

## Parental Support to Students' Career Preferences

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**ABSTRACT:** Selecting a career path is one of the most important and challenging decisions students face during their academic journey. This study was undertaken to determine the relationship between parents' parental support in terms of financial support and motivational support, and their relationship to students' career preferences. The respondents of the study were limited to two hundred seventy-six (276) Senior High School Students in the Division of Cagayan de Oro City for the School Year 2024-2025. The study employed a stratified random sampling technique through Raosoft calculator with five percent (5%) margin of error. Descriptive correlational and causal research designs were used, utilizing adapted research questionnaires that passed the validity and reliability tests. The gathered data underwent analysis and interpretation through Mean and Standard Deviation, Pearson Product Moment Correlation Coefficient, and Multiple Linear Regression Analysis. Findings showed that parents are at supportive level while students' career preferences are at the decided level. Motivational support is the significant predictor for students' career preferences. Thus, parental support plays a crucial role in shaping students' career preferences. It is important for parents to look into the welfare and development of their students by guiding, motivating and providing them with their needs and interests for their future.

**KEYWORDS:** career preferences, financial support, motivational support, parental support

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### I. INTRODUCTION

The process of selecting a career path is one of the most important and challenging decisions students face during their academic journey. The transition from high school to college is a significant and challenging phase in a student's life. At this critical stage, senior high school students in public schools are required to choose a career path that will shape their future. The influence of parental support plays a crucial role in this decision-making process.

In the Philippine context, the Department of Education (DepEd) has recognized the importance of career guidance, especially as the implementation of the K-12 curriculum allows students to specialize in specific academic tracks starting in Grade 12. DepEd Order No. 33, Series of 2017, underscores the importance of career guidance programs for Senior High School (SHS) students. This policy emphasizes equipping students with the necessary tools to make informed career decisions, and it highlights the significant role of parental support in the decision-making process. As such, understanding how parental financial and motivational support influences students' career preferences is crucial for educators, parents, and policymakers who aim to improve career guidance programs in the Philippine education system.

Parental support in education has long been recognized as a key determinant of academic achievement and career choices. Financial support allows students to access necessary educational resources, such as tuition fees, extracurricular activities, and career development opportunities. Meanwhile, motivational support such as encouragement, guidance, and emotional backing can foster self-confidence and a sense of direction, helping students navigate through the complexities of their career decisions (Chavez, 2021).

Additionally, Garcia (2020) emphasized that when parents provide financial assistance, students are more likely to pursue higher education or specialized training, as they can afford the costs associated with these opportunities. Furthermore, motivational support, such as emotional encouragement and guidance, plays a crucial role in boosting students' confidence and helping them make informed career choices.

The support, resources, and encouragement that parents give their children can be quite important in helping them make decisions as they traverse their academic and career pathways. Parental support can take many different forms, such as financial aid, counsel, emotional support, and opportunity access, all of which help shape a child's career preferences and goals. Children

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who have their parents' support and involvement in their education frequently behave well; improved academic achievement, improved school attendance, fewer school dropouts, and better attitudes toward education (Apambilla et al., 2024).

This researcher aimed to explore the extent of parental support in terms of financial and motivational aspects, and how this support correlates with the students' career preferences. It is believed that parental involvement significantly affects students' career preferences, influences their educational goals and career pathways. Understanding these dynamics will offer insights into how schools and parents can collaborate to provide students with the necessary resources and guidance for their future.

This study was anchored on Social Cognitive Career Theory (SCCT) by Lent et al. (2002) that highlighted the importance of external support in shaping an individual's career decisions.

Social Cognitive Career Theory (SCCT) is significant for comprehending the influence of self-efficacy, expectations from outcomes, and social support on career choices, and decision-making processes. SCCT posits that career preferences are shaped by the interplay of personal characteristics, including external variables, support from others, and behavioral influences. This theory posits that parental support, encompassing financially and motivational aspects, functions as a type of interpersonal encouragement that bolsters students' self-efficacy and affects the students' future career options. Support from the parents play an important role to the choices of the students for their future job, emotional motivation and material resources that boosts their self-esteem and their capability to do their own decision making. When all the main guardian, especially the parents, will involve themselves on the students' educational milestone, by providing affective guidance, their opinions on a particular career, and believing on what the students can do, the parents could elevate a foundational sense of self-confidence. This gives the students a sense of determination and to achieve their goals in life.

This context expounds that monetary aid pushes the students to chase higher education and proficient options on their future career, while intrinsic assistance sustains discovery of the different career journey and increases their self-esteem. According to some studies, students who were directly benefited in monetary aspect by their parents are inclined to take risk on complex job positions, especially to those who enter college studies.

