



## FIRST YEAR STUDENTS OF THE SCHOOL OF MANAGEMENT AND ENTREPRENEURSHIP'S DETERMINANTS IN COURSE PREFERENCE

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| ARTICLE INFO                                                                                                               | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Published:</b> December 20 <sup>th</sup> , 2022                                                                         | <i>The study on the determinants in course preference of the 50 first year students of the School of Management and Entrepreneurship was conducted in the Biliran Province State University, Naval, Biliran. A descriptive research design was adopted in this study. According to the study's findings, majority of the students in the School of Management and Entrepreneurship were came from TVL Track during their Senior High School and some are in GAS. It shows that majority of the students taking up BSHM and BSTM are not in the right track. The academic factor had the highest mean of 4.66 interpreted as "agree." The respondents agreed that "Passion affect your decision to what course to take" (4:37), and "Talents, skills, and ability based" (4.16). On the other hand, the respondents were "undecided" that educational expectation, socio-economic factor friends/peers factor, and family background affect their decision in choosing the course. The study suggests that SME department should encourage activities for the students to lessen their stress level, attract more male students, and create activities to ensure that parents get value for their money.</i> |
| <b>Keywords:</b> course preference, tourism, hospitality, school of management and entrepreneurship                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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### INTRODUCTION

College freshmen seldom have a clear vision or understanding of the skills and life style requirements of the career they wish to pursue. Worse yet, many remain ambivalent about their career of choice well into their junior and senior years. Commonly, therefore, students switch majors in their attempt to identify their career of choice while wasting precious resources in the process. Needless to say, students may complete a degree program that they are not passionate about or are unable to find a suitable employment upon graduation (Bradley et al., 2021; Jackson, 2018).

It is that in January 2013, the Philippines has 7.1% unemployment rate, the highest in the countries from the Southeast Asian nations and from which 16.9 % of which are college graduates (Erica, 2013). Misfit graduates are one of the considered reasons why the country has a high unemployment and underemployment rate (Sarabia et al., 2021; Teng et al., 2019). The reasons could be either that the produced course of graduates' misfit the demand of the present economy, or the graduates does not possess the characteristics required by the industries in need. It could be due to the wrong choice of course taken by most of the college students brought about by unguided decision making in choosing courses. It is seen through reports that mentioned that high percentage of unemployment and underemployment in the country is attributed to the inadequacy of skills of some of the graduates and not meeting the competencies needed by the companies (Rosero, 2012).

In choosing a career, suitability to the interest of the students is given importance. Students must know on what degree to pursue in college, one that interest them and must also fit their

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abilities so that it will not be hard for them to choose the right career path. The kind of career a person has an affect his or her life in a great number of ways (Kelliher et al., 2019). The career also affects the way other people act toward someone (Verbruggen & de Vos, 2020). By making a wise career decision can help one's self build the life they want (Argyropoulou, 2018). Thus, this study was conducted to determine the determinants of the course preference of the first-year students.

Sojkin et al. (2015) discovered that students' preference depends on economic, social, and demographic changes. In a broader range, Singh and Srivasta (2018) explained that Indian students' preferences to study abroad include their desire to achieve a good-quality education, the host country's safety, and the host institution's reputation. On the other hand, the researchers believe that there might be other factors influencing students' preference when it comes to education.

The study aimed to determine the determinants of the course preference of the first-year students in the College of Tourism in Biliran Province State University School Year 2018-2019. To determine the profile of the respondents in terms of age, sex, track in senior high school, course in college, and average grade in senior high school. To determine the determinants of the course preference of the respondents in terms of academic factor, educational factor, socio-economic factor, friends/peer influence, and family background.

## **METHOD**

The research method used in this study is the descriptive method. Specifically, survey was used to determine the perception and attitude of respondents towards the determinants of course preferences of first year students in the Biliran Province State University. The researchers utilized a structured survey questionnaire that is divided into two parts. The first part deals with the profile of the respondents and the second part deals with the determinants of course preferences of the respondents. Randomly selected 180 first year students who are officially enrolled both in Bachelor of Science in Hospitality Management and Bachelor of Science in Tourism Management in the College of Tourism of the Biliran Province State University.

