

# The Role of Parental Support in Career Decision-Making among Grade 12 Students of Malitbog, Bukidnon for the School Year 2024-2025

<sup>1</sup>Julsie M. Janio, <sup>1</sup>Joseph M. Janio, <sup>1</sup>Jhenerose B. Ayudtod,  
<sup>1</sup>Shellee Lavhane B. Quilang & <sup>2</sup>Jessa J. Salait, MPSM, MBM  
<sup>1</sup>Bukidnon State University, Malitbog Campus  
<sup>2</sup>Bukidnon State University, Philippines

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## ABSTRACT

This study aims to explore the role of parental support in the career decision-making process of Grade 12 students in Malitbog, Bukidnon, for the school year 2024-2025. Understanding the influence of parental guidance, encouragement, and involvement can help identify the extent to which it shapes students' career choices and aspirations. This study used a descriptive-correlational research design and regression analysis with 141 respondents. This study involved the Grade 12 students of Malitbog Agricultural High School (MAHS) and San Luis National High School (SLNHS) for the school year 2024-2025, enrolled in the 2nd semester, ranging from research design and sampling techniques to instrumentation and statistical treatment. This study used a descriptive-correlational research design and regression analysis with 141 respondents. Additionally, the chapter will provide information on the implementation of data collection, including relevant details about the participants and the subsequent analytical procedure. The result of the study revealed a nearly even distribution between male and female respondents, with a slightly higher number of females. The majority of the respondents were in the range of 17-22 years old; the majority were single, and the majority of the respondents had 4-6 siblings; the data also revealed that the majority of respondents reported a family income of less than ₱9,520.00php as their monthly income, majority of the respondents were General Academic Strand (GAS) students. The Level of Students' preferred and intended career choices in terms of Personal Capabilities and Strength had an overall mean of 3.06, and The Level of Students' preferred and intended career choices in terms of Access to Career information had an overall mean of 3.05. The parental support perceived by students' satisfaction in the career chosen in terms of Financial Support had an overall mean of 3.10, and the parental support perceived by students' satisfaction in the career chosen in terms of Emotional. Support/Guidance Support had an overall mean of 3.19, the parental support perceived by student's satisfaction in the career chosen in terms of Autonomy Support had an overall mean of 3.23, the result of the Relationship between Parental Support and Students Career Decision-Making in Career Decision-Making Confidence had 3.17, and the Parental Support and Students Career Decision-Making in Parental Influence vs. Personal Decision had 3.14, all of the indicators described as "most of the time." This study investigated the role of parental support in career decision-making among Grade 12 students in Malitbog, Bukidnon, for the school year 2024-2025. The results underscored the importance of parental involvement through encouragement, guidance, and financial support, which significantly boosted students' confidence in choosing their career paths. It highlighted that parents directly influence their children's career choices by offering advice, sharing personal experiences, and backing their educational aspirations.

**Keywords:** *Personal Capabilities and Strength, Access to Information, Emotional/Guidance Support, Financial Support, Autonomy Support.*

## INTRODUCTION

One of the developmental tasks for students at the end of senior high school is the decision to pursue a professional career. These involve deciding on career goals, choosing a profession, and selecting the educational institutions that will lead them to the desired profession (Pecjak, 2020). Some adolescents do not have significant difficulties choosing a career, but others have to deal with them before or during

the career decision-making process. It often results in career indecision when the choice of further education should already have been made. Parents and children often disagree with each other's expectations and beliefs about career development, for example, the extent to which parents are expected to influence their child's final decision about their future career development, often leading them to find themselves on "different shores" (Amundson & Penner, 1998). This discrepancy usually arises from different representations by parents and children of what the supportive role of parents should be - where does support become parental pressure or whether the absence of parental pressure is the same as lack of support. Parents may support or hinder the development of their children's interests, professional aspirations, exploration of educational or occupational alternatives, forming a professional identity, and career decisions in general. Parents also play an essential role in career choice (Pečjak et al. 2019).

Parents used the opportunity to consult their children individually about the further education they wanted to pursue in the last grade of Senior High school (grade 12). They influence their career development directly and indirectly through interactions with the child regarding career decision-making. At the relationship level, parents move on a continuum in their child's career decision-making process -from being their supporters to making decisions for them (Pirc et. al., 2020). In Addition of, Parental support is vital for the development of children's values, interests, and skills, which are crucial for the development of students' motivation and aspirations to set and achieve professional goals, as well as in the final stage when a child has to make a specific decision to continue schooling at a particular school/study program. In the early stage of career decision-making, which usually takes place in a pleasant atmosphere, the parents generally support the adolescent by providing assistance and various suggestions to make the adolescent aware of the career decision-making process and encourage them to learn about different schools/ occupations. On the other hand, parental control could lead to greater passivity in children in preparing for a career. Parental support is crucial in the career decision-making process of Grade 12 students from San Luis National High School and Malitbog Agricultural High School they influence and support their children's decisions on what career path they want in college. The study indicates that students who receive strong parental encouragement, guidance, and financial support tend to have greater confidence in choosing their career paths. Parents influence their children's career choices by providing advice, sharing experiences, and supporting their educational aspirations. However, parental support levels vary due to financial capability, educational background, and awareness of career opportunities. Some students face challenges when parental expectations conflict with their interests, leading to indecisiveness or pressure in career selection. Overall, the study underscores the importance of open communication between parents and students and career guidance programs that involve parents in decision-making. Strengthening parental involvement can help students make well-informed career choices that align with their skills, interests, and aspirations. In this section, the researchers provide theoretical foundations to explain the role of parental support in career decision-making among grade 12 students.

