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# Proposed Integration of Career Orientation as a Separate Subject in Secondary Curriculum

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## Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

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## ABSTRACT

Proposed Integration of Career Orientation as a separate subject in the Secondary Education Curriculum, this study assesses the perception of a Regular College Students, Transferees, Shifters, Second Coursers-Doctor of Medicine undergoing Bachelor of Science in Nursing in a selected nursing school herein Metro Manila. Secondary Education Curriculum is a list of subjects that must be taken by the high school students per academic year. This task is focus on the assessment of nursing students in terms of age, gender, civil status, and their perception on Career Orientation as a separate subject in Secondary Curriculum.

**Aims:** The study aimed to assess the knowledge and awareness of college students on the importance of Career Orientation as a separate subject in the secondary education curriculum to develop an essential recommendation to school administrations, Division Office, and Department of Education.

**Scope and Limitation of the Study:** The central interview was made to the 48 undergraduate students in DCSLC, 27 undergraduate students in OLFU, and 25 Medical Doctors taking up nursing in a selected nursing school herein the Metro Manila.

**Research Design:** The study employed Descriptive research with the used sample survey method

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and questionnaire to assess the knowledge and awareness of first courser and second courser college students. A Total of 100 college students from selected nursing school were recruited for this study.

**Results:** A Total of 100 questionnaires were distributed, collected, validated, and analyzed.

*Keywords: Career orientation as a subject; transferees; second courser.*

## 1. INTRODUCTION

Career orientation is the kind of services to prepare and to continue the senior high school studies to higher education [1] for individuals' people in not specified age and not specified period of their lives where there will be helped to start thinking about their future career [2,3]. Career Orientation for some it is called Career Guidance [4], the relationship of career guidance and orientation to TVET has been obfuscated by semantic confusions. This applies particularly to career education. Whereas the term 'careers education' in the United Kingdom focuses essentially on career decision making, 'career education' in the United States of America [5]. Whatever definition they had, Career Guidance, Career Education, Career Path, or Career Orientation it is services intended to assist individuals, of any age and any point throughout their lives, to make educational, training and occupational choices and to manage their careers [6]. In today's world, where the job market is becoming more and more competitive, career orientation or career guidance programs are becoming increasingly important for high school students [7].

An Assessment of the student's perception from Dr. Carlos S. Lanting College under with the nursing regular program, Our Lourdes of Fatima University under with the nursing regular program and Dr. Carlos S. Lanting College under with Special Program it can provide valuable insights of how Career Orientation is significant to them [8-10].

In our approach to recognize the respondent's perception, the author gave special importance to the responses from the college students enrolled in this study as the right amount of data gathered, it was tabulated, statistical treatment applied and analyzed to make proper recommendations.

### 1.1 Objective

The study aimed to:

1. Assess the knowledge and level of awareness of college students on the

importance of Career Orientation as a separate subject in the Secondary Education Curriculum.

2. Develop an essential recommendation to school administrations, Division Office, and Department of Education.

## 2. METHODS

### 2.1 Respondents of the Study

The study was conducted into two selected colleges in Quezon City, Metro Manila: First, Dr. Carlos S. Lanting College (DCSLC) in Tandang Sora, Quezon City and the second is Our Lady of Fatima University (OLFU) in Fairview Quezon City. The first nursing school was chosen because of its large number of enrollees in all year level that composed of regular, shifters, and they also offered second course nursing programs for the doctors. The second nursing school was chosen because the university has also many enrollees too in all year level and they had also transferees, shifters. The Dr. Carlos S. Lanting College Research Board Committee approved the research protocol. Prior to commencement of the study, the researcher obtained approval from both private school, and informed consent from the students.

*Using Quantitative Descriptive Selective method design of the study*, 100 respondents were selected from the two selected schools: 48 respondents from Dr. Carlos S. Lanting College undergraduate nursing program, 27 respondents from Fatima University undergraduate nursing program and 25 respondents from Dr. Carlos S. Lanting College Nursing Second Courser Nursing Program for Doctors. Inclusion criteria in Dr. Carlos S. Lanting College of Nursing were 1. Filipinos born 2. Studied in a Nursing Regular Program in Dr. Carlos S. Lanting College. 3. Assessable and willing to be a part of the study. 4. The student could be a transferee, shifter, first courser. 5. The person must be willing for short interview.

