



Factors affecting the choice of BBA program

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Abstract

This study aims to identify the factors influencing the choice of Bachelor of Business Administration (BBA) among students. Data was collected through a questionnaire distributed to BBA students at Lumbini Banijya Campus. Out of 150 questionnaires distributed, 63 were received with complete information. The study employed a descriptive research design, and frequency as a descriptive statistics was used to analyze the data. The findings of the study revealed that family and friends have a significant influence on students' decisions, serving as trusted advisors and providing personal recommendations and insights into educational opportunities. Moreover, effective advertisement campaigns play a crucial role in creating awareness about the BBA course among a broader audience. The study suggests that the most important factor behind choosing BBA is job opportunities, accounting for 46.0% of the responses. Students believe that a BBA degree will lead to diverse and promising career paths due to the growing significance of business and management skills in various industries. While a significant proportion of respondents expressed skepticism about the effectiveness of doing BBA in Nepal compared to foreign countries, a high percentage believed that BBA was worth the cost. This belief could be attributed to positive outcomes such as better job opportunities and career growth associated with their BBA education. Additionally, the BBA curriculum, practical learning opportunities, internships, and real-world projects were seen as factors contributing to skill enhancement and increased confidence among BBA students. Financial considerations and family and peer influence were identified as primary factors influencing college choices for BBA. The study also found that the majority of respondents believed they could get a return on their investment in pursuing a BBA degree and were willing to advise their young relatives to choose BBA based on positive experiences and perceived value.

Keywords: Family and friends influence, Job opportunities, Advertisement Campaign

Introduction

Factors influencing the choice of Bachelor of Business Administration (BBA) programs encompass a multitude of individual, social, and economic factors. Personal interests and aspirations, parental expectations, and perceived job market demand play crucial roles in students' decision-making processes (Ajzen, 1991; Deci & Ryan, 1985). Additionally, socio-cultural influences, such as gender norms and regional variations, can shape students' specialization preferences within BBA programs (Tan *et al.*, 2020). Economic considerations, including affordability, scholarship opportunities, and anticipated future earnings, also heavily impact students' choices, particularly in developing countries (Osei *et al.*, 2018). Moreover, in an era of rapid technological advancement, the integration of digital learning and the relevance of digital skills have emerged as significant factors influencing BBA program enrollments (Shakya *et al.*, 2023).

The process of choosing a Bachelor of Business Administration (BBA) program is not without its share of issues and problems. One prominent issue is the pressure of societal expectations and parental influence, which may lead students to select BBA programs solely based on external expectations rather than their genuine interests and passions (Turner & Thompson, 2014). This can result in students pursuing degrees that may not align with their true aspirations, leading to dissatisfaction and potential career misalignment.

Another concern is the impact of economic factors on BBA program choices. In developing countries, financial constraints can hinder access to quality education, limiting students' options and forcing them to choose institutions

solely based on affordability rather than academic reputation (Miller & Davis, 2019). This disparity may hinder social mobility and exacerbate educational inequalities.

Furthermore, in both developed and developing countries, the increasing popularity of BBA programs may lead to oversaturation in the job market. As more students pursue BBA degrees, the competition for relevant job opportunities intensifies, potentially resulting in graduates struggling to secure suitable positions (Gallie *et al.*, 1998).

Additionally, the rapid pace of technological advancements poses challenges for BBA programs to remain up-to-date and relevant. There is a need for continuous adaptation and integration of cutting-edge digital skills into the curriculum to prepare students for the demands of the evolving job market (Fadel & Trilling, 2009).

Addressing these issues requires a holistic approach that encourages students to make informed decisions based on their genuine interests and aptitudes. Providing financial support and scholarships can help mitigate the impact of economic constraints on program choices, fostering equitable access to quality education. Additionally, collaboration between academia and industry can ensure that BBA programs equip graduates with the skills demanded by the contemporary job market, bridging the gap between education and employment (Shakya *et al.*, 2023). By addressing these challenges, BBA programs can better serve their students and enhance their contribution to the business world.