The study was anchored by the theory of Social Learning by Albert Bandura (1977) and was cited by Krumboltz (2016). According to Bandura, he believes that humans are active information processors who consider the relationship between their behavior and its consequences. He added that social learning theory suggests that people learn new behaviors by observing and imitating others. The theory emphasizes the importance of observational learning, where individuals acquire knowledge, skills, attitudes, and beliefs by watching the actions of others and the consequences that follow, leading to the modeling and adoption of observed behaviors. Krumboltz (2016) additionally explains that the Social Learning Theory of career choice explains how parents' educational background influences their children's career choices. The theory explains that people's social learning impacts their career choices, including their experiences with people, events, and institutions. Learning experiences play a significant role in what career an individual picks. Learning experiences can be obtained from the

family, school, peer group, and any event that may have an impact on an individual. Family learning experiences could mainly come from parents, siblings, or significant others in the home. Depending on the type of learning acquired from these groups, an individual's choice may be influenced. Supported learning experiences as one of the factors that can affect students' choices, with the observation that the school curriculum is determined by the aspirations of the society and the exposure an individual has in the family, school, church, and peer group, which go a long way to determine their career choice. Applying this social learning theory of career choice to the happenings in the world of work today, the researchers carefully observed that the type of learning experiences teenagers acquire from their parents is primarily rooted in the educational background of those parents. Some parents with a low educational background may have talked their children into following their family business or talked them out, since they may want their children to make it into what they could not make. Some other parents with high educational backgrounds may demand that their children follow their profession or go into another profession based on what they think will boost the family's ego. It follows that students who are into one vocation or the other may have entered as a result of learning experiences from parents of different educational backgrounds.

## **MATERIALS & METHODS**

This chapter provided a comprehensive overview of the various data-gathering and analysis approaches relevant to the study. The study involved Grade 12 students from Malitbog Agricultural High School (MAHS) and San Luis National High School (SLNHS) for the school year 2024-2025, enrolled in the 2nd semester, covering topics ranging from research design and sampling techniques to instrumentation and statistical treatment. Additionally, the chapter provided information on the implementation of data collection, including relevant details about the participants and the subsequent analytical procedures.

The researcher used a quantitative research design, which dealt with numbers, logic, and an objective stance. Its purpose was conclusive as it sought to quantify the problem and understand its extent, aiming for results that could be projected to a larger population. Moreover, a descriptive research method was employed since the study aimed to describe the role of parental support in career decision-making among Grade 12 students.

One hundred forty-one (141) respondents were selected and involved in the study. They were randomly stratified by sampling based on demographic information such as age, sex, family income, marital status, number of siblings, and academic strand. The researchers used a four-point Likert scale for scoring. This enabled respondents to express their opinions and attitudes about the study, while allowing the researchers to obtain specific responses and understand the participants' perspectives on the current research issues.

The study was anchored on Social Learning Theory by Albert Bandura (1977), as cited by Krumboltz (2016). According to Bandura, humans are active information processors who consider the relationship between their behavior and its consequences. He explained that social learning theory suggests people learn new behaviors by observing and imitating others. The theory emphasizes the importance of observational learning, where individuals acquire knowledge, skills, attitudes, and beliefs by watching others' actions and the outcomes, leading to the modeling and adoption of these behaviors.

Krumboltz (2016) further explained that the Social Learning Theory of career choice illustrates how parents' educational background influences their children's career choices. The theory posits that social learning impacts career decisions through experiences with people, events, and institutions. Learning experiences significantly influence the careers individuals choose. These experiences may come from family, school, peer groups, and other impactful events. Family learning experiences primarily arise

from parents, siblings, or other significant people in the home.

## RESULTS AND DISCUSSION

### 1. What is the demographic profile of the students in terms of:

#### 1.1 Age

#### 1.2 Sex

#### 1.3 Family Income

#### 1.3 Marital Status

#### 1.4 Number of Siblings

#### 1.5 Academic Strand

Table 1 presents the respondents' frequency and percentage distribution in terms of age. The data revealed that a majority of the respondents, totaling 135 or 95.7 percent, fall within the 17 to 22-year-old age group. Meanwhile, 5 respondents, accounting for 3.5 percent, belong to the 23 to 28-year-old category. Additionally, only 1 respondent, representing 0.7 percent, is within the 29 to 34-year-old range. The results indicate that most respondents are between 17 to 22 years old, suggesting that the sample is predominantly composed of younger individuals, possibly students or early-career adults. This age concentration may influence the study findings by reflecting perspectives and experiences common among younger age groups.

**Table 1.**  
***Frequency and Percentage Distribution of the Respondents' Age***

Age	Frequency	Percentage
17-22 years old	135	95.7%
23-28 years old	5	3.5%
29-34 years old	1	0.7%
<b>Total</b>	<b>141</b>	<b>100%</b>

Table 2 presents the respondents' frequency and percentage distribution in terms of sex. The data revealed that 73 respondents, accounting for 51.8 percent, are female, while 68 respondents, or 48.2 percent, are male. The results show a nearly even distribution between male and female respondents, with a slightly higher number of females. This balance in gender representation helps ensure that perspectives from 38 both sexes are fairly represented in the study, contributing to a more comprehensive and unbiased analysis of the findings.

