

ABSTRACT

The researcher aimed to know the decision making styles of First year college students of Iloilo State College of Fisheries - Main Poblacion. The term “Decision Making Styles” refers to the different kinds of decisions the First Year College students make. First year college students need help during their initial months in college. So, this study was conducted in order to know the decision making styles of students whether inactive, reactive and proactive. Inactive and reactive decision making styles need intervention because these students fail to make choices, do not know what they want to do and do not gain self confidence. Moreover, they allow other people to influence their decisions. The goal of this study is to make these students become proactive in their decision making, thus, making them responsible and empowered to make their own decisions. This study used quantitative method, while a statistical measure of paired sample t- test was conducted to evaluate the impact of intervention on students’ decision making styles. The 81 students were identified as respondents received intervention. This descriptive quantitative study sought to answer the different decision making styles of students before and after the intervention and it was determined through the use of checklist. Before the intervention, the respondents’ response based on the 30 statements in the checklists was reactive and that would mean, they are easily influenced by other peoples’ decisions. However, after the intervention, the respondents’ response based on the 30 statements in the checklist was proactive. It shows that the series of intervention program create impact on the decision making styles of students.

Keywords: *Decision making style, first year college students, reactive, proactive, Iloilo*

INTRODUCTION

A decision is a choice that you make and act upon. Some decisions seem very important; a teenager may devote a lot of time and energy to selecting the right choice. Other decisions may seem insignificant and go almost unnoticed. However, the kinds of decisions that will have an important impact on the rest of a teenager’s life and on the lives of other people should be carefully considered. Adjustment of teenager creates changes that make daily decision about how to behave and how to interact with other people. Many of these decisions reflect the teenagers self- esteem or attitude toward themselves; at the same time, these decisions help establish that teenager’s understanding and expression of their values.

Today, decision making is very crucial among First Year College where students are highly influenced (by peer groups) and does not think of the outcome either positive or negative effect to them. For some students, the transition is easy. They are mature and ready to make decisions about their lives. However, for most students college is a challenge. Thus, this study focuses on the first – year college adjustment.

There are a lot of cases reported at the Guidance Office for misbehaviour and delinquent acts that involves first year college students. Like drinking alcoholic beverages, smoking, cheating, playing billiards, too early sexual involvement, playing at the internet cafe, creating trouble and playing video games. These will eventually lead to dropping- out of school and pose problems in the family, school and society as a whole.

The question of what decision making styles do they use is of interest to every Guidance Counselor. Answers to these questions will be useful in determining specific strategies to provide counseling and guidance services among First Year College students. The term “Decision Making Styles” refers to the different kinds of decisions the First Year College students make. Parents and Teachers are always concerned about what decision making styles do they use that can affect their behaviour and thinking. So, this study is conducted in order to know the decision making styles of students whether inactive, reactive and proactive. Inactive and reactive decision making styles need intervention

because these students fail to make choices, do not know what they want to do and do not gain self confidence. And allows parents, siblings and peers to make decisions for them. The goal of this study is to make these students become proactive in their decision making, thus, making them to examine the decision to playing billiards, too early sexual involvement, playing at the internet cafe, creating trouble and playing video games. These will eventually lead to dropping- out of school and pose problems in the family, school and society as a whole.

The question of what decision making styles do they use is of interest to every Guidance Counselor. Answers to these questions will be useful in determining specific strategies to provide counseling and guidance services among First Year College students. The term "Decision Making Styles" refers to the different kinds of decisions the First Year College students make. Parents and Teachers are always concerned about what decision making styles do they use that can affect their behaviour and thinking. So, this study is conducted in order to know the decision making styles of students whether inactive, reactive and proactive. Inactive and reactive decision making styles need intervention because these students fail to make choices, do not know what they want to do and do not gain self confidence. And allows parents, siblings and peers to make decisions for them. The goal of this study is to make these students become proactive in their decision making, thus, making them to examine the decision to be made, identify and evaluate actions they might take.

METHODOLOGY

Research Design. This study will utilize the pre and post survey method to gather data and to describe the different kinds of decision making styles of students. Checklist will be used to gather data on the different kinds of decision making styles of students. Descriptive method will be used for the study. The data gathered will use the quantitative method. It involves the process of collecting, analyzing, interpreting and writing the results of a study.

Participants/Respondents. The respondents of this research are First Year College students of ISCOF, Main Poblacion, Barotac Nuevo, Iloilo. The researcher uses Slovin's formula in getting the sample size for a specific purpose of the study.

$$\begin{array}{lcl}
 \text{Thus, } n = \frac{N}{1 + Ne^2} & N = 480 \text{ first year students} & = \frac{140}{1 + 4.8} \\
 & N = \frac{480}{1 + 480 (0.10)^2} & = \frac{140}{5.8} \\
 n = \text{sample} & = \frac{480}{82.75} & = 5.8 \\
 N = \text{population} & 1 + 480 (0.01) & = 82.75 \text{ or } 83 \text{ sample size}
 \end{array}$$

Data Collection Procedure. The checklist was developed to serve as the main data – gathering tool for the study. This checklist allows the students to check if the statements listed describe their tendencies and decisions using a scale of 3 for always, 2 for seldom and 1 for never.