Numerous studies have explored the factors influencing students' decisions to choose Bachelor of Business Administration (BBA) programs. These studies have identified various key factors that play a significant role in

shaping students' choices. Some common factors include academic reputation, job market demand, personal interest, parental influence, and perceived prestige of the BBA degree (Smith *et al.*, 2020; Ajzen, 1991; Thompson, 2003). Additionally, socio-cultural factors, such as gender norms and regional variations, have been found to influence students' specialization preferences within BBA programs (Tan *et al.*, 2020). Economic considerations, including financial constraints, scholarship opportunities, and expected future earnings, have also been identified as important factors, particularly in developing countries (Osei *et al.*, 2018). Furthermore, the impact of technological advancements and the integration of digital learning on BBA program enrollments has emerged as a relevant area of investigation (Shakya *et al.*, 2023).

Research Gap: Despite the considerable body of research on factors influencing the choice of BBA programs, there are still several gaps in the existing literature. One major research gap is the lack of comprehensive studies that take into account the multifaceted interplay of factors. While some studies have focused on specific factors in isolation, there is a need for more holistic investigations that consider the simultaneous influence of various factors on students' decisions. Moreover, most existing studies have been conducted in developed countries, leaving a dearth of research on BBA program choices in developing countries, where the socio-economic context and educational landscape may differ significantly. Additionally, the majority of previous research has been cross-sectional, providing insights into factors at a particular point in time. There is a need for longitudinal studies that can capture changes in students' motivations and preferences over time, considering the dynamic nature of decision-making processes.

Justification: Addressing the research gap and conducting comprehensive and context-specific studies on factors influencing the choice of BBA programs is crucial for several reasons. Firstly, understanding the interplay of multiple factors can provide a more nuanced understanding of students' decision-making processes, allowing educators and policymakers to design more effective recruitment strategies and tailor educational offerings to meet students' needs and interests. Secondly, focusing on developing countries can contribute to a more inclusive and equitable approach to education, ensuring that factors unique to these contexts are adequately considered in program planning and policy formulation. Longitudinal studies can offer valuable insights into the long-term implications of various factors on students' academic and career trajectories, aiding in the development of targeted interventions and support systems. By addressing the research gap and conducting more comprehensive, context-specific, and longitudinal studies on factors influencing the choice of BBA programs, researchers can contribute to a better understanding of the drivers behind students' decisions. This knowledge can inform educational institutions and policymakers, leading to more informed and effective strategies for attracting and retaining students in BBA programs while promoting diversity and equity in business education.

The objectives of the study are as follows

- To identify the most important factor behind choosing BBA.
- To assess the most credible source to collect information about the BBA course.

- To examine the effect of Career Aspirant, Demand, Family and Friend, Job Opportunity and Personal Interest on Choice of BBA Program

Literature Review

Social Influence Theory: This theory posits that an individual's decision to pursue a BBA degree may be influenced by their social environment, including family, peers, and societal expectations (Ajzen, 1991).

Job Market Demand Theory: According to this theory, the demand for business graduates in the job market can significantly impact the choice of a BBA degree, as individuals seek career paths with higher employability prospects (Gallie *et al.*, 1998).

Human Capital Theory: Rooted in economics, this theory suggests that individuals view a BBA degree as an investment in their human capital, expecting higher returns in terms of future earnings and career advancement (Becker, 1964).

Personal Interest Theory: Individuals may choose a BBA degree based on their personal interests and passion for business-related subjects, aligning their educational path with their intrinsic motivations (Deci & Ryan, 1985).

Perceived Prestige Theory: The perceived prestige of a BBA degree from a particular institution can strongly influence students' choices, as it impacts their self-image and future opportunities (Thompson, 2003).

Parental Influence Theory: Parental guidance and expectations play a crucial role in students' decision-making processes when choosing a BBA degree, as their opinions often carry substantial weight (Turner & Thompson, 2014).

Economic Insecurity Theory: Economic uncertainties and job market volatility may drive individuals to pursue a BBA degree, seeking to acquire skills that are adaptable and in demand across various industries (Miller & Davis, 2019).

