Library Progress International *Print version ISSN 0970 1052*
Vol.44 No.3, Jul-Dec 2024: P.3956-3967 *Online version ISSN 2320 317X*

Original Article *Available online at www.bpasjournals.com*

Attitude, Subjective Norm, and Behavioral Control of Students: A Structural Equation Model on their Intention to Enroll in Business Programs

Jovit G. Cain[1], William T. Sucuahi[2]

[1] CPA, DBA Corresponding Author, Associate Professor 1, Department of Accounting Education, UM Tagum College, Philippines [2] CPA, DBA
College Professor 1, College of Accounting Education, University of Mindanao, Philippines
[1]jovit_cain@umindanao.edu.ph,[2] sucuahi_william@umindanao.edu.ph
: [1]0000-0002-8087-1628, [2]0000-0003-3878-2397

How to cite this article: Jovit G. Cain, William T. Sucuahi (2024) Attitude, Subjective Norm, and Behavioral Control of Students: A Structural Equation Model on their Intention to Enroll in Business Programs. *Library Progress International*, 44(3), 3941-3955.

ABSTRACT
The study's main goal was to create the best-fit model to predict senior high school students' intention to enroll in business programs in the Davao Region. Non-experimental, quantitative research design and Structural Equation Model were used in this study. A standardized questionnaire was used to conduct a survey with four hundred (400) senior high school students in the Davao Region. The respondents were selected using proportionate stratified sampling. The statistical tools used for data analysis were Mean, Pearson product-moment correlation, and structural equation model. The results revealed that the level of behavioral control and intention to enroll were high, while attitude was very high and subjective norm was moderate. All latent exogenous variables have significant relationship with the endogenous variable intention to enroll. When regressed, it was discovered that attitude and behavioral control influence the intention to enroll, except for subjective norms. Structural Model 5, which depicted the direct causal relationships of attitude (cognitive attitude and affective attitude), subjective norm (minor reference group and significant reference group), and behavioral control (internal control and external control) to the intention to enroll in the business program (self-efficacy and outcome expectancy), was founded to be the best fit.

Index Terms— attitude, subjective norm, behavioral control, intention to enroll.

INTRODUCTION

The world is lagging in achieving quality education, according to Sustainable Development Goal 4 Quality Education [1]. More so, education is the universal solution to socioeconomic issues worldwide [2]. This notion is related to the UN Sustainable Goal 8: Decent Work and Economic Growth. Furthermore, parents, legislators, and educators are concerned about the recent drop in student enrollment in the Philippines for the 2023–2024 school year. Enrollment at business schools in the Philippines has historically increased steadily by about 2% every year. However, the COVID-19 epidemic was a significant factor in the enrollment drop that was observed in the 2020–2021 school year. The following year showed some signs of improvement. Still, the present numbers are alarming [3]. Additionally, several public and private higher education institutions (HEIs) in the Davao Region provide a lot of business courses. There is fierce competition. These HEIs will soon face pressure to pursue aggressive marketing plans to capture more of the market. Several marketing initiatives are being carried out to attract potential students [4].

Any school organization that wants to survive needs to accept admissions. Admissions are one of the most critical activities in the academic world since they determine whether a school can survive at all. As a result, every school designs a plan at the start of the school year to connect with urban and rural students [5]. However, because it affects academic continuity, student satisfaction, career and employment opportunities, financial compensation, and social status, choosing a specific specialization area is crucial for one's academic career and future personal life [6]. Primary selection, on the other hand, is best understood as a process that takes place during a student's academic career and significantly impacts their success, persistence, and advancement in postsecondary education both now and in the future. The notable alteration is rather typical. About 30% of undergraduates in associate's and bachelor's degree programs change their major at least once within three years of enrolling. Accounting bachelor's degree holders are more aware of changes in public accounting than they are of career opportunities in management accounting [7]. Besides, choosing a

college or university or realizing one's potential for further education are always significant career decisions for students. The quality of a student's future life is determined by all these choices [8]. Knowing the factors influencing students' opinions can also help management make well-informed decisions about the curriculum and organizational structure and provide instructors with guidance through seminars on professional development [9]. More importantly, research that reveals facts through the systematic collection of data and evidence is the most effective way to address the selection problem in education [10]

Azjen's Theory of Planned Behavior [11] serves as the study's foundation. An individual's intention to carry out the conduct under consideration should be more robust; the more positive their attitude and subjective norm regarding behavior is, the more critical their behavioral control is; thus, an individual is primarily motivated by the desire to act. The research is reinforced by Felton et al.'s "Theory of Reasoned Action" (TRA) [12], which defines human conduct as deliberate and logical. They assumed that people think about the consequences of their activities. Also, they act in line with their views about the outcomes and assessment of those results. Lastly, It also supports the findings of Zandi, Naysary, and Sok Kwan [13] . They evaluated the variables impacting students' intent to enroll in a business program using a modified TRA model and contrasted the outcomes for male and female students. The results show that the amount of accounting material, students' attitudes, and subjective norms all impact their behavioral decision to enroll in a business program. The researcher, however, could not locate any research on students' intentions to enroll in business programs in the Davao Region. All it demonstrates is that this study will add something distinct and novel to our understanding of why undergraduates choose to enroll in business program.

