



**ABSTRACT**

**Name of Institution:** De La Salle University – Dasmariñas  
**Address:** Dasmariñas, Cavite  
**Title:** The Extent of Influence of Rogationist  
College in the Career Choices of Its  
Senior Students  
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**Degree:** Master of Arts in Education  
**Major:** Guidance and Counseling  
**Date Started:** May 2003  
**Date Completed:** October 2003

**STATEMENT OF THE PROBLEM:**

The study was primarily undertaken to be able to determine the extent of influence or assistance Rogationist College-High School Department is able to give its senior students in their career choice making during the school year 2002-2003. In a way, this research is evaluative of the school aspects as these try to help the students arrive at a college course for themselves.

The following were the particular questions that were looked into in this study:



1. What are the career choices of the Rogationist College senior students?

2. What extent of influence do the following school aspects have on the senior students' career choices:

2.1 Vision, mission, and other policies;

2.2 Curriculum;

2.3 Administrators;

2.4 Faculty;

2.5 Physical facilities; and

2.6 Student services and programs:

2.6.1 Guidance program;

2.6.2 Spiritual formation;

2.6.3 Social formation; and

2.6.4 Food and health services?

3. Are there significant differences in the extent of influence of the above school aspects on the senior students' career choices when the respondents are grouped according to their career choices?

4. What are the other suggestions of the students to the school to help them in their career choice making?

**SCOPE AND COVERAGE:**

The study was conducted in Rogationist College – High School



Department during the school year 2002-2003. It involved 185 fourth year students, which comprised 100% of its senior student population. The main focus of the study was the degree of influence of the school's aspects, namely vision, mission, and other policies; curriculum; administrators; faculty; physical facilities; and student services and programs such as the guidance program, spiritual formation, social formation through school activities and celebrations, and the food and health services on the respondents' career choices. The study tried to find out if the school, through its various aspects and as a whole, was able to help its senior students decide on the course to take up in college. It also aimed to determine which among these school factors influenced or assisted the students in their career planning. It did not attempt to determine the other factors that affect their career choices.

The findings of the study would only be true for the respondents concerned and for the given period of time indicated herein.

#### **METHODOLOGY:**

This study on the extent of influence of Rogationist College in the career choices of its senior students for school year 2002-2003 utilized the descriptive method to be able to test its hypothesis and to answer questions concerning the current status of the subjects of the study. A questionnaire was developed in order to find out the extent of influence of



each of the school aspects/factors on the students/as they choose the course to take up in college and the other suggestions of these same students on how the school can further help them in their career choice making. From the collected and analyzed data, it tried to find out how influential the various school variables were in the respondents' decision making as they chose the course to take up in college. The study was also undertaken to test the hypothesis that there were no significant differences in the extent of influence of Rogationist College's aspects on the career choices of its senior students when the latter were grouped according to their career choices. Moreover, it utilized frequency counts, percentage, mean, rank, the F-test and the Kendall's Coefficient of Concordance in the interpretation of data and the testing of the null hypothesis.

**MAJOR FINDINGS:**

1. The course with the highest frequency was Health Sciences as preferred by 62 or 33.51% of the respondents, followed by Business and Economics favored by 46 respondents or 24.86% and Engineering and Architecture preferred by 38 respondents or 20.54%. On the other hand, the courses with the least frequency were Education and 3-Year Non-Degree Technology courses preferred by only 1 student each or 0.54%. Not even one respondent chose to go into the Sciences.



2. All the school factors were rated by the students as more influential in their career choice making, the mean ratings ranging from 3.49 to 3.68. Administrators got the highest mean of 3.68; followed by curriculum with a mean of 3.65; vision, mission and other policies and faculty both obtained a mean of 3.63; and physical facilities and student services got a mean of 3.50 and 3.49, respectively. Among the items under the administrators, the curriculum, and the vision, mission and other policies the following obtained the highest mean rating of 3.9: the administrators' personality, the skills subjects of the school's curriculum, and the academic policy. The teaching skills with a 4.0 mean, on the other hand, was the highest rated item under the faculty. All the items under the facilities, except for the canteen, received a 3.6 mean rating. Among the student services rated, the highest mean of 4.16 was given to guidance program while the lowest rating of 3.0 was given to food and health services. Moreover, from the ranking of the groups of respondents of the school's factors' influence on their career choices, the guidance services ranked first to those considering the Business & Economics, Engineering & Architecture, Computer Studies, and Health Sciences. However, for those considering Education, 3-Year Technical/Vocational, and other courses the most influential or helpful for them were the curriculum, administrators, and faculty members, respectively. On the



other hand, almost all the groups rated the food and health services as the last in rank, with a rank of nine (9), which meant the least influential or helpful factor in their career choice making.

