

# Assessment of the Effectiveness of Career Counselling and Extent of Parental Influence: A Basis for Development Program in Paharang Integrated School

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**Abstract:-** One of the crossroads in man's life is when he is to choose the path he would take after high school. In other countries, where young men and women have a lot of options after high school, going to college is not a choice that the majority seize. It is not only because college education is very expensive. Another reason is that they are at least 18 years old when they graduate so they can already have jobs and live their own lives.

Here in the Philippines, especially since the first batch of K+12 graduated, high school graduates are generally younger and though expensive also, college education especially in state-owned colleges and universities are relatively cheaper. It is because of these that more Filipino students and their families opt to, or at least hope to send their children to college.

Not every high school graduate though gets to college. Take this survey of the 14-year cycle of this batch from elementary (1994) to tertiary (2007). 100 pupils enrolled in Grade 1, only 67 students reached first year high school and 48 of which graduated high school. Of these high school graduates, only 23 reached college level and 17 earned college degrees.

This situation makes retaining those in school, particularly those at risk of falling out of the system one of the major challenges for the Department of Education (DepEd). These pupils/students are the ones who encounter difficult circumstances in life – poverty, cases of teenage pregnancies, student laborers, children whose parents were poorly schooled, slum dwellers, families who live in areas with peace and order problems and learners with various forms of disabilities - that their stay in school is so fragile that they face the risk of falling out, sooner or later.

Seeing the need to arouse their interest towards learning, or make schooling interesting for them, DepEd came up with a combination of interventions that will keep them attending school despite the odds. The most important of which is the k to12 program – kindergarten, six years of elementary (Grades 1 to 6), four years of junior high school (Grades 7 -10) and two more years of senior high school (Grades 11 and 12).

After having developed basic skills from Grades 1 to 10, a student may proceed to senior high school where he will take a set of Core Curriculum subjects composed of Languages, Literature, Math, Philosophy, Science, and Social Sciences. More importantly, he may choose from tracks ranging from Business & Entrepreneurship; Technical-Vocational; Humanities and Social Sciences; Science, Technology, and Engineering; and Sports depending on his interest, the community needs, and assessment results. At present, two things are clear to the researcher – (1) that the career counselling program in Paharang Integrated School has to be upgraded to fit the present needs of the junior high school students, and that the parents in this school, just like in any other school, exert influence on their children. The assumption is that if the parents will be properly guided, they will be able to have the same kind of guidance to their pupils, that is, they can better help their children make the right choices of career path.

In this study, the researcher wants to find out the extent to which the parents influence the career choices of their children and how the present career counselling program of Paharang IS can be improved to make room for this parental influence.

## ➤ *Objectives of the Study*

This research assessed the effectiveness of the career counselling program of Paharang Integrated School and the extent of the influence of the parents to their children's choice of career path. Specifically, it will answer the following questions:

How important is the career counseling program of Paharang Integrated School in helping the students make the career choice?

To what extent do the parents influence the choice of career path of their children?

What developmental measures may be implemented so that the career counseling program of Paharang Integrated School can cover both students and parents?

### ➤ *Research Method*

This study is a descriptive-correlational quantitative research which also utilizes qualitative measures by using interviews among the respondents. Being descriptive, it is a description of the unique perceptions of the respondents on how the effective the career counselling program of Paharang Integrated School is and how much the parents affect the choice of career path of their children.

The researcher determined correlations from analysis and comparison of the data gathered from the respondents. This may also be described as qualitative since the respondents were interviewed to validate their perceptions.

### ➤ *Results and Discussion*

The respondents are aware of career counselling because they have each received one or more career counselling either from their teachers, guidance counsellors and other people. And they consider all these types of counselling very important. In fact almost all of them agreed that counselling helps one make the right choices.

The respondents are almost one in saying that parents have the right to make choices for their children, including choices of career path and children have to abide by them. Majority have their parents make decisions that satisfy them. However, they feel that parents need counselling so that they can help their children make the right choices.

Since 55% said that they will make the decision about the career path they are to take with their parents and 13% will solicit suggestions from their parents, the role of parents in making the decisions especially when it comes to choosing the career path cannot be discounted.

