Investigating the Factors Affecting the Rate of Shiftees at National University Baliwag

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Abstract

Education institutions, including National University Baliwag (NUB), face a big difficulty from the phenomenon known as "shiftees," or students who change their declared major or program during their academic career. The many factors impacting the rate of shiftees among NUB students will be investigated in this study. Demographic factors including gender, course, and year level are examined in this study to look for any associations with changing trends. It investigates how accessibility and the caliber of academic advice affect students' choices to change their majors. Preliminary data suggest a notable correlation between students' initial program choice and the likelihood of shifting, shedding light on the importance of informed decision-making during the enrollment process. Insights from student interviews and surveys aim to uncover deeper motivations behind shifting behaviors. Themes such as career aspirations, family expectations, peer influence, and perceptions of program prestige emerge as significant factors influencing students' decisions to switch majors. Understanding these underlying motivations can inform targeted interventions, such as improved career counselling services or tailored academic support, to mitigate the rate of shiftees at NUB. It will contribute to the development of proactive strategies for NUB and similar institutions to enhance student engagement, academic success, and program completion rates by addressing the root causes of shifting behaviors. By bridging the gap between student needs and institutional support, NUB can foster a more conducive learning environment for its diverse student body.

Keywords: *shiftees, changing college programs, career aspirations, family functioning, financial status, environment, self-perception, quantitative study, higher education*

I. INTRODUCTION

Context and Rationale

Students change their majors to another program or to a new area of study for various reasons. The student's interest, the influence of parents or friends to choose a different major, the teachers, the program's difficulty, and their financial security are a few common aspects associated with this. These aspects draw the interest of the researchers, who will use this information to determine the reasons

influencing the rising number of shiftees at National University Baliwag. One consideration for college major selection is a student's interest in their intended career. Before enrolling in college, some students conduct research on their potential major. Their aptitude and ability in the classroom are other factors.

Individuals have different interests. Some people might be interested in business programs, while others might want to work in the medical industry or another profession. One of the most frequent reasons college students change their courses is due to evolving interests. Students' interests and passions may change as they mature and develop, causing them to choose alternative academic pathways. Students are frequently inspired to explore new academic fields and develop previously hidden abilities by shifting their interests. Another reason college students change their courses is an inadequate course structure.

Every course of study has its own standards, instructional strategies, and forms for assessments. Students typically select their studies according to their perceived areas of strength. External influences are not limited to the pupils' decisions alone. Students can discover that the format of their current course does not fit with their desired learning style or professional objectives. The complexity of their earlier programs may be one of the contributing elements. Using this data, the researchers studied the variables influencing National University Baliwag students' decision to change their degree programs.

Review of Related Literature and Studies

Family Functioning
According to Zhang et al. (2019), Parents' guidance and the way their family functions can affect students' choices regarding their college majors and careers. With regard to education and career choice, parental or guardian responsibility is assumed because children may rely on their parents' affections and financial resources in making such decisions, as they are the ones who shape the decisions of their children by simply embedding family culture and beliefs, as well as fostering and shaping interests (Sadjail et.al., 2022). Children's determination to attain the objectives of education or career goals is often encouraged by supportive parents, encouragement, and guidance. It is found that family influence, parents' attained level of education, and academic satisfaction, have a positive effect on the decision-making of the students. Because of these factors, the study recommended that the family should be aware of the thinking process of their child in terms of choosing the program they want, and with schools, policymakers should include the family, school, neighborhood, and students. And lastly, they should incorporate a sense of independence in the students so that they would be ready in their career paths (Orhan, K; et. al 2021).

Financial Status
According to Sadjail, Sansawi, and Matolo (2022), students typically choose their college course based on their interest, skills, or expertise. On the other hand, students with economic hindrances are faced with setbacks in choosing their preferred course. This results in students changing their desired courses to what they can afford—tuition fee and requirements-wise. Income, source of income and mother 's educational level has impacts on the academics of their child. The study concluded that poverty can really affect the academic performance of the students with a high difference in the middle to high class. Because they are limited to the sources that could help the students in the education, however,

with strategies like giving assistance or scoring high on the assessment, it can really close a gap. Children from low-income families may not have access to school fees, books, uniforms, and other basic school supplies. Therefore, their performance is negatively affected (Kiboi, 2018).