The primary goal of this study was to identify the best-fit model that best predicts students' intention to enroll in business programs. More specifically, it sought to ascertain the level of attitude in terms of cognitive and affective attitude, the level of the subjective norm in terms of minor and major reference groups, the level of behavioral control in terms of internal and external control, the level of student's intention to enroll in business programs in terms of self-efficacy and outcome expectancy, the significance of the relationship between these variables and students' intention to enroll, to establish the influence of the exogenous variable on the endogenous variable, and to ascertain the best-fit model that predict students intention to enroll in the business programs must be determined. Furthermore, the following hypotheses were examined for a significance level of 0.05: neither the attitude nor the behavioral control nor the subjective norm were found to be significantly correlated with the intention of the student to enroll in the business program, nor was there a structural model that best explained the purpose of the student to enroll.

Exogenous and endogenous variables were the two latent components that comprised the proposed models. According to Nagoya et al. [14], the first exogenous variable is Attitude, which is determined by two indicators: cognitive attitude (COG) and affective attitude (AFF). Furthermore, according to Yu and Wu [15], the second exogenous variable is the Subjective Norm, which has two indicators: a minor reference group (MIR) and a major reference group (MAR). Behavioral control, including internal (INT) and external (EXT) control indications, is the final exogenous variable [16]. Conversely, the endogenous variable is the intention to enroll, including self-efficacy (SEE) and outcome expectancy (OUE) indicators [17] . After that, each latent construct was connected to a few measures or observable factors. Determining the number of regression lines from the latent variable to the visible variables was, therefore, one of the study's main objectives.

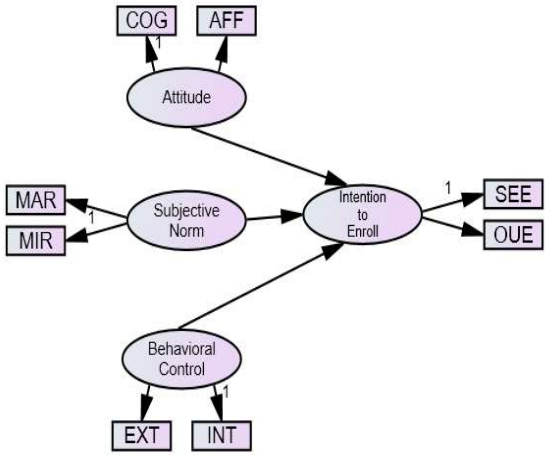

Fig.1 The Conceptual Model Showing the Direct Relationship of the Latent Exogenous Variables towards Latent Endogenous Variable

METHOD

Four hundred respondents, the minimum sample size for SEM by Wolf, Harrington, Clark, and Miller [18]., were chosen at random to take part in the survey. It is consistent with the findings that there are meaningful correlations

between parameters and sample size, with specifications for sample sizes ranging from 300 to 460 instances. It also highlights the shortcomings of frequently cited SEM generalizations. Similarly, a minimum sample size of 300 respondents or more was required for SEM, as espoused by Yuan and Chan [19]. The list of all senior high schools in the Davao Region was taken into consideration using proportionate, stratified sampling and simple random procedures, A proportional, stratified sample technique that breaks up huge population into smaller subgroups (Davao Occidental, Davao Oriental, Davao del Sur, and Davao del Norte) [20].

As to the inclusion criteria, Industrial Arts, Agri-fishery, ICT, Home Economics, GAS, HUMMS, STEM, and ABM were the eight (8) strands and the four (4) career tracks (TVL/TLE, Sports, Arts and Design, and Academic) from various senior high schools in the Davao Region (Davao Occidental, Davao Oriental, Davao del Sur, and Davao del Norte) that comprised the participants. For exclusion criteria, those are not grade 12, senior high school students of Davao region. Most respondents were from the ABM strand, with 345 (86.25%) students who answered the survey form, 23 (5.75%) samples from home economics strand, 13 (3.25%) samples from GAS, 10 (2.50%) samples from STEM strand, and nine or 2.25% samples from HUMMS strand. Lastly, regarding gender, females were 283 (70.75%) samples, while males were 117 (29.25%) samples. Furthermore, the responders were free to participate without being subjected to restrictions other than their desire to do so without being forced to accept payment. Refusing to participate carried no financial penalty or loss of benefits. The respondents were free to stop participating at any moment and without incurring any penalties.

The research questionnaire was taken from many authors and adjusted to fit the requirements of the study. The variables and their corresponding authors were: student attitude (10 questions; Nagoya et al.[14]); subjected norm (10 questions; Yu & Wu [15]); behavioral control (10 questions; Kidwell & Jewell [16]); and students' intention (12 questions; Cheng & Chu [17]). Four expert panels and one external validator examined the contextualized research instrument. The findings revealed a very high general validation score of 4.59. The replies from the participants were interpreted using a 5-point Likert scale: First off, a range of means between 4.20 and 5.00 is considered relatively high, indicating that pupils consistently demonstrate the variables' measurements. Second, a range of means between 3.40 and 4.19 is considered high, meaning that the variables' measurements are often expressed. Third, the variable measures sometimes show up when the mean falls between 2.60 and 3.39. Fourth, a mean that falls between 1.80 and 2.59 is considered to be low and seldom expressed. Fifth, a value between 1.00 and 1.79, or very low, indicates that the variables' measurements are never exhibited.

