

Factors Affecting Students' Major Choice in Co-operative Universities

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Abstract

Major choice is an important decision for students since it determines the kinds of career that they intend to pursue in life. In TCU, students have to make major choice at the end of the first year course. The purpose of this research was to examine the students' expected major specialization and identify the factors influencing the students' major choice. The data for the study is collected from 200 second year students via self-administered questionnaire. The study is conducted using descriptive statistics and multinomial logistic regression method with the aid of SPSS. The findings of the study indicate that accounting and finance is the most popular major among the TCU students and students' major choice can be explained by gender, personal factor and career factor.

Key words: major choice, gender, personal factor, career factor

INTRODUCTION

Major choice is one of the important decisions for most of the university students in their life since it affects the continuity of learning and career in their life. Students' major decision can determine their success or failure, satisfaction or dissatisfaction, the job opportunity, financial returns and social status (Ahmad 2013). Thus, the students' right major choice help their career goals after graduation. In Myanmar, university education is valued as one of the channels for improvement and advancement in career and social life of people. Thus, most of the students have to make sound decision in selecting university and major specialization in university selected. For some students, major choice lead to job opportunities in that field or related field however, for others major choice allows them to explore personal interest in the subjects. Accordingly, how to make major choice decision and what factors are driving and motivating to choose a particular major was paid attention by many researchers and university policy makers so that they can make appropriate interventions for supporting the students major choice.

In Myanmar, there are many public universities and private universities which offer various disciplines that enhance students' interest, career, and social status. Among them, Co-operative universities are providing business science degree in five major specialization;

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Accounting & Finance (AF), Marketing Management (MM), Regional Development (RD), Applied Statistics (AS), and Social Enterprise Management (SEM). However, little attention has been paid to exploring why students choose a particular major in Co-operative Universities. According to the education system in Co-operative Universities, freshmen enrolled in the universities have to take all the basic subjects for five major specializations and at the end of first year they have to declare the major they want. In deciding the major, many factors such as personal interest, job opportunities, enjoyment, and referents of the students may have some degree of influencing on the students' choice. Thus, the study explored the influencing factors on students' major choice in Co-operative Universities.

RESEARCH OBJECTIVES

A great deal of researchers investigated the factors affecting the students' major choice in other contexts. An important question is why some individuals decide to a particular major and while others do not. Major choice in the university is the major step for most of the students in their learning continuity. Therefore, the main objectives of the research are:

- (1) To examine the students' expected major in the university.
- (2) To explore the importance of factors influencing the students' major choice.
- (3) To analyze the factors predicting the students' major choice.

RESEARCH METHODOLOGY

This study is designed to investigate the importance of factors affecting the students' major choice at Co-operative Universities. There are two Co-operative Universities in Myanmar, however the current study decided that Thanlyin Co-operative University (TCU) as the study unit. Then, the study selects only second year students from five major specializations. The respondents are taken using simple random sampling method and the research mainly use cross-sectional data for the study. The population of the study is 332 second year students from five major specializations in academic year 2016-17. For the study, totally 200 students were chosen (40 students from each major). Thus, sample was constituted 60 percent of the population. The primary data is collected through direct administration of a self-completion questionnaire which includes closed-end questions and five point Likert scale questions. The questionnaire is developed based on previous researches in academic journal and some adaptation were made to reflect the culture of the selected university. In this research, only second year students are chosen because they have already declared the major and they have some experiences in the current major for a relatively long period. Dependent

variable in this research is students' major choice and the independent variables are gender, personal factor, social encouragement, and future career. The study applies descriptive statistics and multinomial logistics regression by using the SPSS version 22.

REVIEW ON RELATED LITERATURE

For most of the university students, deciding a major is one of the most important decisions since it affects many other areas of their life. Accordingly, many researchers paid attention to this area as attracting research area and they conducted researches regarding major choice decision in various contexts. Most of the researches focused on the behaviour theory in analyzing the factors affecting students' major choice. In the study of Lent, Brown & Hackett (1994), General social cognitive theory suggested that self-efficacy beliefs determine whether an action will be pursued, how much effort will be given to that pursuit, the persistence in the face of obstacles and ultimately the performance level of the action. Lent et al. hypothesized that behaviour (choice of career) is a function of the dynamic interplay between beliefs and environmental conditions. Lent et al. proposed that a person with interest in a particular career path is unlikely to pursue that path if the individual perceives barriers to entering or advancing that career. Perceived barriers include internal factors such as confidence in ability to manage the difficult situations that may arise.