Data Analysis Procedure. Checklists are to be distributed to 81 First Year College students of ISCOF, Main Poblacion, Barotac Nuevo, Iloilo. The data gathered from the checklist will be compiled, tabulated and analyzed using a statistical software, statistical tools used were standard deviation, mean and scale. Frequency count was used to determine the respondents' decision making styles before and after the intervention which will be interpreted through arbitrary scale. T- test paired sample was used to evaluate the impact of the intervention to the decision making styles of students. In order to find out the effect of intervention, Eta squared was used and it indicates a large effect as shown in the Cohen's scale.

RESULTS AND DISCUSSION

Respondents Decision Making Styles before and after the Intervention

The checklists were 30 items statements regarding their tendencies and decisions. When taken as a whole, the respondents decision making styles before the intervention were reactive with a mean ($M=2.06$) and standard deviation ($SD= 0.183$). It shows that out of 81 respondents (21) were reactive, (5) were inactive and (4) were proactive. After the intervention, the respondents decision making styles when taken as a whole were proactive with a mean ($M= 2.62$) and standard deviation ($SD= 130$). There were (24) proactive, (5) reactive, (1) inactive.

Table 1. Decision Making Styles Before and After the Intervention

	SD	Mean	Description
Pre- test	0.183	2.06	Reactive
Post- test	.408	2.62	Proactive

Impact of Intervention to the Decision Making Styles of Respondents

Table 2. Impact of intervention on students' decision making style

	N	Mean	SD	t- value	Eta Squared	Significant value
Pre- test	81	2.06	0.183	21.76	0.86	0.0005
Post-test	81	2.62	0.130			

A paired- sample t- test was conducted to evaluate the impact of the intervention on respondents' decision making styles. There was a significant increase in decision making styles from Pre- test ($M= 2.06$; $SD= 0.183$) to Post- test ($M= 2.62$; $SD=0.130$) $t=21.76$ and $p= 0.0005$. The Eta squared statistics (0.86) indicate a large effect size.

Difference in the pre and post intervention of the decision making styles of respondents

Respondent's decision making styles before the intervention shows that their responses on the 30 items checklist were reactive, which means that they allow others to make decisions for them, they were easily influenced by what others think, do or suggest and lacking of self- confidence. After the intervention, the respondents' decision making style become proactive. The t- test paired sample was conducted to show that the intervention has a significant effect. As shown in Table 2, there was a significant effect on the decision making styles of respondents ($t=21.76$) and ($p=0.0005$). Therefore, we can say that the intervention program to improve the decision making styles of students was effective.

CONCLUSION

Going to college for many students is their first full taste of freedom and being on their own. Nowadays, transition period from High School to College are considered very critical period of adjustment because of the influence of peer groups and in turn they do not think of the outcome either positive or negative effect to them. Being in the educational

system, it is our aim to help students make better adjustment and transition from secondary school to college life environment. Thus, helping them to improve in their decision making can help them achieved their goals as far as finishing college is concerned. In order to make these students become effective decision makers, it is necessary to give them opportunity to practice making personally meaningful choices and in such a way they could transfer these skills to real life situations. Guided activities, workshops, discussions and lectures are very important in order to enhance respondents' ability in responsible decision making. As shown in the result of the study, the decision making styles of respondents increase after a series of intervention conducted to them. Therefore, we can say that these activities have helped them to enhance their decision making ability. Every year there are new batches of first year college in our school, our commitment to continuously modify and enhance the program is highly sought for. But the role of the students on the other hand should know that they need to be the key decision- maker under any circumstances. And will also need to learn to acknowledge their responsibilities that go along with those decisions.

REFERENCES

- Brisbane, H. E. (1988). *The developing child: Understanding children and parenting. (No Title)*.
- Corey, G., & Corey, M. S. (1997). *I never knew I had a choice*. Brooks/Cole.
- Engerman, K., & Bailey, U. J. O. (2006). Family decision-making style, peer group affiliation and prior academic achievement as predictor of the academic achievement of African American students. *The Journal of Negro Education*, 443-457.
- Lansford, J. E., Criss, M. M., Pettit, G. S., Dodge, K. A., & Bates, J. E. (2003). Friendship quality, peer group affiliation, and peer antisocial behavior as moderators of the link between negative parenting and adolescent externalizing behavior. *Journal of Research on Adolescence*, 13(2), 161-184.

Declaration of Conflicting Interest. There are no conflicts concerning this research paper, authorship, and publication.

Funding. No funding from external sources, such as donations or grants, was received for conducting research, authorship, and publication of this paper.