Thirty representative respondents also completed a pilot test of the questionnaire. This action was done to ensure dependability and authenticity. Cronbach alpha assessments should be tried for dependability values of 0.70 or above. Nonetheless, broad standards for assessing Cronbach's alpha were provided by Hair et al. [21], and in this case, the findings are regarded as very excellent. Of the four variables, attitude has the highest Cronbach alpha (0.98), followed by intention to enroll (0.97), behavioral control (0.96), and subjective norm (0.89).

A descriptive-correlational research technique and a quantitative non-experimental research design were used in this study to determine the link between exogenous and endogenous factors. By obtaining information that enables them to represent the situation more thoroughly than was previously practicable, descriptive studies aim to highlight the difficulties or issues that now exist [22]. The correlation design approach is a study design in which the two research variables are monitored without any modification by the researchers, according to Bhandari [23]. The structural equation model, or SEM, was used in the process of creating the best-fit model. A structural equation model (SEM) was used to produce the best-fit model, and it is a statistical method to establish a proposed causal process or model for a particular event; structural equation modeling (SEM) is a quantitative way to ascertain the relationship between exogenous and endogenous variables [24]. SEM simultaneously evaluates connections between determinant (independent) variables and direct and indirect correlations between dependent and independent components. Compared to conventional bi-variate and multiple-regression analysis approaches, it also has greater explanatory power and breadth [25].

The research placed a high value on ethical issues. To ensure that ethical guidelines were adhered to throughout the research, the Ethics Review Committee of the institution assessed the survey in its early stages prior to its distribution. All necessary tasks were completed, and the procedures were followed. The permission form that participants had to complete and sign was authorized by the University of Mindanao Ethics Review Committee (UMERC) as an additional measure to ensure that the survey adhered to the Philippines' Data Privacy Act (Republic Act No. 10173). As a result, on December 1, 2023, the researcher obtained an ethics certificate (certification number UMERC-2023-473) attesting to the study's ethical compliance.

RESULTS AND DISCUSSION

Attitude, Subjective Norm, Behavioral Control, and

Intention to Enroll of Senior High School Students in Davao Region

The results of the attitude variable in terms of cognitive and affective attitude levels conducted on senior high school students in the Davao Region are shown in Table 1. Very high results were observed, with an overall mean of 4.25 (SD of 0.61). Accordingly, the student's attitude is always evident. With a standard deviation of 0.74 and a mean of 4.32, or

Very High, for Affective Attitude, the indicator has the highest mean on a per-indicator analysis. In contrast, the indicator for Cognitive Attitude has the lowest mean, or High, with a standard deviation of 0.62. Furthermore, 10 student attitude questions were taken from the study of Nagoya et al. [14].

Table 1 *Level of Attitude of Students*

Indicators	SD	Mean	Descriptive Level
Cognitive Attitude	0.62	4.18	High
Affective Attitude	0.74	4.32	Very High
Overall	**0.61**	**4.25**	**Very High**

The results shows that students like business program that has good prospect for the future, offers value-for money, and is practical. Also, students like to enjoy, feel comfortable, worthy, good and excited on the business program they will enter. With this, Zhang [26] supports the findings, indicating that students' intentions to enroll in a program are influenced by their choices for courses that are easier to learn, offer more career chances, and interest them. The first predictor, attitude, is a person's ideas about the outcomes of their behavior, along with an assessment of their significance. They provide more support for the notion that the cognitive attitude and emotional attitude—the organisms of the Stimulus-Organism-Response (S-O-R) model—are crucial factors in the desire to enroll in a university. In contrast, Liu, Liu & Mo [27] mentioned that attitude may have negative impact on students intention to enroll If the behavior will result to bad consequence they will have negative attitude toward behavior .

The level of the subjective norm for the major reference group and minor reference group among senior high school students in the Davao Region is shown in Table 2. A moderate level is indicated by the overall mean of 3.14 that was achieved. This suggests that there are instances when the school culture in public elementary schools is evident. Based on a per-indicator study, the highest mean is 3.24, or moderate, with a standard deviation of 0.83 for the Minor Reference Group, and the lowest mean is 3.04, or moderate, with a standard deviation of 0.92 for the Major Reference Group.

Table 2. *Level of Subjective Norm of Students*

Indicators	SD	Mean	Descriptive Level
Minor Reference Group	0.83	3.24	Moderate
Major Reference Group	0.92	3.04	Moderate
Overall	**0.77**	**3.14**	**Moderate**

Certain studies also demonstrate the subjective norm's moderate descriptive level. Per question analysis shows that students are highly influenced by expert's opinion to enroll in any business program the rest are in moderate level. According to Yu [28], only some students enroll in a program based on subjective norms. A person adhering to a subjective norm knows whether or not other people think they should engage in a particular action. Their friends, family, peers, and other reference groups are considered to constitute these "other people" [29]. Additionally, students think that their loved ones could appropriately point them. Some also believe that seniors' experience could be helpful because they know the challenges that will arise in a given field. On the other hand, because they might bear some of the financial burden of the choice, immediate and extended relatives might react negatively to behavioral intentions [30].

