



UNDERGRADUATE PROGRAMS THAT INCOMING COLLEGE STUDENTS SUBSCRIBED

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Abstract

It is that in January 2013, the Philippines has a 7.1% unemployment rate, the highest in the countries from the Southeast Asian nations and from which, 16.9 % of which are college graduates. To be able to find ways to lessen the misfit qualification of graduates to the needed workforce of companies and institutions, the government, particularly the Department of Education finds ways to elevate the quality of graduates before even reaching the collegiate level. Specifically, it answers the following questions: What is the specific school or university suitable for a particular course in Cebu? What are the available courses in a specific school in Cebu? What are the factors that the students consider in choosing their desired school and course? Why these factors are need to be considered in choosing their preferred school and degree programs? This study is non-experimental and the researchers conducted it by using the Survey studies. Out of the data gathered by the researchers, the graph clearly shows that the respondents from Grade 12 students from different schools preferred Education as their first choice, followed by Business and Accountancy and lastly the Nursing course. And the rest are the courses that are chosen by the few respondents. On the other hand, before they chose their course of choice, they first consider the University that has lesser tuition fee yet offers quality education. University of Cebu has the highest rank, seconded by Cebu Normal University and followed by Cebu Technological University.

Keywords: Undergrad, Programs, school, university, college



INTRODUCTION

The Commission on Higher Education (CHED) is the governing body covering both public and private higher education institutions as well as degree-granting programs in all tertiary educational institutions in the Philippines. The CHED was established on May 18, 1994, through Republic Act 7722 or the Higher Education Act of 1994.

It is that in January 2013, the Philippines has a 7.1% unemployment rate, the highest in the countries from the Southeast Asian nations and from which, 16.9 % of which are college graduates (Philippine Statistics Authority). Misfit graduates are one of the considered reasons why the country has high unemployment and underemployment rate. The reasons could be either that the produced course of graduates misfit the demand of the present economy, or the graduates do not pose the characteristics required by the industries in need. This could be due to the wrong choice of course taken by most of the college students brought about by unguided decision making in choosing courses. This is seen through reports that mentioned that a high percentage of unemployment and underemployment in the country is attributed to the inadequacy of skills of some of the graduates and not meeting the competencies needed by companies.

To be able to find ways to lessen the misfit qualification of graduates to the needed workforce of companies and institutions, the government, particularly the Department of Education finds ways to elevate the quality of graduates before even reaching the collegiate level. This is one of the reasons why the government implemented the K-12 program in the educational system. One of the objectives of the Department of Education's K-12 program is to produce graduates who are equipped with knowledge and skills to be productive citizens and an additional workforce to promote economic development even after high school..

Given that most of the Universities here in the Philippines particularly in Cebu, the tuition fee is seen to be expensive that is why some of the students did not proceed to their first choice of school. Some factors that most of the incoming college students consider while they are in the middle of decision making for their desired course as well as the school that they will have to enroll. The first factor, the quality of education. The cost of higher education can have long-term implications on your life, so it's an important factor to consider when choosing a college. Find out upfront how much tuition and fees will cost and whether there are different rates for in-state and out-of-state students.

The second factor, the university rankings are given by sites such as World University Rankings will help you choose if you want to join the best universities. Look for the top universities within your chosen field of study. If you have a specific region in mind, look for the

best universities within that area. This is only one metric for the quality of a college but is useful in creating an overall picture of which college you should attend.

Lastly, the factor is affordability. Cost and debt are only part of the story—we need increased focus on student success. Addressing growing college costs and debt is critical. Many more students need access to vastly more affordable and quality higher education opportunities—including tuition-free degree options. The focus of this study is to know how the students choose their preferred college university and what factors are to be considered. The respondents are those who are currently in Grade-12. This study will also look into the decisions they have now in mind before enrolling in the different universities.

This study is important to know the factors that the incoming college students consider. And why affordability is one of the factors that being consider in choosing the university.