**Table 2.**  
***Frequency and Percentage Distribution of the Respondents' Sex***

Sex	Frequency	Percentage
Female	73	51.8%
Male	68	48.2%
<b>Total</b>	<b>141</b>	<b>100%</b>

Table 3 presents the respondents' frequency and percentage distribution in terms of family income. The data revealed that the majority of respondents, totaling 111 or 78.7 percent, reported a family income of less than ₱9,520.00. A total of 23 respondents, accounting for 16.3 percent, indicated a monthly family income ranging from ₱9,520.00 to ₱19,040.00. Meanwhile, 5 respondents, or 3.5 percent, fall within the ₱19,040.00 to ₱38,080.00 income range. Additionally, only 1 respondent each (representing 0.7 percent respectively) reported family incomes in the ranges of ₱38,080.00 to ₱66,640.00 and ₱114,240.00 to ₱190,400.00. No respondents reported incomes within the ₱66,640.00 to ₱114,240.00 or above ₱190,400.00 brackets. These results indicate that a significant portion of the respondents come from low-income families, with the majority earning below ₱9,520.00. This suggests that socioeconomic status could be a relevant factor influencing the respondents' experiences, choices, or behaviors, and should be considered in interpreting the study's outcomes.

**Table 3.**  
***Frequency and Percentage Distribution of the Respondents Family Income***

<b>Family Income</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 9,520.00	111	78.7
9,520.00-19,040.00	23	16.3
19,040.00-38,080.00	5	3.5
38,080.00-66,640.00	1	0.7
66,640.00-114,240.00	0	0
114,240.00-190,400.00	1	0.7
190,400.00	0	0
<b>Total</b>	<b>141</b>	<b>100%</b>

Table 4 presents the respondents' frequency and percentage distribution in terms of marital status. The data revealed that the overwhelming majority of respondents, totaling 134 or 95.0 percent, are single. Only 7 respondents, representing 5.0 percent, indicated that they are married. These results suggest that most of the respondents are unmarried, which is likely reflective of a younger demographic. This marital status distribution may influence the respondents' responsibilities, lifestyle choices, and perspectives—factors that could play a role in the context of the study's findings.

**Table 4.**  
***Frequency and Percentage Distribution of the Respondents Marital Status***

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	134	95.0
Married	7	5.0
<b>Total</b>	<b>141</b>	<b>100%</b>

Table 5 presents the respondents' frequency and percentage distribution in terms of the number of siblings. The data revealed that 62 respondents, accounting for 44.0 percent, have 4 to 6 siblings, making it the most common group. A total of 51 respondents, or 36.2 percent, reported having 0 to 3 siblings, while 28 respondents, representing 19.9 percent, indicated having 7 or more siblings. These results indicate that the majority of respondents come from moderately sized families with 4 to 6 children. This suggests a trend toward larger family sizes, which may have implications on aspects such as resource sharing, family responsibilities, or socioeconomic background, factors that could influence the respondents' outlooks and experiences within the context of the study.

**Table 5.**  
***Frequency and Percentage Distribution of the Respondents' Marital No. of Siblings***

Sex	Frequency	Percentage
0-3	51	36.2
4-6	62	44.0
7 and above	28	19.9
<b>Total</b>	<b>141</b>	<b>100%</b>

Table 6 presents the respondents' frequency and percentage distribution in terms of academic strand. The data revealed that the majority of respondents, totaling 94, or 66.7 percent, are enrolled in the Technical Vocational Learning (TVL) strand. This is followed by 42 respondents, representing 29.8 percent, who are in the Humanities and Social Sciences (HUMSS) strand. A smaller portion, 5 respondents or 3.5 percent, are in the Shielded Metal Arc Welding (SMAW) program. Notably, there were no respondents from the General Academic Strand (GAS) and the Science, Technology, Engineering, and Mathematics (STEM) strand. The results indicate that most of the respondents are pursuing vocational and technical education, particularly in the TVL strand. This distribution reflects a practical and skills-based academic focus among the majority of the respondents, which may influence their career aspirations, competencies, and overall outlook—key factors relevant to the context of the study.

**Table 6.**  
***Frequency and Percentage Distribution of the Respondents Academic Strand***

Academic Strand	Frequency	Percentage
General Academic Strand (GAS)	0	0
Technical Vocational Livelihood (TVL)	94	66.7
Shielded Metal Arc Welding (SMAW)	5	3.5
Humanities and Social Sciences (HUMSS)	42	29.8
Science, Technology, Engineering, and Mathematics (STEM)	0	0
<b>Total</b>	<b>141</b>	<b>100%</b>

## 2. What are the student's preferred and intended career choices in terms of;

### 2.1 Personal Capabilities and Strength

### 2.2 Access to Information

**Table 7**  
**The Level of students' preferred and intended career choices in terms of Personal Capabilities and Strength**

Indicators	Mean	SD	Description
1. I have already decided my college course and my intended career path.	3.09	0.73	<i>Agree</i>
2. I am confident that my abilities align with my preferred career choice.	2.95	0.70	<i>Agree</i>
3. I choose my intended career based on my skills and strengths.	3.03	0.60	<i>Agree</i>
4. I believe my talents will help me succeed in my chosen career.	3.10	0.60	<i>Agree</i>
5. I have assessed my strengths before making decision on my career choice.	3.11	0.61	<i>Agree</i>
<b>Overall Mean</b>	<b>3.06</b>	<b>0.65</b>	<b><i>Agree</i></b>

*Legend: 1.00 – 1.75 ( Strongly Disagree), 1.76 – 2.50 ( Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)*

