decisiveness of grade 10 students. In addition, they could also opt to include demographic profile and other year levels (grades 7-9) in the respondents to gain a more comprehensive view of these variables.

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