In the next page demonstrates connection of the title of this paper. The study's variable which is parental assistance is considered as the main influence of the study; under which are the subtopics: monetary and emotional aid. The secondary impact is students' occupational choices. This paper scrutinizes the in-depth concept of parents' incitement and students' career option, the same goes to the financial capacity of the parents and emotional assistance that impacts the students' occupational options.

## II. METHODOLOGY

This study used descriptive correlational and causal research designs about the relationship between the parental support and students' career preferences. The descriptive research approach was selected due to its capacity to describe information. Johnson (2020) defined descriptive correlational research as a method used to explore relationships between two or more variables without manipulating them. This approach allows researchers to observe patterns and trends, though it does not establish causality between the variables.

Moreover, the study used a causal design to examine the extent to which parental financial and motivational support influenced the students' career choices. Miller (2020) defined causal research design as a method used to determine whether a relationship between two variables is causal rather than merely correlational. This approach typically involved controlled experiments or longitudinal studies to manipulate one variable and observe its effect on another.

The data collected for Problems 1 and 2 undergone analysis utilizing statistical techniques such as Weighted Mean and Standard Deviation. In the case of Problem number 3, the analysis involved the use of Pearson's Product Moment Correlation Coefficient to ascertain the presence and strength of a significant relationship between the parental support and the students' career preferences. Moreover, Problem 4 utilized Multiple Linear Regression.

## III. RESULTS AND DISCUSSION

**Problem 1.** What is the extent of parental support in terms of:

- 1.1 financial support; and
- 1.2 motivational support?

Table 1 showcases the extent of parental support. It registered an overall Mean of 3.90 with SD=0.54, described as Agree and interpreted as Supportive Level. This data imply that parents give their best in providing the support needed for their students. They try to provide balanced support in the financial and emotional aspects of the students' journey. They make sure that their

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presence and guidance is felt by their students. This kind of engagement can show up as helping with homework, encouraging good study habits, supporting their emotions or ensuring their children have what they need for school. Being there for their child after school and noticing their achievements help build a student's confidence and motivation. The information demonstrates parents trying to help their children learn and succeed.

**Table 1. Overall Parental Support**

| Variables                                                                                                                                           | Mean        | SD          | Description  | Interpretation    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------|-------------------|
| Financial Support                                                                                                                                   | 3.77        | 0.56        | Agree        | Supportive        |
| Motivational Support                                                                                                                                | 4.03        | 0.53        | Agree        | Supportive        |
| <b>Overall Mean</b>                                                                                                                                 | <b>3.90</b> | <b>0.54</b> | <b>Agree</b> | <b>Supportive</b> |
| <b>Note:</b> 4.21-5.00 Very Supportive 3.41-4.20 Supportive 2.61-3.40 Moderately Supportive<br>1.81-2.60 Less Supportive 1.00-1.80 Least Supportive |             |             |              |                   |

According to Delgado (2021) parents' support in any of the students' activities is important as it provides them with the energy to fight for their dreams. It gives them the assurance that no matter what happens, their parents are there to support and guide them all the way.

In the same table, the variable, *Motivational Support*, was rated as the highest, with the Mean of 4.03 and SD=0.53, described as Agree and interpreted as Supportive Level. This data imply that the students appreciate the emotional support and guidance they receive from their parents. It provided them the confidence to pursue their dreams and aspirations so that they can prepare for their future and be able to have better chances of landing a stable job or career.

According to Martinez (2022) the emotional support coming from the parents are vital for the students. It helps them carry on despite the pressure they feel and inspires them to perform their best in all the things that they do.

Meanwhile, the variable, *Financial Support*, was rated as the lowest, with the Mean of 3.77 and SD=0.56, described as Agree and interpreted as Supportive Level. The data imply that the students value the support given by their parents to be able to have the physical things they need in their studies and other school activity participations. They feel that their parents make sure that they go to school physically and mentally ready and presentable. Even though some families have more resources, students tend to believe that their parents try to meet their needs. Besides providing things, this help reassures students that their parents truly care about their well-being and education. If parents help their children arrive at school looking sharp and ready to learn, it encourages students to do their best in school. With financial backing, students are free to study and feel safe and stable. Even though the help students get is not the same for everyone, they are grateful for what their families do to support them. It points out that financial aid is very important for students' readiness and their entire time at school. According to Perez (2023) as well as Lapuhapu and Oco (2024) students that are well supported and guided by their parents are inspired to perform their best at school. They are confident on what they will do and perform as they already consulted their parents and even asks family members on possible scenario that will happen. Thus, they are not afraid to fail and not hesitant to reach their goals.

