

Factors Affecting the Career Choice of Office Administration Students in a State Higher Educational Institution

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Abstract

The study focused on identifying the factors affecting the career choice of an office administration student at a state higher educational institution. The descriptive-comparative research and quantitative approach were used in the research. The study was conducted with thirty (30) students at a state higher educational institution in a highly urbanized city, which was selected as the sample size based on Cronbach's formula. Purposive sampling was utilized in getting respondents and disseminating the survey questionnaire to gather the necessary data. The mean and standard deviation were used to determine the factors and indicators that affect the career choice of an office administration student at a state higher educational institution. A Likert five-point scale was used to determine the prevalent factors affecting the career choice of male Office Administration students. Results showed that one (1) out of three (3) prevalent factors the school environment affects the career choice of male students. Participants in career choice decision-making when choosing a school were highly qualified teachers.

Keywords: Career Choice, Career Promotional, Descriptive-Comparative Research, Family Income, Higher Educational Institution, Highly Urbanized City, Students of Office Administration

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I. INTRODUCTION

The study focused on identifying the factors affecting the career choice of an office administration student at a state higher educational institution. The descriptive-comparative research and quantitative approach were used in the research. The study was conducted with thirty (30) students at a state higher educational institution in a highly urbanized city, which was selected as the sample size based on Cronbach's formula. Purposive sampling was utilized in getting respondents and disseminating the survey questionnaire to gather the necessary data. The mean and standard deviation were used to determine the factors and indicators that affect the career choice of an office administration student at a state higher educational institution. A Likert five-point scale was used to determine the prevalent factors affecting the career choice of male Office Administration students. Results showed that one (1) out of three (3) prevalent factors the school environment affects the career choice of male students. Participants in career choice decision-making when choosing a school were highly qualified teachers. productive and inefficient, and therefore are unable to achieve their goals. The concept has been explained by Onyejiaku (2017), who defines occupation as a means of living that has the power to change personalities, determine social status, predict expected earnings, determine social groups, etc. As observed by the enrollee, there is a big difference between the total populations of female students and male students. Also, it is found that the variables used in these studies include demographic, environmental, opportunity, and personality factors. There is a scarcity of related studies on HEIs where the researchers are enrolled. Given these conditions, the researchers decided to conduct the study on assessing the factors affecting the career choice of first-year students so that we could contribute to the local literature and pool of knowledge in this field. Likewise, the researchers intend to craft an intervention plan for the program administrators, considering the factors that affect the incoming student's career choices. One of the reasons why the researchers conducted this study was to determine the reason behind and address gender inequality in enrollment and to add knowledge on this particular topic. Having career goals helps provide direction and focuses your attention on attainable outcomes of the educational process. Knowing where you are going with your academic program, in terms of clear goals, helps stimulate and maintain motivation. Motivation is a critical component of academic

success. Therefore, clarifying your career goals can result in immediate as well as long-term gains.

II. REVIEW OF RELATED LITERATURE

2.1 On Factors Affecting Career Choice

One of the most difficult decisions and obstacles that a student has in life is choosing a career. It involves the interaction of numerous, complexly entwined components. It is not an easy endeavor and requires a challenging decision-making process. This is a global problem that is not limited to Pakistan alone. An individual's environment, talents, skills, and academic achievement exert an influence on career choice (Bandura et al., 2001). In the case of a wrong choice, it may lead to resultant failure and disappointment. Based on research there are several factors that may affect students' career choice such as schools, home and peers. In present times men were designed to meet household expenses and it can influence the career choice while social values and utility are for women. The educational attainment of guardians, profession, and income also discovered as necessary factors. Every student, at a certain juncture in their life, has to choose their career (Flordeliz, 2016). In this modern time, it is the belief of everyone, especially educational policymakers and parents, that getting a bachelor's degree or a certain level of higher education is a measure of one's accomplishment and success. Many studies in the past indicated that higher levels of education pave the way to higher incomes, prolonged professional lives, extra career opportunities, and increased life satisfaction. College graduates earned more than the average high school graduate, according to (Flordeliz, 2016).