Table 7 presents the level of students' preferred and intended career choices in terms of Personal Capabilities and Strength. The overall average mean is 3.06 (SD=0.65), which falls under the description "Agree" and is interpreted as "Most of the time". This implies that students generally consider their personal strengths and capabilities when deciding on their career paths. This finding indicates a conscious alignment of self-awareness with career planning. According to Brown and Lent (2020), individuals with higher self-efficacy and a stronger understanding of their strengths are more likely to make informed and confident career decisions. Similarly, the study by Khasanzyanova et al. (2021) supports the idea that students who are aware of their competencies are better equipped to navigate their career paths. Moreover, research by Caballero and Walker (2019) emphasizes that career decision-making improves significantly when students engage in reflective practices about their personal skills and aspirations. The indicator "I have assessed my strengths before making a decision on my career choice" obtained the highest mean score of 3.11 (SD=0.61), which also corresponds to "Agree" and interpreted as "Most of the time". This suggests that many students engage in self-assessment before choosing a career, highlighting the importance of introspection in career planning. This practice is crucial as it allows individuals to align their career choices with their inherent strengths and interests. According to Komarraju et al. (2019), self-assessment helps students recognize where they can excel, contributing to increased

motivation and success in their chosen fields. Additionally, a study by Succi and Canovi (2020) emphasizes the role of personal reflection in enhancing employability, as students who understand their strengths are more capable of setting realistic and fulfilling career goals. Conversely, the indicator “I am confident that my abilities align with my preferred career choice” recorded the lowest mean score of 2.95 (SD=0.70), still interpreted as “Agree,” and interpreted as “Most of the time,” but relatively lower compared to other items. This suggests that while students do consider their strengths in career planning, some still experience uncertainty about whether their current abilities are sufficient for their desired career paths. This gap may reflect a lack of practical exposure or mentorship, leading to reduced self-confidence. According to Germeijs and Verschueren (2020), career decision-making confidence plays a vital role in career development, and a lack of alignment can hinder progress. Similarly, research by Ribeiro et al. (2021) found that students often struggle with confidence due to limited career guidance or opportunities for skill development, suggesting the need for improved career counseling interventions.

**Table 8**  
**The Level of Student’s preferred and intended career choices in terms of Access to Career information**

Indicators	Mean	SD	Description
1. I have access enough information or resources about different career options.	2.99	0.69	Agree
2. My school provides sufficient career guidance and counseling	3.09	0.71	Agree
3. I have research job opportunities before choosing a career path	2.94	0.70	Agree
4. I believe students in this field are generally inclusive and accessible.	3.07	0.67	Agree
5. I receive career choice advice from my teachers, parents, or mentors.	3.14	0.70	Agree
<b>Average Mean</b>	<b>3.05</b>	<b>0.70</b>	<b>Agree</b>

*Legend: 1.00-1.75 Strongly Disagree, 1.761-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree.*

Table 8 presents the level of students preferred and intended career choices in terms of Access to Career Information. The overall average mean is 3.05 (SD=0.70), which corresponds to the description “Agree” and interpreted as “Most of the time”. This indicates that students generally acknowledge having access to career-related information and support systems that aid in their decision-making process. The result suggests a moderately positive perception of the availability of career resources among students. According to Watson and McMahon (2019), access to timely and relevant career information plays a critical role in helping students make informed career choices. Moreover, Gati and Saka (2018) noted that the availability of comprehensive career information can significantly reduce decision-making difficulties. A recent study by Lemoine et al. (2022) supports this by highlighting that well-structured career guidance programs enhance students' awareness and preparedness for future careers.

The item “I receive career choice advice from my teachers, parents, or mentors” received the highest mean score of 3.14 (SD=0.70), interpreted as “Agree” and interpreted as “Most of the time”. This finding implies that students often rely on their immediate support networks—such as



family members, educators, or mentors—for career advice. Such sources of guidance are vital, as they offer both emotional support and practical insights. According to Dietrich and Kracke (2020), the influence of parents and teachers is a strong predictor of adolescents' career decisions, particularly when students are unsure of their options. Additionally, Sawitri et al. (2021) emphasized the importance of parental and teacher involvement in fostering students' career self-efficacy, which strengthens their decision-making capacity. Furthermore, Hooley et al. (2018) found that mentorship programs provide students with clearer, more realistic career expectations.

On the other hand, the statement "I have research job opportunities before choosing a career path" garnered the lowest mean score of 2.94 (SD=0.70), still classified as "Agree" and interpreted as "Most of the time" but comparatively lower than the other indicators. This suggests that while students have access to general career advice and guidance, they may not be engaging in more in-depth, independent research regarding specific job opportunities. This gap may reflect a lack of training in information-seeking behavior or limited awareness of available tools. According to Osborn and Dikel (2019), many students struggle to conduct effective career research due to unfamiliarity with labor market data and job outlook resources. Similarly, DeWitt and Archer (2021) noted that students from schools with limited career guidance infrastructure may not be adequately exposed to comprehensive career research activities, emphasizing the need for better integration of labor market information in school curricula.

### **3. What is the level of parental support perceived by students' satisfaction in chosen career in terms of;**

- 3.1 Financial Support**
- 3.2 Emotional Support/Guidance support**
- 3.3 Autonomy Support**

Table 9 presents the level of parental support perceived by students' satisfaction in their chosen career in terms of Financial Support. The overall average mean is 3.10 (SD=0.69), which falls under the description "Agree" and is interpreted as "Most of the time". This implies that students generally acknowledge the importance of financial backing from their parents in shaping and supporting their career decisions. Financial stability and support are crucial factors that can enhance a student's ability to focus on long-term goals without the stress of financial constraints. According to Ahmed et al. (2020), parental financial support significantly contributes to academic persistence and career satisfaction. Similarly, Chen and DesJardins (2018) found that students who receive financial backing are more likely to feel secure and motivated in their educational pursuits. This suggests that while not all students may receive full financial support, the presence of even moderate parental assistance is a strong factor in career confidence and satisfaction.