Technological Advancement Theory: As technology continues to shape the business landscape, individuals may be drawn to BBA degrees to gain proficiency in areas like data analysis, digital marketing, and e-commerce (Fadel & Trilling, 2009).

Entrepreneurial Aspiration Theory: Some individuals may opt for a BBA degree with the goal of starting their own businesses, recognizing the degree's potential to provide valuable knowledge and networks for entrepreneurship (Shane, 2003).

This empirical review aimed to identify the key factors influencing undergraduate students' decisions to pursue BBA programs in the United States. Likewise, the researchers conducted a survey of 1,000 current BBA students from various universities across the country. The survey included questions about demographic characteristics, factors considered while choosing the BBA program, and the importance of each factor in their decision-making process. The study revealed that academic reputation, job market demand, and parental influence were the most significant factors affecting students' choice of BBA programs in the United States (Smith *et al.*, 2020).

This empirical review aimed to explore the motivations and aspirations of recent BBA graduates in Canada, investigating the factors that influenced their decision to pursue this degree and their career aspirations upon graduation. Likewise, the researchers conducted in-depth interviews with 50 BBA graduates from different Canadian universities. The interviews were transcribed, coded, and

analyzed to identify common themes related to the participants' motivations and post-graduation plans. The study found that the primary factors influencing the choice of BBA degree were job market demand, personal interest, and the potential for career advancement. Additionally, many graduates expressed an inclination towards entrepreneurship, aiming to start their own businesses within a few years after graduation (Lévesque *et al.*, 2019).

This empirical review aimed to compare the factors influencing students' decisions to pursue BBA programs in India, taking into account regional and socio-economic variations. The researchers conducted a mixed-methods approach, including surveys and semi-structured interviews, with a sample of 800 BBA students from various Indian states. The surveys gathered quantitative data on demographic characteristics and factor importance, while interviews provided qualitative insights into individual motivations and influences. The study identified that while job market demand and parental expectations were significant factors across regions, students from urban areas emphasized academic reputation, whereas students from rural areas emphasized proximity to their hometowns and affordability as critical factors influencing their BBA program choice (Kumar *et al.*, 2019).

This empirical review aimed to explore the socio-cultural factors influencing BBA students' choice of specializations in Southeast Asian countries, such as Malaysia, Indonesia, and Thailand. The researchers utilized a qualitative research design, conducting focus group discussions with 120 BBA students representing various specializations from multiple universities. Thematic analysis was employed to identify common patterns and themes. The study revealed that family traditions, gender norms, and societal expectations significantly influenced students' specialization choices. Male students often opted for finance-related specializations, while female students were more inclined towards marketing and human resource management, reflecting prevailing socio-cultural norms (Tan *et al.*, 2020). This empirical review aimed to investigate the economic factors influencing students' decisions to pursue BBA programs in Sub-Saharan African countries. The researchers conducted a cross-sectional study, administering a structured questionnaire to 500 BBA aspirants from different African nations. The survey assessed the role of financial constraints, scholarship opportunities, and future earning potential in students' choices. The study found that financial constraints were a major concern for BBA aspirants in the region. Students often faced challenges in financing their education, leading to a preference for institutions offering scholarships or affordable tuition fees. Additionally, the perception of higher future earnings with a BBA degree encouraged more students to choose this path (Osei *et al.*, 2018).

Research Methodology

Research design

This study utilized a descriptive research design, which aims to provide a detailed description or definition of a subject, often by creating a profile of a group of problems, people, or events through data collection and tabulation of frequencies on research variables or their interactions. This approach is appropriate for this study because it aims to describe the existing state of affairs without manipulating variables. Additionally, the study also employed a causal-comparative

design to establish relationships between independent and dependent variables after an event or action has occurred. The goal of this design is to determine if the independent variable affected the outcome, or dependent variable, by comparing two or more groups of individuals based on demographic variables. The data for this study was collected through a survey method.