The selection of participants in Our Lady of Fatima University was done purposively and

restrictedly based on the following criteria: 1. Filipinos born 2. Studied in a Nursing Regular Program in Our Lady of Fatima University. 3. Assessable and willing to be a part of the study. 4. The student could be a transferee, shifter, first courser. 5. The person must be willing for short interview.

The selection of participants in Dr. Carlos S. Lanting College Special Program in Nursing was done purposively and restrictedly based on the following criteria: 1. Filipinos born 2. Doctors in Medicine Studied in a Dr. Carlos S. Lanting College - Nursing Program. 3. Assessable and willing to be a part of the study. 4. The person must be willing for short interview.

## 2.2 Tool of the Study

In this study, Self-administer Questionnaire that assess the perception of the respondents if Career Education is important or not important to include as a separate subject in Secondary Education Curriculum.

## 2.3 Data Gathering Procedure

The questionnaire methods were the mode of the data gathering with quantitative approach. (1) The study was conducted at Dr. Carlos S. Lanting College and Our Lady of Fatima University in Quezon City, Metro Manila. (2) The answered Self-administer questionnaire to determine respondents' perception on significant query if Career Orientation can be valuable as a separate subject in Secondary Education Curriculum.

## 2.4 Quantitative Analysis

The data gathered from the respondents were tabulated and summarized them into tables to clarify and simplify the presentation of the data collected. Statistical analyses were applied to the data using the following descriptive nonparametric technique: Weighted Mean was used to describe the perception of nursing students if Career Orientation as a separate subject in high school is important or not important. Welch T-test was used in this study to determine if the Career Orientation as a separate subject in Secondary Education Curriculum is significant or not significant from the three groups' perception.

## 3. RESULTS

From the result shown in Table 1, the frequency and percentage distribution of the respondents from Dr. Carlos S. Lanting College (DCSLC) undergraduate program, Our Lady of Fatima University (OLFU) undergraduate program and Dr. Carlos S. Lanting College (DCSLC) Special program as to age.

As reflected in the table, out of 48 students in DCSLC, 21 or 43.75 percent were from the ages or 21-25; 17 or 35.42 percent were from the ages 17 and below; 5 or 10.42 percent from the ages of 36 and above.

Out of 25 respondents in Fatima University, 16 or 59.26 percent were from the ages of 17 and below; 9 or 33.33 percent were from the ages of 21-25; 2 or 7.41 percent were from the ages of 26-30.

Out of 25 respondents from DCSLC Doctors taking up Nursing Course, 16 or 64 percent were from the ages of 36 and above; 7 or 28 percent were from the ages of 31-35; 2 or 8 percent were from the ages of 26 to 30.

The data imply that majority of the respondents were in the adolescence period which may attest that their capabilities in choosing a course was not yet stable and the literature shows a gap in the relationship between adolescent emotion and academic pressure towards achieving their goals [11]. On the other hand, the respondents with the age from 26 to 30, constitute the lowest rank because of they were still searching for good profession.

The data implies that any age group did not matter in choosing a course, whether the individual belongs to adolescent or an adult, both age group has its own wants and needs to take particular course in college and they should be guided in order not to waste the time, effort, and money.

From the result shown in Table 2, the frequency and percentage distribution of the respondents from Dr. Carlos S. Lanting College undergraduate program, Our Lady of Fatima University undergraduate program and Dr. Carlos S. Lanting College Special program as to gender.

**Table 1. Frequency and percentage distribution of respondents  
As to Age**

AGE	DCSLC undergraduate		Fatima Univ. Undergraduate		DCSLC Doctors in Medicine taking up Nursing (Second Courser)	
	f	%	f	%	f	%
36 and above	3	6.25	0	0.00	16	64.00
31-35	5	10.42	0	0.00	7	28.00
26-30	2	4.17	2	7.41	2	8.0
21-25	21	43.75	9	33.33	0	0.00
17 below	17	35.42	16	59.26	0	0.00
Total	48	100	27	100	25	100

**Table 2. Frequency and percentage distribution of respondents  
As to Gender**

Gender	DCSLC undergraduate		Fatima Univ. Undergraduate		DCSLC Doctors in Medicine taking up Nursing (Second Courser)	
	f	%	f	%	f	%
Male	22	45.83	7	25.93	9	36.00
Female	26	54.17	20	74.07	16	64.00
Total	48	100	27	100	25	100

As reflected in the table, out of 48 respondents in DCSLC 26 or 54.17 were females; 22 or 45.83 percent were males.