In addition, college graduates are more likely to be permanently employed throughout their working lives and are reported to be happier and lead a self-fulfilled life (Gokuladas, 2010). Several theories have been proposed to explain choice and behavior. Economic theories emphasize the impact of money on the decision-making process. Social exchange theories suggest that people make decisions by taking into account the 'costs' and 'rewards' of actions. Prospect theory implies that we learn to depend more on the social relationship that helps us achieve specific goals, and in doing so, we lose the control or power to influence the price we have to pay, while the rational choice theory developed by Coleman (1973) proposes that the factors motivating individuals are their personal needs and goals and that we as individuals are at most influenced by our personal desires. These theories, which are used in different studies, help explain how we as individuals, through the process of choosing, define factors driving us to choose.

2.2 Early Research on Career Choice

Researchers found that the process of career choice can be a large and often complicated decision, not only in financial aspects but also because it implicates a long-term decision in students' lives (Akter et al., 2018). Factors such as institutional quality, reputation, qualified academic staff, and student factors such as academic achievement and social life in the institution were the main concerns during this period. However, factors that were considered by parents as a priority were in contrast to the factors viewed by the students as significant. In addition, it was also during this period that early models of career choice evolved, suggesting that higher education selection occurs in multiple phases. In making a career choice, students mainly relied on certain information they acquired about the college's academic programs: tuition cost, financial aid, academic reputation, proximity to home, size, and social atmosphere (Keller, Stewart, & Jackson, 1987). Discussed and explained the various choice factors related to student background, demographics, and characteristics (Hossler et al., 1989). These factors included aspirations in education and career, socioeconomic status, ability, parental support, parental education, college attributes (i.e., quality, campus, academic programs, distance from home), and financial limitations that most likely influence students in their career choice process. According to Reagle (1997) studied the impact of individual and organizational factors that influence student decisions for enrollment in a college or university. Scholarships and financial aid offered were the most important organizational characteristics that impacted student decisions, whereas parental involvement was the most important factor in the decision-making process. According to the study by Soutar and Turner (2002), the following were the factors ranked as important by students: academic advice, campus life, academic quality teaching curriculum, and future career. In Asia, a study by Lau (2005) on the influence of campus facilities on university choice for students in Hong Kong found that among the top 166 influencing factors in the choice of university, seven factors were facilities-related factors. Students, in general, perceived the quality of library facilities as more important in making their choice of university, followed by the quality of university grounds, the availability of quiet areas, and the quality of the lecture theater. Other factors that were considered important for their choice of university were a good teaching and research reputation, the cost of living at the university, the availability of financial aid or scholarships, and the opportunities for part-time employment.

As confirmed by Schoenherr (2009) financial aid was found to be the most crucial factor in predicting whether students would attend a university. He also found that though costs and academic reputation were significant predictors, they were of secondary importance compared with the concern for financial aid by high-achieving students.

In another study by Khairani and Razak (2013), findings showed that the participants endorsed the university's image as the most influential factor, followed by the university's environment, facilities provided, and courses offered by the university. However, the study suggested that all factors were considered equally important and that they should be considered as one unitarian factor rather than a few different factors

2.3 Studies undertaken in Philippine contexts

There is a dearth of study on Philippine students' profession choices. An electronic database search using the keywords "career choice" produced 34 titles on January 8, 2008, according to the National Library of the Philippines (NLP), the nation's official library. The majority of these are about decisions made by students regarding their college courses or careers.. Tan (2009) conducted an international study where the researcher examined the applicability of major United States college choice factors to 226 high school seniors in the Philippines. The researcher concluded, after thorough examination of the literature, that student characteristics, institutional characteristics, significant others, and institutional marketing were the primary factors influencing college-choice decisions for students in the Philippines. Tan's findings showed that all of the prominent U.S. High school seniors in the Philippines considered college-choice factors to be important to a certain extent.

According to Laguador (2014) in his study about General Engineering students, the students got to know the Lyceum of the Philippines University through TV commercials, followed by their classmates, enrollment campaigns or career talks, relatives, tarpaulin, and radio advertisements. The choice of school and course for General Engineering students was of their personal choice, as engineering is their top priority.