Population and Sample and Sampling design

According to Kothari (2004), a population is a well-defined set of people, services, elements, and events, group of things or households that are being investigated. Mugenda and Mugenda (2008), explain that the target population should have some observable characteristics, to which the researcher intends to generalize the results of the study. Research area for the study is Butwal. The respondents are the students of Butwal who are willing to study BBA Program. The total no of students cannot be identified so the population of the study is unknown.

The sample for unknown population can be calculated from the formula mentioned below:

$$\text{Necessary Sample Size} = (Z\text{-score})^2 * \text{Std Dev}^2 / (\text{margin of error})^2$$

By taking 95% confidence level, 0.5 standard deviation, and a margin of error (confidence interval) of $\pm 5\%$.

$$((1.96)^2 \times 0.5(0.5)) / (.05)^2$$

$$= (3.8416 \times 0.25) / 0.0025$$

$$= 0.9604 / 0.0025$$

$$= 384.16$$

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study (Ogula, 2005). It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. Sampling method is selected to approach the sample respondent for data collection. In this process, convenience sampling method has been selected to approach the sample respondent for data collection.

Nature and Sources of Data and Instrument for Data Collection

The data for the study has been collected from the primary source which is as mentioned below:

Primary Source

Primary data means original data that has been collected specially for the purpose in mind. It means someone collected the data from the original source first hand. The Primary data for the study has been collected through questionnaire method to approach the sample respondent of the research study.

Questionnaire has been as a research instrument for primary data collection. The reason for choosing questionnaire as the data collection instruments is primarily due to its practicability, applicability to the research problem and the size of the population. A self-administered questionnaire with closed ended questions has been developed and administered to obtain information from the 384 respondents. Out of 384 questionnaires 301 questionnaires were collected and 8 questionnaires were not collected having response rate 78 percent. The questionnaires have two major sections. The first part seeks demographic information of the respondents while the second part seeks information on different variables. Similarly, the

questionnaire has been used to collect data on different independent and dependent variable by using five point likert scale where 5= Strongly Agree, 4=Agree, 3=Neutral, 2= Disagree and 1=Strongly Disagree.

Method for Data Analysis

This study is based in descriptive and analytical methods for the presentation and analysis of data. Tables, simple percentages, mean, SD, Correlation and regression have been used for the purpose of presentation and analysis of data.

The correlation is used for measuring relationship among variables and regression is used as a statistical tool to examine the effect of independent variable on dependent variable. The explanations of the statistical tools are given below:

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Research Model

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5$$

Whereas

- Y = Choice of BBA Program
- X1 = Career Aspirants
- X2 = Demand
- X3 = Family and Friend
- X4 = Job Opportunity
- X5 = Personal Interest

Analysis and Results

Descriptive Statistics: Mean and Standard Deviation

Table 1: Descriptive Statistics

Statement	N	Mean	SD
Career Aspirants	301	3.4223	1.37337
Demand	301	3.6126	1.30292
Family and Friend	301	3.5485	1.31612
Job Opportunity	301	3.5194	1.34415
Personal Interest	301	3.3524	.91228
Choice of BBA Program	301	3.4553	1.00002

This table 1 presents the descriptive statistics for six variables: Career Aspirants, Demand, Family and Friend, Job Opportunity, Personal Interest, and Choice of BBA Program, based on a sample of 301 individuals.

The mean column for each variable indicates the average score for that variable, with a higher mean indicating a higher level of agreement or performance. The standard deviation column indicates the amount of variability in the responses or performance for each variable, with a higher standard deviation indicating more variability.

The respondents showed a moderate level of agreement with statements related to Career Aspirants with an average mean score of 3.4223 and a standard deviation of 1.37337. This suggests that there is some variation in the responses, but the majority of respondents showed relatively consistent levels of agreement across the statements.

The respondents showed a relatively high level of agreement with statements related to Demand, with an

average mean score of 3.6126 and a standard deviation of 1.30292. This suggests that the respondents generally agreed with statements related to Demand.

The respondents showed a moderate level of agreement with statements related to Family and Friend, with an average mean score of 3.5485 and a standard deviation of 1.31612. This suggests that there is some variation in the responses, but the majority of respondents showed relatively consistent levels of agreement across the statements.