The researchers made a request letter to the College Dean of the College of Tourism asking for approval to conduct the study. After the approval the distribution of survey questionnaire to the respondent was done. Data collected was consolidated, tallied, interpreted and analyzed.

**Table 1.** Likert Scale

| <b>Score</b> | <b>Range</b> | <b>Description</b> |
|--------------|--------------|--------------------|
| 5            | 3.8-4.4      | Strongly Agree     |
| 4            | 3.1-3.7      | Agree              |
| 3            | 2.4-3.0      | Undecided          |
| 2            | 1.7-2.3      | Disagree           |
| 1            | 1.0-1.6      | Strongly Disagree  |

## RESULT AND DISCUSSION

### Profile of the Students/Respondents

The profile of the students in terms of age, gender, track in senior high school, course in college, and average grade. The findings are presented in Table 2, 3, 4, 5, and 6.

#### *Age of the Respondents*

Table 2 presents the age of the respondents. Result indicates that the age of the respondents ranged from 19 - 21 years old had the highest frequency of 137 or 76.12 percent. Age ranged 16-18 had a frequency of 35 or 19.44 percent. The rest (4) were at the age bracket of 22-24, and 25-27 years old. The average age was 19.62, it implies that the first-year students who went to college were at age 19 years old.

**Table 2.** Age of the Respondents

| Age                 | <i>f</i>   | %           |
|---------------------|------------|-------------|
| 25-27 years old     | 4          | 2.22        |
| 22-24 years old     | 4          | 2.22        |
| 19-21 years old     | 137        | 76.12       |
| 16-18 years old     | 35         | 19.44       |
| <b>Total</b>        | <b>180</b> | <b>100%</b> |
| <b>Mean = 19.62</b> |            |             |

#### *Sex of the Respondents*

Shown in Table 3 in the sex of the respondents. As shown in the table below, 121 or 67.22 percent were females, 59 or 32.78 percent were males. Results reveal that there were more female respondents than the male respondents.

**Table 3.** Sex of the Respondents

| Sex          | <i>f</i>   | %           |
|--------------|------------|-------------|
| Male         | 59         | 32.78       |
| Female       | 121        | 67.22       |
| <b>Total</b> | <b>180</b> | <b>100%</b> |

#### *Course in College of the Respondents*

Revealed in Table 4 below is the course in college of the respondents.

**Table 4.** Course in College of the Respondents

| Course                      | <i>f</i>   | %           |
|-----------------------------|------------|-------------|
| Bachelor Hotel Management   | 101        | 56.11       |
| Bachelor Tourism Management | 79         | 43.89       |
| <b>Total</b>                | <b>180</b> | <b>100%</b> |

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It can be gleaned that majority (101) or 56.11 percent of the respondents were enrolled in Bachelor in Hotel Management and 70 or 43.89 percent were enrolled in Bachelor in Tourism Management. This implies that the Bachelor in Hotel Management has more enrollees than Bachelor in Tourism Management.

### ***Track in Senior High School***

Table 5 shows the Track in Senior High School of the respondents.

**Table 5.** Track in Senior High School Respondents

| <b>Track in Senior High School</b>                      | <b><i>f</i></b> | <b>%</b>    |
|---------------------------------------------------------|-----------------|-------------|
| Accountancy, Business Management ABM)                   | 10              | 5.56        |
| Humanities and Social Sciences (HUMSS)                  | 19              | 10.55       |
| Science, Technology, Engineering and Mathematics (STEM) | 6               | 3.33        |
| General Academic Studies (GAS)                          | 25              | 13.89       |
| Technological Vocational Livelihood (TVL)               | 101             | 56.11       |
| Food and Beverages (FAB)                                | 1               | .56         |
| Not Taking Senior High School                           | 18              | 10.00       |
| <b>Total</b>                                            | <b>50</b>       | <b>100%</b> |

As shown on the table 4, students from College of Tourism majority came from TVL Track during their Senior High School with 56.11 percent from the total respondents and some are in GAS with 13 89 percent from the total respondents. This shows that majority of the students taking up BSHM and BSTM are not in the right track.

