



Need identification of Business Administration students in selecting their field of specialization

Christian Michelle V. Cacho¹ and Belen B. Apostol¹

¹ Faculty, School of Business Administration and Accountancy

University of Baguio, Baguio City, Philippines

Email: michelle.villanda@gmail.com

Abstract

Students of a university are the main customers of the institution. Their ability to realize that they need to acquire something from the company's goods and services is something that every business owner hopes to achieve. For every customer's decision to avail of goods and services, need identification must take place before availing any products from the market. Using the descriptive-survey method, this study identified the students' considered in selecting their major under the Business Administration Program. A survey questionnaire was used to gather data on the needs identified by students in selecting their specialization, in the process changing their initial choice. A population sampling during the Second Semester of School Year 2018-2019 was utilized to determine the respondents. The data gathered from the answered questionnaires were treated using weighted mean, t-test, and ANOVA. The need that students considered when selecting their specialization in Business Administration was aligned with practical reasons. The factors they considered when changing their specialization are need for finance, information, and variety. The factors that can affect



their decision are employability, self-fulfillment, and the ability to help others. Among the reasons for changing the students' initial choice of specialization are employment availability and the availability of work abroad through the new specialization. The preparation of Senior high school students from public and private schools for college may not have covered the process of realizing their major choices.

Keywords: need identification, specialization, university, Business Administration program, decision

Introduction

Selecting a specialization of study or major can be a tough decision, and today's college students are encouraged to evaluate several factors before choosing an area of focus for a four-year degree program. Some important considerations include the overall cost of finishing the course, salary expectations and levels, employability in the field of specialization, and advanced degree opportunities. Ultimately, students must decide which field will offer the best return-on-investment for all the monetary and hard work needed to get their college degree.

Increasingly, finishing college is seen as the main path to a successful work career. Therefore, many students link their hopes and dreams to the attainment of a degree. Most students find that their choice of a college major exerts a significant impact on their success after graduation.

From the research conducted by Magas (2017), students who do not consider the job market of their major may face difficulty in finding jobs. She believes that students must pursue their passions. However, she also stresses the importance of aligning a college major with their skillset. If



they are not good at math, then they should not take actuarial science, just because they have learned that it pays well. “Having polished and excellent skills at something makes them invaluable – it just may take a little longer to get the job that requires those skills” (Magas, 2017). In the long run, she says it is more important to choose a career that accentuates their strengths.

According to a report from the University of La Verne (n.d.), roughly half of all college freshmen enter college undecided about their major. Additionally, as many as 70% will change their major at least once during their four-year degree program, the majority of these students change their major at least three times.

A study conducted by the University of the Cordilleras revealed several factors that influenced the high school graduating students’ course choice (Addatu, 2017). The study, conducted in the Baguio City National High School, Irisan National High School and Pines City National High School, showed that 75% of the students chose their course due to personal interests. Personal interest, experience, and employability were the most influential to students in choosing their college course, while financial factors and peer pressure were moderately influential.

Though it is essential to market goods or services, understanding the customers’ decision-making process matters more. Unfortunately, many businesses fail or do not recognize how valuable it is to understand their customers’ buying decision process. Buyer behavior experts and proponents mostly agree that there are five stages in the consumer buyer decision-making process, as shown in Figure 1.

Dudovskiy (2013) defined decision-making as a complex process which involves all the stages from problem recognition to post-purchase activities. All the consumers have their own needs in their daily lives, and these needs result in different decisions. These decisions can be complicated depending on the consumer’s opinion about a particular product, evaluating



and comparing, selecting, and purchasing among the different types of products. Therefore, understanding and realizing the core issue of the process of consumer decision-making and utilizing the theories in practice are commonly done by different companies.



Figure 1. The consumer decision process

Note. Cox et al.’s (1983) Five Stage Model as cited by Dudovskiy (2013).

Need recognition is the first stage of the Consumer Decision Process where the consumer recognizes what is the problem or need and, subsequently, what product or kind of product would meet this need. It is often recognized as the most crucial step in the process because if consumers do not perceive a problem or need, they will not consider a product purchase. Internal or external stimuli can trigger a need. Internal stimuli refer to a personal perception experienced by the consumer, such as hunger or thirst. External stimuli include outside influences such as advertising or word-of-mouth.

