

Relationship of Student Attitude, Subjective Norm, and Perceived Behavioral Control to Senior High School Students Intention to Enroll in Business Programs

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ABSTRACT: The study's general objective was to determine the relationship between student attitude, subjective norm, and perceived behavioral control to senior high school students intention to enroll in business program. The study used a non-experimental quantitative research design using correlation technique. The study's respondents, randomly chosen from a total of four hundred (400) senior high school students in Davao Region. The researcher adopted the contextualized four survey questionnaire. Pearson product moment correlation was the statistical tool used for data treatment. The findings revealed that a significant relationship was shown between all latent exogenous variables and the endogenous variable intention to enroll.

Keywords:- student attitude, subjective norm, perceived behavioral control, intention to enroll, quantitative research design, correlation technique, senior high school students, Davao region, Philippines

I. INTRODUCTION

The United Nations' Sustainable Development Goal 4: Quality Education states that the world is falling far behind in achieving quality education (United Nations, 2015). Education is universally recognized as the answer to socio-economic problems of the world (Ouano, Torre, Japitan, & Moneva, 2019) which also links to the United Nations' Sustainability Goal 7: Decent Work and Economic Growth. Moreover, the recent decline in student enrollment in the Philippines for the School Year 2023-2024 has raised serious concerns among educators, policymakers, and parents alike. Historically, the Philippines has seen a steady increase in student enrollment, growing by approximately 2% every year. However, the decline in enrollment was noticeable during the School Year 2020-2021 due to the COVID-19 pandemic. Although there were signs of recovery in the subsequent year, the current figures are a cause for concern (Helpline, 2023). Furthermore, Davao Region houses various higher education institutions (HEIs) both private and public with business courses. Competition is very high. Pressure is imminent for these HEIs to look for more competitive marketing strategies in order to get the bigger slice of the market share. Different marketing activities are being done to recruit prospective students (Dagang, & de Mesa, 2017).

The study main objective was to determine the significance of the relationship between: Student attitude and students' intention to enroll; subjective norm and students' intention to enroll; and, perceived behavioral control and students' intention to enroll. Furthermore, the study is anchored on Theory of Planned Behavior by Ajzen (1991). It was stated that human conduct is driven directly by the desire to execute the activity: the more favorable the attitude and subjective norm with respect to a behavior, and the greater the perceived behavioral control, the stronger should be an individual's intention to perform the behavior under consideration. Understanding the variables that influence students' views may also assist management in creating informed choices regarding curriculum and organizational design, as well as advise instructors via professional development seminars (Caputulan, Rioboca, Tesoro, & Cain, 2023)

II. METHODOLOGY

There were 400 senior high schools students in all tracts and strands in Davao region were the respondents of this study. The respondents were selected based on the stratified random sampling technique or also known as proportional or quota random sampling. The research instruments used to gather the data were adopted from various authors with some revisions to fit with the current study. The contextualized research instrument was subjected for validation by experts and conducted pilot testing using the Cronbach alpha

measures for reliability test.

III. RESULTS AND DISCUSSIONS

Shown in Table 1 is the results of the test of the relationship between student attitude and intention to enroll in business program. As displayed in the hypothesis, the relationship was tested at 0.05 level of significance. The total r-value of 0.548 with a p-value of less than .05 indicated that the null hypothesis was rejected. It demonstrates that there is a strong link between attitude and intention to enroll in business program. The correlation coefficient $r = .548$ signifies a moderate association between attitude and intention to enroll in business program among senior high school students in Davao Region. More specifically, the results show that all the indices of attitude have significant relationship with intention to enroll in business program, as the p-values are less than .05 and total r-value is .502 on cognitive attitude, and .486 on affective attitude. As shown in Table 1, all indicators of each variable are related. Thus, there is a favorable relationship between the two variables.

This supports the study of Ong (2022) explained that attitude may be the negative or positive belief among students about their motivation and intention. If a person believes that a certain behavior will result in a positive outcome, he or she will hold a favorable attitude towards the behavior, and vice versa (Liu, Liu & Mo, 2020). Furthermore, Ndofirepi (2023) mentioned that results are consistent with earlier research that used the theory of planned behavior as a reference frame in which attitude has a major role in the creation of behavioral intentions.