According to Andrew Gonzales (1992), the educational system produces first degree graduates for certain professions and fields of specialization while failing to produce enough graduates in 'unpopular' fields of pure science, middle-level technician specializations, and graduate training for research and higher education.

Statement of the Problem

This study aims to determine the top degree programs and universities by the incoming college students. Specifically, it answers the following questions:

1. What is the specific school or university suitable for a particular course in Cebu?
2. What are the available courses in a specific school in Cebu?
3. What are the factors that the students consider in choosing their desired school and course?
4. Why these factors are need to be considered in choosing their preferred school and degree programs?

Research Objectives

- To know the top degree programs to be taken by the incoming college students;
- To know the university in line with their preferred degree program;
- To identify what are the factors in choosing the students' preferred school or university and program;
- To determine if their current strand affects their preferred degree program to take up in college and;
- To know if their income suits to their desired school and university to enroll in.

Significance of the Study

The beneficiaries of this study are the following:

- **Faculty Staff.** This study will be very beneficial to CHED professors who are still a newbie in the teaching profession. Through this research, teachers may purposefully discover the education system and know the different directors.
- **School Administrators.** This study helps to promote the relationship from the school administrators to the department heads and could possibly create an innovative partnerships between universities to colleges that would create a stronger impact of studies to the departments.
- **Students.** This study helps the students to get to know their specific college to enroll in and the person whom to rely on in times of needs. This will also help them to carry out their concerns easily and to the specific who could resolve and help them throughout.
- **Parents.** Also, with this research that we conducted, parents will be capable of sending their children to any of the institutions they wish since the structure, the directors, and the educational system that the school uses are being transparent to all.
- **Future Researchers.** Through this research, future researchers will have a piece of additional knowledge about the most sought courses or top courses by the incoming college students.

LITERATURE REVIEW

Review of Related Studies

The Philippines has been averaging at about 5% in economic growth rate. In 2013 however, according to Philippine National Statistical Coordination Board, its average rate of 7.2% in terms of economic growth in GDP is remarkable. This notable rise is being attributed to the increase in investor confidence for the administration of Pres. Benigno Aquino III and it is hoped to be sustained beyond his term in 2016. The perceived challenge to this growing economy is its preparedness in the so-called ASEAN Economic Community to start in 2015 where the region will be sharing its resources to generate the same standard quality of service, skill, and produce. Part of this integration is not just purely economic in nature but it involves mainly every agency including the education sector.

Review of Related Literature

The Plan is consistent with Section 1, Article XIV of the 1987 Philippine Constitution which states that “the State shall protect and promote the right of all citizens to quality education

at all levels and shall take appropriate steps to make such education accessible to all” (Busto, 2011: 60). However, this right is not absolute as per definition from CHED. Although it is a social, economic, and cultural right, it is available only “on the basis of merit” in keeping with Article 26.1 of the Universal Declaration of Human Rights. The right further assures that there shall be no discrimination in granting access to HE on ground of race, gender, language, religion, or economic, cultural, or social distinctions, or physical disabilities. During the first five (5) years of the LTHEDP 2001-2010, the Philippine HE system shall focus on systemic reforms in order to enhance its capability to respond to national demands and international challenges. During the second half, the focus shall be the emplacement and operationalization of structures, policies, and programs to ensure the system’s performance as knowledge center in selected disciplines. The strategies of LTHEDP are based on the four goals of CHED as follows: 1) Efficiency and effectiveness; 2) Quality and excellence; 3) Relevance and responsiveness; and 4) Access and equity. This paper converged on the first goal regarding rationalization of HEIs in the Philippines. Under the first goal, five strategies are employed. First is the rationalization of the public HE system. In order to achieve rationalization, the strategies include the formulation and advocacy of legislative/executive measures to provide legal basis for rationalization initiatives. Another strategy is program rationalization by strengthening the typology [One strategy for rationalizing program offerings of HEIs is the adoption of a typology or classification that defines clearly the roles, functions and appropriate program offerings of each type of instruction. Consistent with the typology, specialized programs responsive to the needs of the region will be developed and HEIs identified to offer these shall be strengthened (CHED, 2012b)] of HEIs and promoting specialization among HEIs. Resource rationalization is also one vital strategy through the development and introduction of normative financing in the allocation of government subsidy to State Universities and Colleges (SUCs). To solidify these strategies, studies and pilot testing of various models about system restructuring will be implemented. Incentives and supports shall be provided for SUCs to offer resource-intensive, development-oriented and innovative priority programs. On the other hand, disincentives and sanctions will be imposed for SUCs offering programs not consistent with CHED’s mandates.