Out of 27 respondents in Our Lady of Fatima University, 20 or 74.07 percent were females; 7 or 25.93 percent were males.

Out of 25 respondents in DCSLC (Second Courser) Doctors in Medicine taking up Nursing Course 16 or 64 percent were female; 9 or 36 percent were males.

Comparatively, the table indicated that the total respondents 62 or 62 percent were female while the remaining 38 or 38 percent were male. This was understandably expected since most students were female in both School of Nursing.

Women are predominant in nursing, and it had become identified with the female Gender [12], a reason why most of the respondents were female, they were dominant in number compared to male nursing students.

From the result shown in Table 3, the frequency and percentage distribution of the respondents from Dr. Carlos S. Lanting College undergraduate program, Fatima University undergraduate program and Dr. Carlos S. Lanting College Special program as to Civil Status.

As reflected in the table, out of 48 respondents in DCSLC undergraduate programs 38 or 79.17 were single; 9 or 18.75 percent were married; 1 or 2.08 percent was separated.

**Table 3. Frequency and percentage distribution of respondents  
As to Civil Status**

Civil Status	DCSLC Undergraduate		Fatima Univ. Undergraduate		DCSLC Doctors in Medicine taking up Nursing (Second Courser)	
	f	%	f	%	f	%
Single	38	79.17	27	100.00	8	32.00
Married	9	18.75	0	0.00	16	64.00
Widow/er	0	0.00	0	0.00	0	0.00
Separated	1	2.08	0	0.00	1	4.00
Total	48	100	27	100	25	100

Out of 27 respondents in Our Lady of Fatima University undergraduate program, 27 or 100 percent were single.

Out of 25 respondents in DCSLC (Second Courser) Doctors in Medicine taking up Nursing Course 16 or 64 percent were married; 8 or 32 percent were single; 1 or 4 percent is separated.

Comparatively, the table indicates that the total respondents, 73 or 73 percent were single; 25 or 25 percent were married while the remaining 2 or 2 percent were separated. This understandably as shown in Table 1 most of them were adolescent. Literature shown that 64% of teens indicate that they had never been in a romantic relationship of any kind [13]. Since the majority of the respondents were adolescent and the literatures shown that 64% had never been in romantic relation, hence most of them were single.

From the result shown in Table 4, the frequency and mean distribution of the respondents from Dr. Carlos S. Lanting College, students belongs to regular undergraduate program and they Perceived that Career Orientation as a Separate Subject in Secondary Education Curriculum gives Verbal Interpretation (VI) of "Important" with a general mean of 4.42 with slight variance on four (4) items, Item 1, The Career Orientation must be informative in such a way the speaker must discuss every field or every course of studies offered in different universities with a mean of 4.60; Item 3, The speaker should be prepared for every topic and show great effort with a mean of 4.70; Item 4, Tuition fee of every course should be discuss in every universities and colleges herein Metro Manila and provinces, with a mean of 4.52; and Item 8, Rights and privileges in all courses be clear to all students with a mean of 4.77.

Dr. Carlos S. Lanting College undergraduate students perceived first: item 3, The speaker should be prepared for every topic and show great effort is Very Important with a mean of 4.70, second item 1, The Career Orientation must be informative in such a way the speaker must discuss every field or every course of studies offered in different universities is Very Important with a mean of 4.60; and the Third is item 4, Tuition fee of every course should be discuss in every universities and colleges herein Metro Manila and provinces is Very Important with a mean of 4.52.

The summary of the responses in Dr. Carlos S. Lanting College (Group A) undergraduate program, they Perceived that Career Orientation as a Separate Subject in Secondary Education Curriculum is "Important" with a general mean of 4.42.

From the result shown in Table 5, the frequency and mean distribution of the respondents from Our Lady of Fatima University, students belongs to this group perceived that Career Orientation as a Separate Subject in Secondary Education Curriculum gives Verbal Interpretation (VI) of "Very Important" with a general mean of 4.55 with slight variance on 6 items: Item 2, The Career Orientation must have enough time to discuss every topic of every course with a mean of 4.30; Item 7, The Career Orientation must have enough time to discuss every topic of every course with a mean of 4.22; Item 9, Brotherhood or camaraderie in every course must be tackled with a mean of 4.22; Item 10, Employment of every course here in the Philippines and abroad should be discussed thoroughly with a mean of 4.48; Item 12, There should be enough time for the students to ask questions with a mean of 4.48, and Item 17, The duration to finish or On the Job training must be discussed with a mean of 4.44.