It has been considered by Dudovskiy (2013) that as consumers begin to identify and feel that a need exists, there occurs an inner urge or a drive towards taking action to address the need. Motivation is the inner urge and the impelling action to put in efforts to attain a goal, fulfill the need, and make



an attempt at satisfaction. In terms of consumer behavior, when a consumer realizes that there exists a state of felt deficiency (need), it gets translated into a variety of options (wants) from which a consumer may choose. The need or want leads to a state of tension in the mind of the consumer. It gives an urge/drive to act (buy/consume), in order to fulfill the need or want. It leads itself into a goal, which is the behavior (act to purchase or consume), which puts an end to the urge to act.

Psychologists and marketers have tried their hand at identifying and classifying needs. Sometimes needs are classified into broad, dichotomous categories (e.g., utilitarian/functional versus hedonic/experiential needs). Other times a very detailed list of needs is provided. Blackwell (2006) made a more detailed study on the Effects of Consumer Behavior based on Maslow's Need Hierarchal Theory, resulting in the following needs classification.

1. **Physiological.** Physiological needs are the most fundamental type of consumer needs. Survival depends on satisfying these needs, such as food, water, and sleep. These physiological needs are of absolute priority. Until these basic needs are satisfied to the degree needed for the sufficient operation of the body, the majority of a person's activities will likely be in response to these needs.
2. **Safety.** This category is more complex than physiological needs. The need for safety looks into the security of the body, employment, resources, property, and family, etc. These securities deal with long term issues. In today's world, the need to feel safe and secure by protecting oneself and one's property has led to a growth businesses that deal with safety needs. In terms of the actual marketing approach of these firms, having a convincing argument that they are the best is often key. While cost is still a factor, this is one area in which many are willing to spend more to ensure that they are safe.



3. **Love or Belongingness.** Friendship and family are the two largest aspects of this level. The need for support and to connect with others is a large part of the experience of life.. Being associated with a particular group is considered part of this level, as well. We often make purchases that make us feel like part of the ‘in-crowd.’ The need for family, from a business perspective, is about selling consumers ways to strengthen the family bond. Some firms offer ways to reconnect with family members that someone may have lost touch with.
4. **Financial Resource and Security.** Financial security is the state of having constant income to sustain a standard of living by having an expectedness cash flow or job security. Financial security also includes the management of spending and savings. It provides a basis on which households can make potentially life-changing decisions such as investment for building wealth (Ahmad, 2014).

According to the Financial capability survey (n.d.), people are seeing the necessity to take high responsibility for managing a variety of risks over their life cycle. People who consider the right financial decisions and interact effectively with providers of financial services, therefore, are more likely to achieve their financial goals, improve their household’s welfare, hedge against financial risks and adverse shocks, and support economic growth.

5. **Social image or self-esteem.** Needs drive human actions and behavior, one of which is the need for a sense of personal importance, value, or self-esteem. Esteem is borne out of the desire for social acceptance and status. Regardless the size or nature of one’s affiliation, humans have a need for approval and validation from other members of society.

According to Foster (n.d.), self-esteem needs are needs that help fulfill a person’s inner self. Things such as achievement, status, dominance, and respect from others. People need to feel valued. They need to feel



that they have a place and that they contribute to society in some way. Participation in events and personal hobbies help fulfill self-esteem needs. People that feel confident in their contributions and abilities will have high self-esteem. Those that do not will feel inferior and have lower self-esteem. According to Maslow, self-esteem is the fourth and final step to achieving self-actualization.

6. **Pleasure.** For most people, life is fast-paced and stressful. Many seemingly need more and more “fun” to make it bearable every day. Some may be inclined to continually seek pleasure. Google dictionary defines pleasure as “a feeling of happy satisfaction and enjoyment.” In this culture, many seem to have a belief that pleasure can lead down a misguided path. Foster (n.d.) said that what is described as being pleasurable is unique per individual. Paying attention to one’s sensual experiences (seeing, hearing, smelling, tasting, touching) and recognizing the feelings of satisfaction and enjoyment that come from those experiences can address the one’s pleasure needs.
7. **Acquisition.** When people say they possess something, it becomes a part of their identity. As an extension of themselves, it acts as a resource, offering the possibility in how it may be used, hence also boosting their sense of control. A key dimension of power is the possession of resources and the ability to deny or allocate those resources.
8. **Information.** Information needs are considered facts that a person expects from an information source. It can be driven by curiosity or the need to make a decision and eventually complete a task. Aurora (n.d.) defined information need as a state or process when one perceives that there is a gap between the information and knowledge available to solve a problem and the actual solution to the problem. Information need is different from information competencies as the latter are defined as the capabilities developed to solve a problem by searching for new information or knowledge that could fill the perceived gap.