The level of behavioral control in terms of internal and external control of senior high school students in the Davao Region is shown in Table 3. The total mean of 3.68 reached is considered high. This indicates that Davao Region senior high school pupils' reported behavioral control is often shown. The mean scores for both indicators were high. All indicators got a high descriptive level, with External Control having the highest mean score of 3.72 and a standard deviation of 0.71. In contrast, Internal Control has the lowest mean score of 3.65, with a standard deviation of 0.81.

Table 3. *Level of Behavioral Control of Students*

Indicators	SD	Mean	Descriptive Level
Internal Control	0.81	3.65	High

External Control	0.71	3.72	High
Overall	**0.69**	**3.68**	**High**

Within the framework of the theory of planned behavior, Kidwell and Jewell [16] mentioned that internal and external control are two distinct behavioral control concepts. Ong [31] states that behavioral control is one of the primary indicators of future intentions to enroll with the business program. The individual's assessment of whether or not he or she has the opportunity, resources, and skills necessary for the conduct is known as perceived behavioral control (PBC). PBC, as a whole, depends on specific opportunities, abilities, and resources. A person's view of the availability of a particular resource is known as a control belief [32]. Students, therefore, want a curriculum in which they would be in charge and have the capacity, self-assurance, and personal resources.

Lastly, the level of intention to enroll in business programs, determined by result expectation and self-efficacy, is shown in Table 4. It received a 4.82 overall mean, or High, indicating that desire to enlist is often shown. The self-efficacy and result expectation measures had a mean of 3.82, considered high.

Table 4. *Level of Intention to Enroll in Business Programs*

Indicators	SD	Mean	Descriptive Level
Self-Efficacy	0.70	3.82	High
Outcome Expectancy	0.69	3.82	High
Overall	**0.64**	**3.82**	**High**

Moreover, as specified by Cheng and Chu [17], behavioral intentions are significantly predicted by self-efficacy and outcome anticipation. It was also observed that students feel they will enroll in the program if they receive a favorable return. It was confirmed by Soam et al. [33], who further mentioned that behavioral intentions are influenced by self-efficacy and personal attitude, consistent with Ajzen's Theory of Planned Behavior.

Significance on the Relationship between Exogenous and

Endogenous Variable

The findings examining the connection between a student's attitude and desire to enroll in a business program are shown in Table 5.1. The association was examined at the 0.05 threshold of significance, as the hypothesis indicates. With a p-value of less than 05 and an overall R-value of 0.548, the null hypothesis was rejected. It shows that attitude and intention to enroll for a business degree are strongly correlated. The Davao Region's senior high school students' attitude and desire to enroll in a business program correlate, as shown by the correlation value of r =.548. More precisely, the findings demonstrate a significant link between all attitude indicators and the desire to enroll in a business program, with p-values smaller than 05. The overall R-value for cognitive attitude is 502, and for affective attitude, it is 486. Every indicator for every variable is connected, as Table 5.1 demonstrates. The two variables have a positive association as a result. The correlation design approach is a study design in which the two research variables are monitored without any modification by the researchers.

Table 5.1 *Significance of the Relationship between Attitude of Students and Intention to Enroll in Business Programs*

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

The results support Ong's [31] findings, according to which students' perceptions about their plans to participate in the business program may be favorable or unfavorable. If someone believes a specific behavior will result in a good consequence, they will have a positive attitude toward that behavior, and vice versa. According to Ndofirepi [34], the findings are consistent with previous research that used the theory of planned behavior as a framework and found that attitude plays a significant role in establishing behavioral intentions.

The findings of the evaluation of the correlation between the subjective norm and the intention to enroll in a business program are shown in Table 5.2. The association was examined at the 0.05 significance level, as indicated by the hypothesis. With a p-value less than 05 and an overall R-value of 0.331, the null hypothesis was found to be rejected. A modest correlation exists among senior high school students in the Davao Region between subjective norms and intention to enroll in a business program. When analyzed separately, each subjective norm indicator positively correlates to intention to enroll, with p-values less than 05 and R-values of.339 for the minor reference group and.253 for the significant reference group. Thus, there is a substantial correlation between subjective norms and the desire to enroll in business programs among senior high schools in the Davao Region. Behavioral intentions were significantly influenced by the major and minor reference groups' subjective norm indicators. Furthermore, Edmonds, Flanagan, and Palmer [35] noted that normative beliefs—the social pressures someone may experience from others who are important to them—are the second element impacting one's intentions. For instance, the opinions of significant others—parents, partners, or other mentors—will impact intention to enroll in business program.

Table 5.2 *Significance of the Relationship between Subjective Norm of Students and Intention to Enroll in Business Programs*

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

Finally, the study's findings examining the association between behavioral control and intention to enroll in business programs are shown in Table 5.3. An overall correlation coefficient of.715 was found in the data at the 0.05 significance level. It indicates that in public primary schools, professional learning communities and communities of inquiry have a substantial association. In particular, all behavioral control indicators were shown to be significant when connected with intention to enroll; internal control had a correlation coefficient of .670, while external control had a correlation coefficient of .616 and a p-value smaller than 05. This suggests a favorable correlation between behavioral control and the desire to enroll. According to the study's findings, behavioral control evidence had the most influence, indicating that students are more likely to be pleased with their behavioral goals when they have more self-confidence [36]. In contrast, a few research of Zaremohzzabieh et al. [37] and Ma Janice and Ma Daniella [38] did not find any evidence of a significant association between behavioral intention and perceived behavioral control.