Moreover, comprehensive HEIs shall also be encouraged to convert into more specialized institutions (CHED, 2001: 26-28). Second, complementation and networking between and among public and private HEIs shall be carried out. Under this objective, there will be the establishment of a local network of data exchange, sharing of expertise, facilities, and other resources among HEIs, and implementation of collaborative multi-HEI projects. Third, maximize the powers of SUCs to generate and utilize revenues. The Higher Education Modernization Act of 1997 has empowered SUCs to generate and utilize revenues from non-

government sources. Revenues and other sources include tuition fees, grants, income-generating projects, marketing of intellectual products, fees for consultancy services, and cost recovery from recipients of state-funded educational programs. Under this strategy, tuition and other school fees in SUCs will also be rationalized to approximate full cost. Fourth, strengthen the institutional capacity of CHED and HEIs through strategic planning, training programs, and improved management information system. And fifth is the improvement of the policy framework and governance system through clearly defined policies (CHED, 2011: 28-29).

METHODOLOGY

Research Design

This study is non-experimental and the researchers conducted it by using the Survey studies. The purpose of the researchers is to know the desired different degree programs and schools by the incoming college students.

Research Environment

This study was conducted within Metro Cebu, Philippines. It is one of the country's rising economic zones. It is the main urban center of the province of Cebu in the Philippines. Metro Cebu is located along the central-eastern portion of the island including the nearby island of Mactan. The current Metro Area population of Cebu City in 2021 is 994,000, a 1.43% increase from 2020. Cebu is also called the Queen City of the South.

Research Instrument

The researchers utilized a structured questionnaire to gather information for this research study. The questionnaire was made through Google forms and send via email to the chosen respondents. The questionnaire has space provided for them to input their answers. It consists of six (6) questions.

Research Respondents

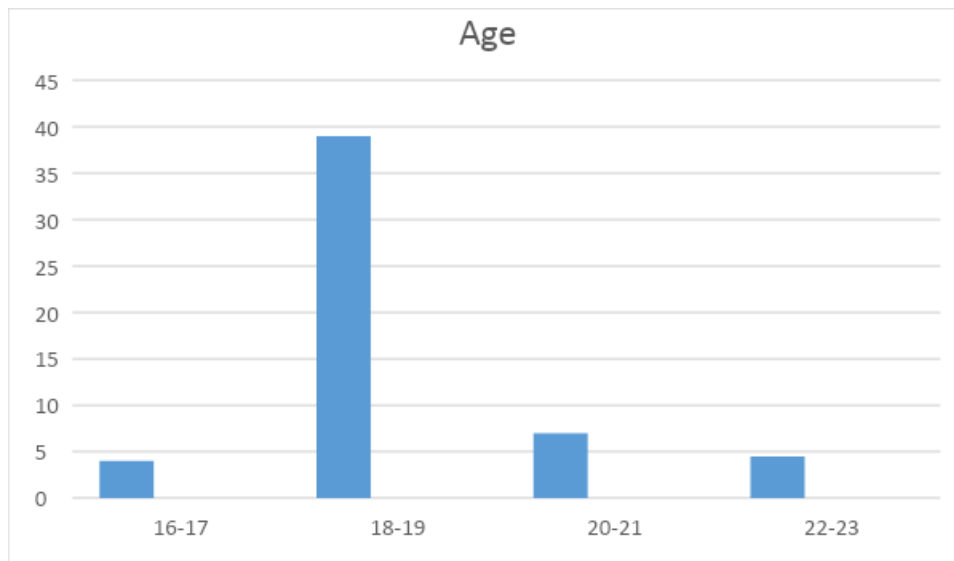
The researchers choose the Grade 12 students as the respondents of the study. The researchers limited their study on the Grade 12. For the study, their names are kept confidential. The participants must reside in Cebu. The research participants are chosen based on their qualifications and their availability and willingness to voluntarily participate in the research study.