9. **Giving.** According to Blackwell (2006), the need to give is giving something back to others or means of rewarding ourselves. The self-gifts are bought to motivate, reward, and console a person. There is a Chinese saying that goes: “If you want happiness for an hour, take a nap. If you want happiness for a day, go fishing. If you want happiness for a year, inherit a fortune. If you want happiness for a lifetime, help somebody.” For centuries, the greatest thinkers have suggested the same thing: Happiness is found in helping others.

Santi (2017) reviewed compelling data to support the anecdotal evidence that giving is a powerful pathway to personal growth and lasting happiness. Experiments showed evidence that altruism is hardwired in the brain, such that acts of altruism are pleasurable. Helping others may be the secret to living a life that is not only happier but also healthier, more productive, and meaningful.

According to Jean Hailes (2017), it is important to reward yourself, and your team, as soon as you complete a key task or objective. Why? By rewarding yourself at the moment, your brain elicits positive emotions, leading to the realization that your efforts result in a positive reward. By doing this continuously, your brain will start to link pleasure to accomplishing the task or objective and move towards it in the future.

10. **Variety.** Variety-seeking in purchase behavior is defined as the tendency of individuals to seek diversity in their choices of services or goods. Such variation may arise over time, such as when a consumer chooses different restaurants over a sequence of dining occasions. Variety may also be an important consideration when a consumer chooses a portfolio of options at one time.

According to Travers (2017), variety-seeking behavior plays a role in the consumer decision-making process. Academics define variety-seeking as the “propensity to seek diversity in the choice of goods and services.”



Research has been directed at understanding why people seek variety in the first place. Generally, researchers have landed on three broad explanations. The first is the most straightforward: consumers often derive greater pleasure from seeking variety than simply buying the same product every time.

This study aims to identify particular needs that students try to identify in the selection of their major under the Business Administration Program. Since students are considered to be the primary customers of the University, the study will link the need identification to consumer behavior. This study will, therefore, make the School realize and concentrate on the needs of each student according to their preferred major or specialization. In this research, it will be expected that the researchers will come up with an Action Plan for the Business Administration program's syllabi for redesigning in terms of its objective and output to identify the needs of the students to make them finish under the business program. The needs being identified by students in terms of selecting and changing their specialization are considered as variables that can affect their decision-making. The students; senior high schools (private or public) and their preliminary specialization were considered as factors that can lead to the variation in their need identification.

The objective of this study is to evaluate the types of needs that Business Administration students try to identify in their decision-making towards their field of specialization or major. The motivational aspect of consumer behavior will be evaluated and related to the decision-making of business students. This study will identify which type of need is satisfied by the students in choosing their field of specialization. Specifically, it seeks to answer the following problems:

1. At what level did the students considered the following needs in selecting their field of specialization?
 - a. Psychological need
 - b. Safety and Health needs
 - c. Need for love and companionship



- d. Need for financial resources and security
- e. Social Image needs
- f. Need for pleasure
- g. Need to possess
- h. Need to give
- i. Need for variety
- j. Need for information

1.1 Is there a significant difference in the students' level of needs according to private or public school?

2. To what extent do students agree on specific needs that will result in changing their preliminary specialization?

2.1 Is there a significant difference in the change of specialization due to need realization according to the preliminary choice of specialization?

Methodology

Research Design

The descriptive survey method was adopted by using a questionnaire to gather data on the needs being identified by students in selecting their field of specialization and needs identified, leading to the change of their initial specialization that will help the school enhance the program for its students.

Locale and Population of the Study

This study had been conducted at the University of Baguio, School of Business Administration, and Accountancy in General Luna Road, Baguio City.

Respondents were all first year in college who were not yet enrolled in any significant subjects and on the stage of deciding their specialization. The



list of students of the School during the second semester SY 2018-2019 had been considered under the Business Administration program for the accomplishment of our research. The respondents were whether they had finished their senior high school in a private or public school. They were also asked to identify their preliminary chosen major or specialization.

Data Gathering Tool

The researchers used a survey questionnaire. The questionnaire contains a letter that emphasizes the purpose of the study. The researchers also requested the current choice of specialization of each respondent. The questionnaire has two parts: needs to be satisfied in selecting specialization and needs leading to the change of specialization. In the questionnaire, the indicators are categorized according to the type of need that a student may identify in selecting and changing their major in the future. A straightforward direction was given on how they will be answering the questionnaire.