In the theory of Planned Behaviour (TPB), Ajzen (1991) predicted that an individual's behaviors are caused by his or her attitudes about the behaviour and his or her perception of social norms. People with favourable attitudes and perception of social norms toward a behaviour are more likely to engage in the behaviour. In addition, perceived control over a behaviour can determine in performing behaviour. Perceived behaviour control refers to the self-perceived ability of an individual to perform the behaviour. Therefore, students' major choice decision may be influenced by their ability to perform in that major (perceived control), parents' approval and teachers'/friends' encouragement that major (social norm) and personal interest and enjoyment in the major (attitude). Accordingly, the current research idea was based on the TPB by Ajzen.

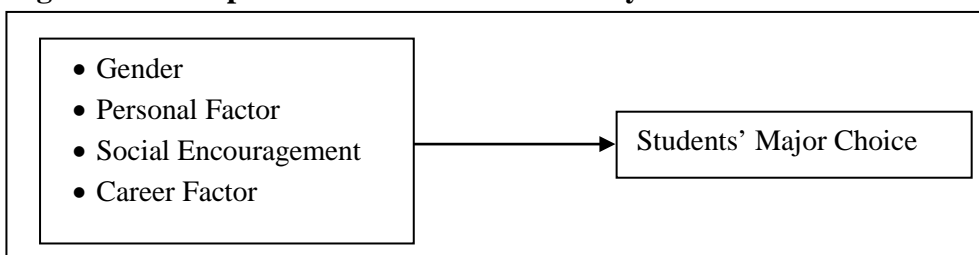
There were many other researches finding the factors influencing the students' major choice. Malgwi, Howe, and Burnaby (2005) defined the factors influencing the choice of a major (i.e. Interest in the subject, job opportunities, compensation, introductory course, and discussion with other students). In the study of Uyar, and Kuzey (2011), it was found that the students who choose the accounting major assumes that accounting field provides good job opportunities and the field matches with abilities and skills. Some researchers investigated that

parents' suggestion and encouragement are the most influencing factors (Pearson and Dellman-Jenkins, 1997). DaMarie and Aloise-Young (2003) found that the reasons for selecting a major for the business students are career, the interest in the area, and enjoyment of learning. Lowe & Simon (1997) identified the principal categories in students' expectation when selecting a major as initial earnings, career opportunities, career characteristics, and characteristics of the major. They found that the most important career factors when selecting a major were financial rewards, job availability and interest in the major/career.

According to research by Ahmad (2013), Kim et al. (2002) determined the reasons for choosing a major which are interest in a career associated with the major, good job opportunities, good fit with respondents' abilities, a desire to run business someday, and projected earnings in the related area. Noland, Case, and Francisco (2003) found that alumni, the internet, newspaper, and TV were rated as the top information sources influencing the choice of major. Galotti and Kozberg (1987) listed the most important factors influencing students' major choices as "how much I care about the subject", something I do well in", "something with good career opportunities", and "what I want to do with this major after college".

The primary purpose of the current research was to explore the importance of factors affecting students' major choice. According to literature and previous research studies, there are many factors affecting the students' major choice. However, in this research it is assumed that the students' major choice is mainly affected by gender, personal factor (perceived academic ability, personal interest, enjoyment), social encouragement (parental and family encouragement, classmate suggestions, teachers encouragement), and future career factor (future good opportunities, high initial salary, long-term earnings prospects, self-employment opportunity and job security). The conceptual framework for the current research was developed as shown in Figure 1.

Figure 1: Conceptual Framework of the Study



Source: Adapted from literature

ANALYSIS OF THE FACTORS AFFECTING STUDENTS' MAJOR CHOICE

In this section, the students' demographic profile is firstly analyzed. Then, the students' expected major in the university is evaluated. In addition, the most important information source for students in making major decision is identified in the current study. Lastly, the factors influencing the students' major choice are explored. The data is analyzed by using Statistical Package for Social Science (SPSS Version 22).

