



Research Paper

Factors Influencing the Choice of the Academic Program of BSAIS Students at Laguna University: A Framework for Promotional Campaign

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ABSTRACT: The goal of the study is to identify the factors that influence Laguna University BSAIS students' decision regarding their academic program. The main tool being used to gather the required data is a Google Form, and it has a descriptive and correlational design involving first- to fourth-year students. It specifically aimed to address the following queries: (1) What is the respondent's gender, strand, and family income demographic profile? (2) How much do the following factors—personal, such as parental influence, skills, and attributes; social, such as peer influence, media, and/or publicity; and economic, such as job opportunities and salary—influence the respondent's decision to enroll in the BSAIS program? And (3) Is there a noteworthy correlation between the respondents' demographic profile and the variables influencing their choice to take the BSAIS?

KEYWORDS: Personal Factors, Social Factors, Economic Factors, Demographic Profile, Bachelor of Science in Accounting Information System, Promotional Campaign

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I. INTRODUCTION

The Bachelor of Science in Accounting Information Systems (BSAIS) offers students a blend of accounting, business, and computer system skills tailored for careers in Accounting Information Systems. Professionals in this field play a crucial role in supporting management operations and decision-making by overseeing IT activities, selecting, and maintaining software, evaluating system integrity and inefficiencies, and recommending improvements to aid organizational strategy.

Choosing the right career path is paramount, as it significantly impacts one's professional life and future success. Factors such as self-efficacy, family influence, personal interest, and economic considerations influence undergraduate students' career choices, highlighting the importance of understanding individual needs and aligning them with evolving market trends and prospects.

II. THEORETICAL BACKGROUND

The Theory of Reasoned Action (TRA), developed by Fishbein and Ajzen in 1975, posits that people's behavior is influenced by their attitude toward the behavior and subjective norms. Attitude refers to how individuals feel about engaging in a behavior, while subjective norms are perceptions of what important others think about the behavior. These norms are shaped by normative beliefs, which are beliefs about others' approval or disapproval, and attitude is influenced by behavioral beliefs, which are beliefs about the outcomes of the behavior. According to TRA, both personal influence (attitude) and social influence (subjective norms) affect behavior intentions. Jackling and Keneley (2009) suggest that the intention to pursue a certain course of action is determined by beliefs about the behavior's outcomes and the opinions of others.

III. RESEARCH PROBLEMS AND HYPOTHESIS

The study aims to identify factors influencing the choice of the students to choose BSAIS program, including demographic characteristics such as gender, academic background, and family income. It investigates how personal factors like parental influence and skills, social factors including peer influence and media exposure, and economic factors such as job opportunities and salary prospects impact students' decisions. Additionally, it examines whether there is a significant relationship between demographic profiles and decision factors, and it explores BSAIS students' preferences and concerns to tailor promotional campaigns effectively. The hypothesis posits that there is no significant relationship between demographic profiles and students' decision-making regarding the BSAIS program.

IV. DATA AND METHOD

The study utilized descriptive and correlational methods using quantitative research design to discover the factors that influence Laguna University first year to fourth year college students' decision and to investigate the significant relationship between the factors and decision making of the college students in choosing the BSAIS program. The data were collected using a research questionnaire and examined using statistical tools such as the Likert Scale where Table 1 shows its level of implementation. One hundred eighty students were randomly chosen to be the study's respondents.

Table 1. Likert Scale

LEVEL OF IMPLEMENTATION		
RANGE	SCALE	VERBAL INTERPRETATION
5	4.1 - 5	HIGHLY INFLUENTIAL
4	3.5 - 4	INFLUENTIAL
3	2.5 - 3.49	MODERATELY INFLUENTIAL
2	1.50 - 2.49	SOMEWHAT INFLUENTIAL
1	1.0 - 1.49	NOT INFLUENTIAL

V. RESULTS

1. Profile of the Respondents

1.1 Gender

Table 2 shows the distribution of the respondents' demographic profile in terms of gender.