The highest mean score was observed in the indicator "I believe that my parents are willing to financially support my chosen college course" with a value of 3.28 (SD=0.68), which falls under the description "Strongly Agree" and interpreted as "All the time". This highlights a strong level of trust and perceived support from parents when it comes to educational investments. Students who feel financially supported are more likely to pursue their preferred career paths without compromise. According to Hossler et al. (2019), students' confidence in receiving financial assistance from their families directly influences their academic and career planning. Likewise, findings by D'Ambrosio et al. (2021) support the idea that perceived parental willingness to provide financial support positively impacts a student's long-term educational engagement and career goal setting. Although still interpreted as "Agree" and interpreted as "Most of the time", the item "My parents provide information about scholarships or financial aid for my studies" had the

lowest mean score of 2.94 (SD=0.69). This suggests that although parents are generally financially supportive, they may not actively guide or inform their children about alternative financial aid options. This gap could point to a lack of awareness or understanding on the part of the parents. According to Perna (2018), many families, particularly those from lower socioeconomic backgrounds, often lack the knowledge or resources to explore external funding opportunities. Similarly, a study by Radwin et al. (2020) indicated that parental involvement in seeking scholarships is often limited unless supported by school counseling programs, highlighting the need for increased awareness and information dissemination at both household and institutional levels.

Table 9

**The Level of parental support perceived by students' satisfaction in the career chosen in terms of Financial Support**

Indicators	Mean	SD	Description
1. I believe that my parents' are willing to financially support my chosen college course.	3.28	0.68	Strongly Agree
2. I believe my parents financial status influences my career decision	2.98	0.67	Agree
3. My parents provide information about scholarships or financial aid for my studies	2.94	0.69	Agree
4. I believe I am secure knowing my parents will help my educational expenses	3.21	0.66	Agree
5. I feel that without financial support affects my confidence in pursuing my career choice.	3.10	0.73	Agree
<b>Average Mean</b>	<b>3.10</b>	<b>0.69</b>	<b>Agree</b>

*Legend: 1.00-1.75 Strongly Disagree, 1.761-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree.*

Table 10 presents the level of parental support perceived by students' satisfaction in their career choice in terms of Emotional Support. The overall average mean is 3.17 (SD=0.68), described as "Agree" and interpreted as "Most of the time". This suggests that students generally feel emotionally supported by their parents in their career-related decisions. Emotional support is a critical factor that can boost confidence, reduce anxiety, and foster a positive outlook toward career planning. Research by Turner et al. (2019) emphasized that emotional encouragement from family contributes significantly to students' well-being and satisfaction with career decisions. Similarly, García and Alvarado (2021) found that emotionally supportive environments positively impact students' motivation and engagement with long-term career goals. These findings reinforce the notion that students are more likely to thrive academically and professionally when they feel emotionally validated by their families.

The highest mean score in this table is 3.25 (SD=0.68), observed in the item "My parents are emotionally supportive of my career decisions." This is interpreted as "Agree" and interpreted as "Most of the time," but it is very close to the threshold of "Strongly Agree," indicating a strong parental presence in the emotional aspects of students' career choices. Emotional support from parents can strengthen a student's sense of identity and autonomy, both of which are crucial during career exploration. According to Keller and Whiston (2020), students who perceive their parents as emotionally supportive are more confident in making independent career choices. Furthermore, a study

by Esteban-Guitart et al. (2022) emphasized the role of familial emotional backing in reducing indecision and enhancing goal clarity during adolescence.

The lowest mean score, 3.03 (SD=0.67), was recorded for the item “My parents listen to my concerns about my career path.” Although still rated as “Agree” and interpreted as “Most of the time,” this slightly lower score suggests a gap in active listening or open communication between students and their parents. This may imply that while emotional support is perceived overall, some students feel that their deeper concerns about their careers are not fully heard or understood. Research by Dietrich and Salmela-Aro (2018) noted that emotional support must include empathetic communication to be fully effective. In addition, Choi et al. (2021) found that students who experience limited parental responsiveness in career discussions may face challenges in expressing their aspirations, highlighting the need for stronger two-way communication.

**Table 10**  
**The Level of parental support perceived by students’ satisfaction in career chosen in terms of Emotional Support/Guidance Support**

Indicators	Mean	SD	Description
1. My parents are supportive of my chosen career path.	3.27	0.69	Strongly Agree
2. My parents encourage me to pursue my career goals.	3.27	0.66	Strongly Agree
3. My parents offer me encouragement and motivation when I feel discouraged about my career.	3.17	0.71	Agree
4. My parents provide me with constructive feedback and advice on my career choices.	3.13	0.74	Agree
5. I feel confident in my parents' belief in my career abilities.	3.14	0.76	Agree
<b>Average Mean</b>	<b>3.19</b>	<b>0.71</b>	<b>Agree</b>

*Legend: 1.00-1.75 Strongly Disagree, 1.761-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree.*

Table 11 presents the level of parental support perceived by students’ satisfaction in their chosen career in terms of Autonomy Support. The overall average mean is 3.23 (SD=0.64), which falls under the description “Agree” and is interpreted as “Most of the time”. This indicates that students generally feel a sense of autonomy in their career decisions, supported by their parents. Autonomy support from parents is crucial as it fosters independent decision-making, confidence, and ownership over one’s career path. According to Soenens and Vansteenkiste (2018), parental support for autonomy is positively associated with adolescents’ intrinsic motivation and career decision-making. Similarly, Wang and Heppner (2019) noted that when students perceive their parents as autonomy-supportive, they are more likely to engage in active career exploration and planning. These findings support the notion that even when parents do not fully agree with the child’s career path, their respect for autonomy leads to better career satisfaction.