Based on the comments of the students, parents have a very strong influence on whatever they do. One said, ‘sina mama po ang nakakaalam kung ano ang tama parasa kin.’ (My mama knows what is right for me. Another said, “Wala naman po akong magagawa kasi pag sinabi nila, yon na yon.” (I cannot do anything because whatever they tell me is what is going to happen. Still another one explained, “Bata pa po kasi ako. Siguro po, pagtandako, ako na ang bahala sa sarili ko. Pero ngayon sina tatay at nanay muna. (It is because I am still young. Maybe when I am old enough, I can take care of myself. But for now, it still depends on my parents.)

As Ferry said, the importance of parental influence upon their children’s career choice is consistently important, even across gender and racial lines. Although schools, peers, and the student’s community all have an impact on the young adult’s self-identity and career choice, the parent’s expectations and perceptions of vocational fit for their children have been found to be

the key roles in shaping their career choices (Ferry, 2006).

### ➤ *Conclusions*

The career counseling program of Paharang Integrated School is of vital importance in helping the students make the career choice. The individual and group counseling by the school guidance counselor and the teachers are considered by the respondents as extremely important.

The parents influence the choice of career path of their children to a large extent. The respondents believing in the right of their parents to make decisions for them value whatever their parents tell them.

Developmental measures must be implemented so that the career counseling program of Paharang Integrated School can cover both students and parents.

## I. INTRODUCTION

One of the crossroads in man’s life is when he is to choose the path he would take after high school. In other countries, where young men and women have a lot of options after high school, going to college is not a choice that the majority seize. It is not only because college education is very expensive. Another reason is that they are at least 18 years old when they graduate so they can already have jobs and live their own lives.

Here in the Philippines, especially since the first batch of K+12 graduated, high school graduates are generally younger and though expensive also, college education especially in state-owned colleges and universities are relatively cheaper. It is because of these that more Filipino students and their families opt to, or at least hope to send their children to college.

Not every high school graduate though gets to college. Take this survey of the 14-year cycle of this batch from elementary (1994) to tertiary (2007). 100 pupils enrolled in Grade 1, only 67 students reached first year high school and 48 of which graduated high school. Of these high school graduates, only 23 reached college level and 17 earned college degrees.

This situation makes retaining those in school, particularly those at risk of falling out of the system one of the major challenges for the Department of Education (DepEd). These pupils/students are the ones who encounter difficult circumstances in life – poverty, cases of teenage pregnancies, student laborers, children whose parents were poorly schooled, slum dwellers, families who live in areas with peace and order problems and learners with various forms of disabilities - that their stay in school is so fragile that they face the risk of falling out, sooner or later.

Seeing the need to arouse their interest towards learning, or make schooling interesting for them, DepEd came up with a combination of interventions that will keep

them attending school despite the odds. The most important of which is the k to 12 program – kindergarten, six years of elementary (Grades 1 to 6), four years of junior high school (Grades 7 -10) and two more years of senior high school (Grades 11 and 12).

After having developed basic skills from Grades 1 to 10, a student may proceed to senior high school where he will take a set of Core Curriculum subjects composed of Languages, Literature, Math, Philosophy, Science, and Social Sciences. More importantly, he may choose from tracks ranging from Business & Entrepreneurship; Technical-Vocational; Humanities and Social Sciences; Science, Technology, and Engineering; and Sports depending on his interest, the community needs, and assessment results.

Based on the Philippine Qualification Framework, the following show the progression from K to 12 to further education:

- Students may qualify for NC I at the end of Grade 10, and NC II at the end of Grade 12 - the same levels of qualification that TESDA introduced and continues to observe today. Programs paving the way for NC I and NC II for those beyond the age covered by basic education will continue.
- Learners may proceed to Baccalaureate programs after Grade 12, or after garnering an NC III, NC IV, or diploma
- In college, learners take 1 year of the revised GE Curriculum beginning SY 2018, and 2 years or more of major courses depending on the specific field or discipline

The idea is, after completing Grade 12 or senior high school, the K to 12 graduate has mastered core competencies that will allow for lifelong learning and the choice to go to work, higher education, middle-level skills development, or entrepreneurship. With k to 12, secondary education is not only a preparatory course for college; it can also be a terminal course.