Profile of the Respondents

Firstly, profile of the respondents covered in the survey is presented in this section. It has been constructed based on students' gender, race, age, and area of residence. The profile of the respondents is presented in Table 1. There are 200 respondents in the study, 40 respondents from each major specialization. According to gender difference, the percentage of female respondents is higher than the male respondents. This is not surprising in the case of Co-operative Universities since females have been historically dominating in the student list of the Universities. The majority of students in all classes at Co-operative Universities are female students. Totally, 73 percent of the respondents are female and 27 percent are male respondents. In terms of race of respondents, majority of the respondents are Bamar in all major specializations. In addition, the mean age for the sample is 18.56 which is the standard age for most of the second year students in universities. Among respondents in the sample, the percentage of respondents who live in rural area (53.5 percent) is relatively higher than that of respondents from urban (46.5 percent).

Table 1: Profile of the Respondents

Sample size	200	100%
Gender		
Male	54	27%
Female	146	73%
Race		
Kayin	14	7.0%
Chin	2	1.0%
Mon	3	1.5%
Bamar	166	83.0%
Rahkine	6	3.0%
Shan	7	3.5%
Other	2	1.0%
Mean Age	18.56	
Area of residence		
Urban	93	46.5%
Rural	107	53.5%

Source: Survey Data (June, 2017)

Students' Expected Major

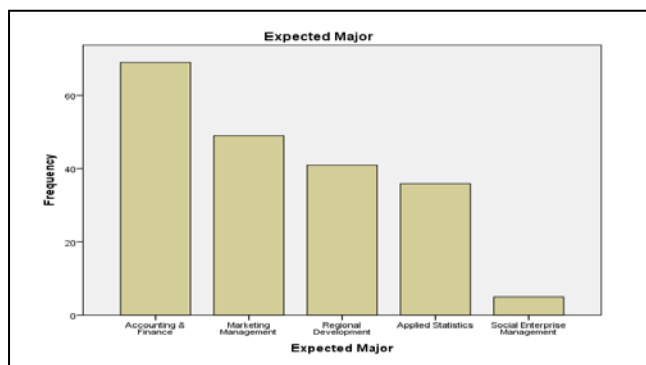
In this research, the respondents' expected major is measured by simply asking the major they expected at the end of first year course. Totally, 200 students were participated in the study. The major specializations that show a high percentage score are Accounting & Finance 69(34.5%), Marketing Management 49(24.5%), Regional Development 41(20.5%), Applied Statistics 36(18.0%), and Social Enterprise Management 5(2.5%). Thus, the study reports that Accounting and Finance is the most popular major and Social Enterprise Major is the least popular major among the students in TCU.

Table 2: Respondents' Expected Major

Expected Major	Freq.	%
Accounting & Finance	69	34.5
Marketing Management	49	24.5
Regional Development	41	20.5
Applied Statistics	36	18.0
Social Enterprise Management	5	2.5
Total	200	100.0

Source: Survey Data (June, 2017)

Figure 2: Respondents' Expected Major



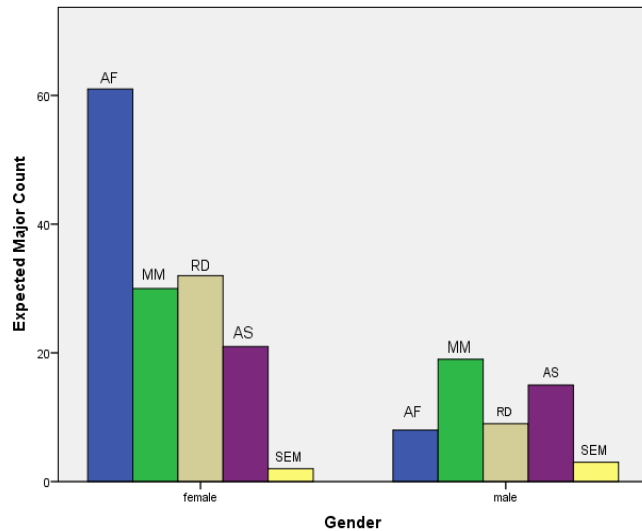
After analyzing the overall expected major of the respondents, their expectation is evaluated in terms of gender. The result is presented in Table 3 and Figure 3. The research reveals that majority of male students declared Marketing Management (35 percent), followed by Applied Statistics (28 percent), Regional Development (17 percent), Accounting and Finance (15 percent). However, among the female students, majority declared Accounting and Finance (42 percent), followed by Regional Development (22 percent), Marketing Management (21 percent), and Applied Statistics (14 percent). Thus, the study suggests that the students from TCU have different expectations in major.