Table 5.3 *Significance of the Relationship between Behavioral Control of Students and Intention to Enroll in Business Programs*

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

Significance on the Influence of Attitude, Subjective Norm,

and Behavioral Control on the Intention to Enroll in

Business Programs

The variable regression analyses are shown in Table 6. Changes in enrollment intention are correlated with changes in behavioral control, attitude, and subjective norm, as shown by regression analysis. The findings show that the model integrating attitude and behavioral control can explain around 56.1% of the variation in intention to enroll. Every attitude unit results in a 0.256% rise if behavioral control remains constant. Similarly, the desire to enlist increases by 0.570% for every unit of behavioral control, given that attitude remains unchanged. Subjective standards, however, are unlikely to have any effect whatsoever on enrollment intention. This result is evident by the t-value of 1.100 (p-value>0.05). The findings also show that behavioral control and attitude substantially impact enrollment intention, which leads to the rejection of the null hypothesis, which states that there is no significant relationship between exogenous and endogenous factors. Moreover, the study by Yu [28], which stated that subjective norms do not influence the students' intention to enroll in business program, supports the outcome. The results show that students did not take into account the opinions of others when choosing a program or course in college. Furthermore, it was observed that the behavioral control and attitude factors in the TPB had a more significant impact than those in the Subjective Norm category. The results of attitude, subjective norm, and behavioral control in understanding intention are highlighted by Azjen and are anticipated to differ depending on the conduct and context. As a result, it may be discovered that, in specific applications, attitudes alone significantly influence intentions, that attitudes and perceived behavioral control alone are sufficient to explain intentions in other applications, and that all three predictors independently contribute to intentions in still other applications. Moreover, Mathieson [32] further stated that students gave greater weight to their courses' results than others' judgments.

Table 6 *Significance on the influence of Attitude*, *Subjective Norm and Behavioral Control on the Intention to Enroll in Business Programs*

Intention to Enroll					
(Variables)		*B*	β	*t*	*Sig.*
Constant		.634		3.888	.000
Attitude		.268	.256	6.670	.000
Subjective Norm		.033	.041	1.100	.272
Behavioral Control		.527	.570	13.613	.000
R	.749				
R^2	.561				
ΔR	.558				
F	168.704				
ρ	.000				

Best Fit Model of Intention to Enroll

The best-fit model is evaluated using the goodness of fit indicators listed in the Methodology, as shown in Table 7. In summary, model five's Chi-Square (CMIN/DF) value was 1.195, the GFI was 990, the CFI was 998, and the NFI was 998. TLI is.996, P of Close Fit is 905, and RMSEA is 022. Compared to the produced model-fit value, the model 5 result's goodness of fit is quite good; every index satisfied the predefined requirements. These indices fulfilled the goodness of fit metrics. It also suggests that the produced model 5, which fits quite well, is perfect. The structural equation model, or SEM, was used in the process of creating the best-fit model. A structural equation model (SEM) was used to produce the best-fit model, and it is a statistical method to establish a proposed causal process or model for a particular event; structural equation modeling (SEM) is a quantitative way to ascertain the relationship between exogenous and endogenous variables. Consequently, the no-best-fit model of the null hypothesis was rejected.

Figure 2 displays the model that best fits the data as the standard solution decides. The results demonstrate that the latent factors significantly influence the intention to enroll in the business program. The model incorporates two indications of the subjective norm (minor and major reference groups), two indices of attitude (cognitive and emotional), and two indicators of behavioral control (internal and external control). In addition, the desire to enroll in the business program is determined by two intact quantifiable characteristics: result anticipation and self-efficacy. The System Modification Method may be made more evident in two ways: by validating the suggested model and by eliminating variables or factors to improve data fitness [39].

Table 7 *Summary of Goodness of Fit Measures of the Five Generated Models*

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	12.367	.889	.855	.845	.761	.169	.000
2	.000	8.662	.934	.914	.904	.839	.139	.000
3	.000	5.363	.948	.951	.941	.908	.105	.000
4	.009	2.060	.981	.988	.977	.978	.052	.424
5	.271	1.195	.990	.998	.988	.996	.022	.905

Legend:
CMIN/DF – *Chi Square/Degrees of Freedom*

NFI –*Normed Fit Index*
GFI – Goodness *of Fit Index*

TLI - *Tucker-Lewis Index*

RMSEA – *Root Mean Square of Error Approximation*

CFI – Comparative *Fit Index*

Ajzen's Theory of Planned Behavior [11] is consistent with the findings. Azjen went on to say that the primary driving force behind human behavior is the desire to act: the more robust the intention of the individual to engage in the behavior in question, the more favorable their attitude and subjective norms are toward the behavior, and the higher their perceived behavioral control. The study is corroborated by Felton et al.'s "Theory of Reasoned Action" (TRA) [12], which describes human conduct as deliberate and rational. They imagined that individuals thought about the consequences of their acts. They also act consistently with their assessments of the results and their thoughts about them. In conclusion, the results validate the research conducted by Zandi, Naysary, and Sok Kwan [13], which indicates that students' behavioral choice to enroll in an accounting program is influenced by their perspective, the amount of information covered in the program, and subjective norms.