Our Lady of Fatima University undergraduate students perceived first: item 14, The significance to take the right course must be discussed with a mean of 4.89; Second is item 5, The students should be informed of the specialized subject in every universities and colleges herein Metro Manila and in provinces with a mean of 4.85; and the Third is item 15, here should be a regular session of Career Orientation in High School in order to provide a thorough informative process of information with a mean of 4.74.

The summary of the responses in Our Lady of Fatima University (Group B) undergraduate program, they Perceived that Career Orientation as a Separate Subject in Secondary Education Curriculum is "Very Important" with a general mean of 4.55.

From the result shown in Table 6, the frequency and mean distribution of the respondents from Dr. Carlos S. Lanting College, students belongs to this group are Doctors in Medicine taking up Nursing Course and they Perceived that Career Orientation as a Separate Subject in

**Table 4. Frequency and Mean Distribution of Respondents from Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum**

<b>CONTENTS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Wt/X</b>	<b>VI</b>
1. The Career Orientation must be informative in such a way the speaker must discuss every field or every course of studies offered in different universities.	33	11	4			4.60	VI
2. The Career Orientation must have enough time to discuss every topic of every course.	28	16	4			4.50	I
3. The speaker should be prepared for every topic and show great effort.	37	9	1	1		4.70	VI
4. Tuition fee of every course should be discussed in all universities and colleges herein Metro Manila and provinces.	29	15	4			4.52	VI
5. The students should be informed of the specialized subject in all universities and colleges herein Metro Manila and in provinces.	25	20	3			4.45	I
6. Future needs and demands for every course should be emphasized.	24	18	4	1	1	4.31	I
7. Possibilities of going abroad in every course should be a part of the orientation.	22	12	14			4.17	I
8. Rights and privileges in all courses be clear to all students	37	11				4.77	VI
9. Brotherhood or camaraderie in every course must be tackled	20	19	9			4.23	I
10. Employment of every course here in the Philippines and abroad should be discussed thoroughly.	20	22	6			4.29	I
11. Regulation in every Universities and colleges should be discussed.	27	14	7			4.42	I
12. There should be enough time for the students to ask questions.	29	12	7			4.45	I
13. Advantages and disadvantages of every course must be presented.	22	18	8			4.29	I
14. The significance to take the right course must be discussed.	27	15	5	1		4.41	I
15. There should be a regular session of Career Orientation in High School to provide a thorough informative process of information.	28	13	5	1	1	4.27	I
16. The duration to finish the courses must be discussed.	26	14	7	1		4.35	I
17. The duration to finish or On the Job training must be discussed.	26	17	4	1		4.42	I
18. The significance of taking a Board Examination /Civil Service Examination must be presented.	35	10	2	1		4.46	I
x						4.42	I
Std.						.15	
N						48	

Legend: x: Mean  
Std.: Standard Deviation  
N: Population

**Table 5. Frequency and mean distribution of respondents from our lady of Fatima University (Undergraduate Nursing Program, Group B) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum**

<b>CONTENTS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Wt/X</b>	<b>VI</b>
1. The Career Orientation must be informative in such a way the speaker must discuss every field or every course of studies offered in different universities.	17	9	1			4.51	VI
2. The Career Orientation must have enough time to discuss every topic of every course.	14	7	6			4.30	I
3. The speaker should be prepared for every topic and show great effort.	18	7	2			4.59	VI
4. Tuition fee of every course should be discussed in all universities and colleges herein Metro Manila and provinces.	21	4	2			4.70	VI
5. The students should be informed of the specialized subject in all universities and colleges herein Metro Manila and in provinces.	23	4				4.85	VI
6. Future needs and demands for every course should be emphasized.	17	8	2			4.56	VI
7. Possibilities of going abroad in every course should be a part of the orientation.	11	11	5			4.22	I
8. Rights and privileges in all courses be clear to all students	18	9				4.67	VI
9. Brotherhood or camaraderie in every course must be tackled	11	13	1	2		4.22	I
10. Employment of every course here in the Philippines and abroad should be discussed thoroughly.	14	12	1			4.48	I
11. Regulation in every Universities and colleges should be discussed.	19	5	3			4.59	VI
12. There should be enough time for the students to ask questions.	18	5	3	1		4.48	I
13. Advantages and disadvantages of every course must be presented.	20	4	3			4.63	VI
14. The significance to take the right course must be discussed.	24	3				4.89	VI
15. There should be a regular session of Career Orientation in High School to provide a thorough informative process of information.	20	7				4.74	VI
16. The duration to finish the courses must be discussed.	17	7	3			4.52	VI
17. The duration to finish or On the Job training must be discussed.	17	7	2		1	4.44	I
18. The significance of taking a Board Examination /Civil Service Examination must be presented.	23	3	1			4.63	VI
x						4.55	VI
Std.						.18	
N						27	