Environment
According to Perez (2020) when students are engaged in the college environment, they experience a shift in how they perceive themselves as students. Destabilization and difficulty adapting to the academic demands of college life have been experienced by them. Students who experienced destabilization and uncertainty about their ability to complete a college degree. Kumar (2016) revealed that students from developed countries are better at making independent decisions compared to students from developing countries. This may be caused by factors like culture, media, technological advancement or capacity, and peer groups.

Self-Perception
In a study entitled "Students' Perception on Choosing a Course" conducted by Balindong et.al. (2018), they determined that the most prominent reason of the students on choosing their college course is based on their passion. They tend to choose what they enjoy doing and feel most enthusiastic about. On the other study entitled "The role of Family Influence and Academic Satisfaction on Career Decision-Making Self-Efficacy and Happiness" Self-efficacy should be emphasizing when it comes to decision making, as it covers the physical, emotional, mental, and academic skills, one should consider all the aspects if their chosen career path can be sustained in these aspects. Friendship, expectations, on profession and economic, social perception and academic satisfaction may affect self-efficacy although, it focuses on the individual's abilities, values, and interests, these factors also play a vital role on having a high self-efficacy. High self-efficacy are found on the students who had part time jobs rather than the full students (Orhan, K. et. al 2021).

Theoretical Framework
This section reviews the theoretical framework that would help to investigate the factors affecting the rate of college shiftees. The theory of Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994), Socioeconomic Status Framework (SES; Tompsett, 2023) and Ecological Systems Theory (EST; Bronfenbrenner,1979) has been chosen to serve as the foundational model for a research model that addresses the factors of course switching among college students.

Social Cognitive Career Theory
Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994) is where individuals' career-related behaviors are influenced by their self-efficacy beliefs, outcome expectations, and personal goals. This theory molds understanding on how individuals perceive and pursue their career paths, it is crucial to acknowledge the broader context within which these factors operate. It is imperative to delve into the principles that underpin its application in understanding the factors affecting the rate of college shiftees, particularly in the present study context. According to Birt (2023), These components form the foundation for understanding how individuals perceive and pursue their career paths.

The current study offers an extensive structure for comprehending the decision-making processes of college shifters through SCCT concepts. The study seeks to clarify the factors influencing students' decisions to change their majors or colleges by looking at

students' self-efficacy beliefs, outcome expectations, and personal aspirations in the larger context of their academic, social, and environmental circumstances. In addition, the study aims to educate interventions and support systems that assist students' academic perseverance and success in higher education by recognizing the influence of SCCT on individuals' career paths.

## Socioeconomic Status Framework

SES Framework (SES; Tompsett, 2023) provides a lens through which to examine the impact of socioeconomic factors on college shifters. By considering variables such as financial status, parental education, and access to resources, researchers can gain insights into how socioeconomic background influences. According to Wei Mao (2022), the multidimensional nature of socioeconomic status, encompassing factors such as parental education, family income, and access to resources. It has been discovered that these socioeconomic characteristics have a major impact on several aspects of students' educational experiences, such as persistence, college attendance, and academic achievement.

Ecological System Theory

The concept of ecological systems theory, first introduced by Bronfenbrenner in 1979 and further extended by scholars such as Searle and Ward in 1990, highlights the interdependence of different environmental systems in influencing the growth of individuals. Through the consideration of several aspects such as peer interactions, family dynamics, institutional support, and social norms, this theory offers a thorough lens to analyze the contextual influences on students' decisions about college shifters.

The paradigm for examining college shifters recognizes the complexity of students' decision-making processes by including this theoretical viewpoint. It acknowledges the intricate interactions of social influences, environmental circumstances, and individual cognitions that shape students' decisions about their academic paths. The development of treatments and support systems targeted at meeting the many needs of college shiftees and advancing their well-being and academic achievement is guided by this all-encompassing approach.