Data Gathering Procedure

In the determination of the respondents of the study, the researchers secured the official number of students from the updated list of the SBAA office for the questionnaire distribution. Permission to conduct the survey was granted by their respective instructors before the administration of questionnaires.

To distribute the survey forms, the researchers conducted a room-to-room visit to the students' classrooms. The respondents were instructed to provide the information sought in the survey. After this, they were assured of the confidentiality of the results.

During the distribution of the questionnaire, the respondents were assured that their participation was considered voluntary, and the information gathered from the questionnaire will be kept confidential and for research purposes only.

Upon retrieval of questionnaires, the answers were tallied and treated



statistically. The results of the study will be disseminated in a scheduled meeting of the SBAA and in the University's journal.

Ethical Considerations

The data collection procedures practiced by the researchers guarantee the anonymity of the participants and assure the confidentiality of information (if informants/participants opt for non-disclosure of information). Personal information was not required in the questionnaire to minimize the negative impact of the study to the participants. For the selection of participants, the researchers used non-discriminatory procedures by considering the actual list of enrollees in the semester. Participation was voluntary so the researchers advised the students that they can withdraw anytime from giving the information to complete the questionnaire.

The questionnaire was validated by the RDC to assure that there will be no indicator that can harm the respondents. Upon the distribution of the questionnaire, the researchers briefly discussed the purpose of the research. Since the action plan for this research will be reflected in our syllabi, the result of the study will be discussed in the first day of classes. The respondents were assured that, aside from their time, no other resources were needed to participate in the study.

Treatment of Data

To measure the students' perspectives on the identification of needs in selecting a major and the need that leads to a change of major, the data gathered was tallied to get the weighted average. Using the weighted average enabled the researchers to assign various weights to the responses of the respondents to keep the survey results as accurate as possible. The result of this method enabled the researchers to know the most identified need and the least identified need that will affect the respondents' selection of their major and possibly the need that will make them change their minds. To measure the differences of means considering the moderators, independent t-test for two groups and analysis of variance for three or more groups were utilized. A four-point Likert Scale was used to interpret the computed mean, the scale is as follows:



Value	Range of Values	Qualitative Interpretation	Qualitative Description
4	3.26-4.00	Strongly Agree	High
3	2.51-3.25	Agree	Moderate
2	1.76-2.50	Disagree	Low
1	1.00-1.75	Strongly Disagree	Very Low

Results and Discussion

Students level of needs in the selection of their field of specialization

Table 1 shows how the students considered the different needs in their initial selection of specialization in the Business Administration program in terms of levels.

Love and belongingness was the least considered factor in the students' selection of their specialization, ($M = 2.19$). The factors under love and belongingness that were considered less were friends and family members and the level of demand for the specialization available. The students consider the recommendation of family and friends, but the final decision on specialization is still made independently.



Table 1

Levels of Needs in specialization selection

Types of needs	Human Resource Management	Verbal Interpretation	Financial Management	Verbal Interpretation	Marketing Management	Verbal Interpretation	Operations Management	Verbal Interpretation	Overall mean	Verbal Interpretation
Physiological										
I chose my major/ specialization just to have a course to finish in college.	2.60	M	2.37	L	2.56	M	2.61	M	2.53	M
The reason for my selected major/ specialization is because I can find a job in the area where I live.	2.60	M	2.95	M	2.85	M	2.72	M	2.78	M
I find my major the easiest course to consider when applying for a job.	2.80	M	2.59	M	2.85	M	2.72	M	2.74	M
<i>M</i>	2.67	M	2.63	M	2.76	M	2.69	M	2.69	M
Safety										
I consider my major/ specialization less stressful to finish than other courses available.	2.35	L	2.11	L	2.61	M	2.78	M	2.46	L
I prefer having this major since it has fewer physical demands.	2.35	L	2.49	L	2.61	M	2.83	M	2.57	M
When I finish this specialization, I will be working in an environment that matches my mental and social needs.	3.30	M	3.33	M	3.37	M	3.22	M	3.31	M
<i>M</i>	2.67	M	2.65	M	2.86	M	2.94	M	2.78	M



Love and Belongingness

I have considered taking this major since my friends also considered taking the same major.

2.09 L 1.94 L 2.20 L 2.17 L 2.10 L

I chose my major because there is a great number of students taking the same major.

2.00 L 2.06 L 2.29 L 1.89 L 2.06 L

I have chosen my specialization because a family member suggested that it will be a great major to finish.