Legend: x: Mean  
Std.: Standard Deviation  
N: Population



**Table 6. Frequency and mean distribution of respondents from Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum**

<b>CONTENTS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Wt/X</b>	<b>VI</b>
1. The Career Orientation must be informative in such a way the speaker must discuss every field or every course of studies offered in different universities.	22	3				4.88	VI
2. The Career Orientation must have enough time to discuss every topic of every course.	21	4				4.84	VI
3. The speaker should be prepared for every topic and show great effort.	22	3				4.88	VI
4. Tuition fee of every course should be discussed in all universities and colleges herein Metro Manila and provinces.	14	8	3			4.44	VI
5. The students should be informed of the specialized subject in all universities and colleges herein Metro Manila and in provinces.	14	11				4.56	VI
6. Future needs and demands for every course should be emphasized.	18	6	1			4.68	VI
7. Possibilities of going abroad in every course should be a part of the orientation.	12	9	3	1		4.28	I
8. Rights and privileges in all courses be clear to all students	18	7				4.72	VI
9. Brotherhood or camaraderie in every course must be tackled	9	13	3			4.24	I
10. Employment of every course here in the Philippines and abroad should be discussed thoroughly.	17	7	1			4.64	VI
11. Regulation in every Universities and colleges should be discussed.	18	4	3			4.60	VI
12. There should be enough time for the students to ask questions.	17	8				4.68	VI
13. Advantages and disadvantages of every course must be presented.	12	12	1			4.44	I
14. The significance to take the right course must be discussed.	22	3				4.88	VI
15. There should be a regular session of Career Orientation in High School to provide a thorough informative process of information.	22	3				4.88	VI
16. The duration to finish the courses must be discussed.	19	5	1			4.60	VI
17. The duration to finish or On the Job training must be discussed.	18	7				4.72	VI
18. The significance of taking a Board Examination /Civil Service Examination must be presented.	24	1				4.96	VI
x						4.66	VI
Std.						.20	
N						25	

Legend: x: Mean  
 Std.: Standard Deviation  
 N: Population

Secondary Education Curriculum gives Verbal Interpretation (VI) of "Very Important" with a general mean of 4.66 with slight variance on 3 items: Item 7, Possibilities of going abroad in every course should be a part of the orientation with a mean of 4.28; Item 9, Brotherhood or camaraderie in every course must be tackled with a mean of 4.24; Item 13, Advantages and disadvantages of every course must be presented with a mean of 4.44.

The Doctors of Medicine taking up nursing course perceived first: item 18, The significance of taking a Board Examination /Civil Service Examination must be presented is "Very Important" with a mean of 4.96; the Second is item 1, 3, 14, and 15, The Career Orientation must be informative in such a way the speaker must discuss every field or every course of studies offered in different universities, The speaker should prepared for every topic and show great effort, The significance to take the right course must be discussed, There should be a regular session of Career Orientation in High School in order to provide a thorough informative process of information are "Very Important" shared with a mean of 4.88; and the Third is item 2, The Career Orientation must have enough time to discuss every topic of every course with a mean of 4.84.

The summary of the responses in Dr. Carlos S. Lanting College (Group C) Second Courser program, they Perceived that Career Orientation as a Separate Subject in Secondary Education Curriculum is "Very Important" with a general mean of 4.66.

**Problem No. 1** Is there a significant difference between the Perception of Respondents from Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) and Respondents from Our Lady of Fatima University (Undergraduate Nursing Program, Group B) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum?

*Null Hypothesis:* There is no significant difference between the Perception of Respondents from Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) and Respondents from Our Lady of Fatima University (Undergraduate Nursing Program, Group B) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum.