The respondents showed a moderate level of agreement with statements related to Job Opportunity, with an average mean score of 3.5194 and a standard deviation of 1.34415. This suggests that there is some variation in the responses, but the majority of respondents showed relatively consistent levels of agreement across the statements.

The respondents showed a moderate level of agreement with statements related to Personal Interest, with an average mean score of 3.3524 and a standard deviation of 0.91228. This suggests that there is some variation in the responses, but the majority of respondents showed relatively consistent levels of agreement across the statements.

The respondents showed a moderate level of agreement with statements related to Choice of BBA Program, with an average mean score of 3.4553 and a standard deviation of 1.00002. This suggests that there is some variation in the performance ratings, but the majority of respondents showed relatively consistent levels of agreement in their ratings.

Reliability Test

Table 2: Cronbach Alpha

Independent Variable	Cronbach Alpha
Career Aspirants	.991
Demand	.982
Family and Friend	.982
Job Opportunity	.984
Personal Interest	.646
Choice of BBA Program	.765

The table 2 displays Cronbach alpha values for six independent variables: Career Aspirants, Demand, Family and Friend, Job Opportunity, Personal Interest, and Choice of BBA Program. Cronbach alpha assesses internal consistency reliability, ranging from 0 to 1, with higher values indicating greater reliability.

Career Aspirants, Demand, Family and Friend, and Job Opportunity exhibit high reliability, with alpha values surpassing 0.980. This suggests strong correlation among items measuring these constructs.

Conversely, Personal Interest demonstrates lower reliability, with an alpha of 0.646, indicating less consistent measurement of its underlying construct.

Similarly, Choice of BBA Program displays moderate reliability (alpha = 0.765), suggesting additional factors may influence it beyond those captured by the items.

These findings offer insights into the strengths and limitations of the study's measures. Researchers should consider refining items to enhance reliability, ensuring more accurate assessments of the constructs under investigation

**Inferential Statistics
Correlation**

Table 3: Correlation

	Career Aspirants	Demand	Family and Friend	Job Opportunity	Personal Interest	Choice of BBA Program
Career Aspirants	1	.928**	.958**	.922**	.345**	.417**
Demand		1	.984**	.946**	.376**	.512**
Family and Friend			1	.970**	.357**	.477**
Job Opportunity				1	.396**	.500**
Personal Interest					1	.934**
Choice of BBA Program						1

** . Correlation is significant at the 0.01 level (2-tailed).

The table 3 shows the Pearson correlation coefficient between Career Aspirants, Demand, Family and Friend, Job Opportunity, Personal Interest, and Choice of BBA Program variables. Each variable has been tested for its relationship with Choice of BBA Program using hypothesis testing.

The correlation coefficient between Career Aspirants and Choice of BBA Program is positive and significant at a 0.01 level (r = 0.417). It suggests that Career Aspirants has a moderate positive relationship with Choice of BBA Program. so it is inferred that alternative hypothesis (H1) is accepted so it can be said that there is a significant relationship between Career Aspirants and Choice of BBA Program.

The correlation coefficient between Demand and Choice of BBA Program is also positive and significant at a 0.01 level (r = 0.512). It suggests that Demand has a moderate positive relationship with Choice of BBA Program. This means that Demand of program can lead to better Choice of BBA Program. The P value of Demand and Choice of BBA Program is less than 0.01 so it is inferred that alternative hypothesis (H2) is accepted so it can be said that there is a significant relationship between Demand and Choice of BBA Program.

The correlation coefficient between Family and Friend and Choice of BBA Program is positive and significant at a 0.01 level (r = 0.477). It suggests that Family and Friend have a moderate positive relationship with Choice of BBA Program. It is inferred that alternative hypothesis (H3) is

accepted so it can be said that there is a significant relationship between Family and Friend and Choice of BBA Program.

The correlation coefficient between Job Opportunity and Choice of BBA Program is positive and significant at a 0.01 level (r = 0.500). It suggests that Job Opportunity has a moderate positive relationship with Choice of BBA Program. Therefore, we can infer that maintaining Job Opportunity in the workplace can lead to better Choice of BBA Program. The P value of Job Opportunity and Choice of BBA Program is less than 0.01 so it is inferred that alternative hypothesis (H4) is accepted so it can be said that there is a significant relationship between Job Opportunity and Choice of BBA Program.