Table 3: Gender and Expected Major

Major	AF		MM		RD		AS		SEM		Total
	N	%	N	%	N	%	N	%	N	%	
Male	8	15%	19	35%	9	17%	15	28%	3	5%	54
Female	61	42%	30	21%	32	22%	21	14%	2	1%	146

Source: Survey Data (June, 2017)

Figure 3: Expected major by Gender



Important Sources of Information for students in Deciding Major

The study identified the importance of information sources for students in making major choice since information is the best input for any type of decision. Using five point Likert scale, the students were asked the level of importance on given information sources. The result was reported in order of importance (from most important to least important) in Table 4. Interestingly, all sources of information listed in the study are considered important for the students in TCU. On a scale of 1-5, the midpoint is 3, and all information sources, on average, scored above the midpoint. Of the information sources listed, the source of highest importance is faculty teachers. The second highest important source is website information. This reflected that young people in the universities are familiar with information technology and they search information online for their decision making. Brochure about the major is also important information source for the students in making major choice. However, the seniors and friends, as an information source, is relatively low important in comparison with other sources.

Table 4: Importance of Information Sources

Information Sources	Average Importance
Faculty Teachers	4.395
Website	4.200
Brochure	3.975
Seniors and friends	3.675

Source: Survey Data (June 2017)

Factors that affect the Major Selection

The students are asked how much their choice of major is influenced by eleven factors listed in the study. The Cronbach’s alpha for eleven items is 0.7 and it could be considered acceptable level. Then, these factors are grouped into personal factor, social encouragement factor, and future career factor. In an effort to determine the personal factor that influences students’ major choice, three aspects of personal factor are given to the students to indicate the level of influence. The measurement is used on a five-point Likert scale with 1=No Influence and 5= Very Influential. As shown in Table 5, the results indicate that a high number of students 60 percent stated that personal interest in the field was very influential on their major choice while 27 percent stated somewhat influential. Academic ability to learn the subjects is found as very influential factors reported by 31 percent and somewhat influential factor reported by 43.5 percent. In addition, more than half of the students consider enjoyment the subject as the influential factor on their major choice (very influential reported by 38.5 percent and somewhat influential by 32.5 percent). The composite mean for the personal factor suggests that it has strong influence on the students’ major selection in TCU (mean value=4.131 with SD=0.717).

Table 5: Personal Factor that Affects Major Selection

Variables	1	2	3	4	5
Personal Interest in the field	7 (3.5%)	1 (0.5%)	23 (11.5%)	49 (24.5%)	120 (60%)
Academic ability to learn the subjects	2 (1%)	8 (4%)	41 (20.5%)	87 (43.5%)	62 (31%)
Enjoyment the subjects	3 (1.5%)	6 (3%)	49 (24.5%)	65 (32.5%)	77 (38.5%)
Mean Value = 4.133, SD=0.717					

Source: Survey Data (June 2017)

In the study, social encouragement factor is also analyzed as a source of influence on students’ major choice in TCU. The descriptive result is shown in Table 6. The composite mean value for the social encouragement factor 2.640 (lower than the midpoint value of 3 in five point Likert scale) indicates that social encouragement factor is not influential on the major choice of students in TCU. When analyzing each variable in the social encouragement factor, only 47 percent of the students consider encouragement of inspiring teachers in the major as influential factor while more than half of the students describe neutral and not influential. The study also finds that classmates suggestions is considered as influential factor (reported by only 34 percent) while the majority describe neutral and no influence. In addition,

only 22.5 percent of the students report that parental and family suggestion was influential on the major choice decision.