Legend:
COG-Cognitive Attitude
AFF-Affective Attitude
MAR-Major Reference Group
MIR-Minor Reference Group
EXT-External Control
INT-Internal Control
SEE-Self Efficacy
OUE-Outcome Expectancy

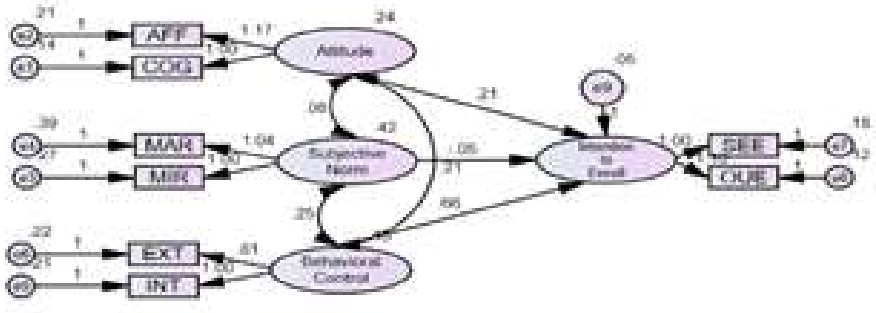

Figure 2. Best Fit Model in Intention to Enroll

CONCLUSION AND RECOMMENDATION

The importance of excellent education in tackling socioeconomic issues was made clear by the UN SDGs 4: Quality Education and 8: Decent Work and Economic Growth. In addition, fewer business students are enrolling in the Philippines for the 2023–2024 academic year. Since admissions are essential to an organization's survival, this study addressed a critical issue: prior research has not discovered the causes for this reduction. The research results, which look at senior high school students' plans to enroll in business programs, may add to the body of knowledge in light of this.

The findings showed that although subjective norm (SN) is moderate, behavioral control (BC), intention to enroll, and attitude are incredibly high. Because attitude predominates SN and BC on average, the researcher would like to suggest

that *colleges and senior high schools* in the Davao Region focus on course promotion. Students were most interested in learning about programs that have significant future potential, are realistic, inexpensive, and make them feel worthwhile, excited, and at ease, according to an examination of the attitude cluster. As a result, some programs could place a lot of emphasis on student control and results. For instance, offering Career Path Programs or Career Orientation Programs to nearby schools might help seniors in high school choose whichever college course of study they want to do in business.

Conversely, students' inclination to enroll in business programs positively correlates with Attitude, Subject Norm, and Behavioral Control. The result confirms Ajzen's Theory of Planned Behavior (1991, p. 182), which adds that people behave because they feel driven to do so. The more positive a person's attitude and subjective norm toward a behavior are, the greater their perceived behavioral control and the more likely they are to carry out the behavior. The study is further supported by Felton et al.'s "Theory of Reasoned Action" (TRA) (1995, p. 3), which describes human action as purposeful and rational. They imagined that individuals thought about the consequences of their acts. They also act consistently with their assessments of the results and thoughts about them.

Moreover, the findings provide a theoretical foundation for enhancing enrollment in business-related courses. Except for Subjective Norms, Attitude and Behavioral Control significantly impact the Intention to Enroll. The researchers suggest that *instructors and professors* emphasize the success of the program outcomes. Additionally, students who choose courses that are easier to study, have more job opportunities, and appeal to their actual interests are more likely to intend to enroll. Because of this, outcomes-based education serves as an additional instrument for raising program participation from students. Similarly, micro-credentials (such as International Certifications in QuickBooks, NC III Bookkeeping, etc.) help students improve their knowledge and abilities, which will benefit them when they seek employment.

The desire of senior high school students in the Davao area to enroll in business programs is best suited by model 5. All variables and indicators were included in the best-fitting intention-to-enroll model: attitude as measured by indicators of cognitive and affective attitude; behavioral control as evaluated by indicators of internal and external controls; minor and major reference group indicators of the subjective norm; and outcome expectancy and self-efficacy as predicted by indicators of behavioral control. *Students in their senior year of high school* who want to attend college should use this study to assist them in adjusting to the business course or program. It will assist students in making knowledgeable choices about their enrollment in the business program.

Lastly, to shed light on the reasons why participants' intentions to enroll in the business program are unaffected by the Subjective Norm of the TPB, *future researchers* could use this study to conduct a more thorough analysis of participants' enrollment intentions using various statistical tools or research designs, such as qualitative research designs. In addition, future studies looking at enrollment intention on a larger scale may use the measuring instrument to confirm or deny the researcher's findings.

REFERENCES

[1] United Nations, 2015. The 2030 Agenda for Sustainable Development. Retrieved from: https://sdgs.un.org/goals.

[2] Ouano, J.J.G., Torre, J.F.D.L., Japitan, W.I. and Moneva, J.C., 2019. Factors influencing on grade 12 students' chosen courses in Jagobiao National High School–senior high school department. International Journal of Scientific and Research Publications, 9(1), pp.421-431.

[3] Helpline, 2023. The Alarming Decline in Student Enrollment in the Philippines: A Call for Immediate Action. Retrieved from: https://helplineph.com/news/decline-in-student-enrollment-in-the-philippines/

[4] Dagang, A. L., and de Mesa, C. D. 2017. Factors influencing choice of a business school in a City of Southern Philippines. Research Journal of Social Sciences 10, no. 2 (2017): 1-7.