Factors Affecting Career Choice

A review of existing research yields several factors that affect the career choice process. Although this list is not exhaustive, It contains the best and most pertinent career-choice criteria that Tan's earlier research has identified (2009). The following four categories comprise these factors:(1) student characteristics, which include academic ability, socioeconomic status, race/ethnicity, high school environment, educational aspirations, and gender;(2) institutional characteristics, which include academic quality, programs of study, cost and financial aid, location, atmosphere, future job opportunities, and religious emphasis;(3) significant others, which include parents, guidance counselors, and friends; and(4) college/university search activities, which include college marketing.

III. RESEARCH METHODOLOGY

This chapter describes the methods and procedures that we used in the research. This section consists of the research study design, respondents to the study, research instrument, data gathering procedure, data analysis procedure, and ethical considerations

3.1 Research Design

This study was conducted using a descriptive research design. Researchers had the necessary answer to the mentioned problems and justified and achieved the research objectives. We also wanted to know what affected their lifestyle. The quantitative design emphasized objective measurement and statistical and numerical analysis of data collected through questionnaires and surveys or by manipulating existing statistical data using computational techniques.

3.2 Participants of the Study

Respondents to the study are the officially enrolled male students taking the Bachelor of Science in Office Administration in a highly urbanized city. The target total number of male respondents is 30, from Bago City College and from the State University. The researcher reaches out to the respondents by asking permission from the school if they are allowed to conduct a survey. The study used a purposive sampling method. According to Foley (2018) purposive sampling, also known as judgmental, selective, or subjective sampling, is

a method in which researchers rely on their own judgment when choosing members of the population to participate in their study. In addition, purposive sampling, also known as judgmental or expert sampling, is a type of non-probability sample. The main objective of a purposive sample is to produce a sample that can be logically representative of the population (Lavrakas 2008).

3.3 Research Instrument

To get the appropriate data needed for the study, a researcher used a survey questionnaire as the instrument. The questionnaire was composed of two parts. In Part 1, the researcher asked for the profile of the participants, such as their age, type of school, and average family income. Part 2 determined the factors affecting the career choice of enrolling in the Office Administration program at a state university in the aspects of school environment, skills and talent, and employment opportunities. The survey was answerable on a 5-point Likert scale as follows:

Numerical ratings	Description
5	Strongly Agree
4	Agree
3	Moderately Agree
2	Disagree
1	Strongly Disagree

In this study, the researcher-made questionnaire was subjected to content validation. The researcher made survey questionnaire was presented to eight (8) experts to test the validity using the Lawshe Method, which was evaluated by identifying each question as “essential”, “useful but not essential,” or “not necessary.” Initially, the researcher-made questionnaire included twenty-one (21) questions. As a result of the content validity ratio, out of twenty-one (21) questions submitted to experts, eighteen (18) questions were included in the final survey. The measurement is regarded as accurate if it can consistently get the same result by applying the same techniques under the same conditions Middleton (2022). The researcher would administer a reliability test to fifteen (15) male students of the BSOA program at Bago City College who would not be included as the study’s actual participants in order to determine the reliability of the questionnaire. The method used for estimating the reliability of empirical measurement is the Lawshe method. To interpret the result, the researchers will follow the rule of George and Mallery (2003): > 0.9 (excellent), > 0.8 (good), > 0.7 (acceptable), > 0.6 (questionable), > 0.5 (poor), and > 0.5 (unacceptable). The reliability result of the survey questionnaire is 0.82, which is interpreted to be good. Therefore, the questionnaire is reliable, and the researchers can now proceed with conducting the survey.

3.4 Data Collection Procedure

After the validity and reliability of the research instrument were established, the researchers formally wrote a letter of request to the dean of the state university, asking for consent to conduct the study. Upon approval, the researchers wrote a letter to the Registrar’s Office of the State University asking for the total number of students enrolled. The survey questionnaire was conducted face-to-face. Male BSOA students of the Carlos Hilado Memorial State University-Fortune Towne Campus and Bago City College were briefed on the purpose and how to answer the questionnaire. The researcher explained to the respondents the importance of their response to the study. They clarified some terms for the respondents so that they could answer the questionnaire with full knowledge of their responsibility as the subject of the study. During the retrieval, a full appraisal of the questionnaire was done to avoid erroneous responses and omissions. The gathered data was coded and encoded using electronic equipment and office applications.