Table 6: Social Encouragement Factor that Affects Major Selection

Variables	1	2	3	4	5
Inspiring teachers in the major	32 (16%)	15 (7.5%)	59 (29.5%)	56 (28%)	38 (19%)
Classmates suggestion	65 (32.5%)	27 (13.5%)	40 (20.0%)	39 (19.5%)	29 (14.5%)
Parental and family suggestion	76 (38%)	27 (13.5%)	52 (26%)	31 (15.5%)	14 (7%)
Mean Value = 2.640, SD=0.841					

Source: Survey Data (June 2017)

The study also analyzes the future career factor as a source of influence on the students' major choice. Table 7 reports the descriptive result for the factor. The composite mean value for the future career factor 3.774 with SD 0.754 suggest that the students' major choice is influenced by the future career factor. When analyzing each variable in the future career factor, it is found that 37 percent of the students consider future job opportunities as very influential factor and 33 percent consider as somewhat influential factor in major choice. In addition, totally 64.5 percent of the students consider expectation of initial high salary as influential factor in major choice decision. In the study, long-term earning potential is considered as influential factor (reporting by 62.5 percent), self-employment opportunities are influential for 63.5 percent of the students, job security is influential for 59 percent of the students.

Table 7: Future Career Factor that Affects Major Selection

Variables	1	2	3	4	5
Future Job opportunities	11 (5.5%)	7 (3.5%)	42 (21%)	66 (33%)	74 (37%)
Expectation of initial high salary	6 (3%)	6 (3%)	59 (29.5%)	75 (37.5%)	54 (27%)
Long-term earnings potential	15 (7.5%)	7 (3.5%)	53 (26.5%)	70 (35%)	55 (27.5%)
Self-employment opportunities	9 (4.5%)	13 (6.5%)	51 (25.5%)	77 (38.5%)	50 (25%)
Job security	15 (7.5%)	5 (2.5%)	62 (31%)	66 (33%)	52 (26%)
Mean Value = 3.774, SD=0.754					

Source: Survey Data (June 2017)

Then, the study analyzes the level of influence of the factors on students' major choice. The composite mean for each factor influencing the students' major choice were computed and

comparison is made. Based on the scale of measurement used, the factor with the highest mean is the most influential while the lowest mean was the least influential. The results are shown in Table 8 and Figure 4. From the results, out of 11 factors presented to students, 9 factors have influence on the students' major choice while two factors are reported as not influential by the students. These two factors mainly concern with social encouragement factor. Personal interest in the field is the most influential factor (M=4.370), followed by enjoyment the subjects (M=4.035) and academic ability to learn the subjects (M=3.995). These top three factors are under the personal factor in the current study. The study also reports that future career factors are consider as second most influential factor; future job opportunities (M=3.925), expectation of initial high salary (M=3.825), self-employment opportunities (M=3.730), long-term earnings prospects (M=3.715), job security (M=3.675). However, out of three social encouragement factors, it is found that encouragement of teachers in the major has some degree of influence on the students' major choice. The other two factors are below the midpoint value of 3 in the study, thus these two factors are not considered as influential factors.

Table 8: Level of influence of the factors

Factors	Average Level of influence
Personal interest in the field	4.370
Enjoyment the subjects	4.035
Academic ability to learn the subjects	3.995
Future job opportunities	3.925
Expectation of initial high salary	3.825
Self-employment opportunities	3.730
Long-term earnings prospects	3.715
Job security	3.675
Encouragement of teachers in the major	3.265
Classmate encouragement	2.700
Parental and family encouragement	2.400

Source: Survey Data (June 2017)

The study also conducts multinomial logistic regression to examine the association of major selection with the gender, personal factor, social encouragement factor, and future career factor. This analysis is to identify the extent to which these variables predict students' major choice, as well as how these relationships differ across major. Accounting & finance major is quite popular among TCU students, therefore it is used as a reference category to check which

independent variables differentiate the students who expect accounting and finance and those who expect other major specialization. The result on model fitting information is reported in Table 9.

Table 9: Multinomial Logistic Regression Model Fitting Information

Model	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	559.516			
Final	477.363	82.154	16	.000
Likelihood Ratio Tests				
Intercept	478.284	.921	4	.922
Gender	498.246	20.883	4	.000
Personal Factor	498.268	20.905	4	.000
Social Encouragement	480.520	3.157	4	.532
Career Factor	515.443	38.080	4	.000

Source: Survey Data (June 2017)

According to Table 9, the model showed that there is a statistically significant relationship between the major choice and the combination of the predictor variables; the probability of chi-square for the model is significant at the level of 0.01. The results of the likelihood ratio test showed that gender, personal factor, and career factor have significant predictions on students' major choice ($\chi^2=20.883$, $p<.01$; $\chi^2 =20.905$, $p<.01$; $\chi^2 =38.080$, $p<.01$). However, social encouragement has no significant relationship with students' major choice. Table 10 showed the multinomial logistics regression parameter estimates.