### ***Average Grade of the Respondents***

Revealed in Table 6 is the average grade of the respondents.

**Table 6.** Average Grade of the Respondents

| <b>Average Grade</b> | <b><i>f</i></b> | <b>%</b>    |
|----------------------|-----------------|-------------|
| 1.1 - 1.5            | 57              | 31.67       |
| 1.6 - 2.0            | 83              | 46.11       |
| 2.1 - 2.5            | 34              | 18.89       |
| 2.6 - 3.0            | 6               | 3.33        |
| <b>Total</b>         | <b>180</b>      | <b>100%</b> |

As to the average grade of the respondents, 83 or 46 11 percent of the respondents had an average grade of 1.6-2.0. The 31.67 percent respondents got the ranged grade from 1.0 1.5 and the rest obtained an average of 21-25. The overall mean was 1.77, this means that the performance of the respondents in high school was very good.

### **Determinants of Course Preference of the Respondents**

Table 7 presents the determinants of course preference of the respondents. As shown in the Table, academic factor had the highest mean of 4.86, interpreted as "agree". The respondents agreed that "Passion affect your decision to what course to take" (4.37), and "Talents, skills, and ability based" (4.16). On the other hand, the respondents were "undecided that educational expectation, socio-economic factor, friends/peers' factor, and family background affects their decision in choosing the course. This implies that the interest, and talents and skills of the students helped them to decide the course they enrolled in college.

**Table 7.** Determinants of Course Preferences of the Respondents

| <b>Determinants of Course Preference</b>                                                                                               | <b>WM</b>   | <b>Description</b> |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------|
| <b>ACADEMIC FACTOR</b>                                                                                                                 |             |                    |
| 1. High school grades can be a factor that influence the most.                                                                         | 4.03        | Agree              |
| 2. Passion affect your decision to what course to take.                                                                                | 4.37        | Agree              |
| 3. Your interest in a certain subject.                                                                                                 | 4.06        | Agree              |
| 4. Talents, skills, and ability based.                                                                                                 | 4.16        | Agree              |
| <b>AWM</b>                                                                                                                             | <b>4.16</b> | <b>Agree</b>       |
| <b>EDUCATIONAL EXPECTATION</b>                                                                                                         |             |                    |
| 1. Parents expectation on what you will be in the future.                                                                              | 4.24        | Agree              |
| 2. When you are worthy in literacy, it is required that you should take a course that is related to your skill.                        | 4.04        | Agree              |
| 3. Based on what you wanted to become.                                                                                                 | 4.37        | Agree              |
| 4. Grades can affect your decision in choosing a course.                                                                               | 2.44        | Disagree           |
| <b>AWM</b>                                                                                                                             | <b>3.77</b> | <b>Undecided</b>   |
| <b>SOCIO ECONOMIC FACTOR</b>                                                                                                           |             |                    |
| 1. A person around you has a lot of knowledge than you, and then make them a basis.                                                    | 3.57        | Undecided          |
| 2. People who offer unsolicited advice from this motivation may have a lot of knowledge in a firm area that pertain to your situation. | 3.7         | Undecided          |
| 3. Advices can be worthy and relevant to your situation.                                                                               | 4.1         | Agree              |
| 4. Employment opportunity for the foundation of your career.                                                                           | 4.27        | Agree              |
| <b>AWM</b>                                                                                                                             | <b>3.91</b> | <b>Undecided</b>   |
| <b>FRIENDS/PEER INFLUENCE</b>                                                                                                          |             |                    |
| 1. Peer influence will take you in a right path.                                                                                       | 3.6         | Undecided          |
| 2. The friend's statement can influence your career choice.                                                                            | 3.9         | Undecided          |
| 3. Friends course can be a factor in taking your course.                                                                               | 3.19        | Undecided          |
| 4. Friend in this new generation can be a tool in taking the right thing included the course you take.                                 | 3.33        | Undecided          |
| <b>AWM</b>                                                                                                                             | <b>3.51</b> | <b>Undecided</b>   |