*Alternative Hypothesis:* There is significant difference between the Perception of Respondents from Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) and Respondents from Our Lady of Fatima University (Undergraduate Nursing Program, Group B) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum.

Table 7 shows the results of whether there are significant differences between Perception of Undergraduate Nursing Students of Dr. Carlos S. Lanting College (Group A) and Undergraduate Nursing Students of Our Lady of Fatima University (Group B) regarding with Career Orientation as separate subject in secondary education curriculum. A Welch T Test was used to examine the difference between the perception of Group A and Group B. The data showed that the mean scores and standard deviation of Group A and Group B were 4.42 (SD=0.15) and 4.55 (SD=0.18), respectively, and the statistical analysis of the Welch t-test calculated the t-value of as 3.1823, with a p-value of less than 0.0026, rejecting the null hypothesis and the difference was statistically very significant.

The data in Table 7 indicates that there was a very significant difference in between the Perception of Respondents from Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) and Respondents from Our Lady of Fatima University (Undergraduate Nursing Program, Group B) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum in both respective groups ( $p < 0.0026$ ).

**Problem No. 2:** Is there a significant difference between the Respondents from Our Lady of Fatima University (Undergraduate Nursing Program, Group B) and Respondents from Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum?

*Null Hypothesis:* There is no significant difference between the Respondents from Our Lady of Fatima University (Undergraduate Nursing Program, Group B) and Respondents from Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) as to their Perception Regarding with Career Orientation as

a Separate Subject in Secondary Education Curriculum.

*Alternative Hypothesis:* There is significant difference between the Respondents from Our Lady of Fatima University (Undergraduate Nursing Program, Group B) and Respondents from Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum.

Table 8 shows the results of whether there are significant differences between Perception of Undergraduate Nursing Students from Our Lady of Fatima University and Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) with Career Orientation as separate Subject in Secondary Education Curriculum. A Welch T Test was used to examine the difference between the perception of Group B and Group C. The data showed that the mean scores and standard deviation of Group B and Group C were 4.55 (SD=0.18) and 4.66 (SD=0.20), respectively, and the statistical analysis of the Welch t-test calculated the t-value of as 2.0788, with a p-value less than of 0.043, rejecting the null hypothesis and the difference was statistically significant.

The data in Table 8 indicates that there was a significant difference in between the Respondents from Our Lady of Fatima University (Undergraduate Nursing Program, Group B) and Respondents from Dr. Carlos S. Lanting College

(Second Courser Nursing Program, Group C) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum in both respective groups ( $p < 0.043$ ).

**Problem No. 3:** Is there a significant difference between the Respondents from Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) and Perception of Respondents from Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum?

*Null Hypothesis:* There is no significant difference between the Respondents from Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) and Perception of Respondents from Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum.

*Alternative Hypothesis:* There is significant difference between the Respondents from Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) and Perception of Respondents from Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum.

**Table 7. Results of welch t test between undergraduate nursing students of Dr. Carlos S. Lanting College (Group A) and Undergraduate Nursing Students from Our Lady of Fatima University (Group B) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum**

	Welch T Test Results				t-value	p-value	p < .05	Interpretation
	Mean	SD	SEM	N				
Group B	4.42	0.15	0.0217	48	3.1823	0.0026		Very
Group C	4.55	0.18	0.0346	27				Significant

Note: Level of significance is 0.05

**Table 8. Results of Welch T Test between undergraduate nursing program from Our Lady of Fatima University (Group B) and Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) as to their perception regarding with career orientation as a separate subject in Secondary Education Curriculum**

	Welch T Test Results				t-value	p-value	p < .05	Interpretation
	Mean	SD	SEM	N				
Group B	4.55	0.18	0.0346	27	2.0788	0.043		Significant
Group C	4.66	0.20	0.0400	25				

Note: Level of significance is 0.05

**Table 9. Results of Welch T Test between Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) and Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) as to their perception regarding with career orientation as a separate Subject in Secondary Education Curriculum**

	Welch T Test Results				t-value	p-value	p < .05	Interpretation
	Mean	SD	SEM	N				
Group B	4.66	0.20	0.0400	25	5.2766	0.0001		Extremely Significant
Group C	4.42	0.15	0.0217	48				

Note: Level of significance is 0.05

Table 9 shows the results of whether there are significant differences between Perception of Nursing Students from Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) and Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) with Career Orientation as separate subject in secondary education curriculum. A Welch T Test was used to examine the difference between the perception of Group C and Group A. The data showed that the mean scores and standard deviation of Group C and Group A were 4.66 (SD=0.20) and 4.42 (SD=0.15), respectively, and the statistical analysis of the Welch t-test calculated the t-value of as 5.2766, with a p-value of less than 0.0001, rejecting the null hypothesis and the difference was statistically extremely significant.