The highest mean score is 3.28 (SD=0.61) for the item “My parents support my efforts to develop my skills and knowledge related to my chosen career,” which is described as “Strongly Agree” and interpreted as “All the time”. This emphasizes that, beyond emotional and financial support, parents are significantly involved in skill-building efforts and fostering the growth needed to succeed in a chosen field. It reflects a deeper, more practical form of autonomy support, where parents not only

allow freedom of choice but also contribute to the student's development. According to Grolnick and Pomerantz (2020), such support strengthens students' self-efficacy and reinforces their belief in their abilities. In alignment, Lau and Li (2021) found that adolescents who receive active skill development support from their parents are more likely to persist in their chosen careers and report greater satisfaction. Although it is still within the "Agree" range and interpreted as "Most of the time", the indicator "My parents encourage me to explore different career options and make my own choices" has the lowest mean score, 3.17 (SD=0.63), which may indicate that some students feel a little less supported when it comes to pursuing a variety of career paths. This could reflect a tendency among some parents to steer their children toward traditionally "secure" or "prestigious" careers, possibly limiting the student's exploration phase. According to Dietrich and Kracke (2018), although many parents intend to be supportive, they may unconsciously exert pressure that narrows students' perceived options. Similarly, Yoon and Lau (2022) emphasized the importance of exploration freedom in early career development, pointing out that restrictive guidance can hinder long-term satisfaction and flexibility in career planning.

**Table 11**  
**The Level of parental support perceived by student's satisfaction in career chosen in terms of Autonomy Support**

Indicators	Mean	SD	Description
1. My parents respect my decisions about my career path, even if they don't fully agree.	3.26	0.73	Agree
2. My parents encourage me to explore different career options and make my own choices.	3.17	0.63	Agree
3. My parents support my efforts to develop my skills and knowledge related to my chosen career.	3.28	0.61	Strongly Agree
4. I feel free to choose a career that aligns with my interest and abilities without relying what my parents wants	3.23	0.60	Agree
5. I feel empowered to pursue a career based on my goals and aspirations	3.20	0.62	Agree
<b>Average Mean</b>	<b>3.23</b>	<b>0.64</b>	<b>Agree</b>

Legend: 1.00-1.75 Strongly Disagree, 1.761-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree.

Table 12 presents the significant relationship between parental support and students' career decision-making in terms of the Influence of Parental Support on Career Confidence. The overall average mean is 3.27 (SD = 0.67), which falls under the description "Strongly Agree" and is interpreted as "All the time". This indicates that students strongly perceive parental support as a key contributor to their confidence in making career decisions. Parental support instills a sense of security, enabling students to take calculated risks and trust in their ability to succeed in their chosen paths. According to Ginevra et al. (2021), career confidence is significantly influenced by supportive parental relationships, as emotional and verbal encouragement help students internalize positive beliefs about their capabilities. Moreover, Rivas-Drake et al. (2018) emphasized that the presence of a supportive parental figure enhances self-efficacy and long-term goal commitment during career development stages.

The item that received the highest mean score is "Having supportive parents makes me more confident in taking career risks" with a mean of 3.30 (SD = 0.71), described as "Strongly Agree" and interpreted as "All the time". This suggests that parental backing not only nurtures general confidence but also

empowers students to go beyond their comfort zones when it comes to career opportunities. It implies that students are more willing to explore challenging paths or unconventional careers when they feel their parents will be supportive regardless of outcomes. According to Fang et al. (2020), parental support positively correlates with risk-taking behavior in career exploration, as students are more inclined to try new things when they know failure won't lead to rejection. Likewise, Zacher and Rudolph (2019) found that perceived emotional security from parental relationships is a strong predictor of adaptability and willingness to take career-related risks. The lowest mean score, though still high, is "Without my parents' support, I feel uncertainties with my career" with a mean of 3.24 (SD = 0.74), described as "Agree" and interpreted as "Most of the time". While it implies that students are aware of their dependence on parental encouragement, it also indicates that some may be less confident when this support is absent. This result points to a possible vulnerability where over-reliance on parents could hinder independent decision-making. According to Guan et al. (2019), students who lack internalized confidence independent of external validation may struggle with career ambiguity. Similarly, Howard and Walsh (2018) highlighted the importance of balancing support with autonomy to avoid learned dependency in career-related decisions.

Table 12

**The Significant Relationship between Parental Support and Students Career Decision-Making in Influence of Parental Support on Career Confidence**

Indicators	Mean	SD	Description
1. My parents support gives me confidence in my career choice.	3.29	0.62	Strongly Agree
2. I feel secure about my future career knowing that my parents supported my decision.	3.26	0.60	Agree
3. My parent's encouragement helps me believe in my ability to succeed in my career.	3.26	0.67	Strongly Agree
4. Without my parents support, I feel uncertainties with my career.	3.24	0.74	Agree
5. Having supportive parents makes me more confident in taking career risks.	3.30	0.71	Strongly Agree
<b>Average Mean</b>	<b>3.27</b>	<b>0.67</b>	<b>Strongly Agree</b>

Legend: 1.00-1.75 Strongly Disagree, 1.761-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree.