### Problem 2. What is the level of students' career preferences?

Table 2 shows the level of students' career preferences. It registered an overall Mean of 3.87 with SD=0.55, described as Agree and interpreted as Decided Level. The data show that students are confident about the careers they have chosen. Since the average score is 3.87, many students say they are sure about their career paths. With a standard deviation of 0.55, it is clear that students follow different paths, meaning that many have made up their minds, but some are still figuring out what they want to do. Because students have a clear preference for their careers, it means they have either learned enough, sought advice or developed their own interests.

Confidence in a career can result from parental advice, career advice at work, exposure to various fields or someone's passion for a particular job. Although most students feel confident, a few small changes in the data show that some might still wonder or be open to new choices. Because our lives and goals can change as we gain experience and learn new things. Students always look for opportunities and learn what they need to succeed. This information points out that mentors, educators and family help students make and confirm their career decisions. The data also imply that the students feel that their parents are supportive to the career preferences that they have. Their parents are also allowing them to discover the things they love to do which is connected to the career that might be suited to them. It is important to have preferences for a career or course so that when the parents cannot afford the expenses of the career chosen first by the students, they still have other options to select which means

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that they will not get discouraged immediately and panic on what are the next things to do. According to Torres (2020), students should list their preferences in not just one related career or course but to the other possible courses. This is because there is course that are quite expensive and that their parents might be able to support them. They also need to ask their parents about their plans so that they can also provide feedback on whether they can fully support it or not.

**Table 2. Career Preferences**

| Indicators                                                                                                          | Mean | SD   | Description | Interpretation |
|---------------------------------------------------------------------------------------------------------------------|------|------|-------------|----------------|
| 1. I enjoy working with my hands to build or fix things.                                                            | 4.14 | 0.51 | Agree       | Decided        |
| 2. I feel comfortable working outdoors or in environments that require physical labor.                              | 3.91 | 0.54 | Agree       | Decided        |
| 3. I enjoy solving problems by using physical tools or machines.                                                    | 3.70 | 0.57 | Agree       | Decided        |
| 4. I enjoy investigating how things work or finding out why something happens.                                      | 3.63 | 0.59 | Agree       | Decided        |
| 5. I am more interested in finding solutions to problems through research than through practical action.            | 3.98 | 0.53 | Agree       | Decided        |
| 6. I like analyzing data and drawing conclusions based on evidence.                                                 | 3.72 | 0.57 | Agree       | Decided        |
| 7. I feel inspired when I can create something unique, such as a painting, a song, or a story.                      | 3.80 | 0.56 | Agree       | Decided        |
| 8. I enjoy working in an environment where there is room for creativity and self-expression.                        | 3.81 | 0.56 | Agree       | Decided        |
| 9. I would prefer a career where I can design or create new and innovative products or art forms.                   | 4.07 | 0.52 | Agree       | Decided        |
| 10. I enjoy taking charge of projects or leading teams toward a goal.                                               | 4.10 | 0.52 | Agree       | Decided        |
| 11. I would enjoy working in a role that involves sales or marketing, where I can convince others to buy or invest. | 3.93 | 0.53 | Agree       | Decided        |
| 12. I am comfortable making decisions and persuading others to follow my ideas.                                     | 3.88 | 0.55 | Agree       | Decided        |
| 13. I would enjoy working in a role that involves sales or marketing, where I can convince others to buy or invest. | 3.85 | 0.55 | Agree       | Decided        |
| 14. I would enjoy a job that involves managing data, documents, or keeping records.                                 | 3.69 | 0.58 | Agree       | Decided        |
| 15. I prefer clear rules and expectations in a work environment.                                                    | 3.80 | 0.56 | Agree       | Decided        |
| Overall Mean                                                                                                        | 3.87 | 0.55 | Agree       | Decided        |

**Note:** 4.21-5.00 Very Supportive 3.41-4.20 Supportive 2.61-3.40 Moderately Supportive  
1.81-2.60 Less Supportive 1.00-1.80 Least Supportive