The data in Table 9 indicates that there was an extremely significant difference in between the Respondents from Dr. Carlos S. Lanting College (Second Courser Nursing Program, Group C) and Perception of Respondents from Dr. Carlos S. Lanting College (Undergraduate Nursing Program, Group A) as to their Perception Regarding with Career Orientation as a Separate Subject in Secondary Education Curriculum in both respective groups ( $p < 0.0001$ ).

#### 4. DISCUSSION

Interconnectedness of Secondary Education Curriculum with College pathway is very significant to produce successful outcome after a regular number of years in college. Integration of Career Orientation as a separate subject in High School Curriculum is a vital factor to describe individual paths through life, learning, and work [14], tradition of concern for the welfare of individual [15], a wide body of educational, counselling, and active labor market intervention which seek to support individual with their career [16]. But this orientation or career pathway should not be only limited to short period of time. It takes time for the students to internalize the

different courses offered in different Institutions, Colleges, and Universities. The students should know in which schools they could earn the best knowledge and skills to apply for their future occupation. But choosing courses in a short period of time through career orientation or career pathway it could be resulted to confusion and uninform high school students. It is really needed to have a regular class or subject to be included in High School Curriculum, regular schedule for 6 months to one year to develop the awareness of the students for their future. This strategy can eliminate the students' pressure coming from their environment.

High School students are prone to choose courses in college depends on their parents, relatives, friends' pressure. This could be resulted for choosing courses which are not fitted to them or out of their capabilities or interest that during the time of difficulties resulted to transferring and shifting to other courses, taking second course in college, truancy and course misaligned to occupation.

This problem could hit any schooling family member, to save the time, effort, and money the high school students must be guided through Career Orientation. Majority of high school students are belonging to adolescent that who are not prepared in making decision when it comes to courses to take in college.

Majority of the respondents in Dr. Carlos S. Lanting College taking up of nursing program were 17 years old and below which constituted 35.42 percent of the respondents while majority of the respondents in Fatima University were also 17 years old and below that comprised 59.26 percent of the respondents. In Contrast with Doctors in Medicine taking up Nursing Program were 36 years old and above that comprised 64 percent of the respondents. It shows that even the doctors are still wishes to take another course that satisfied their needs.

Demographically it shows that most of the respondents were below 17 years old and below 17 or 35.42% in DCSLC and 16 or 59.26% in OLFU total of 31 or 47.34% of the respondents followed by 21 to 25 years old 21 or 43.75% in DCSLC and 9 or 33.33% in OLFU a total of 30 or 38.54% of the respondents. Thus, it shows a lot of the respondents were adolescent.

It is the reason why the researcher determined to get the perception of the respondents on the Level of Importance of Career Orientation as a separate subject in High School Curriculum. In this study we used 100 respondents in Dr. Carlos S. Lanting College Nursing Undergraduate Program, Our Lady of Fatima Nursing Undergraduate Program, and Dr. Carlos S. Lanting College Nursing Second Courser Program.

After the researcher determined the perceptions of the respondents if Career Orientation is important or not important as a Separate Subject in High School Curriculum; the researcher tabulated the responses and analyzed. Based on the result, the respondents believed that Career Orientation is Very Important as a Separate Subject in High School Curriculum.

Statistically, the Welch T Test was used in Group A: Dr. Carlos S. Lanting College Undergraduate Nursing Program, Group B: Our Lady of Fatima University, and Group C: Dr. Carlos S. Lanting College Second Courser Nursing Program.

A Welch T Test was used to examine the difference between the perception of Group A and Group B, Group B and Group C, Group C and Group A. The data showed that the mean scores and standard deviation of Group A and Group B were 4.42 (SD=0.15) and 4.55 (SD=0.18), respectively, and the statistical analysis of the Welch t-test calculated the t-value of as 3.1823, with a p-value of less than 0.0026, rejecting the null hypothesis and the difference was statistically very significant.