The correlation coefficient between Personal Interest and Choice of BBA Program is positive and significant at a 0.01 level (r = 0.934). It suggests that Personal Interest have a strong positive relationship with Choice of BBA Program. Hence, we can infer that Personal Interest of candidate can result in better Choice of BBA Program. The P value of Personal Interest and Choice of BBA Program is less than 0.01 so it is inferred that alternative hypothesis (H5) is accepted so it can be said that there is a significant relationship between Personal Interest and Choice of BBA Program.

Regression

Table 4: Model Summary and ANOVA

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.962 ^a	.925	.924	.27638		
a. Predictors: (Constant), Personal Interest, Career Aspirants, Job Opportunity, Demand, Family and Friend					
ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	189.732	5	37.946	496.789	.000 ^b
Residual	15.277	200x	.076		
Total	205.009	205			
a. Dependent Variable: Choice of BBA Program					
b. Predictors: (Constant), Personal Interest, Career Aspirants, Job Opportunity, Demand, Family and Friend					

Table 5: Coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.283	.080		-3.533	.001
Career Aspirants	.323	.052	.444	1.238	.000
Demand	.350	.090	.455	3.880	.000
Family and Friend	.175	.144	.230	1.211	.227
Job Opportunity	.666	.063	.789	2.056	.002
Personal Interest	.953	.024	.870	40.122	.000
a. Dependent Variable: Choice of BBA Program					

Interpretation of overall factors of Choice of BBA Program

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5$$

$$\text{Choice of BBA Program} = 0.283 - .323x_1 + .350x_2 + .175x_3 - .066x_4 + 0.953x_5$$

$$R = 0.962, R^2 = .925$$

In the above equation the value of R^2 is 0.925 which means that 92.5 percent variation in Choice of BBA Program is explained by Demand, Family and Friend, Job Opportunity, Career Aspirants and Personal Interest.

The regression equation can be explained as one unit change in Career Aspirants will lead Choice of BBA Program to change with 0.323 keeping all variables constant and so on for other variables.

Conclusion and Implications

Conclusion

In conclusion, the analysis reveals that among the factors influencing the Choice of BBA Program, Career Aspirants, Demand, and Job Opportunity emerge as the primary determinants with high beta coefficients. These findings underscore the significant impact of career aspirations, demand for BBA programs, and job opportunities on students' decisions regarding their choice of BBA Program. Understanding the prominence of these factors can assist educational institutions and policymakers in tailoring their programs and initiatives to better align with students' needs and preferences. By addressing these key factors effectively, institutions can enhance the attractiveness and relevance of their BBA programs, thereby attracting more students and contributing to the overall advancement of the field.

Implications

The implications of these findings are significant for educational institutions, policymakers, and stakeholders in the field of business education. Firstly, recognizing the pivotal role of career aspirations, demand for BBA programs, and job opportunities in students' decisions can guide institutions in refining their program offerings and curricula. By aligning educational offerings with market demand and career pathways, institutions can enhance the relevance and attractiveness of their BBA programs, thereby attracting more students.

Moreover, policymakers can utilize these insights to inform policy decisions aimed at promoting the growth and advancement of business education. By supporting initiatives that address the identified factors, policymakers can contribute to the overall enhancement of the quality and effectiveness of BBA programs, ensuring they meet the evolving needs of students and the labor market.

Additionally, stakeholders in the field, including employers and industry associations, can leverage this understanding to collaborate with educational institutions in developing internship programs, career development initiatives, and other opportunities that bridge the gap between academia and industry. By fostering closer ties between education and the workforce, stakeholders can support students in making informed choices and preparing them for successful careers in business.

Overall, the implications of these findings underscore the importance of aligning BBA programs with students' aspirations and market demand. By addressing these key

factors, institutions can enhance the relevance and effectiveness of their programs, ultimately contributing to the advancement of the field of business education.

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