In the same table, indicator 1, *I enjoy working with my hands to build or fix things*, was rated the highest with Mean of 4.14 and SD=0.51, described as Agree and interpreted as Supportive Level. The data imply that the students believe that their future career or course is related to activities like building an item or fixing it. As a result, students might consider careers in engineering, construction, mechanics or technical trades. Their interest in practical work may come from what they care about, what they already know how to do or simply from enjoying the results of their work. Since they enjoy working with their hands, these professions need people to solve problems, be creative and have technical knowledge. Because this indicator scored so well, it is clear that more practical learning should be added to education. Taking part in workshops, internships and practical projects helps young people gain experience and confidence for jobs in construction, craftsmanship or repair work. The findings suggest that students are aware of their abilities and what they enjoy, so they choose careers that allow them to do practical work. This means that they may prefer to work on company where they will use their physical strength and mental capacity to earn. It is important for the students to determine their likes and dislike in doing things so that they can evaluate themselves if it aligns with the course or career they want to pursue. According to Rivera (2021) students must decide properly on what course to attend or take so that they will study it straightforward and not jump from one program to other as they find themselves undecided. Parents should also not dictate their students on what to take as they might just earn a degree out of obedience and not on their preference. This might lead to dropping out of school or being able to graduate but not liking to find a job relating to it.

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This kind of trait is usually relating to scientific related courses that oftentimes expensive and requires high intellectual capacity and endurance. There are parents that can afford to support their students on this line of studies. There are also that cannot but still can pursue as there are scholarship offerings from either private or public agencies and even through sponsorships.

According to Gutierrez (2022) there are even companies that supports students to study medical related fields and eventually hire them once they graduate provided that they are performing well on their studies and internships. In government agencies, they will be required to do a return service to any government agency as payment for the allowance and tuitions they receive at the course of their study period.

**Problem 3.** Is there a significant relationship between the extent of parental support and the level of students' career preferences?

**Table 3. Test of Correlation Between Parental Support and Career Preferences**

| Variables            | r-value | p-value | Level of Correlation     | Decision  | Interpretation |
|----------------------|---------|---------|--------------------------|-----------|----------------|
| Financial Support    | 0.346   | 0.003   | Low Positive Correlation | Reject Ho | Significant    |
| Motivational Support | 0.442   | 0.001   | Low Positive correlation | Reject Ho | Significant    |

**Note:** 0.91 - 1.00 Very High Positive Correlation      0.71 – 0.90 High Positive Correlation  
0.51 – 0.70 Moderate Positive Correlation      0.31 – 0.50 Low Positive Correlation  
0.00 – 0.30 Negligible Positive Correlation      *Significant when computed p-value <0.05*

Table 3 showcases the Test of Correlation Between Parental Support and Career Preferences. The independent variable is parental support focusing on financial and motivational support while the dependent variable was the students' career preferences.

*Financial Support* registered an r-value of 0.346 with computed p-value of 0.003. The computed p-value was less than the p-critical value at 0.05 level of significance. The data imply that significant low positive correlation was established between parental support and career preferences when financial support is taken into account. Thus, the null hypothesis is rejected. Financial support is essential to the study of the students. It enables them to comply their needs that require physical materials and it enables them to buy majority of their basic needs. Parents try their best to make sure that they are good provider as they have the feeling that they do not want their children to suffer the hardships they had when they were at their students' age. As parents, it is also their source of pride to fully support their students and that their students are performing well as school. According to Santos (2020) it is by nature that parents will support for the needs of their students at school. They want the best for their students that if they can afford, they would even send them to better and popular schools so that by the time they graduate, landing a job or building a career would be easier for them.

*Motivational Support* registered an r-value of 0.442 with computed p-value of 0.001. The computed p-value was less than the p-critical value at 0.05 level of significance. The data imply that significant low positive correlation was established between parental support and career preferences when motivational support is taken into consideration. Thus, the null hypothesis is rejected. Motivational support might not be physically seen but its impact on the students is crucial. Nowadays, a lot of individuals specially the young struggle with their mental issues and challenges. They find it difficult to confront and even share with others. It is important for the parents to not just provide the students with financial support but even on the motivational and emotional support. This will help the students become more stable and confident emotionally. It appears from the data that motivational support is more closely linked to career preferences than financial support, but both are still relatively low. When parents provide more motivation, students' career choices become more influenced by their parents.

Although motivational support cannot be measured like money, it appears to strongly affect a person's confidence, ambitions and determination in their chosen career. Because the p-value is so important, it confirms that having support, direction and emotional backing in career choices is significant. Because financial and motivational support are not always the same, it seems that things like self-confidence and personal goals can affect preferences differently from what resources offer. According to Apambilla et al. (2024) motivational support is far more important than other form of support that parents can give to their children or students. It is something that money cannot buy or level with in terms of importance. Students in their adolescent period of growth encounters a lot of questions and curiosity about themselves that when not properly guided might result to being with wrong people and even emotional struggles leading to stress and worst depression. Thus, parents should provide emotional and motivational support to their children aside from the financial aspects.