The conceptual framework of the study shows the independent and dependent variables. Hence, Family Functioning, Financial Status, Environment & Self-Perception is speculated to affect the rate of shiftees at National University Baliwag.
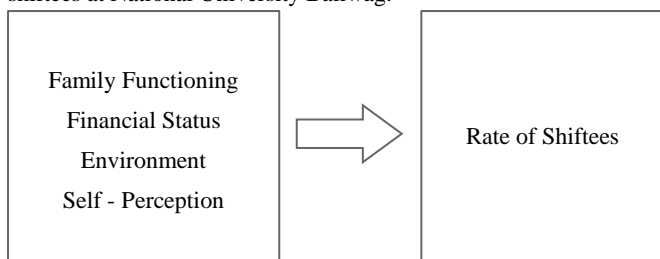
Research Questions

This study aims to investigate the factors regarding the rate of shifters at National University Baliwag.
1. What program at National University-Baliwag has the highest rate of shifters during the first term of the academic year 2023-2024?
2. What is the program where most students transfer into?
3. How do factors contribute to the rate of shifters at National University-Baliwag?
3.1. Family functioning;
3.2. Financial status;
3.3. Environment; and
3.4. Self-perception?
4. Is there a significant relationship between the previous and present program of shifters?

Hypothesis

This study was guided and tested the hypothesis below at 0.05 level of significance.

There is no significant relationship between the previous and present program of shiftees.

Significance of the Study

The study aims to point out that different factors may cause the increasing rate of shifties at National University – Baliwag and to investigate the underlying factor or factors that positively affecting the rate of shiftiest at the National University – Baliwag. This study is also conducted to benefit the following:

Students. The result of the study may help them to realize what are the factors they should assess first while deciding on their chosen program. They make look for the stated factors in this study, for the preparation for their college path.

Teachers. The study enfolds and shows what factor or factors why the rate of shiftees increases. Teachers would benefit by having a guide on what area of life of the student they can help.

Researchers. Information on the underlying factor or factors that affect the rate of shiftees will be shown in the study. Thus, data gathered can be used for future studies that they may have.

II. METHODS

Research Design

This study is a quantitative study whose goal is to systematically collect and analyze numerical data to understand patterns, relationships, and behaviors. The researchers used quantitative study to gain better understanding and greater knowledge regarding the factors that affect the rates of shiftees at National University such as Family Functioning, Environment, Financial Status and Self-Perception.

Quantitative study typically follows a structured approach, such as surveys, experiments, or observational studies, and relies on statistical analysis to provide statistical evidence to support hypotheses and to contribute to a deeper understanding of a particular topic.

Respondents and Sampling

The respondents chosen for this study are the shiftees of NU-Baliwag for the second term this academic year, 2023 to 2024. According to the university registrar, there are currently 3,659 students enrolled in the college department for the current school year. Among them are nineteen students who shifted courses this term, which makes up 0.52% of the NUB college community. The participants are selected through a purposive sampling method, which is a non-probability sampling technique in which the respondents are selected based on their characteristics that the researchers need for the sample. In this case, the characteristic that the researchers are looking for are the shiftees of the said term.

Instrumentation

The data gathering instrument used a structured questionnaire. Information about the relevant demographics of the population is included. The survey questionnaires were used include questions about the factors affecting the rate of program shifts. Pre-testing

was employed in this study and the questionnaires were validated. Four-point Likert scale questions were used. The researchers used a quantitative research design in this study to collect, analyze, and interpret numerical data. It is used to discover patterns and averages, make predictions, test causal relationships, and generalize findings to larger populations. The quantitative method is primarily used by researchers to identify variables in research work and to aid in data collection. Because of the current situation and safety precautions, the researchers employed a non-experimental under quantitative approach because the label assigned to a study cannot control, manipulate, or alter the predictor variable or subjects, but instead relies on interpretation, observation, or interactions to reach a conclusion.