Table 13 presents the significant relationship between parental support and students' career decision-making in terms of Career Decision-Making Confidence. The overall average mean is 3.17 (SD = 0.63), which corresponds to the description "Agree" and interpreted as "Most of the time". This indicates that students generally feel confident in making career-related decisions, influenced in part by the presence of parental support. Such confidence reflects a positive psychological state where students trust their choices and feel equipped to pursue specific career paths. According to Di Maggio et al. (2020), career decision-making confidence is strongly shaped by family interactions, with

supportive parents fostering an environment that cultivates goal clarity and informed decision-making. Additionally, Hirschi and Vondracek (2018) noted that a secure familial environment enables students to explore options and commit to long-term career plans more effectively. The item with the highest mean score is “I feel confident in my ability to choose a career path that suits me” with a mean of 3.30 ( $SD = 0.65$ ), described as “Strongly Agree” and interpreted as “All the time”. This finding suggests that students are most confident in their self-awareness and ability to identify careers aligned with their interests and strengths. This level of self-efficacy may stem from consistent encouragement, validation, and feedback provided by their parents. According to Nauta (2019), students who feel empowered by parental validation are more likely to trust their instincts and identify suitable career paths. Furthermore, Garcia et al. (2021) emphasized that students' confidence in personal career alignment increases when they receive guidance that promotes both autonomy and reflection. Conversely, the item “I am confident making career decisions even when facing uncertainty” received the lowest mean score of 3.09 ( $SD = 0.62$ ), still described as “Agree” and interpreted as “Most of the time”. While students generally feel capable of making decisions, this score indicates slightly lower confidence when they encounter ambiguity or lack of clear outcomes. This may reflect hesitation in independently navigating unpredictable career scenarios without external input. According to Rogers and Creed (2020), many adolescents face anxiety when making career decisions in uncertain contexts, especially when they heavily rely on structured support systems. Similarly, Savickas (2018) suggested that building adaptability and resilience is essential for students to maintain confidence under uncertain conditions.

**Table 13**

**The Significant Relationship between Parental Support and Students Career Decision-Making in Career Decision-Making Confidence**

Indicators	Mean	SD	Description	Interpretation
1. I feel confident in my ability to choose a career path that suits me.	3.30	0.65	Strongly Agree	At all time
2. I believe I have the right decision regarding my career choice.	3.21	0.63	Agree	Most of the time
3. I am well prepared to pursue my chosen career path.	3.16	0.63	Agree	Most of the time
4. I trust my own judgment when making career related decisions	3.11	0.64	Agree	Most of the time
5. I am confident making career decisions even when facing uncertainty.	3.09	0.62	Agree	Most of the time
<b>Average Mean</b>	<b>3.17</b>	<b>0.63</b>	<b>Agree</b>	<b>Most of the time</b>

Legend: 1.00-1.75 Strongly Disagree, 1.761-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree.

Table 14 shows the significant relationship between parental support and students' career decision-making in terms of Parental Influence vs. Personal Decision. The overall average mean is 3.14 ( $SD = 0.64$ ), which corresponds to the description “Agree” and interpreted as “Most of the time”. This

suggests that students generally consider both their personal interests and parental input when making career-related decisions. The balance between self-directed choices and parental expectations is a critical theme in career development among adolescents. According to Dietrich and Kracke (2019), students often integrate their own aspirations with their parents' guidance, particularly in cultures where family values strongly influence individual choices. Similarly, Rahamim and Gati (2020) emphasize that supportive parental involvement can encourage autonomy while still shaping career perspectives. The item with the highest mean score is a tie between "I feel more confident when my parents are involved in my career planning process" and "My parent's ideas and perception about my preferred course shape my personal views," both scoring 3.18 (SD = 0.62 and 0.60 respectively), described as "Agree" and interpreted as "Most of the time". These findings imply that students value their parents' participation in their career planning and internalize parental perspectives in forming their own preferences. This is consistent with the findings of Kenny and Medvide (2021), who concluded that parental encouragement enhances students' confidence and motivates them to pursue career goals more actively. Furthermore, Guan et al. (2019) noted that students tend to incorporate parental feedback into their career schemas, especially when trust and open communication are present. On the other hand, the lowest mean score was recorded for the item "My parent's decision influences my college course" with a mean of 3.05 (SD = 0.69), still described as "Agree" and interpreted as "Most of the time". This indicates that while students acknowledge parental influence, they may not entirely allow it to dictate their academic trajectory. This reflects a growing tendency toward personal autonomy, even in contexts where family expectations are considered. According to Lee and Shek (2018), adolescents are more inclined to negotiate between their personal goals and familial influence, particularly as they develop stronger self-identity and career aspirations. Meanwhile, Howard et al. (2020) noted that students prefer making decisions that align with their intrinsic motivations, while still valuing parental advice as supportive rather than directive.

**Table 14**

**The Significant Relationship between Parental Support and Students Career Decision-Making in Parental Influence vs. Personal Decision**

Indicators	Mean	SD	Description	Interpretation
1. My career decision is based on my personal interest rather than my parent's expectation.	3.15	0.63	Agree	Most of the time
2. My parent's decision influence my college course.	3.05	0.69	Agree	Most of the time
3. I seek parent's approval before finalizing my career choice.	3.13	0.65	Agree	Most of the time
4. I feel more confident when my parents are involved in my career planning process.	3.18	0.62	Agree	Most of the time
5. My parent's ideas and perception about my preferred course shape my personal views.	3.18	0.60	Agree	Most of the time
<b>Average Mean</b>	<b>3.14</b>	<b>0.64</b>	<b>Agree</b>	<b>Most of the time</b>

Legend: 1.00-1.75 Strongly Disagree, 1.761-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree.