This makes grade 10 a crucial stage for a high school student because the choice he will make at this point will pave the way for his future, either in college or his field of work.

This is where career counselling comes in.

As stipulated in Sec. 11 of DepEd Recommendation, “to properly guide the students in choosing the career tracks that they intend to pursue, the DepEd, in coordination with DOLE, TESDA and CHED, shall regularly conduct career advocacy activities for secondary level students. Notwithstanding the provisions of Section 27 of Republic Act No. 9258, otherwise known as the Guidance and Counselling Act of 2004, career and employment guidance counsellors, who are not registered and licensed guidance counsellors, shall be allowed to conduct career advocacy activities to secondary level students of the school where they are currently employed.”

Known as Career Development or Vocational Guidance in the early 1900s, career counselling is “a specialty within the profession of counselling, one that fosters vocational development and work adjustment of individuals at each life stage by engaging them in life planning aimed at the psychosocial integration of an individual’s abilities, interests, and goals with the work roles structured by the community and occupations organized by companies...[and] assist a developing and deciding individual to make suitable and viable choices.”(Savickas, 2003, p. 88).

Students of public and private schools in the Philippines usually receive career counselling from their guidance counsellor or teacher-counsellor if there is no designated licensed counsellor in the school. This may be one-one-one or group counselling. Teachers also usually integrate career counselling in their lessons and activities in fourth year.

The Public Employment Service Offices (PESO) together with the Department of Labor and Employment (DOLE) has Career Development and Vocational Guidance among its many services. PESO and DOLE representatives visit the graduating students in all schools within their jurisdiction to make the latter understand more about themselves and the world of work. Colleges and universities also offer career counselling but their focus more on the courses they offer in their respective schools.

With all these, choosing is no longer that difficult for the every student. However, the decision is not only his to make. There are a number of factors that have to be considered and other people to consult and/or people who encourage or impose their own choices to the said student, foremost of which are his parents.

It is therefore imperative for the career advocacy activities not to be centered only on the students. Activities must also include the parents especially in areas like Paharang, Batangas City wherein there is a need to encourage the parents to be more actively involved in the affairs not only of the school but also of their children.

Clutter (2010) quotes Larson (1995) who examined the influence of parents on career choice on young adults.

In the past and even now, for many, it was assumed that an individual going through late adolescence would be developing their independence and slowly eliminating his or her family’s constraints as he or she formed his or her own identity into the larger world. In effect, the person would make career decisions, based on his or her own interests, research, and/or occupational goals with limited influence from others. However, this picture fails to include the notion that not every decision will happen so autonomously for the individual. In fact, even when young adults move away from home (for college or for work), their family will likely still have a strong influence upon them on two significant life events—marriage and their career (Larson, 1995).

The importance of parental influence crosses the barriers of gender and racial lines. Though not undermining the influence of schools, peers, and the student's community on the young adult's self-identity and career choice, the parent's expectations and perceptions of vocational fit for their children have been found to be the key roles in shaping their career choices (Ferry, 2006).

In one study, this influence has been so compelling that it overrules the influence of teachers, faculty, and career counsellors, "who likely know more about the career field in question but were not as well-known and/or trusted as the student's parents for this type of decision." (Creamer & Laughlin (2005) cited by Clutter (2010)

It is with these in mind that the researcher decided to embark on this research.

At present, two things are clear to the researcher – (1) that the career counselling program in Paharang Integrated School has to be upgraded to fit the present needs of the junior high school students, and that the parents in this school, just like in any other school, exert influence on their children. The assumption is that if the parents will be properly guided, they will be able to have the same kind of guidance to their pupils, that is, they can better help their children make the right choices of career path.

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#### ➤ *Objectives of the Study*

This research is being undertaken to assess effectiveness of the career counselling program of Paharang Integrated School and the extent of the influence of the parents to their children's choice of career path. Specifically, it will answer the following questions:

1. How important is the career counseling program of Paharang Integrated School in helping the students make the career choice?
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3. What developmental measures may be implemented so that the career counseling program of Paharang Integrated School can cover both students and parents?