This research design emphasizes the importance of data collection and analysis qualification. It is influenced by empiricist and positivist ideologies and is founded on a deductive methodology that prioritizes theory testing. This research strategy is related to the natural, applied, formal, and social sciences, and it encourages objective empirical exploration of observable events to test and comprehend linkages. This is accomplished through various quantification methodologies and approaches, reflecting its widespread use as a research strategy across a wide range of academic disciplines. The researchers compiled all the responses for the research topic's results and conclusions to be presented throughout the thesis production. The researchers collected data through a personal data gathering format to easily distribute, collect, and answer the questions by the respondents.

Data Gathering Procedure

To figure out the number of respondents, the researchers sought assistance from the university registrar to determine the total number of enrollees and students who shifted this term.

The permit to conduct the survey was then secured, after which, Likert Scale questionnaires were disseminated online to the respondents. The respondents were assured that their answers are to be treated with utmost confidentiality, will not be used for external purposes, and will be handled responsibly. After the collection of data, the results were tallied and subjected to statistical treatment.

Ethical Considerations

The study's ethical consideration before the beginning of the data collecting procedure is providing informed consent that is addressed to different deans of the department, program chairs and to the research director. Providing brief orientation for the respondents before answering the survey questionnaire about ensuring that all the information they would provide, particularly any personal or identifying information, was kept secret. People who were not engaged in the study were prohibited from accessing the information.

Data Analysis

To determine the relevance of the predetermined factors to the respondents' decision to shift college programs, the overall mean was calculated using Microsoft Excel and was consequently translated to its appropriate description. The Chi-Square tests and cross tabulations were computed using the SPSS (Statistical Package for Social Sciences) software.

III. RESULTS AND DISCUSSION

The tables below show the results and discussion about the comparison between the previous course and the present course and the factors affecting the rate of shiftees at National University Baliwag. The researchers used the Chi-Square test and cross-tabulations to calculate the results.

		Present								
		BSPSY	BSIT	BSCE	BSTM	ABELS	BSBA-FM	BSBAMM	BSHM	Total
Previous	BSARCH	0	1	1	1	0	0	1	0	4
	BSPSY	0	0	0	3	1	0	0	0	4
	BSACCT	0	0	0	1	0	3	3	0	7
	BSCpE	0	0	0	0	0	0	0	1	1
	BSIT	1	0	0	1	0	0	0	1	3
Total		1	1	1	6	1	3	4	2	19

BSARCH - Bachelor of Science in Architecture : BSPSY – Bachelor of Science in Psychology : BSCE - Bachelor of Science in Civil Engineering : BSACCT – Bachelor of Science in Accountancy : BSCpE – Bachelor of Science in Computer Engineering : BSIT – Bachelor of Science in Information Technology : BSTM – Bachelor of Science in Tourism Management : ABELS – Bachelor of Arts in English Language Studies : BSBA-FM – Bachelor of Science in Business Administration major in Financial Management : BSBA-MM - Bachelor of Science in Business Administration major in Marketing Management : BSHM - Bachelor of Science in Hospitality Management

Table 1. Previous course to Present course tabulation

Table 1 reveals that the Bachelor of Science in Tourism Management program has the highest rate of shiftees, with a total of six students. The second is BSBA Marketing Management, with four students from BS Architecture and BS Accountancy. The third is BSBA Financial Management, with three students from BS Accountancy. Fourth is BS Hospitality Management with two students from BS Computer Engineering and BS Information Technology. Last is BS Psychology with 1 student from BS Information Technology, BS Civil Engineering with 1 student from BS Architecture, and AB English Studies Language with 1 student from BS Psychology. The table also illustrates that most students

are initially enrolled in the Bachelor of Science in Accountancy, but not all of them transferred to the Bachelor of Science in Tourism Management Program.

Table 2. *Previous course to present course cross-tabulation*

Chi-Square Tests

	Value	df	Asymp. Sig. (2 sided)
Pearson Chi-Square	39.112	28	0.079
Likelihood Ratio	33.693	28	0.211
Linear-by-Linear Association	0.222	1	0.637
N of Valid Cases	19		

a. 40 cells (100.0%) are expected to count less than 5. The minimum expected count is .05.