2.65 M 2.48 L 2.41 L 2.06 L 2.40 L

M

2.25 L 2.16 L 2.30 L 2.04 L **2.19 L**

Financial and Security

The reason for choosing my major is due to my parents' financial capacity in sending me to school.

2.39 L 2.90 M 2.20 L 2.28 L 2.44 L

I prefer my major because it has fewer outputs and projects where I will be spending less.

2.04 L 2.20 L 2.12 L 2.44 L 2.20 L

My major has a high level of compensation when I start working in my field.

2.83 M 3.00 M 2.95 M 2.78 M 2.89 M

M

2.42 L 2.70 M 2.42 L 2.50 L **2.51 M**

Pleasure

I considered this major because I enjoyed my basic subjects that had given introductions related to my chosen specialization.

2.91 M 3.00 M 3.07 M 2.72 M 2.93 M



I had seen professionals who had finished like my major and enjoying their job and I am hoping I will be the same.

3.04 M 3.24 M 3.41 M 3.28 M 3.24 M

I find the subjects in my checklist interesting that makes studying easier.

2.78 M 2.81 M 2.98 M 2.78 M 2.84 M

M

2.91 M 3.02 M 3.15 M 2.93 M **3.00 M**

Social Image

Students who are in their higher years seem to be popular in taking the major that I prefer.

2.57 M 2.30 L 2.46 L 2.33 L 2.42 L

Most managers and business personalities that I know had also considered the major that I had chosen.

2.96 M 2.95 M 2.98 M 2.67 M 2.89 M

I think the major that I had chosen will be giving me one of the highest positions in an organization when I start working.

2.87 M 3.02 M 3.12 M 3.28 M 3.07 M

M

2.80 M 2.76 M 2.85 M 2.76 M **2.79 M**

Acquisition

I considered my major because it might be needed in other courses that I might take in the future.

3.17 M 3.02 M 3.15 M 2.83 M 3.04 M

The skills, principles, and practices that I will be acquiring from my major can greatly help me in my preferred position in a company.

3.26 M 3.27 M 3.27 M 3.33 M 3.28 M



I have preferred my major since it will make my marketability higher later when I start looking for a job.	3.09	M	3.17	M	3.15	M	3.06	M	3.12	M
<i>M</i>	3.17	M	3.15	M	3.19	M	3.07	M	3.15	M

Giving

I considered taking my major because I know I can help others when I start practicing it.	3.04	M	3.17	M	3.19	M	3.06	M	3.11	M
It will be self-fulfillment if I can finish my chosen major.	3.22	M	3.42	M	3.46	M	3.17	M	3.32	M
I know I can find a job easily with the major I chose to help my parents in our finances the soonest.	3.09	M	3.24	M	3.17	M	2.94	M	3.11	M
<i>M</i>	3.12	M	3.28	M	3.27	M	3.06	M	3.18	M

Information

There are issues in my chosen field that I need to find answers to satisfy certain queries in my head.	2.78	M	2.92	M	3.00	M	2.89	M	2.90	M
There are relevant references and information from different sources that can help me while studying the subjects under my major.	2.78	M	3.02	M	3.07	M	2.78	M	2.91	M
It is easy to find references and information needed to finish outputs like assignments, projects, and researches in my chosen specialization.	2.70	M	2.76	M	2.78	M	2.94	M	2.80	M
<i>M</i>	2.75	M	2.90	M	2.95	M	2.87	M	2.87	M



Variety

I considered my major because there are only a few students who are considering it as their specialization making me different from the others.

2.74 M 2.33 L 2.44 M 2.72 M 2.56 M

I have chosen my major to be different from my friends in high school and from some of my family members.

2.48 M 2.37 M 2.68 M 2.61 M 2.53 M

There are varieties of work and positions awaiting when I finish my chosen specialization

2.91 M 3.11 M 3.12 M 3.00 M 3.04 M

M

2.71 M 2.60 M 2.75 M 2.78 M **2.71 M**

Note. H - High, M - Moderate, L - Low, VL - Very Low

According to Carpio (2018), choosing a college course is one of the significant and most challenging decisions a child will ever make. In making this decision, it cannot be avoided that parents, most of the time, want to have a say on what is the “right,” “best,” or “most practical” course.