## II. LITERATURE REVIEW

At present, the Philippine educational system is faced by several issues that need to be addressed in order to improve the delivery of education to the most number of the population. First is of this is the quality and accessibility of education to its citizens. In spite of its inadequacy of providing some basic services to its people, the Philippine government is doing its best to provide the rudiments of basic schooling to its people, including public secondary education, for free. This provision of the 1987 Constitution resulted to the increase in enrolment of public elementary

and secondary schools. Hence, access to public education is now a right of every Filipino child and a responsibility of the parents. (Durban, Catalan, 2012) Because of this, even the poor are able to send their children to school.

Another issue identified that has a bearing on this study is the level of preparation of Filipino students from the basic education up to tertiary level. The questions of how well are the schools equipped and able to train the pupils under their care are crucial. The main issue here again is poverty which prevents parents from sending their children to school.

Reality, as noted by Durban and Catalan, is that formal education has not achieved what it was supposed to achieve. Philippine schools right now are having difficulty keeping children in school, with the increasing rate of dropouts. A reflection of the sad state of Philippine education is the ever-decreasing functional literacy of the Filipinos. Problems of child labor, where children who are supposed to be in the classroom are working to help augment family income, are rampant. Unemployment rate is rising every year as more students graduating from colleges and universities end up jobless. Underemployment is rampant since professionals are forced to accept employment far from their areas of specialization and training because they need to work and earn for their families. The gap between the few who are rich and the majority who are poor is becoming wider and bigger.

With the introduction of the Enhanced K to 12 Program, the government is hopeful that these issues will finally be addressed.

In the 2002 BEC and in previous curricula, following the requirements of law (i.e. Batas Pambansa 232), a ten-year basic education program that began at age six and consisted of six years of primary and four years of secondary education was offered. Pre-school was optional under the previous setup. With K to 12, the structure at the beginning and end of the education cycle are altered. Kindergarten is now mandatory for all 5 year old Filipinos with the passing of RA 10157, the Kindergarten Education Act which was signed into law by the President on January 20. Aside from compulsory kinder, K to 12 aims to introduce two years of upper secondary education that will better prepare students and learners for higher education and various career tracks. This reform also requires legislation, specifically the change in definition of secondary education from four years to six.

With K to 12, all Filipinos will go through at least one year of kinder, 12 years of basic education at the elementary and high school levels, and graduate at age 18.

In the additional Grades 11 and 12 or senior high school, the students take up core subjects that include languages, literature, math, philosophy, science, social sciences. Each student has to choose a career pathway consists of practicum and advanced academic subjects. His choices include Business and Entrepreneurship; Technical-

Vocational; Humanities and Social Sciences; Science, Technology and Engineering; and Sports.

This means that after junior high school, the students can choose their own career path. This is what they have to be prepared for through career counselling.

Career counselling is something that provides direction or advice as to a decision or course of action. Career counselling is counselling on career opportunities.

Career counselling, career guidance and career coaching are similar in nature to other types of counselling or coaching, e.g. marriage or psychological counselling. What unites all types of professional counselling is the role of practitioners, who combine giving advice on their topic of expertise with counselling techniques that support clients in making complex decisions and facing difficult situations. The focus of career counselling is generally on issues such as career exploration, career change, personal career development and other career related issues.

The Career Counsellor "supports individuals in understanding their situations, so as to work through issues towards solutions."

Professional career counsellors can support people with career-related challenges in a number of ways. Clutter (2010) notes that given their expertise in career development and labour markets, they can put a person's qualification, experience, strengths and weakness in a broader perspective. They consider the desired salary, personal hobbies and interests, location, job market and educational possibilities of their clients. Through their counselling and teaching abilities, career counsellors can additionally support people in gaining a better understanding of what really matters for them personally, how they can plan their careers autonomously, or help them in making tough decisions and getting through times of crisis. Finally, career counsellors are often capable of supporting their clients in finding suitable placements/ jobs, in working out conflicts with their employers, or finding the support of other helpful services. It is due to these various benefits of career counselling that policy-makers in many countries of the world publicly fund guidance services.