It was determined that the previous and present course of the respondents have no significant relationship.

Table 3. *Mean of family functioning factor*

	Family Functioning	Mean	Description
1	My parents want me to.	2.222	DA
2	My parents support my new desired course.	3.500	SA
3	My parents asked me to take my new course.	1.833	DA
4	My parents can see that I am relaxed with my new course.	3.222	A
5	My parents want me to be like them.	2.000	DA
6	My relatives influence me.	1.667	SDA
7	My parents like my new course.	3.111	A
8	My parents are satisfied with my grades on my new course.	3.278	SA
9	My parents can see that I can handle my new course.	3.444	SA
10	My parents want me to have a few expenses on my new course.	2.722	A
	Overall mean	2.700	A

Legend:

Rating Scale	Description
3.25 - 4.00	Strongly Agree (SA)
2.50 - 3.24	Agree (A)
1.75 - 2.49	Disagree (DA)
1.00 - 1.74	Strongly Disagree (SDA)

With an accumulated mean of 2.700, translated as agree, the data indicates that family functioning holds influence on the students' decision to change their college programs. Based on the questions that the respondents answered, while most of the students' parents did not urge them to shift courses, there is a high satisfaction level from the parents with regards to their new course and performance on the said course. The respondents also strongly agree that their families are supportive of their new courses.

Table 4. *Mean of financial status factor*

	Financial Status	Mean	Description
1	My mother can provide me with those important things only for my new course.	3.056	A
2	My father can only provide my transportation fare.	2.444	DA
3	We only have enough money for our expenses at home.	2.167	DA
4	I have more than 5 siblings in our family and my parents can only support my needs on my new course.	1.611	SDA
5	I am a scholar student in our school, but the school can only cover the 4 to 5 years tuition fee.	1.278	SDA
6	My parents can provide me with only the things I need in relation to my new course.	2.333	DA
7	I only have my grandparents to support my financial needs on my new course.	1.500	SDA
8	My sister/brother support my financial needs, but they hve their own family to support.	1.722	SDA
9	I only depend on myself, and I can only afford the things I need in relation to my new course.	1.611	SDA
10	We are regularly paying monthly debt and the rest of our income will be used for our daily needs.	1.889	DA
	Overall mean	1.961	DA

Legend:

Rating Scale	Description
3.25 - 4.00	Strongly Agree (SA)
2.50 - 3.24	Agree (A)
1.75 - 2.49	Disagree (DA)
1.00 - 1.74	Strongly Disagree (SDA)

One of the factors included is financial status. It had the lowest accumulated mean at 1.961, described as disagreeing. All

respondents opposed the idea that financial status affects their decision to change their college courses. Based on the result, it is unlikely for their parents to let other family members support their financial needs and important things for their new courses. Furthermore, the students' parents can provide them with everything they need for their new courses, and they can depend on them when it comes to affording the things they need for their new courses. Indicating and suggesting that most students did not cite financial reasons for changing college courses.

Table 5. *Mean of environment factor*

	Environment	Mean	Description
1	My friends influence me.	2.000	DA
2	All my friends are on the course I desired.	1.778	DA
3	Most of my friends are in the course which I desired to enroll in.	1.833	DA
4	My desired course is in-demand abroad.	2.889	A
5	I wanted to excel in my new course.	3.667	SA
6	My neighbors are taking up the course I desired.	1.333	SDA
7	All media advertisements I see are about my new desired course.	2.000	DA
8	Pamphlets and other print ads are related to my new course.	1.722	SDA
9	My desired course has competitive benefits.	3.111	A
10	My desired course is in-demand locally.	2.944	A
	Overall mean	2.328	DA

Legend: **Rating Scale**   **Description**

    3.25 - 4.00   Strongly Agree (SA)

    2.50 - 3.24   Agree (A)

    1.75 - 2.49   Disagree (DA)

    1.00 - 1.74   Strongly Disagree (SDA)

Environmental factors have a broad scope from friends to the demand of society, the community, etc. Although this factor has different sub-factors, this only accumulated second lowest mean of 2.32. This means that most of the correspondents "disagree" that environment can be one of the reasons why they shift. It implies that this factor does not play any major role in the decision to shift.