Presentation, Analysis and Interpretation of Data

The data was subjected to descriptive statistics.

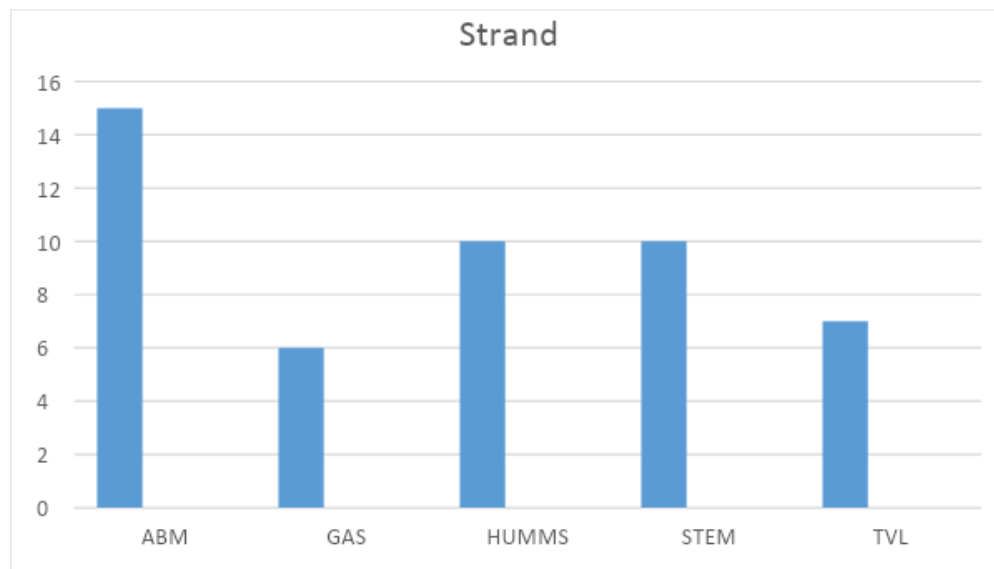
FINDINGS

Table 1 Age of respondents



The table 1 shows that majority of the students in Grade 12 are aged 18-19 years old.

Table 2 Stream of the study



Base on the data above, almost of the respondents are Accountancy, Business Management (ABM) students, followed by the Science, Technology, Engineering and Mathematics (STEM) and Humanities, Social Sciences (HUMSS), Technological-Vocational Livelihood (TVL) and General Academic Strand (GAS) students.