In the comparison of students who declared marketing management major to those who declared accounting and finance major, gender, personal factor and career factor are statistically significant in differentiating students' major selection (Wald= 11.432, $p<0.01$; Wald=7.178, $p<0.01$; Wald=7.943, $p<0.01$). Each unit increase in gender, the odds of selecting marketing management as a major increase by 438 percent (Exp (B)=5.388). Therefore, male students were more likely to choose marketing management major than accounting and finance major. Each unit increase in personal factor, the odds of selecting marketing management as a major increase by 129 percent (Exp (B)=2.290). It can be concluded that students reported higher level of personal factor influence were more likely to choose marketing management major than accounting and finance major. However, each unit increase in career factor, the odd of selecting marketing management as a major decrease by 62 percent (Exp (B)=0.378). It suggests that students who reported high level of career influence were less likely to choose marketing management major than accounting and finance major.

Table 10: Multinomial Logistics Regression Parameter Estimates

Expected Major		B	Std. Error	Wald	df	Sig.	Exp (B)
Marketing Management	Intercept	-.733	1.668	.193	1	.661	
	Gender	1.684	.498	11.432	1	.001	5.388
	Personal Factor	.828	.309	7.178	1	.007	2.290
	Social Encouragement	.173	.260	.442	1	.506	1.188
	Career Factor	-.974	.346	7.943	1	.005	.378
Regional Development	Intercept	-.378	1.965	.037	1	.848	
	Gender	1.096	.585	3.513	1	.061	2.991
	Personal Factor	1.525	.378	16.243	1	.000	4.596
	Social Encouragement	.072	.292	.062	1	.804	1.075
	Career Factor	-1.834	.390	22.129	1	.000	.160
Applied Statistics	Intercept	.693	1.740	.158	1	.691	
	Gender	1.877	.539	12.125	1	.000	6.532
	Personal Factor	.725	.334	4.707	1	.030	2.065
	Social Encouragement	.445	.295	2.274	1	.132	1.560
	Career Factor	-1.547	.390	15.732	1	.000	.213
Social Enterprise Management	Intercept	1.797	4.260	.178	1	.673	
	Gender	3.227	1.249	6.672	1	.010	25.192
	Personal Factor	1.288	.826	2.430	1	.119	3.627
	Social Encouragement	-.427	.822	.269	1	.604	.653
	Career Factor	-2.817	.771	13.356	1	.000	.060

In the comparison of students who declared regional development major to those who declared accounting and finance major, personal factor and career factor are statistically significant in differentiating students' major selection (Wald=16.243, $p<0.01$; Wald=22.129, $p<0.01$). Each unit increase in personal factor, the odds of selecting regional development as a major increase by 360 percent (Exp (B) =4.596). It can be concluded that students reported higher level of personal factor influence are more likely to choose regional development major than accounting and finance major. However, each unit increase in career factor, the odd of selecting regional development as a major decrease by 84 percent (Exp (B) =0.160). It suggests that students who reported high level of career influence are less likely to choose regional development major than accounting and finance major.

In the comparison of students who declared applied statistics major to those who declared accounting and finance major, gender, personal factor and career factor are statistically significant in differentiating students' major selection (Wald=12.125, $p<0.01$;

Wald=4.707, $p<0.05$, Wald=15.732, $p<0.01$). Each unit increase in gender, the odds of selecting marketing management as a major increase by 553 percent (Exp (B) =6.532). Therefore, male students were more likely to choose applied statistics major than accounting and finance major. Each unit increase in personal factor, the odds of selecting applied statistics as a major increase by 107 percent (Exp (B) =2.065). It can be concluded that students reported higher level of personal factor influence were more likely to choose applied statistics major than accounting and finance major. However, each unit increase in career factor, the odd of selecting applied statistics as a major decrease by 79 percent (Exp (B) =0.213). It suggests that students who reported high level of career influence were less likely to choose applied statistics major than accounting and finance major.