### III. THEORETICAL FRAMEWORK

The first theory considered in this study is Maslow's hierarchy of needs theory which is an assumption that the biological side determines the inner nature of human consists of basic needs, emotions and capacities that are either neutral or positively good. According to Maslow, human behavior is motivated primarily by the individuals seeking to fulfill a series of needs, including the need for independence and sense of 'self'. Hierarchy of needs assumes that each person has basic needs, which are ordered from the most basic to the highest as follows: physiological needs, safety and security needs, need for love and belonging, esteem needs and need for self-actualization (Emil, 2003).

Each person is an integrated whole, striving to attain future goals attempting to find meaning in life while working harmoniously with others. This is what Alfred Adler's theory of individual psychology is about. Acknowledging the presence of unconscious forces, he minimized its significance by describing unconsciousness as simply temporary awareness. He opposed Freud's rigidity by enumerating the extent to which a person can achieve conscious control over his / her behavior.

People, Adler argued, may become largely aware of their deepest impulses and fictional finalism and, with conscious intent, create their own personalities and lifestyles that will achieve their highest goals. Adler did not postulate any stage of development instead; he emphasized the importance of family atmosphere and the family constellation. Family constellation refers to one's position within the family in terms of birth order among siblings and presence or absence of the parents. For those whose parents are present, problems between children and parents frequently consist of a continuing alternation between indulgence and rejection. Adler stresses that the individual is fully responsible for the meaning attached to parental behavior and action. In the end, only the person can assume responsibility for the style of life that he adopted.

Another theory that has a bearing in this study is that of Gordon Allport known as Trait Theory of Personality because it emphasized the nature and evolution of personality traits. It stressed on the uniqueness of a person. Certain that motivation is always a contemporary process, Allport notes that individual's current self-image is one far more important than whatever he or she been in the past.

Allport defined and developed the concept of individual traits, later named personal dispositions (1961). He divided it into three kinds according to scope and importance to the individual: (a) Cardinal disposition traits that dominate the personality influencing almost everything a person does. It is disposition for which a person is known. It is present only in a small number of people. (b) Central disposition – characteristics of a person which typify his or her behavior. Each person has a few central traits, usually having five or ten qualities. (c) Secondary disposition - responses to particular stimuli, which may occur on rare occasions. These are not considered important disposition, example habits, interest, and preferences.

Erik Erikson (1950) in his psychosocial theory puts a great emphasis on the outside interactions in relation to human development and how these influence the individuals who are searching for their identity. In the context of this study, most of the students are in the stage of 'identity vs. role confusion' - the period of exploring the independence aspects of one's sense of self. Those who receive proper encouragement and reinforcement through personal exploration have a strong sense of self while those who are controlled by somebody else become more likely insecure and confused. (Pinker 2003 cited Harms 2010).

When it comes to decision-making, the first theory that was taken into account was source credibility theory which maintains that people are more likely to be persuaded if the person doing the persuading is seen as being credible, expert and trustworthy. It is worth noting that expertise is not the only factor for example physically attractive communicators are generally more successful than unattractive ones in changing beliefs, as are people who are generally likeable.

The next theory is social influence. Social influence is the change in behavior that one person causes in another, intentionally or unintentionally, as a result of the way the changed person perceives themselves in relationship to the influencer, other people and society in general.

Three areas of social influence are conformity, compliance and obedience.

Conformity is changing how one behaves to be more like others. This plays to belonging and esteem needs as one seeks the approval and friendship of others. Conformity can run very deep, as a person will even change our beliefs and values to be like those of his peers and admired superiors.

Compliance is where a person does something that he is asked to do by another. The former may choose to comply or not to comply, although the thoughts of social reward and punishment may lead him to compliance even if he does not really want to comply.

Obedience is different from compliance in that it is obeying an order from someone who is accepted as an authority figure. In compliance, one has some choices. In

obedience, one believes that he does not have a choice. Many military officers and commercial managers are interested only in obedience.