3.5 Data Analysis

The gathered data were analyzed using various statistical tools. The procedure consists of two (2) parts, as follows: To describe the profile of the respondents, frequency and percentage were used. Determining the prevalent factors that affect the career choice of male students in the construct of the school environment, skills and talent, and employment opportunity, the mean and the rank were used.

3.6 Ethical Consideration

The following ethical guidelines were carefully considered and implemented throughout the research period:

No one was compelled to participate since it was voluntary. The identity of the respondents was treated with the utmost confidentiality, and there was no financial endowment offered to the respondents. Respondents involved in the study were free to desist at any time during the activity. Paper records are destroyed or disposed of in a manner that leaves no possibility for reconstructing information.

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IV. RESULTS

The presentation, analysis, and interpretation of data are all topics covered in this chapter. It uses statistical tools to present the study's findings. Factors Affecting the Career Choice of Office Administration Students at a State Higher Educational Institution are among the issues discussed in the discussion.

4.1 Profile of the Respondents

Table 1: Profile of the Respondents.

Variable Groupings	f	%
Senior High School Track		
Academic	22	73.3
Sports	3	10
TVL	5	16.7
Total	30	100
Private	7	23.3
Public	23	76.7
Total	30	100
Family Income		
Below 20,000	24	80
20,000 and Above	6	20
Total	30	100

Table 2: .Prevalent Factors on School Environment that affect BSOA Students Career Choice.

School Environment	Mean	SD	Rank
1. I choose this school of their Accreditation.	4.07	0.64	3
2. I choose this school because it has a sufficient amenities and facilities.	3.87	0.681	5
3. I choose this school because of their highly qualified teachers.	4.23	0.626	1
4. I choose this school because of the cleanliness of the surroundings.	4	0.743	4
5. I choose this school because I feel safe and secured.	4.17	0.791	2
6. I choose this school because they provide internet access to students in designated areas other than the library	3.6	1.003	6
7. I choose this school because it is free to enhance and to follow different patterns and modalities.	4.07	0.74	3
Area Mean	4	0.50751	

Table 3 Prevalent Factors on Skills and Talent that affect BSOA Students Career Choice.

Skills and Talent alignment	Mean	SD	Rank
1. I am Good at Public speaking.	3.1	0.96	7
2. I have an ability to write and speak clearly and persuasively.	3.27	0.944	6
3. I am creative and innovative to meet organizational needs.	3.43	0.971	5
4. I can accomplish task in a timely manner.	3.77	0.774	4
5. I have an ability to work with initiative and with high sense of responsibility.	3.83	0.747	3
6. I have an ability to help my colleagues in case of lack of man power.	4.07	0.74	1
7. I have an ability to read and transcribe stenography.	4.1	0.662	2
Area Mean	3.6524	0.56733	

Table 4.4 Prevalent Factors on Employment Opportunity that affects BSOA Students Career Choice.

Employment Opportunity	Mean	SD	Rank
1. I choose this program because I want to be a manager in a business.	4.07	0.691	1
2. I choose this program because I want to perform jobs such as multimedia researcher, encoding and filling.	3.7	0.837	6
3. I choose this program because I want to perform administrative duties for executive management.	3.97	0.928	2
4. I choose this program because I want to transcribe legal papers, legal documents and proceedings.	3.8	0.997	5
5. I choose this program because I want to coordinate various office support services.	3.97	0.809	2
6. I choose this program because I want to assist physicians with reports.	3.67	0.994	3
7. I choose this program because I want to attend court hearings and takes stenographic notes of testimonies during hearings.	3.43	1.104	4
Area Mean	3.8	0.69339	

V. CONCLUSION

The following conclusions were made based on the summary of the findings above:

The school counselors have a very small impact on students' ability to make wise career decisions.

Additionally, data shows that male students are impressionable and highly affected by the academic environment while making professional decisions. It also emphasizes the importance of teachers in inspiring and motivating their students. The study shows that the presence of highly qualified teachers in the classroom has a huge impact on male students in the Office Administration Program.

DECLARATION OF CONFLICTS OF INTERESTS

The authors declare no potential conflicts of interest..

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