In the comparison of students who declared social enterprise management major to those who declared accounting and finance major, gender, and career factor are statistically significant in differentiating students' major selection (Wald=6.672, $p<0.05$; Wald=13.356, $p<0.00$). Each unit increase in gender, the odds of selecting social enterprise management as a major increase by 2419 percent (Exp (B) =25.192). Therefore, male students were more likely to choose social enterprise management major than accounting and finance major. However, each unit increase in career factor, the odd of selecting social enterprise management as a major decrease by 94 percent (Exp (B) =0.060). It suggests that students who reported high level of career influence were less likely to choose social enterprise management major than accounting and finance major.

FINDING AND DISCUSSION OF THE STUDY

This study firstly explore the students' expected major in TCU. Then, the study analyzed the factors influencing the students' major selection. These factors are gender, personal factor, social encouragement, and career factor. To achieve the objectives of the study, primary data are collected using simple random sampling method. The study selected 200 respondents and then data are collected through structured self-completed questionnaire.

The study finds that accounting & finance major is the most popular among students in TCU, followed by marketing management, regional development, applied statistics, and social enterprise management. In terms of gender, most of the male students prefer marketing management major while most of the female students prefer accounting and finance major. This is consistent with previous research findings. Taylor Report (2000) stated that accounting majors are more likely to be female. Lowe & Simons (1997) finds that female accounting

majors ranked more important than did male accounting major. In addition, Hall (2010) reported that the individuals' career choice are influenced by gender.

Regarding information sources, most of the students consider all the sources listed in the study as important sources. Therefore, the teachers from each faculty should explain and communicate about the major to assist the decision making of students. The faculty teachers must provide career information, advice and consultation to influence the students in choosing major. This reflect that students have trust in their teachers and they rely upon teachers especially when they are far from home. In addition, most of the students considered website as important information source, thus the university should develop its own website and share information about each major, job opportunities, and university alumni and network. The study reveals that students are likely to visit the university website and sought more related information about the major. Also, each major department should provide brochure containing information about the programme; objectives, courses, outcomes, benefits, and job opportunities of the major. The university and major departments should learn how to best communicate with and inform the students undiscovered the career opportunities at the first year course.

Then the study examines the prediction of independent variables (gender, personal factor, social encouragement, and career factor) on the variation of dependent variable (students' major choice) using multinomial logistics regression. The study finds that gender, personal factor and career factors have statistically significant impact on the students' major choice. Regarding gender, male students are more likely to choose marketing management, applied statistics, and social enterprise management than accounting and finance while female students are more likely to choose accounting and finance major than other majors. However, there is no significant gender impact for students who declared accounting and finance major and those who declared regional development. The study concludes that the students who report higher personal factor influence are more likely to choose marketing management, regional development, applied statistics, and social enterprise management and those who report higher career factor influence are more likely to choose accounting and finance major.

CONCLUSION

This research is the first attempt to get insight information as to how students at TCU choose their majors and which variables have the largest effect. This study enriches to the pool of literature regarding students' major selection in universities and further enhances the

understanding of backgrounds of the students in TCU. It also provides for the university and major department some perspectives to support the students' major selection decision. TCU students reveals that they made decisions based on a combination of personal factors and career factors. This study could provide some knowledge for students to develop interest in specific major and career. For parents of the students, the study enlightens them of their role to influence their children's major and career decisions. For teachers and faculty members, the study highlights the prime role in influencing the students' major and career choice. In particular, teachers must explain the career opportunities right soon after completing the course in order to support the students' major choice in the university.

LIMITATIONS OF THE RESEARCH

Firstly, the research might have limitation in exploring the factors affecting the students' major choice since there are the other factors such as socio-economic condition, family background, financial aid, major reputation, cost of study, etc. In addition, the study mainly focuses on survey method of data collection. Thus, respondents in the study have to answer limited range of responses categories, thereby limiting the ability to obtain rich information. In addition, this study mainly covers second year students who are attending in the academic year of 2016-2017. Therefore, the limitation of the study is that it cannot cover the students from other classes and for other academic years. The future research should include socio-economic and other factors explaining the students' major choice. Similar research can be conducted in other universities to know the more accurate picture of students' major choices in universities.

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