**4. Is there a significant relationship between parental support and students' career decision-making confidence?**

Table 15 presents the test of the significant relationship between parental support and students' career decision-making confidence. The overall correlation result shows an R-value of .711 with a p-value of .000, which is statistically significant at  $p < 0.05$ . This suggests a strong positive relationship between parental support and students' confidence in making career decisions. In other words, as parental support increases, students' confidence in their chosen career paths also strengthens. This finding is supported by Song et al. (2022), who emphasized the critical role of emotional and practical support from parents in enhancing students' career adaptability and confidence. Similarly, Ali et al. (2021) found that adolescents who perceive greater parental involvement are more likely to develop a stable and confident career outlook. Zhou et al. (2019) also noted that parental guidance helps shape students' beliefs in their abilities to make informed career choices. The item with the highest mean is "Having supportive parents makes me more confident in taking career risks" with a mean score of 3.30 (SD = 0.71), described as "Strongly Agree". This implies that students who feel emotionally and motivationally supported by their parents are more inclined to step out of their comfort zones and make bold career decisions. Parental reassurance creates a safety net that encourages students to take risks they might otherwise avoid. This finding aligns with Guan et al. (2020), who stated that parental encouragement boosts self-efficacy, leading to more proactive career exploration. In a similar vein, Ng and Chan (2023) reported that parental affirmation helps students develop the psychological resilience needed to navigate career uncertainties. Watson and McMahon (2019) also found that supportive parenting fosters a sense of independence and willingness to try diverse career paths.

Conversely, the item with the lowest mean is "Without my parents' support, I feel uncertainties with my career", which scored 3.24 (SD = 0.74), still described as "Agree". This indicates that while students acknowledge a sense of insecurity in the absence of parental backing, the level of uncertainty is relatively moderate compared to other indicators. This may reflect growing autonomy among Grade 12 students, who are beginning to develop independent decision-making skills. According to Patton et al. (2018), students nearing the end of high school begin to internalize their career values, which can reduce their dependence on external validation. Additionally, Soresi et al. (2020) observed that while parental influence remains important, students increasingly rely on self-assessment and peer or institutional resources as they mature. Chen and Lee (2021) further explained that autonomy-supportive environments can lessen the emotional burden caused by lack of parental input.

Table 15

**The Test of Significant Relationship Between Parental Support and Students' Career Decision-Making Confidence**

	<i>Student's Career Decision-Making Confidence</i>		
	<i>r-value</i>	<i>p-value</i>	<i>Decision on Ho</i>
<b><i>Parental Support</i></b>	<b><i>.711</i></b>	<b><i>.000</i></b>	<b><i>Rejected</i></b>
<i>Significant if P-value &lt; 0.05</i> <i>Legend: Ho is rejected if Significant Ho is accepted if Not Significant</i>			

**5. To what recommendation can be made on parental support to student career chosen among grade 12 students of Malitbog Bukidnon?**



Based on the findings from Tables 8 to 15, it is evident that parental support plays a significant role in shaping the career choices of Grade 12 students in Malitbog, Bukidnon. The data highlights that students perceive parental support as a strong influence in areas such as access to career information, financial assistance, emotional backing, and overall confidence in career decision-making. The significant correlation ( $r = .711$ ,  $p < 0.05$ ) between parental support and career decision-making confidence emphasizes the importance of sustained and meaningful involvement from parents throughout this crucial stage.

Given these findings, it is recommended that parents become more actively involved in their children's career planning processes. This can be achieved through open communication, emotional encouragement, and practical support such as guidance on scholarships, financial planning, and participation in school-initiated career programs. Moreover, parents should be encouraged to respect their child's autonomy, allowing them the space to explore different career options and make choices aligned with their personal goals and values. Providing this balance between guidance and independence fosters a stronger sense of confidence and preparedness in students.

This recommendation is supported by the study of Song et al. (2022), which affirms that emotional support from parents positively affects students' career adaptability. When students feel emotionally secure and validated in their decisions, they are more likely to demonstrate resilience, flexibility, and motivation in their career journeys. Thus, initiatives that raise parental awareness of their influence—such as seminars, counseling collaborations, and informational materials—are essential to ensure that students receive the holistic support they need to confidently pursue their chosen career paths.

**Table 16.**  
**The Test of the relationship between implementing circular solar energy systems and improving the student learning environment**

	<i>r-value</i>	<i>p-value</i>	<i>Decision on Ho</i>
<b><i>circular solar energy systems</i></b>	<b><i>.479**</i></b>	<b><i>.000</i></b>	<b><i>Rejected</i></b>

*Significant if P-value < 0.05*

*Legend: Ho is rejected if Significant*

*Ho is accepted if Not Significant*

## CONCLUSION

Based on the study's findings, it is concluded that the implementation of circular solar energy systems in selected public schools was generally rated as Strongly Agree, highlighting significant success in enhancing energy efficiency and renewable energy output. The evaluation of the student learning environment was rated as Agree, suggesting that while improvements in academic performance were strongly recognized, further advancements are still needed in areas such as classroom comfort, student engagement, teacher effectiveness, and health and well-being. Notably, the results confirmed a moderate positive and significant relationship between the implementation of circular solar energy systems and improvements in the student learning environment, as evidenced by an R-value of 0.479 and a p-value of 0.000. This indicates that the better the implementation of circular solar energy systems, the more conducive and supportive the student learning environment becomes. Therefore, it

is evident that public school investments in renewable energy technologies are environmentally beneficial and critical in promoting better educational conditions and outcomes.

**Recommendations**

1. For School Administrators: Strengthen the integration of circular solar energy systems by continuously upgrading facilities to maximize energy efficiency, cost savings, and sustainability, enhancing the overall school environment.
2. For Teachers: Maximize the improved learning environment by incorporating technology-enhanced teaching strategies that further engage students and foster a dynamic learning atmosphere.
3. For Local and National Government: Provide additional funding and technical support for expanding renewable energy projects in schools, especially in rural and underserved areas.
4. For Policymakers: Develop policies that encourage sustainable school infrastructures by mandating renewable energy adoption and promoting continuous monitoring and evaluation of their educational impacts.
5. For Future Researchers: Conduct longitudinal studies to further assess the long-term effects of implementing a circular solar energy system on student academic performance, health, and school operational efficiency

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