According to Sin (2018) limiting one’s college options is a difficult task, especially when friends’ and family’s opinions are considered by the student. Another difficulty is the possibility of being separated from best friends who have been with them through the years. Considerations such in location, cost, and the courses offered by the institution also factor in the decision-making process. Sin (2018) added that students need to ascertain that their course is in line with their interests and passions, and that having a degree in that particular field leads to their desired career path.

Not all the students considered which jobs are on-demand, as suggested by the average level for the said factor. Their final choice of specialization



may have boiled down to more traditional courses that promise a financially stable and secure job. For some parents, their child's college education is also a way of transferring their unfulfilled dreams onto their children as a second chance of what they could have become. Some who are unsure of who they want to be follow their parents' advice to meet their expectations.

However, based on Carpio's (2018) study, not all children who pursue the course of their parents' choice experience college smoothly and productively. In a Philippine Star-hosted forum called "Should parents have a say on what course their children should take up in college?" (2009), a respondent mentioned that "Parents should have a say, but should never impose on their children. Smart parents are aware of the interests and inclination of their children. The best thing they can do is enhance these interests by making suggestions and giving guidance. If the children are determined to pursue their interests, parents have no choice but to give in to avoid blame later on" (Yap, 2009).

Based on the data, the need to give was the factor that most affected the student's decision in choosing their final field of specialization, ($M = 3.18$). Meanwhile, the significant factors that affected their decision are employability, self-fulfillment, and the ability to help others.

Deciding to take a business degree may help open up a wide range of career paths and job opportunities to students. Students may consider a business major due the versatility the degree can offer. It can prepare graduates for a variety of positions in a number of careers (American Continental University, 2017).

A specialization that responds to the "need to give" is Financial management. Financial management has been seen as a major that might give high employability. A financial management degree is ideal if the student is interested in advancing in financial services or in working at a management level with focus on finance (World Wide Learn, n.d.). It is more function-driven compared to a general business degree. As technology has reduced



the time and staff required to produce financial reports and compile data, the work of financial managers shifted to developing strategies and implementing the long-term goals of their organizations, such as forecasting earnings, profits, and costs, and developing ways to increase profitability.

Another specialization that aligns with the “need to give” is Marketing Management. According to Target Jobs, (n.d.), almost every organization, including companies, manufacturers, retailers, industries, local authorities, and charities, require marketing personnel. Marketing executives work closely with other employees for roles related to advertising, market research, production, sales, and distribution.

There is a high demand for college graduates. Since the demand outweighs the supply, college graduates obtain relatively higher wages. Even though college is expensive and needs years in school, the lifetime earning potential makes the costs worthy.

Some jobs that did not traditionally require a college degree now need college graduates. This leads young adults to see a college degree as increasingly vital; they want to be competitive in the labor market by having the qualifications set by potential employers.

Levels of needs and senior high school attended

This table shows different types of needs identified by students in choosing their specialization in the Business Administration program based on the type of school during senior high school.

T-test for independent samples proved that the type of senior high school, whether private or public, had was not significantly influential in the students’ choice of specialization, $p > .05$. The college preparation of senior high school students from public and private schools may not have covered the process of realizing the type of majors that they should take.



Table 2
Students’ agreement on the needs according to high school type

Needs	School Type	Group Statistics			Independent Samples Test			
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)	Interpretation
Physiological	Private	115	2.67	0.60	-0.20	156	0.84	Not Significant
	Public	43	2.69	0.63				
Safety	Private	115	2.73	0.55	-0.326	156	0.75	Not Significant
	Public	43	2.77	0.59				
Love and Belongingness	Private	115	2.19	0.63	0.222	156	0.83	Not Significant
	Public	43	2.16	0.68				
Financial	Private	115	2.43	0.65	-0.541	156	0.59	Not Significant
	Public	43	2.49	0.61				
Pleasure	Private	115	3.01	0.52	0.010	156	0.99	Not Significant
	Public	43	3.01	0.59				
Social image	Private	115	2.74	0.67	-1.640	156	0.10	Not Significant
	Public	43	2.91	0.42				
Acquisition	Private	115	3.15	0.50	0.196	156	0.85	Not Significant
	Public	43	3.14	0.54				
Giving	Private	115	3.21	0.52	-0.949	156	0.34	Not Significant
	Public	43	3.29	0.50				
Information	Private	115	2.88	0.54	0.004	156	0.10	Not Significant
	Public	43	2.88	0.48				
Variety	Private	115	2.66	0.58	-0.027	156	0.98	Not Significant
	Public	43	2.67	0.61				



However, according to Santelises (2016), many students are leaving high school with a diploma on hand but no clear path or decision for the future. The majority of students in high school are prioritizing credit accrual for graduation over knowledge and skills development. This approach treats graduation as the end goal rather than the starting point for future success, whatever path students choose.