Table 2. Distribution of the respondents in terms of gender

Gender	Frequency	Percentage
Male	41	22.80%
Female	139	77.20%
Total	180	100.00%

Table 2 presents that 139 out of 190 or 77.20% of Laguna University's BSAIS program students are female, with 41 out of 180 or 22.80% being male. This may be due to female students' greater interest and willingness to participate in business-related courses. This can be justified by the study conducted by B. Rapport and C. Thibout (2018) that girls and boys have equal access to education and appear equally free to choose their field of study. However, girls are more likely to choose Business and Health majors and boys are more likely to choose Engineering and Science majors.

1.2 Senior Highschool Strand

Table 3 shows the distribution of the respondents' demographic profile in terms of senior high school strand.

Table 3. Distribution of the respondents in terms of senior high school strand

Strand	Frequency	Percentage
ABM	130	72.20%
GAS	21	11.70%
HUMSS	2	1.10%
STEM	15	8.30%
TVL	12	6.70%
Total	180	100.00%

Table 3 illustrates that ABM is the most popular educational strand among students, with a high frequency of 72.20% or 130 respondents. GAS follows closely with 21 students which built the 11.70%, STEM with 15 respondents 15.30%, TVL with 12 responses or 6.70%, and HUMSS with only 2 respondents compromising the remaining 1.10%. ABM is likely preferred by students aspiring to establish businesses. This can be supported by Angelyn D. (2021), that ABM strand serves as an introductory program in accounting, business and management. This prepares them for pursuing college degrees in fields such as accounting, entrepreneurship and business leadership, where their roles as future professionals are essential for economic progress and sustainable, environmentally responsible business practices.

1.3 Income

Table 4 shows the distribution of the respondents' demographic profile in terms of income.

Table 4. Distribution of the respondents in terms of income

Grade Level	Frequency	Percentage
Low Income	106	58.89%
Middle Income	53	29.44%
High Income	21	11.67%
Total	180	100.00%

Table 4 displays the distribution of respondents' income levels. It shows that 106 out of 180 respondents or 58.89%, reported having low income, whereas 53 respondents or 29.44% is from the middle income, and only 21 out of 180 respondents or 11.67%, indicated having high income. This specifies that the majority of BSAIS students at Laguna University come from families with low income. This preference might be attributed to the affordability of the BSAIS program in comparison to other courses, which could explain why students are more inclined to enroll in this program. This perspective is supported by Quiño's (2022) research, which emphasizes that many students assess their family's financial situation and its potential impact on their educational expenses.

2. Factors Influencing the Choice of Academic Program BSAIS

2.1 Personal Factors

2.1.1 Parent's Influence in choosing the BSAIS

Table 5 shows the level of extent of parents' influence to respondents' decision to choose BSAIS program.

Table 5. Level of extent of parents' influence to respondents' decision to choose BSAIS program

Statements	Mean	SD	VI
Parents' opinion	3.29	1.28	Moderately Influential
Parent's occupation	1.89	1.18	Somewhat Influential
Parent's financial capability	3.41	1.30	Moderately Influential
Relatives enrolled on the same program	1.76	1.08	Somewhat Influential
Parent's dream course	2.01	1.40	Somewhat Influential
Overall Mean	2.47	1.25	Somewhat Influential

Table 5 shows that parents' financial capability is the most significant factor influencing respondents' decision to choose the BSAIS program, it garnered a scale of 3.41. Next in line was the opinion of parents, achieving an overall mean of 3.29, while the dream course preferred by parents secured the third position with an overall mean of 2.01. Occupations of their parents ranked fourth, obtaining a 1.89 overall mean. The factor with the lowest mean among the five was having relatives enrolled in the same program, with a mean of 1.76. Students from low-income family may choose the BSAIS program due to their family's financial situation, aligning with Fouad and Kumar's (2016) findings that family influence is crucial in choosing a strand, as family status, parent occupation, and education level directly impact academic performance.

2.1.2 Influence of Skills and Abilities in Choosing the BSAIS Program

Table 6 shows the level of extent of skills and abilities to respondents' decision to choose BSAIS program.