Table 3 School currently enrolled in

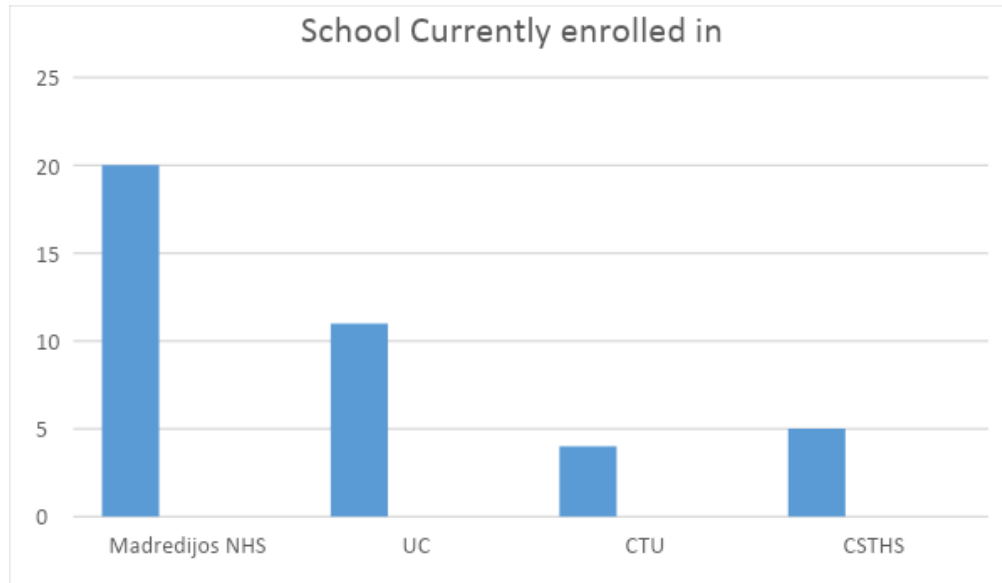
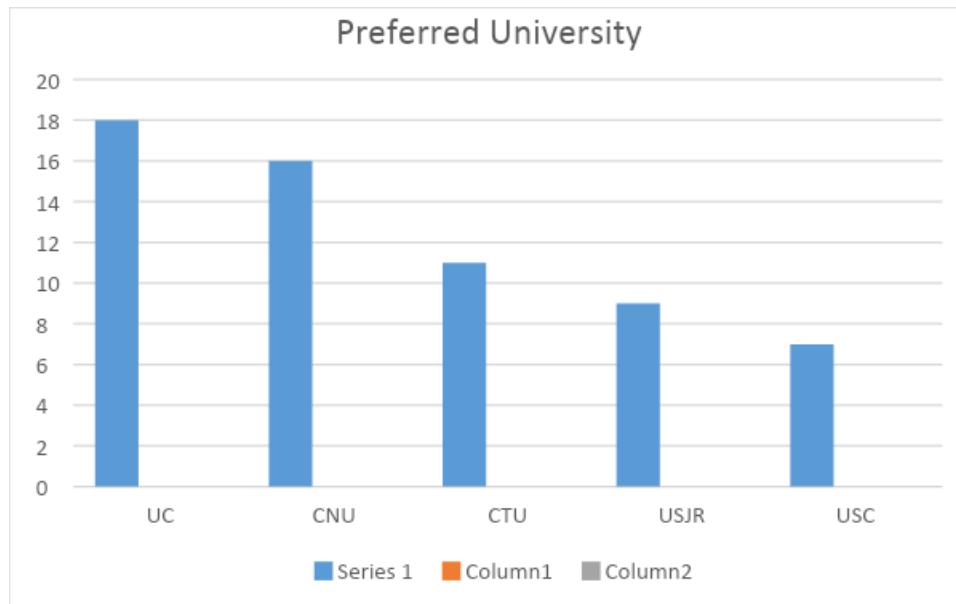


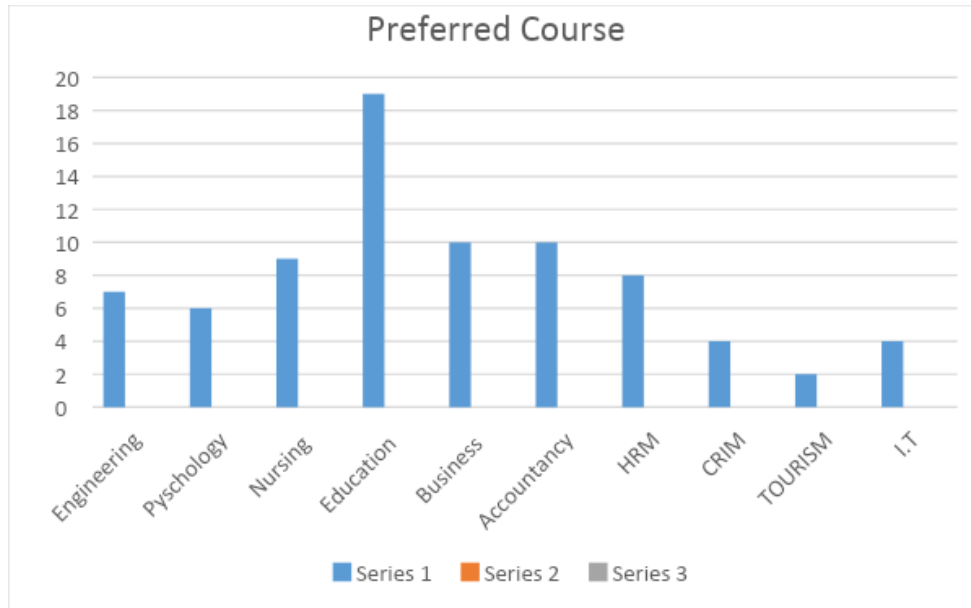
Table 3 shows that mostly of the respondents was currently enrolled in Madredijos National High School followed by all campuses of UC, CTU and CSTHS.