[5] Mulchandani, D. & Islam, T. 2022, "An Exploratory Study of Factors Affecting University Choice Decision Made By Students for Business Schools in Pune", Cardiometry, , no. 23, pp. 529-537. https://doi.org/10.18137/cardiometry.2022.23.529537

[6] Sarwar, A. and Masood, R., 2015. Factors Affecting Selection of specialization by business graduates. Science International, 27(1). Retrieved from: https://www.researchgate.net/profile/Aamir-Sarwar/publication/318377783_FACTORS_AFFECTING_SELECTION_OF_SPECIALIZATION_BY_BUSINESS_GRADUATES/links/59f9b3d80f7e9b553ec0fa76/FACTORS-AFFECTING-SELECTION-OF-SPECIALIZATION-BY-BUSINESS-GRADUATES.pdf

[7] Shuttleworth, C.C., 2014. Perspectives of accounting students and teachers on the changing role of management accountants in organisations. Southern African Business Review, 18(2), pp.140-162. Retrieved from: https://www.ajol.info/index.php/sabr/article/view/107285

[8] Singh, L.B., Chaturvedi, R.K., Mehdi, S.A. and Srivastava, S., 2020. Student's Preference towards Specialization Selection: An Exploratory Perspective. Adhyayan: A Journal of Management Sciences, 10(02), pp.10-16, doi: 10.21567/adhyayan.v10i2.2.

[9] Caputulan, M.R.N., Rioboca, B.B., Tesoro, M.R.L. and Cain, J.G., (2023) Influence of Self-Determination on the Motivation of Accounting Students in E-Learning in UM Tagum College. Retrieved from: http://ijmrap.com/wp-content/uploads/2023/07/IJMRAP-V6N1P77Y23.pdf

[10] Mayasa, B.A., 2022. Influencing Factors in the Academic Writing of Online Learners. Psychology and Education: A Multidisciplinary Journal, 5(10), pp.754-772. doi: 10.5281/zenodo.7352890, Retrieved from: https://scimatic.org/show_manuscript/794.

[11] Ajzen, I., 1991. The theory of planned behavior. Organizational behavior and human decision processes, 50(2), pp.179-211. https://doi.org/10.1016/0749-5978(91)90020-T

[12] Felton, S., Dimnik, T. and Northey, M., 1995. A theory of reasoned action model of the chartered accountant career choice. Journal of Accounting Education, 13(1), pp.1-19. https://doi.org/10.1016/0748-5751(94)00027-1

[13] Zandi, G., Naysary, B. and Say, S.O.K., 2013. The Behavioral Intention. Accounting and Management Information Systems, 12(3), p.471. Retrieved from: https://www.researchgate.net/profile/Gholamreza-Zandi-2/publication/342530998_The_Behavioral_Intention_of_Malaysian_Students_Toward_Accounting_Discipline/links/5efa123fa6fdcc4ca43a4ade/The-Behavioral-Intention-of-Malaysian-Students-Toward-Accounting-Discipline.pdf

[14] Nagoya, R., Bernarto, I., Antonio, F., Pramono, R., Wanasida, A.S. & Purwanto, A. 2021, "EXPLORING INTENTION TO ENROLL UNIVERSITY USING AN EXTENDED STIMULUS-ORGANISM-RESPONSE MODEL", Academy of Strategic Management Journal, vol. 20, pp. 1-12. Retrieved from https://www.proquest.com/scholarly-journals/exploring-intention-enroll-university-using/docview/2541934466/se-2

[15] Yu, T. and Wu, G., 2007. Determinants of internet shopping behavior: An application of reasoned behaviour theory. International Journal of Management, 24(4), p.744. Retrieved from: https://www.researchgate.net/profile/Tai-Kuei-Yu/publication/285469933_Determinants_of_internet_shopping_behavior_An_application_of_reasoned_behaviour_theory/links/62f3a97ac6f6732999bed7c3/Determinants-of-internet-shopping-behavior-An-application-of-reasoned-behaviour-theory.pdf

[16] Kidwell, B. and Jewell, R.D., 2003. An examination of perceived behavioral control: Internal and external influences on intention. Psychology & Marketing, 20(7), pp.625-642. https://doi.org/10.1002/mar.10089

[17] Cheng, P. & Chu, M. 2014, Behavioral Factors Affecting Students' Intentions to Enroll in Business Ethics Courses: A Comparison of the Theory of Planned Behavior and Social Cognitive Theory Using Self-Identity as a Moderator: JBE, Journal of Business Ethics, vol. 124, no. 1, pp. 35-46. https://doi.org/10.1007/s10551-013-1858-0

[18] Wolf, E. J., Harrington, K. M., Clark, S. L., & Miller, M. W. 2015, 'Sample size requirements for structural equation models: An evaluation of power, bias, and solution propriety', Educational and Psychological Measurement, 73(6), 913-934. https://www.ncbi.nlm.nih.gov/pmc/articles/ PMC4334479/.

[19] Yuan K.-H., Chan W. 2016, Measurement invariance via multigroup SEM: Issues and solutions with chi-square-difference tests, Psychological Methods, 21(3), 405–426,Retrieved September 9, 2022, from https://doi.org/ 10.1037/met0000080.