3. The null hypothesis of no significant differences in the extent of influence of Rogationist College's aspects on the career choices of its senior students when the latter are grouped according to their career choices was rejected because the computed  $F$  of 3.209 was greater than the  $F$ -critical of 2.070 with a  $df$  of 8 and 72. Furthermore, the obtained  $W$  of 0.48 indicated only an almost moderate agreement among the groups of respondents in their ranking of the school factors' influence on their career choice making. Since the size of this coefficient of concordance is not a perfect implication of agreement, there was still an indication of disparity among the groups of respondents in their ranking of the school aspects' influence.

4. The most number of students' comments and recommendations was in the guidance program of the school. They said that guidance services of career orientation, information and counseling should be given more priority or these should be improved. Second to this was the improvement of the school curriculum by providing more activities to promote career awareness and skills development. Quite a number of the



seniors expressed contentment and appreciation on the school's efforts in assisting them in their career choice making.

**CONCLUSIONS:**

1. The most preferred course of the students this school year was in the field of Health Sciences, particularly in Nursing. Next to this was in the aspect of Business and Economics. The students might have considered the financial gains and the attractiveness of these professions that they would like to pursue careers in these fields.

2. Almost all of Rogationist College's features and aspects considerably influenced the students' career choice making. It seemed that the school is successful in assisting the students in their fourth year level to decide on what particular courses to take up in college. The majority of respondents who comprised those preferring Health Sciences, Business and Economics, Engineering and Architecture, and Computer Studies courses in college have been mostly influenced or assisted in their career decision-making by the guidance program or activities of the school. It was still the guidance counselor and her career-related services that mostly helped these students to opt for their considered courses in college.

3. There are significant differences in the extent of the school's influence depending on the students' preferred course. There are aspects



that are more influential than the others for a particular group of seniors who choose a certain course/career. The moderate deviation among the groups of respondents in rating the school factors' influence on their career choice making contributed to the significant differences in the extent of their influence on the students' courses.

5. The usually pointed out school factors that assisted the students in their career choice making were the guidance program, administrators, curriculum, and faculty members. However, these were the same school factors which students suggested could help them in their career choice making. Thus, improvements should be made even in the school's guidance program, as well as in its curriculum and faculty, in addressing the students' career choice making and development.

**RECOMMENDATIONS:**

1. The school should provide the students with the career information and counseling that they need. It seems that there are students who choose certain courses due to the financial gains and attractiveness of the related professions. Professionals invited in the career talks, media, parents, or friends may have inspired them to take on such courses but further processing must take place. It is through individual dialogues with these students coupled with psychological test results and relevant information that this can be accomplished. Moreover,





it will be ideal to also follow-up on these students when they actually enroll in colleges and universities and finish their courses. It can be part of the guidance services to follow them up to find out if their earlier chosen careers will be pursued. They can also be valuable human resources in later career talks. In short, the guidance program of the school must truly be strengthened and improved in order to address this concern on career planning and development.

2. The administrators must take note of their important role in supporting the career development and promotion of its own vision-mission of total human and Christian formation of its students. They must provide the necessary budget to give the needed facilities and equipment to support a dynamic and revitalized curriculum. They must lead the faculty in supporting and collaborating with the guidance counselors in their works. Moreover, they must also realize that they are looked upon by the students as role models of professionals whom they would like to emulate or be in the future.

3. The teachers of the school must realize and carry out their guidance functions in order to assist the students, not only in their intellectual or academic development, but more so in their career choice-making. The school can sponsor fora or seminar-workshops to enlighten the faculty in this aspect.



4. There should be a continuous evaluation of the school programs and activities to be able to find out the effectiveness of each one. Moreover, these should be assessed in the light of their upholding the school's vision, mission, and goals. The evaluation must come from all sectors - the students, teachers, and administrators - in order to see a clearer or holistic picture of the things to be improved, maintained, or changed.

5. Other studies may be undertaken to establish further the findings of this present study. Respondents may be the next graduating batch of students or those who are already pursuing their college education. A follow-up study on them when they have finished their studies and become professionals can also be undertaken to determine if the school had truly helped them in their career choice making. Moreover, there are certainly other factors to consider in choosing one's career which can be deduced from further interviews with the respondents and which can be included in other researches.