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**Problem 4.** Which of the independent variable predicts singly or in combination the students' career preferences?

Table 4 presents regression analysis if independent variable parental support in terms of financial support and motivational support predict students' career preferences. Results show that the 32% of the variance is explained by the two (2) predictors,  $F(8.446)$ ,  $p < .001$ . Specifically, motivational support ( $\beta=0.8755$ ,  $t\text{-value}=4.3789$ ,  $p\text{-value} < .001$ ) are positively associated with students' career preferences. It can be inferred that if the parents are able to increase their support in terms of motivational support by 1% it will also increase the students' career preferences respectively. This suggests that parents' support can have better learning performance and career preferences for the students. The students will have the confidence to think for their future endeavors considering the feeling and assurance that their parents will support them and their plans. According to Garcia (2020) when parents show their support, assistance and guidance, their students become inspired and motivated to do their best to give back or reward their parents of their sacrifices for them. It even help them to take risk because they know that their parents will understand them as long as it is for the betterment of their performance and their development.

Thus, students could use this support to pursue their dreams, check out different career paths or overcome problems with confidence. Having parents on your side can give you strength, help you stick with it and make you feel less nervous about not succeeding. Being aware of their support system helps students face challenges knowing their efforts and dreams are valued over a short period of time

**Table 4. Regression Analysis Between Parental Support and Career Preferences**

| Variables            | UC     |                | SC                      |  | t-value | Sig. (P-value) | Decision  |
|----------------------|--------|----------------|-------------------------|--|---------|----------------|-----------|
|                      | B      | SE             | B                       |  |         |                |           |
| Constant             | 0.3816 | 0.4473         | 0.2988                  |  | 4.4987  | 0.001          |           |
| Financial Support    | 0.3567 | 0.2739         | 0.2546                  |  | 1.3123  | 0.075          | Accept Ho |
| Motivational Support | 0.6794 | 0.8857         | 0.8755                  |  | 4.3789  | 0.001          | Reject Ho |
|                      | R      | R <sup>2</sup> | Adjusted R <sup>2</sup> |  | f-value | Sig. (P-value) | Decision  |
| Model                | 0.434  | 0.322          | 0.311                   |  | 8.446   | 0.001          | Reject Ho |

Legend: UC = Unstandardized Coefficients

SC = Standardized Coefficients

Dependent Variable = Teaching Performance

Significant when computed  $p\text{-value} < 0.05$ .

On the other hand, financial support ( $\beta=0.2546$ ,  $t\text{-value}=1.3123$ ,  $p\text{-value}=0.075$ ) was not significantly associated with students' career preferences. This suggests that parents' support like providing all the financial needs of the students have no bearing on their career preferences. This might be contributed to the fact that financial challenges nowadays can longer be considered as lone burden of the parents considering the availability of scholarships and sponsorships specially to those underprivilege but academically and hardworking students. These students will usually thrive and flourish in their chosen career as they know the value of hard work, patience and perseverance. The rise and fall of scholarships and sponsorships changes the usual way people think about money for education. Students from poorer families who get financial help tend to become strong and self-reliant and they decide on their careers based on their own goals, not on their parents' financial support. Being diligent, enduring and tenacious shows that personal drive and what people go through in life may weigh more in career decisions than financial help. According to Chavez (2021) companies nowadays do not just look at the scholastic records of the students or applicants but also look into their work ethics and personality. Thus, parents should also help their children not just to excel academically but being able to mingle and collab with others to achieve common goals and objectives.

## IV. CONCLUSIONS

Based on the findings presented, the following conclusions can be drawn from the study:

1. Parents support the financial and motivational needs of the students.
2. Students have decided what career they want, and influenced by their own dreams with the help of their parents.
3. Parents' support is linked with the students' career preferences.
4. Motivational support is the biggest predictor for students' career preferences.

## V. RECOMMENDATIONS

In light of the findings and conclusions outlined above, the following recommendations are presented:

## Parental Support to Students' Career Preferences

1. Parents may maintain their high level of support to their students. They should give their best in providing better financial support to their students.
2. Parents should keep encouraging students to help them confidently work toward their goals and decide the right career path.
3. Parents should always look for the welfare and development of their students by guiding, motivating and providing them with their needs and interests.
4. School administrators and teachers may provide training for parents in providing support for their students, especially on their emotional wellbeing.

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