[20] Howell, C.R., Su, W., Nassel, A.F., Agne, A.A. and Cherrington, A.L., 2020. Area based stratified random sampling using geospatial technology in a community-based survey. BMC Public Health, 20, pp.1-9. https://doi.org/10.1186/s12889-020-09793-0

[21] Hair, J.F., Black, W.C., Babin, B.J, Anderson, R.E., 2010, Multivariate Data Analysis, Pearson Prentice Hall, pp 541-590.

[22] Anon 2021, What is Descriptive Research Design?. Retrieved March 19, 2023, from https://tinyurl.com/55jrt7c2

[23] Bhandari, P 2021, Correlational Research | Definition, Methods and Wxamples.Scribbr. Retrieved March 1, 2023, from https://tinyurl.com/yr2p98ez

[24] Bagozzi, R.P. and Yi, Y., 2012. Specification, evaluation, and interpretation of structural equation models. Journal of the academy of marketing science, 40, pp.8-34. https://doi.org/10.1007/s11747-011-0278-x

[25] Cheng, E.W., 2001. SEM being more effective than multiple regression in parsimonious model testing for management development research. Journal of management development, 20(7), pp.650-667. https://doi.org/10.1108/02621710110400564

[26] Zhang, W. 2007, "Why IS: Understanding Undergraduate Students' Intentions to Choose an Information Systems Major", Journal of Information Systems Education, vol. 18, no. 4, pp. 447-458.

[27] Liu, M.T., Liu, Y. & Mo, Z. 2020, "Moral norm is the key: An extension of the theory of planned behaviour (TPB) on Chinese consumers' green purchase intention", Asia Pacific Journal of Marketing and Logistics, vol. 32, no. 8, pp. 1823-1841. doi:https://doi.org/10.1108/APJML-05-2019-0285

[28] Yu, T. (2011). Factors that influence high school graduates to choose sport management as their university major in taiwan (Order No. 3464567). Available from ProQuest Central. (883415179). Retrieved from https://www.proquest.com/dissertations-theses/factors-that-influence-high-school-graduates/docview/883415179/se-2?accountid=31259

[29] Loo, W.H. & Paul H P Yeow Yuen Yee,Yen 2023, "Antecedents of the responsible acquisition of computers behaviour: Integrating the theory of planned behaviour with the value-belief-norm theory and the habits variable", PLoS One, vol. 18, no. 6. doi:https://doi.org/10.1371/journal.pone.0286022

[30] Field, E., 2009. Educational debt burden and career choice: Evidence from a financial aid experiment at NYU Law School. American Economic Journal: Applied Economics, 1(1), pp.1-21. Retrieved from: http://www.aeaweb.org/articles.php?doi=10.1257/app.1.1.1

[31] Ong, A.K.S., 2022, "A Machine Learning Ensemble Approach for Predicting Factors Affecting STEM Students' Future Intention to Enroll in Chemistry-Related Courses", Sustainability, vol. 14, no. 23, pp. 16041.

[32] Mathieson, K. 2005, "Factors Predicting Intention to Enroll in a Philosophy of Life Course", Journal of Academic Ethics, vol. 2, no. 4, pp. 367-385. doi:https://doi.org/10.1007/s10805-005-4961-8

[33] Soam, S.K., Rathore, S., Yashavanth, B.S., Thammi, R.D., Rakesh, S. & Balasani, R. 2023, "Students' Perspectives on Entrepreneurship and Its Intention in India", Sustainability, vol. 15, no. 13, pp. 10488. doi:https://doi.org/10.3390/su151310488

[34] Ndofirepi, T.M. 2023, "Predicting the Sustainability-Oriented Entrepreneurship Intentions of Business School Students: The Role of Individualistic Values", Social Sciences, vol. 12, no. 1, pp. 13. doi:https://doi.org/10.3390/socsci12010013

[35] Edmonds, T., Flanagan, D.J. & Palmer, T.B. 2013, "Law School Intentions Of Undergraduate Business Students", American Journal of Business Education (Online), vol. 6, no. 3, pp. 279-n/a. doi:https://doi.org/10.19030/ajbe.v6i3.7808

[36] Illescas, M.K.A., Ong, A.K.S. & German, J.D. 2023, "Online or Traditional Learning at the Near End of the Pandemic: Assessment of Students' Intentions to Pursue Online Learning in the Philippines", Sustainability, vol. 15, no. 8, pp. 6611. doi:https://doi.org/10.3390/su15086611

[37] Zaremohzzabieh, Z.; Samah, A.A.; Roslan, S.; Shaffril, H.A.; D'Silva, J.L.; Kamarudin, S.; Ahrari, S. 2021. Household preparedness for future earthquake disaster risk using an extended theory of planned behavior. Int. J. Disaster Risk Reduct. 2021, 65, 102533.

[38] Ma Janice, J.G. & Ma Daniella, M.S. 2023, "Determining Factors Affecting the Protective Behavior of Filipinos in Urban Areas for Natural Calamities Using an Integration of Protection Motivation Theory, Theory of Planned Behavior, and Ergonomic Appraisal: A Sustainable Disaster Preparedness Approach", Sustainability, vol. 15, no. 8, pp. 6427. doi:https://doi.org/10.3390/su15086427

[39] Schreiber, J.B., Nora, A., Stage, F.K., Barlow, E.A. and King, J., 2006. Reporting structural equation modeling and confirmatory factor analysis results: A review. The Journal of educational research, 99(6), pp.323-338.