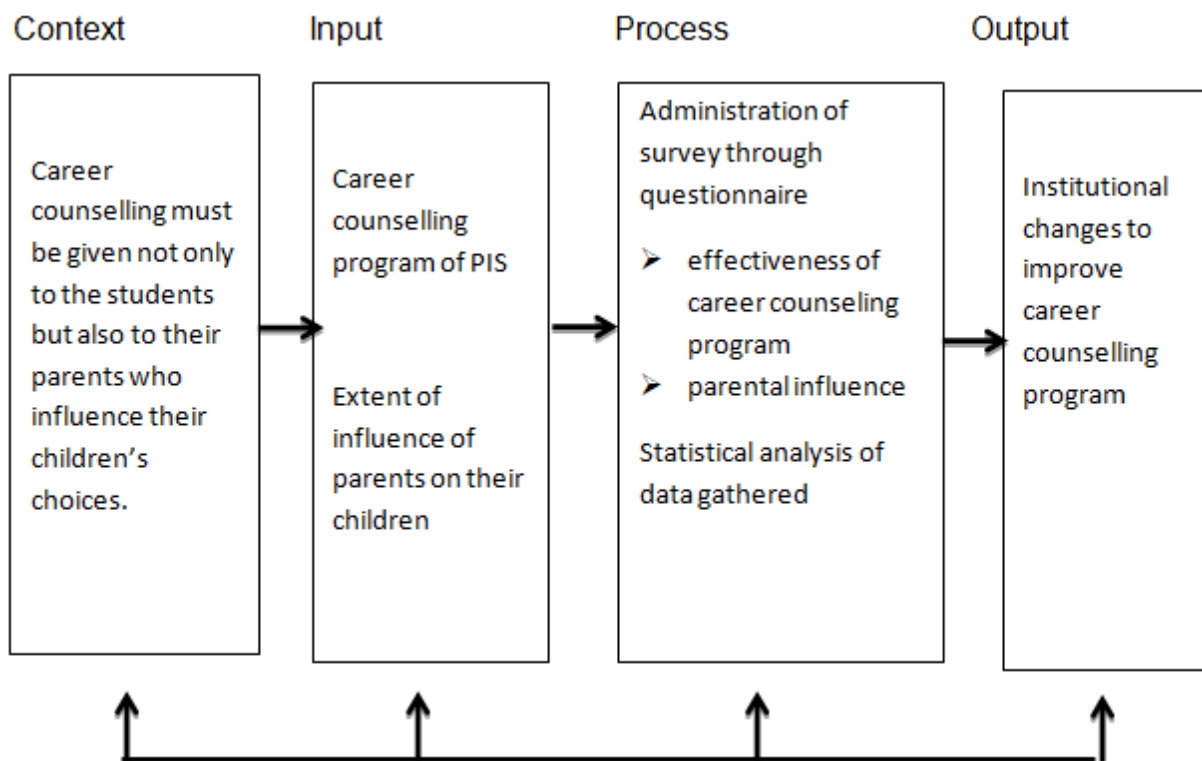
To summarize, a person has to satisfy a certain hierarchy of needs that include the need for self-actualization (Maslow). And people consciously create their own personalities and lifestyles that will achieve their highest goals (Adler). Because every person is unique, motivation for him must always be a contemporary process (Allport).

In his psychosocial theory, Ericson emphasizes outside interactions in relation to human development and how these influence the individuals who are searching for their identity. People when making decisions are more likely to be persuaded if the person doing the persuading is credible, expert and trustworthy. According to the theory of social influence a person’s decision is most of the times changed either because he wants to conform, comply or obey.

In this paper, it is assumed that every high school student who is about to enter senior high school wants to achieve self-actualization for him to attain his goals in life. In the process of doing this, he is motivated by people who have the credibility to do so. And when he finally makes a decision either out of conformity, compliance or obedience, he does so as a unique individual.

For a better understanding of the study, the conceptual paradigm of the present study is illustrated in figure 1 below.

**Conceptual Paradigm**



This paradigm is anchored on the context that career counselling must be given not only to the students but also to their parents who have a big influence on the decisions their children make. A school career counselling program can be more effective if the parents are subjected to counselling so that the support they can offer will be more objective.

The input will be the data and insights about how effective the school career guidance program and how extensive is the influence of the parents on the choice of career path of their children. Said information will be gathered through their responses to the questionnaire and will be analysed through statistical tools.

The expected output is a more comprehensive career counselling at PIS that will be implemented in the third quarter of this school year.