Table 1. Significance of the Relationship between Attitude of Students and Intention to Enroll in Business Programs.

Attitude	Intention to Enroll		
	Self-Efficacy	Outcome Expectancy	Overall
Cognitive Attitude	.432**	.491**	.502**
	.000	.000	.000
Affective Attitude	.427**	.467**	.486**
	.000	.000	.000
Overall	.476**	.530**	.548**
	.000	.000	.000

Displayed on Table 2 is the results of the assessment on the relationship between subjective norm and intention to enroll in business program. As displayed in the hypothesis, the relationship was tested at a 0.05 level of significance. The total r-value of 0.331 with a p-value less than .05 indicated that the null hypothesis was rejected. It can be deduced that there is a weak relationship between subjective norm and intention to enroll in business program among senior high school students in Davao Region. Individually, all indicators of subjective norm correlate positively with intention to enroll, having a p-values less than .05 and the r-value of .339 on minor reference group, and .253 on major reference group. As a result, there is a significant relationship between subjective norm and intention to enroll in business programs among senior high schools in Davao Region.

Table 2. Significance of the Relationship between Subjective Norm of Students and Intention to Enroll in Business Programs

Subjective Norm	Intention to Enroll		
	Self-Efficacy	Outcome Expectancy	Overall
Minor Reference Group	.261**	.362**	.339**
	.000	.000	.000
Major Reference Group	.192**	.273**	.253**
	.000	.000	.000
Overall	.253**	.355**	.331**
	.000	.000	.000

The result is supported by Yu and Wu (2007) stated that subjective norms indicators major reference group and minor reference group revealed a significant influence on behavioral intentions. More so, Edmonds, Flanagan, and Palmer (2013) stated that second factor influencing one's intentions is referred to as normative beliefs which are the social pressures a person might feel from individuals who matter to him or her. For

example, a student’s intention to get a college degree will, in part, be influenced by the attitudes of people who matter to them, such as their parents, partners, or other important mentors.

Lastly, shown in Table 3 are the results of the test of relationship between behavioral control and intention to enroll in business programs. Data showed an overall correlation coefficient of .715 at 0.05 level of significance. It means that there is a significant relationship between community of inquiry and professional learning communities in public elementary schools. Specifically, when indicators of behavioral control are correlated with intention to enroll, all the indicators were found to be significant, with internal control having a correlation coefficient at .670, and external control with .616 and a p-value less than .05. This indicates that the behavioral control asserts a positive linkage with intention to enroll.

Table 3. Significance of the Relationship between Perceived Behavioral Control of Students and Intention to Enroll in Business Programs

Perceived Behavioral Control	Intention to Enroll		
	Self-Efficacy	Outcome Expectancy	Overall
Internal Control	.593**	.639**	.670**
	.000	.000	.000
External Control	.540**	.592**	.616**
	.000	.000	.000
Overall	.629**	.684**	.715**
	.000	.000	.000

The result was observed in the studies that evidence of PBC was found to have the most substantial influence, which indicated that students with higher confidence are more likely to be confident in behavioral intentions (Illescas, Ong, & German, 2023). In contracts, some studies resulted no significant influence between perceived behavioral control and behavioral intention (Ma Janice & Ma Daniella, 2023; Zaremohzzabieh et al., 2021)

IV. CONCLUSION AND RECOMMENDATION

The results demonstrated there is significant relationships exist between Student Attitude, Subject Norm, and Perceived Behavioral Control concerning Intention to enroll in business programs among senior high schools in Davao Region. The study conforms with its anchored Theory of Planned Behavior by Ajzen (1991). Moreover, since student attitude and perceived behavioral control dominates subjective norm in terms of correlation coefficient, Universities and Senior High Schools in Davao Region should focus on course promotion. For that same reason, programs should focus primarily on outcomes and control issued for the student, rather than social approval like implementing a Career Orientation Program to different schools in their area as this would help senior high school students to choose any business program to pursue in college in the future. Senior high school students who will be enrolling in college to use this study on how they will adapt and adjust to the business course or program. This will help students to make informed decision regarding their intention to enroll in the business program. Lastly, future researchers may utilize this study to conduct a further in-depth investigation on intention to enroll using other statistical tool or research design.

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