Specific needs prompting change in specialization

Table 3 shows the different types of needs identified by the students that can make them change their initial choice of specialization in the Business Administration program.



Table 3
Extent of student’s agreement on specific needs resulting to a change of specialization

Types of Needs										
	Human Resource Management	Verbal Interpretation	Financial Management	Verbal Interpretation	Marketing Management	Verbal Interpretation	Operations Management	Verbal Interpretation	Overall Mean	Verbal Interpretation
Physiological	2.24	L	2.37	L	2.55	M	2.64	M	2.45	L
Safety	2.24	L	2.45	L	2.59	M	2.72	M	2.5	L
Love and Belongingness	2.00	L	1.98	L	2.05	L	2.50	L	2.13	L
Financial and security	2.39	L	2.17	L	2.17	L	2.78	M	2.38	L
Pleasure	2.24	L	2.22	L	2.23	L	2.61	M	2.33	L
Social Image	2.43	L	2.27	L	2.27	L	2.42	L	2.35	L
Acquisition	2.26	L	2.26	L	2.34	L	2.56	M	2.35	L
Giving	2.26	L	2.27	L	2.43	L	2.53	M	2.37	L
Information	2.15	L	2.05	L	2.18	L	2.61	M	2.25	L
Variety	2.43	L	2.45	L	2.43	L	2.89	M	2.55	M

Note. H - High, M - Moderate, L - Low, VL - Very Low

In general, the respondents were unlikely change their specialization once they commit to an initial specialization. However, the need for variety may cause the change of specialization, ($M = 2.55$). Among the possible reasons for changing the initial specialization are employment availability and the availability of work abroad related to the new specialization.



McCammon (2017) said that when thinking about how to choose a major, it might help to consider what kind of job prospects a student will have once they have the degree. In terms of future employability, there is a need to think more about the skills they will learn by studying their major and the demand for those skills outside the university. According to a survey conducted by *Times Higher Education* in 2017, employability is one of the most important factors for students going to university. Over half of the participants reported they attended university to secure a particular career.

Another reason why students change their specialization is the possibility of working abroad through shifting one's course. Navidad (2012) discussed why part of the career options of students is to work abroad. It has been said that being employed abroad and doing the same work that we do in the Philippines provide employees double or more salary than being employed in our land. Another problem students are facing is the high unemployment rate, and fewer job opportunities for new graduates are considered to be unending problems in the country. These increase the competition among Filipinos who are looking for available jobs in the country. Having a worldwide perspective not only broadens the students' horizons but also offers them a unique understanding of the skill sets required in a global economy. Working overseas might give students the best opportunity to travel and experience life abroad. It allows them to discover new places and people. Working abroad allows them to see the other side of the world with their own eyes, and to pictures of their adventures and showing them off to their friends and relatives back at home.

The difference in the change of specialization due to need realization

Table 4 shows the significant difference along with initial specialization indicated by students when identifying different types of needs that may cause the possibility of changing specialization.



Students’ agreement with specific needs resulting to changing their specialization

		ANOVA					Interpretation
Types of Needs		SS	df	MS	F	Sig.	
Physiological	Between Groups	1.39	3	0.463	0.766	0.515	Not Significant
	Within Groups	93.137	154	0.605			
Safety	Between Groups	2.62	3	0.873	1.361	0.257	Not Significant
	Within Groups	98.823	154	0.642			
Love and Belongingness	Between Groups	3.239	3	1.08	1.767	0.156	Not Significant
	Within Groups	94.128	154	0.611			
Financial	Between Groups	6.692	3	2.231	4.159	0.007	Significant
	Within Groups	82.605	154	0.536			
Pleasure	Between Groups	3.138	3	1.046	1.707	0.168	Not Significant
	Within Groups	94.381	154	0.613			
Social Image	Between Groups	1.867	3	0.622	1.155	0.329	Not Significant
	Within Groups	82.995	154	0.539			
Possession	Between Groups	1.466	3	0.489	0.85	0.468	Not Significant
	Within Groups	88.498	154	0.575			
Giving	Between Groups	1.406	3	0.469	0.784	0.504	Not Significant
	Within Groups	92.045	154	0.598			



Information	Between Groups	3.999	3	1.333	2.723	0.046	Significant
	Within Groups	75.387	154	0.49			
Variety	Between Groups	3.864	3	1.288	2.33	0.077	Significant
	Within Groups	85.13	154	0.553			

Based on the students' preliminary specialization students and the possibility of changing their major, there are significant differences on the need for financial security, information, and variety, with p-values of .007, .046, and .077, respectively.