| <b>FAMILY BACKGROUND</b>                                                      |             |                  |
|-------------------------------------------------------------------------------|-------------|------------------|
| 1. Having degree holder parents can be a factor deciding what course to take. | 3.60        | Undecided        |
| 2. Poor parents will be the reason on the path that will take.                | 3.34        | Undecided        |
| 3. Abundant parents can be the one of the factors.                            | 3.33        | Undecided        |
| 4. Single guardian.                                                           | 2.66        | Disagree         |
| <b>AWM</b>                                                                    | <b>3.25</b> | <b>Undecided</b> |

### ***Academic Factor***

The table has 4 indicators and can be observed that the highest mean is 4.37 about Passion affect decision to what course to take while the lowest mean is 4.03 about High school grades can be a factor that influence the most. This would imply that one of the determinants in choosing a career is their passion towards career choice through skills they have.

### ***Educational Expectation***

The table above show educational expectation where we can observe 4 indicators and the highest obtain 4.37 about wanted to become and the lowest mean is their grades can affect your decision in choosing a course who obtain the mean of 2.44. this implies that in choosing a career, their grades from high school can affects on their preferred career choice.

### ***Socio-Economic Factor***

The table above show socio-economic factor and can be observed that majority of the respondents are agree that Employment opportunity for the foundation of your career. However, respondents are undecided on this indicator "A person around you has a lot of knowledge than you, and then make them a basis." It implies that the respondents consider people around as their basis in choosing right career.

### ***Friends/Peer Influence***

As gleaned above is the friends/peer influence who has 4 indicators. We can observe that majority of the respondents are undecided on this indicator "The friend's statement can influence your career choice" who obtained 3.9 while the lowest mean is 3.33 about. Friend in this new generation can be a tool in taking the right thing included the course you take. This implies that friends can be a basis in choosing a right career.

### ***Family Background***

As gleaned above is the family background who has 4 indicators. The majority of the respondents are undecided on Having degree holder parents can be a factor deciding what course to take who obtain the mean of 3.60. However, Abundant parents can be the one of the factors in choosing a career. This implies that parents can be a reason of problems in choosing a career.

## CONCLUSION

The first-year students who went to college were at age of 19 years old Majority of them were female and enrolled in Bachelor in Hotel Management who's Track in Senior High School was Technological Vocational Livelihood (TVL) with very good performance. The interest, talents and skills of the students are the basis in choosing the course they enrolled in college.

The academic factor had the highest mean of 4,66, interpreted as "agree the respondents agreed that "Passion affect your decision to what course to take (4.37), and "Talents, skills, and ability based" (4.16). On the other hand, the respondents were undecided that educational expectation, socio-economic factor friends/peers' factor, and family background affects their decision in choosing the course. This implies that the interest, talents and skills of the students helped them to decide the course they enrolled in college.

The researchers recommend that the SME department should encourage activities for the students to lessen their stress level, attract more male students, and create activities to ensure that parents get value for their money. Researchers also recommend counseling as an integral part of the university's curriculum should help the students to appreciate more of the industry by choosing industry partner companies that will offer jobs that the students might find interesting Also, parents should be consulted more and involved in the decision-making process.

It is highly recommended for the institution to constantly implement series of activities for students which involves social gathering such as team building to prevent stress, anxiety, and depression that could affect the decision making. The researchers recommend to the concerned authorities and administration in University to consider the proposed enhancement programs made by the researchers themselves that were based on the survey. The researchers highly recommend for future researchers to use other relevant variables that they might find useful and interesting since the focus of the study was very limited in the factors the researchers found significant.

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