**IV. RESEARCH METHOD**

Research Design

This study is a descriptive-correlational quantitative research which also utilizes qualitative measures by using interviews among the respondents. Being descriptive, it is a description of the unique perceptions of the respondents on how the effective the career counselling program of Paharang Integrated School is and how much the parents affect the choice of career path of their children.

The researcher determined correlations from analysis and comparison of the data gathered from the respondents. This may also be described as qualitative since the respondents were interviewed to validate their perceptions.

Research Respondents

The current study involves 20 students from different sections. Therefore, the Grade 10 who are about to graduate from junior high school March of 2020 in Paharang Integrated School are the respondents.

The student-respondents as well as their parents, teachers and the other members of the community were also interviewed to validate the results of the statistical data that were gathered.

Quantitative Measures

The questionnaire used is a self-made one which is meant to gather data about the career counselling program being implemented by PIS as well as the extent of influence the parents exert on their children. It also includes the type of career counselling they had received and how these affected the choices they made.

Data Gathering Procedure

There were three phases namely: preparation, data gathering and data analysis.

December 2019 Preparation includes the preparation and submission of the proposal, and request letters to the concerned institutions. This also involves intensive reading and research and preparation of questionnaires.

January 2020 Data gathering  
 February 2020 Implementation of the Program  
 February 2020 Data analysis and Career Counselling Development Program

Statistical Tools

The data gathered in this study were analyzed using the following:

- (1) frequency count or the number of data points which fall within a given class;
- (2) percentage or the ratio of the whole expressed in percentage; and
- (3) mean or measure of central tendency and a point at which a source cluster.

Analysis

Likert Scale was used to determine the perception of the respondents towards the variables being investigated. Respondents were asked to indicate the degree to which they agree or disagree with the ideas expressed by indicator.

Range	Interpretation		
	Importance of career counselling received	Agreement/disagreement on the involvement of parents in making choices	Extent of parents' influence in decision making
4.51 -5.00	Extremely important	Extremely agree	Always
3.51-4.50	Very important	Moderately agree	Most of the time
2.51 -3.50	Important	Are/is neutral	Sometimes
1.51 – 2.50	Of little importance	Disagree	Rarely
1.00 1.50	No importance whatsoever	Extremely disagree	Never

**V. RESULTS AND DISCUSSION**

This part presents the discussions and interpretations of the results of the study.

**Table 1:- Table of Frequency of Types of Counselling Received by Respondents**

Group counselling from school guidance counsellor	14
Career counselling from our teachers	16
Individual career counselling from the school guidance counsellor	20
Career counselling from representatives of colleges/universities	14
Career counselling from PESO/DOLE	0

This Table shows that all respondents, 100%, received group counselling from the school guidance counsellor and 80 percent was counselled by subject Teachers. Majority, 14, which make up 70%, received individual career counselling from their state colleges or universities and group counselling from school guidance coordinator. Nobody was counselled by PESO/DOLE.

**Table 2 Mean of Level of Importance Placed by Respondents to Types of Counselling**

	Mean
Career counselling from our teachers	4.84
Group counselling from school guidance counsellor	4.76
Individual career counselling from the school guidance counsellor	4.7
Career counselling from PESO/DOLE	3.8
Career counselling from representatives of colleges/universities	2.96

When asked to rate these types of counselling in terms of their importance in making a career choice, the respondents found the career counselling they get from teachers as the most important. It got a mean of 4.84, extremely important. Group counselling (4.76) and individual counselling (4.7) from the guidance counsellor were also extremely important for them. They found the career counselling from colleges and universities important (2.96).

They consider career counselling from PESO or DOLE as very important because according respondent, these agencies have access to the labour market. They will thus be given relevant information that can really help them.

**Table 3 Mean of Level of Extent to which Respondents Agree**

1	Counseling can help me make the right choices	4.98
2	Children are bound to follow what their parents tell them to do	4.96
3	Parents have the right to decide for their children	4.94
4	Children must abide by the decisions their parents make about their future careers	4.86
5	Parents have the right to decide the career path for their children	4.68
6	My parents need counseling so that they can help me make the right choice.	4.5

When it comes to their opinions regarding the role their parents play when it comes to making choices, the respondents extremely agree to all items in Table 3.