Students shift when they perceive that they will have more work options from studying other majors. Nucum (2018) found that in Business Administration, a career in Finance is highly employable. Nucum (2018) discussed that (securities and finance) dealers and brokers are handle financial market transactions on behalf of their clients and offer financial advice. Students interested in this work need to complete a degree in accounting, finance, or commerce. Graduates from these courses can work in banks, accounting and law firms, stockbroking firms, or other investment companies. Having the average compensation of Php 89,831.00, the job ranked second from the top 10 highest paid work in 2018.

A career in finance can also be sought by students abroad. According to Kamat (2018), banking and insurance, asset management, broking, Fintech, and investment management professionals are in demand in the US and Europe. Banking and finance job opportunities in Dubai and the rest of UAE have opened up after disruptions in 2015-2016. Possible positions include accounts manager, finance manager, financial advisor, financial analyst, relationship manager, teller, and telemarketer.

Another issue that influenced shifting was financial need. The Commission



on Higher Education (CHED) estimated that a student in a private school will pay Php 237,600 for a four-year course on average (Robles, 2012). CHED reckoned that tuition in public schools for a complete four-year course cost Php 233,600. At a top tier university, however, the cost can amount to Php 400,000. The costs of higher education are expensive relative to the typical household income. According to the Philippines' 2009 Family Income and Expenditure Survey, the average family's annual income is Php 206,000. The survey notes that for the families in the bottom 30 %, the average is Php 62,000. HEIs tend to increase tuition every year. In the Philippines, college subjects are taught in units. In 2005, according to Bulatlat.com, the average cost per unit was more than 330 pesos. By 2011, the average tuition per unit had risen to more than 500 pesos. Tuition is not the only financial worry of college students. The CHED figures do not include board, lodging, transportation, and other expenses.

Conclusion and Recommendations

The needs that students considered in selecting their specialization in Business Administration were aligned to practical reasons. The factors that can affect their decision are employability, self-fulfillment, and the ability to help others. The contribution and suggestions of peers and family members are not sufficient to make them decide on the final specialization that they will take in college.

Considering the type of school the student went to during Senior High School, the results showed no difference in the identification of the type of need that will affect their decision making in the selection of their specialization. It is possible that the senior high school programs do not yet include activities for students to realize their future specialization if they will pursue a college education.

The need for variety has been identified as a need that may cause a change of specialization. Among the possible reasons for changing the initial



specialization are employment availability and the availability of work abroad related to a new specialization. It will be concluded that students consider working abroad considering the course they finish due to several advantageous factors present.

Financial need varied from one student to the other due to the possible expenses that they may incur in finishing their preliminary specialization and their capacity to meet the demands of the chosen specialization. The need for information posed a difference since the majors have different levels of difficulty and coverage that may or may not match with the student's capacity and interest. Students had a different perspective in line with the need for variety since they also considered employability and working abroad.

It might be helpful for students who are not yet decided on their field of specialization to learn about what they can expect when they finish the course. Expectation setting may be included in the first meeting of every major subject. They can be informed on the background of the course and updates and responsibilities in the field so it will increase their level of assurance.

In some events of the School of Business Administration or events organized by different student organizations, it will be helpful to those who are currently in the point of deciding to hear from students who graduated in Business Administration in specific fields. The alumni might be invited as resource speakers so the students may see the result of choosing a particular specialization.

In the preparation of the syllabi in different subjects in Business Administration, it can contribute to the decision-making of a student if each subject under the program can equate the course objective and course description to a realistic position in the industry where they can apply the knowledge they will learn from each major subject. Such action might make the student realize that every subject is necessary for him/her to land on a particular position in his line of specialization.



The school can be benefited when the students are assured of their specialization because students will not frequently change courses or even transfer to another institution because they are assured that whatever they learn will take part when they become part of the workforce. It is therefore recommended that the Business Administration program to be always updated in terms of its programs and subject topics that might be obtained when the program updates its resources like books and other reading materials and letting teachers be sent to seminars for updating of their knowledge.

The researchers recommend conducting research on the employability of each major graduates in relation to the needs that had been met in their undergraduate course.



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