Table 4 Preferred University



Base on table 4, the student responded that they prefer to enroll in UC (all campus), CNU, CTU USJR and USC.

Table 5 Preferred degree program



The data above shows that the respondents preferred to take up the Education, Business Courses and Nursing programs.

Table 6 Factors in choosing preferred university

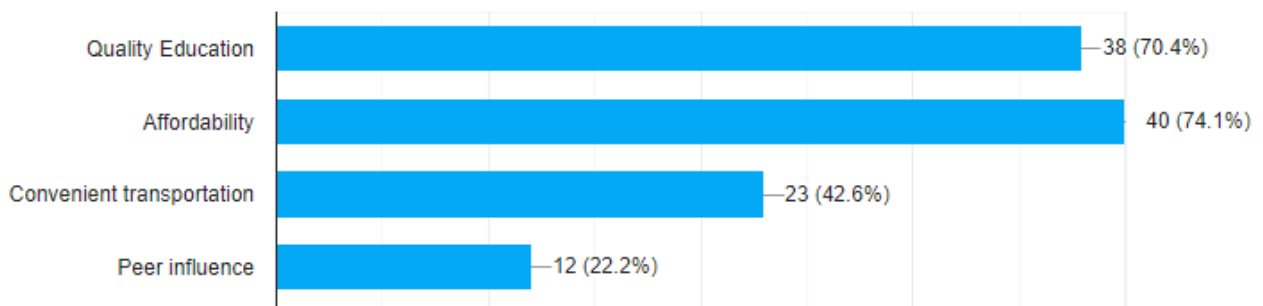


Table 6 shows that the number 1 factor in choosing preferred university is the affordability, followed by the Quality of education and convenient transportation.

CONCLUDING REMARKS

Summary

Out of the data gathered by the researchers, the graph clearly shows that the respondents from Grade 12 students from different schools preferred Education as their first choice, followed by Business and Accountancy and lastly the Nursing course. And the rest are the courses that are chosen by the few respondents. On the other hand, before they chose their

course of choice, they first consider the University that has lesser tuition fee yet offers quality education. University of Cebu has the highest rank, seconded by Cebu Normal University and followed by Cebu Technological University.

Conclusion

Therefore, most of the grade 12 students who are in the age range of 18-19 want to pursue education. Based on the data gathered they prefer to go in University of Cebu all campus which are affordable for them. ABM student are basically want to proceed taking education as their course for college.

Recommendations

Based on the conclusion, the researchers recommended that whatever degree program you wanted to enroll as long as the totality of the school fees can be afford then, you can proceed to your desired program. In addition, the next researchers is advised find out how does it affect the choices of these students affordability over quality education.

The findings of the study also vary in many factors that a country experiences as the needs arises. For the time being, the result of the student is applicable as circumstances and the events of the country remains the same. In addition, the findings of the study are also supported by the Higher Education certifying it as a need of the country. As a result, students would no longer enrol to degree programs that are already oversubscribed.

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