

**SWITCH AND SHIFT: A PHENOMENOLOGICAL STUDY ABOUT
DEVELOPMENT COMMUNICATION STUDENTS' REASONS
FOR SHIFTING IN OTHER DEGREE PROGRAMS**

An Undergraduate Thesis Presented to the
Faculty of Department of Communication and Development Studies
Central Luzon State University

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Science in Development Communication

by
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This undergraduate thesis entitled **"SWITCH AND SHIFT: A PHENOMENOLOGICAL STUDY ABOUT DEVELOPMENT COMMUNICATION STUDENTS' REASONS FOR SHIFTING IN OTHER DEGREE PROGRAMS,"** prepared and submitted by **JAYMEELYN REVILLA REYES** in partial fulfillment of the requirements for the degree of **BACHELOR OF SCIENCE IN DEVELOPMENT COMMUNICATION**, has been examined and is hereby accepted:


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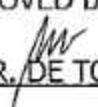
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THESIS ABSTRACT

1. Title: SWITCH AND SHIFT: A PHENOMENOLOGICAL STUDY ABOUT DEVELOPMENT COMMUNICATION STUDENTS' REASONS FOR SHIFTING IN OTHER DEGREE PROGRAM
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7. Abstract:

7.1 Rationale/Background

After finishing high school, many students choose a college degree program based on their skills and life ambitions. This decision is in line with the Sustainable Development Goal (SDG) of Quality Education, which promotes inclusive and equitable education and emphasizes lifelong learning. However, the goal of tertiary education in the 21st century has been questioned due to the enigma surrounding the mere goal of tertiary education which is aimed exposing the learners to more ideal contribution to the society. In this study, the review of related literatures, especially study of Zafar (2013), have shown that students' decisions to change their majors were influenced by factors such as interest, parental advice, discussions with peers, and job opportunities. In the Department of Communication and Development Studies at Central Luzon State University (CLSU), during the pandemic, the number of enrollees has increased rapidly, with a significant number of students shifting to other degree programs. Therefore, this study aims to identify the reasons affecting Development Communication students' decision to shift to other programs during the pandemic. The findings and recommendations could

be used to reduce the number of DevCom students shifting to other programs.

7.2 Summary

This study is primarily aimed at discovering the reasons why students in DevCom shift in other degree programs using their lived experiences. This study used a snowball sampling technique in terms of gathering the participants who are shifters from the Academic Years (A.Y) 2019-2020 to A.Y 2020-2021. Meanwhile, in order to gather their responses an in-depth and focus group interview was utilized. After that, all the data has been transcribed and analyzed following Carl Moustakas' (1994) modification of van Kaam's method of phenomenology.

7.3 Major Findings

Total of 8 steps had been done in order to synthesize the individual textural-structural descriptions to extract the essence of participants' lived experiences. A total of seven themes encompassing participants' experiences in DevCom and reasons why they shifted into other degree program were discussed namely: participants discovered DevCom after being alternate qualifiers, DevCom helps participants develop writing and speaking skills, the power of having a concrete career goals which participants want to pursue, dream and passion towards a degree program to pursue, the effects of pandemic in distance learning, pursuing the preferred degree program amidst the adversities, and giving chances to alternate qualifiers.

7.4 Conclusions

This phenomenological study explored the participants' experiences in DevCom and their reasons behind shifting to other degree programs, focusing on their lived experiences. The study found that most alternate qualifiers for CLSU-CAT were unaware of DevCom and only discovered it upon enrollment. Despite having limited knowledge about the program, participants found DevCom beneficial in developing their writing and speaking skills, however, they still did not pursue the program knowing that it does not match their interest and skillsets. The study also found that having concrete career goals and passion for a degree program were key reasons in their decision to switch a degree program to take. Moreover, the pandemic negatively impacted distance learning, causing some students to seek a sense of belonging and support. Additionally, life situations, parental motivation, and peer support also influenced their decision to pursue their preferred degree program. Despite the rigorous

process and additional years in college, participants were eager to pursue their dream career program. The study also revealed that giving choices to alternate qualifiers was the perceived solution of the participants based on their experiences to lessen the shifting phenomenon. This would allow them to choose a degree program that is aligned with their interests and, thus, providing them more convenience.

7.5 Recommendations

After the results of this study has been discussed along with the conclusions, the following recommendations were hereby drawn. First, a more in-depth analysis of themes uncovered are recommended to be done as it was revealed that the themes could be studied further especially the embedded phenomenon with them. Also, a deeper understanding of the CLSU Policies from the students about the shifting process and especially, the existence and number of quotas per degree program can be studied further too in order to match with the findings of this study and assess if the perceived solution of the participants that they wanted to still be given a chance to still choose a degree program instead of being just allocated in a degree program that is way different than their skillsets and life passion can be implemented in future.

8. Translated Abstract (Filipino):

8.1 Rasyonale

Pagkatapos ng hayskul, maraming estudyante ang pumipili ng kurso batay sa kanilang mga kakayahan at ambisyon sa buhay. Ang desisyong ito ay naaayon sa Sustainable Development Goal (SDG) ng Quality Education, na nagtataguyod ng inklusibo at patas na edukasyon at nagbibigay-diin kahalagahan ng pagkatuto habang-buhay. Gayunpaman, ang layunin ng edukasyong tersiyaryo sa ika-21 siglo ay kinukuwestiyon dahil sa palaisipan na pumapalibot sa layunin lamang ng edukasyong tersiyaryo na hubugin ang mga mag-aaral sa mas kapaki-pakinabang na kontribusyon sa lipunan.

Ipinakita ng mga pag-aaral sa pananaliksik, lalo na ng pag-aaral ni Zafar (2013) na ang mga desisyon ng mga mag-aaral na baguhin ang kanilang mga major ay naiimpluwensyahan ng mga salik tulad ng interes, payo ng magulang, mga usapan sa pagitan ng kanilang mga nakakasamang ka-edaran nila, at mga oportunidad sa trabaho. Sa Departamento ng Komunikasyon at Pag-aaral Pangkaunlaran sa Central

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LIST OF ABBREVIATIONS

A.Y: Academic Year

CLSU CAT: Central Luzon State University College Admission Test

CLSU OAD: Central Luzon State University Office of Admissions

DCDS: Department of Communication and Development Studies

SDG: Sustainable Development Goals

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