Table 6. Level of extent of skills and abilities to respondents' decision to choose BSAIS program

Statements	Mean	SD	VI
Having analytical and reasoning skills	3.62	0.92	Influential
Having knowledge in using software apps	3.72	0.90	Influential
Math proficient	3.52	0.84	Influential
Personal Satisfaction	3.50	0.76	Influential
Responsible in finishing task on time	3.57	0.96	Influential
Overall Mean	3.59	0.88	Influential

Table 6 demonstrates the impact of skills and attributes on the respondents' selection of the BSAIS program. With the scale of 3.72, the data indicates that having proficiency in using software applications is the most significant factor in terms of skills and attributes. Possessing analytical and reasoning skills emerged as the second most impactful factor, having an overall mean of 3.62. Following on the third spot was the responsibility to complete tasks on time, with a mean of 3.57. The proficiency in Mathematics secured the fourth position, garnering a mean of 3.52. The least influential factor, as indicated, was personal satisfaction, with a mean of only 3.50. It appears that students have a good understanding of computer usage, leading to their ability to acquire and master software application skills. This observation aligns with the findings of a study by Kazi and Akhlaq (2017), which suggests that an individual's environment, talents, skills, and academic performance all play a role in influencing career choices.

2.2 Social Factors

2.2.1 Peer Influence in Choosing BSAIS

Table 7 shows the level of extent of peer's influence to respondents' decision to choose BSAIS program.

Table 7. Level of extent of peer's influence to respondents' decision to choose BSAIS program

Statements	Mean	SD	VI
Friend's opinion on the course	2.78	1.32	Moderately Influential
Majority of friends are taking the course	2.59	1.37	Moderately Influential
Friends do not want to be apart	2.34	1.17	Moderately Influential
Confidence boosts when with friends	3.28	1.32	Moderately Influential
Senior friends recommended the course	2.33	1.34	Somewhat Influential
Overall Mean	2.66	1.30	Moderately Influential

Table 7 displays the degree of influence exerted by peers on respondents' decisions to select the BSAIS program. The data reveals that the most significant factor, with a rating of 3.28, is the confidence boost that comes from being with friends. Following that, the opinion of friends regarding the course received a mean of 2.78, while having the majority of friends enrolled in the course ranked third with a mean of 2.59. The fourth factor, moderately influential, was friends not wanting to be apart, with a mean of 2.34. The least influential among the five factors was senior friends recommending the course, earning a mean of 2.33. Friends tend to provide encouragement for mutual learning and create a supportive environment. Students also find comfort in

their studies, knowing they have friends to rely on. This observation aligns with findings from Kazi and Akhlaq's (2017) study, where students expressed that they experienced a greater sense of ease and confidence when choosing to spend time with their friends from school or college.

2.2.2 Media Influence in Choosing BSAIS

Table 8 shows the level of extent of media and/or publicity influence to respondents' decision to choose BSAIS program.

Table 8. Level of extent of media and/or publicity influence to respondents' decision to choose BSAIS program

Statements	Mean	SD	VI
University's banners and posters of the	2.78	1.32	Moderately Influential
Information from the school's website	2.59	1.37	Moderately Influential
Presentation from school fairs and events	2.34	1.17	Moderately Influential
Discovered the course online	3.28	1.32	Moderately Influential
Opinion of successful people online who took the course	2.33	1.34	Somewhat Influential
Overall Mean	2.66	1.30	Moderately Influential

course

Table 8 illustrates the degree of influence exerted by media and/or publicity on respondents' decisions to choose BSAIS program. According to the data, the highest rating is 3.29, indicating that students discovered the BSAIS program online. The opinion of successful individuals online who have taken the course held the second position in terms of influence, achieving a mean of 3.28. Following closely was information obtained from the school's website, with an overall mean of 3.12. The fourth factor, considered moderately influential, was awareness garnered from university banners and posters, with a mean of 3.10. The least influential among the five factors was presentations at school fairs and events, with a mean of 2.81. This suggests that students are actively engaged with social media platforms, allowing them to gather information about the program and ultimately choose it as their college course. This observation aligns with a study conducted by Reddy in 2014, which highlighted that students use social media to inquire about finances issues gather information about the program, accumulate insight about the program expectations and understand about the other competitive programs and attain persuasion to take up the college program.

2.3 Economic Factors

2.3.1 Influence of Job Opportunity in Choosing BSAIS

Table 9 shows the level of extent of influence of job opportunity to respondents' decision to choose BSAIS program.