On top of the list is their concurrence to the premise that counselling helps one make the right choices (4.98).

They also extremely agree it is unavoidable for children to follow what their parents tell them (4.96) and that parents have the right to decide for their children (4.94). Children must therefore abide by the decisions about their future careers their parents impose on them (4.86) because parents have the right to do this for them (4.68). Parents however, need counselling so that they can help their children make the right choices (4.5).

**Table 4 Mean of Level of Satisfaction on the Choices Made**

1.	I am satisfied with the choices they make for me.	4.76
2.	I make decisions for myself.	4.16
3.	My parents make decisions for me.	4.08
4.	I am contented with my choices.	4.04

With the mean of 4.76 – always, item 1 is on top of the list. This means that though the parents do not make choices for them (item 3, 4.08) always, they feel satisfied when their parents do. They make decisions for themselves (4.16) and they are contented with their choices most of the time (4.16).

**Table 5 Table of Frequency as to Who Will Make Choices for Them**

1.	My parents and I will decide on the career path for me.	11
2.	I will ask for my parents' suggestions but I will make the decision myself.	2
3.	My parents will choose the track for me.	6
4.	I will choose my career path myself.	1



This table shows that 11 or 55% said that they will make the decision about the career path they are to take with their parents. Six (13%) will allow their parents to choose their track. Two (1%) will ask parents suggestion but will decide on what strand to enrol while 1 (05%) will choose their path with themselves.

**VI. DISCUSSION**

The respondents are aware of career counselling because they have each received one or more career counselling either from their teachers, guidance counsellors and other people. And they consider all these types of counselling very important. In fact almost all of them agreed that counselling helps one make the right choices.

The respondents are almost one in saying that parents have the right to make choices for their children, including choices of career path and children have to abide by them. Majority have their parents make decisions that satisfy them. However, they feel that parents need counselling so that they can help their children make the right choices.

Since 55% said that they will make the decision about the career path they are to take with their parents and 13% will solicit suggestions from their parents, the role of parents in making the decisions especially when it comes to choosing the career path cannot be discounted.

Based on the comments of the students, parents have a very strong influence on whatever they do. One said, *‘sina mama poangnakakaalamkunganoang tama parasa kin.’* (My mama knows what is right for me. Another said, *‘Walanamanpoakongmagagawakasipagsinabinila, yon na yon.’* (I cannot do anything because whatever they tell me is what is going to happen. Still another one explained, *‘Bata*

*pa pokasiako. Siguropo, pagtandako, akonaangbahalasariliko. Perongayonsinatatay at nanaymuna.* (It is because I am still young. Maybe when I am old enough, I can take care of myself. But for now, it still depends on my parents.)

As Ferry said, the importance of parental influence upon their children’s career choice is consistently important, even across gender and racial lines. Although schools, peers, and the student’s community all have an impact on the young adult’s self-identity and career choice, the parent’s expectations and perceptions of vocational fit for their children have been found to be the key roles in shaping their career choices (Ferry, 2006).

**VII. CONCLUSIONS**

1. The career counseling program of Paharang Integrated School is of vital importance in helping the students make the career choice. The individual and group counseling by the school guidance counselor and the teachers are considered by the respondents as extremely important.
2. The parents influence the choice of career path of their children to a large extent. The respondents believing in the right of their parents to make decisions for them value whatever their parents tell them.
3. Developmental measures must be implemented so that the career counseling program of Paharang Integrated School can cover both students and parents.

**RECOMMENDATIONS**

In view of this, the following insertions to the guidance program are being recommended:

Objectives	Activities/Target Date	Persons Involved
1. To introduce the value of making the right choices	Orientation – First week of August	Grade 10 students
2. To give the parents a clear understanding of the different career tracks available to the students		
3. To assure the involvement of the parents in the decision making as regards the choice of career path of their children	Counselling of students with their parents	Grade 10 and their parents
	Home visitation/As the need arises	
4. To invite career professionals/immersion partners to share their success to parents and students	Inviting Guest speaker for vocational orientation	Student and parents
5. To craft a module that will assess the interest of students on the career path they want in the future.	Crafting module that will be utilized by students	Grade ten teachers and guidance coordinators

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