However, when it comes to the course's demand in society, all participants agree on it. And friends and community do not play any significant role in it.

Table 6. *Mean of self-perception factor*

	Self-Perception	Mean	Description
1	I enjoyed studying my course.	3.667	SA
2	I found the course interesting.	3.722	SA
3	I want a new course.	1.500	SDA
4	I am happy with my performance in our class.	3.167	A
5	I want to see myself in the future with my new course.	3.389	SA
6	My new course is already my favorite course prior to college.	2.833	A
7	I am interested in new technologies in my desired course.	3.389	SA
8	I want to learn more about my new course.	3.778	SA
9	I want to be the best student on my new course.	3.333	SA
10	I want to improve existing ideas related to my new course.	3.778	SA
	Overall mean	3.256	SA

Legend: **Rating Scale**   **Description**

    3.25 - 4.00   Strongly Agree (SA)

    2.50 - 3.24   Agree (A)

    1.75 - 2.49   Disagree (DA)

    1.00 - 1.74   Strongly Disagree (SDA)

Self-perception emerged as the primary factor, with a mean of 3.256. This indicates that most students cited self-perception as the main reason for changing their course. The majority of the students stated their enjoyment and interest in their new courses wherein it shows that they found happiness and satisfaction in the new course they were taking. The students' responses reflect that Self-perception is very significant in choosing a college course, wherein a student's interest, a vision for future-self, and a persistent desire to learn must be visible in the course that a student wanted to take. Without these important matters, it is possible for a student to just decide to leave the course or decide to shift or change the course, this answers us why there's students changing their courses or what we also known as – a shiftee.

Table 7. *Summary of the mean of factors*

	Mean	Description
Family Functioning	2.700	A
Financial Status	1.961	DA
Environment	2.328	DA
Self-Perception	3.256	SA

The tables imply that among all the factors discussed, most students agreed that Family Functioning and Self-Perception has a factor behind every college student who changed their courses. In choosing a college course, family Functioning & Self-Perception plays a significant role for a student to finish the course and graduate. Because the support of the family and the interest, happiness & satisfaction of one's student matters the most. However, it shows in the results that Financial Status and Environment may be one of the reasons but, just a little factor behind their decision.

IV.   CONCLUSION

Based on the provided data analysis, the following conclusions were drawn:

The table 1 shows that most of the shiftee students came from the program of BS Accountancy as the table 2 shows that most of the shiftees were transferred to BS Tourism, however the study finds out that these two programs have no significant relationship with p values 0.79 > 0.5 as shown in the table 3. It means that most of the students who came from BS Accountancy were not all transferred to BS Tourism. Family functioning was ranked as the second influential factor that the student may shift with the mean of 2.700 as shown on the table 3 the mean was interpreted as "Agree" therefore, family functioning plays a crucial role in the shifting program of the student. When it comes to Financial Status, students disagree that this factor can influence their decision to shift programs. As it only has 1.961 and was interpreted as "Disagree." Environment also did not play any crucial role in the decision of the students on deciding to shift programs as the participants disagreed on this factor, which only accumulated a mean of 2.328 interpreted as "Disagree." Despite the two factors being found not to have an effect towards the rate of shiftees, study finds that self-perception of the students is the most crucial factor that affects their decision to shift programs with the accumulated mean of 3.256 it was interpreted as "Strongly Agree."

Recommendations

The results of this study, which have been thoroughly analyzed regarding the data, could be significant and useful in resolving the issue of changing courses for college students. This recommendation shall be given as follows:

The researchers advise other future researchers to look for a significant difference in profile that causes college students to switch or change their studies into another field. Second, the choice of a wider range of respondents can have a significant impact on this study to consider other concepts related to it. In particular, the recommendations set out above should be explored and addressed considering the shortcomings of this study. The findings can be applied to both parents and students for the purpose of selecting courses and degree options, as well as in an academic setting and considering the stated factors in the research study.

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