Table 9. Level of extent of influence of job opportunity to respondents' decision to choose BSAIS program

Statements	Mean	Standard Deviation	Verbal Interpretation
Respected careers exist in the	3.98	0.93	Influential
Design to accommodate various demands of society	4.06	0.86	Influential
Can easily get a job	4.18	0.92	Influential
Related to dream profession	3.72	1.17	Influential
Being computer literate	3.89	0.97	Influential
Overall Mean	3.97	0.97	Influential

Table 9 shows the degree of influence that job opportunity holds to respondents' decision to choose the BSAIS program. Based on the gathered data, job opportunities which garnered the overall mean of 4.18 is the

most influential. Following that, there was the design intended to accommodate the diverse demands of society, achieving a mean of 4.06. The third position was attributed to the existence of respected careers within the course, earning a rating of 3.98. Placing fourth was the factor of being computer literate, with a mean of 3.89. The least influential factor among the factors was the connection to one's dream profession, with a mean of 3.72. Students tend to choose a program with in- demand job opportunities to secure a stable and fulfilling career, financial security and a faster entry into the workforce. Samsuri et al. (2016) asserts that completing an accounting degree boosts students' chances of securing well-paying jobs and broadens their workplace scope. This core knowledge in business-related tasks makes graduates eligible for various professions, including professional accountants, auditors, financial analysts, tax counselors, and government accountants.

2.3.2 Influence of Salary Expectation in Choosing the BSAIS

Table 10 shows the level of extent of salary expectation to respondents' decision to choose BSAIS program.

Table 10. Level of extent of salary expectation to respondents' decision to choose BSAIS program

Statements	Mean	Standard Deviation	Verbal Interpretation
Job security	4.06	0.77	Influential
Inspired by seeing others who took the course got financially secured	4.04	0.89	Influential
Positive return of investment	3.99	0.92	Influential
Course can secure employment offering substantial salary	3.99	0.87	Influential
Good wage possibilities	4.03	0.84	Influential
Overall Mean	4.02	0.86	Influential

Table 10 implies the degree of extent that salary expectation plays on the respondents' decision on choosing the BSAIS program. It shows that salary significantly influences the students to pick the BSAIS but job security who got the highest overall mean of 4.06 tends to be the most influential out of the five factors. Next in line was being inspired by seeing others who took the course get financially secured, receiving a rating of 4.04. Following closely was the expectation of good wage opportunities, with a mean of 4.03. Tied for fourth place, both positive return on investment and the course's potential to secure employment with a substantial salary received a mean of 3.99. Having a clear vision of the future that they want, students often choose a course where they will be able to achieve a sense of stability and peace of mind. This is what job security offers due to the fact that students can guarantee financial stability, reduce uncertainty, plan for the long term, meet financial responsibilities, pursue their passions, meet societal expectations, prioritize practicality, maintain work-life balance, and develop in- demand skills. This is supported by Widyanti & Saputra (2018), claiming that when students are choosing a vocation, factors such as large starting salaries, pension funds, rapid income rises, the scope of perks offered, and bonuses to be earned are being put in consideration.

Table 11 shows the test of significant relationship between demographic profile of the respondents and personal factors.

Table 11. Test of significant relationship between demographic profile of the respondents and personal factors

Personal Factors

Parents' Influence

Skills and Abilities

Demographic Profile

Chi Value		p-value	Decision	Chi Value	p-value	Decision
Sex	10.22	0.03	Significant	2.43	0.67	Not Significant
Strand	17.90	.32	Not Significant	28.32	.06	Not Significant
Income	12.42	.85	Not Significant	14.69	.66	Not Significant

*Note: p-values with * means relationship is significant at 0.05 level*

Table 11 tackles the significant relationship between demographic profile of the respondents and personal factors which are the parents' influence and skills and abilities through using chi square. It shows that sex plays a role in choosing a college program when influenced by parents, this is due to the fact that parents' influence and sex gained a 0.03 p-value which is included in the 0.05 level of significance.