The data also showed that the mean scores and standard deviation of Group B and Group C were 4.55 (SD=0.18) and 4.66 (SD=0.20), respectively, and the statistical analysis of the Welch t-test calculated the t-value of as 2.0788, with a p-value less than of 0.043, rejecting the null hypothesis and the difference was statistically significant.

Lastly, the data showed that the mean scores and standard deviation of Group C and Group A

were 4.66 (SD=0.20) and 4.42 (SD=0.15), respectively, and the statistical analysis of the Welch t-test calculated the t-value of as 5.2766, with a p-value of less than 0.0001, rejecting the null hypothesis and the difference was statistically extremely significant.

Since this was the result of the study, the researcher would like to propose that Career Orientation to become a separate subject in Secondary Education Curriculum, this could be one of the powerful strategy to increase the High School Awareness on which course they will take on college that they have the capability to finish it, how many years to finish it, the budget that they needed, in which best college or universities to have it, and the market demand of their chosen course after their graduation.

## 5. CONCLUSION

Considering findings and conclusion drawn from the research study, the researcher arrived at the following conclusions: 1. Majority of the respondents were from undergraduate program of Dr. Carlos S. Lanting College (DCSLC). 2. Most of the respondents were female, single, age 17 below, transferees and shifters, 3. Students belong to regular undergraduate program of DCSLC perceived Career Orientation as "Important with overall mean of 4.42, 4. Students from Fatima University undergraduate program perceived Career Orientation as "Very Important with an overall mean of 4.45, The Doctors of Medicine taking up Nursing Course perceived Career Orientation as "Very Important" with overall mean of 4.66.

From the result of the research study, the researcher may conclude that "Career Orientation" is Very Important to be integrated as a separate subject in Secondary Education Curriculum.

## 6. RECOMMENDATION

In view of the findings and conclusions, the researcher would like to make the following recommendations:

1. That the School Administration would make a letter of intent; to be submitted to the Congress proposing to pass a bill on "Career Orientation Subject" to be integrated in the secondary academic curriculum.
2. That the Division Offices in all regions should implement the "Proposed Bill"

thereby include the subject in every High School Curriculum.

3. That every School Administration informs the parents the "Proposed Bill" as guide to have an option in making a choice prior entering college level.
4. That the Department of Education (DepEd) should utilize the proposed "Career Orientation Subject" as the basis for choosing a career path in entering college to avoid dilemma of shifting and transferring from every institution, colleges, and universities.
5. That there should be an open forum with regards to improvement of the students through proposed "curricula".
6. That this research maybe used by other schools for the purpose of study and comparison.

### CONSENT AND ETHICAL APPROVAL

Author has taken approval from the following: (1) Dr. Carlos S. Lanting College (DCSLC) Board Committee, (2) Our Lady of Fatima University Dean College of Nursing and (3) Researcher seek an approval from the Dean of Graduate Studies (DCSLC), informed consents from regular undergraduate students, transferee undergraduate students, and Doctor of Medicine taking up of Nursing Course in DCSLC.

### COMPETING INTERESTS

Author has declared that no competing interests exist.

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## APPENDIX

### Reliability Coefficient of Group A and Group B

Pearson Correlation	Coefficient	Group A and B		Interpretation
$\sum(X - Mx)^2 = SSx$	$\sum(Y - My)^2 = SSy$	$\sum(X - Mx)(Y - My)$	r	
0.425	0.599	0.164	0.3247	Positive Correlation

### Reliability Coefficient of Group B and Group C

Pearson Correlation	Coefficient	Group B and C		Interpretation
$\sum(X - Mx)^2 = SSx$	$\sum(Y - My)^2 = SSy$	$\sum(X - Mx)(Y - My)$	r	
0.599	0.759	0.279	0.4138	Positive Correlation

### Reliability Coefficient of Group C and Group A

Pearson Correlation	Coefficient	Group C and A		Interpretation
$\sum(X - Mx)^2 = SSx$	$\sum(Y - My)^2 = SSy$	$\sum(X - Mx)(Y - My)$	r	
<b>0.759</b>	<b>0.425</b>	<b>0.297</b>	0.5227	Positive Correlation

Validity coefficient value	Interpretation
above .35	very beneficial
.21 - .35	likely to be useful
.11 - .20	depends on circumstances
below .11	unlikely to be useful

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