The correlation between gender and parental influence arises from deeply rooted stereotypical beliefs shaped significantly by sociocultural expectations. These expectations encompass perceptions of the roles assigned to males and females, particularly in the context of occupations. (Makarova et al., 2016: 4). Socialization facilitated by parents, teachers, peers, and media during childhood through adolescence promotes gender stereotyping (Francis, 2017: 255). Due to the first-hand experience of the students where they can see the elderly, especially their parents, in their chosen respective jobs, it further reinforced the societal norms associated with gender-specific occupational roles.

Table 12 shows the test of significant relationship between demographic profile of the respondents and social factors

Table 12. Test of significant relationship between demographic profile of the respondents and social factors

Social Factors

		Peers			Media	
Demographic Profile	Chi Value	p-value	Decision	Chi Value	p-value	Decision
Sex	2.19	.71	Not Significant	3.58	.48	Not Significant
Strand	21.32	.18	Not Significant	19.88	.22	Not Significant
Income	17.31	.59	Not Significant	17.38	.60	Not Significant

*Note: p-values with * means relationship is significant at 0.05 level*

Table 12 shows the significant relationship between demographic profile of the respondents and social factors which are the peer's' influence and media and/or publicity through using chi square. The result of the test of significant relationship revealed that there is no significant relationship.

Smith and Furseth (2019) argue that demographics, like age, gender, and income, don't fully capture the diverse values and preferences within groups. This idea connects with a study on BSAIS students at Laguna University, where the choice of academic program wasn't significantly linked to social factors (peers, media) or demographics (gender, strand, family income).

The study and Smith and Furseth's view suggest that traditional demographics might not catch all the details of why students choose their academic paths. The evolving social norms and influences on BSIS students may go beyond what standard demographics can show. So, this study tells us that when students pick their academic programs, it's not just about common demographic factors. The results hint that students' choices are influenced by various, possibly more flexible, and context-specific factors. It goes along with the idea that as society changes, what influences students in their choices also changes, especially when it comes to education.

Table 13 shows the test of significant relationship between demographic profile of the respondents and economic factors.

Table 13. Test of significant relationship between demographic profile of the respondents and economic factors

Economic Factors

Job Opportunity

Salary

Demographic Profile

Chi Value		p-value	Decision	Chi Value	p-value	Decision
Sex	4.36	.36	Not Significant	.49	.92	Not Significant
Strand	15.24	.43	Not Significant	12.01	.42	Not Significant
Income	18.65	.36	Not Significant	18.48	.22	Not Significant

*Note: p-values with * means relationship is significant at 0.05 level*

Table 13 presents the significant relationship between demographic profile of the respondents and economic factors, specifically the job opportunity and salary. The outcome of the test of significant relationship using chi square unveiled that there is no significant relationship.

This studies of Khanna Manisha and Monika (2015) takes a closer look at how cultural differences, particularly those influenced by gender, shape the way students perceive careers in accounting. Surprisingly, the results highlight that there isn't a significant difference between how male and female students view accounting as a career choice. Going beyond this, the research investigates what students consider important in determining salaries and the factors they find crucial in their chosen career paths. The findings provide valuable insights for institutions looking to develop strategies that tackle and lessen gender-related differences in how students perceive careers in accounting.

VI. CONCLUSION

1. Regarding the demographic characteristics of BSAIS students, it is noteworthy that a majority of the respondents were female. In terms of their chosen strand, the ABM strand during senior high school was the most frequently selected. Finally, when considering family income, a significant proportion of respondents fell into the category of low-income families.
2. When assessing the level of parental influence on the choice of the BSAIS program, it is clear that parents' financial capacity exerts the most substantial impact. On the other hand, when considering skills and attributes, proficiency in software applications emerges as the most influential factor in respondents' selection of their course.
3. Regarding peer influence, a significant number of respondents indicated a moderate level of influence from their peers, noting that having friends in the same course boosted their confidence. On the other hand, media and publicity had a moderate level of influence on respondents' course choices, with the majority discovering the course online.
4. Job opportunities hold significant influence, particularly in terms of securing employment after completing the course. Regarding salary expectations, all factors are influential, but job security stands out with the highest frequency in influencing the respondents' decision to select the BSAIS program.
5. There is no significant relationship between demographic profile of the respondents and the social and economic factors influencing the choice of the BSAIS program. However, there is a noteworthy relationship between parents' influence (within personal factors) and the gender of the respondents within their demographic profile.

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