

Chapter 10

Why Students Prefer “Business Administration Education”?

A Qualitative Research With the International Students

Beliz Ülgen

Istanbul Commerce University, Turkey

Nihan Yavuz Aksakal

Istanbul Commerce University, Turkey

ABSTRACT

This chapter aims to identify the factors that are effective in the decisions of business students to choose this department. For this purpose, motivating factors for personality and work life were preferred in the study and questions were prepared in this direction. A and B type personality structures were preferred for the personality factor. The motivating factors for business life examined under three headings as occupational prestige/status, earning potential, potential of occupational advancement. The sample of the research consists of the senior year undergraduate students in the Department of the Business Administration from different universities. Data were collected through a semi-structured interview technique. In the research, a total of 25 students were interviewed on an online platform. In the results of the research, personality type tendencies of the students were revealed, and it was observed that factors such as prestigious job, status, high income, career progression, family, and personality influence their preferences of the business administration department.

INTRODUCTION

Education, which is one of the important concepts both individually and socially, covers a long process that will start from an early age and shape a career. In this long process, students make various preferences and one of these important preferences is the “choice of the department”. This important choice has direct and important implications for the initiation and development of professional career life, the

DOI: 10.4018/978-1-7998-7548-2.ch010

ability to express oneself correctly and a quality life. It is possible for a person to succeed in and adopt their job with the right choice of job and therefore with the right choice of department.

Since the choice of department at the university forms the first step of career choice tendency and process, the factors affecting department choice and the factors affecting career process may be in a similar structure. A determined and successful career decision reflecting the individual also covers department choice and is shaped by various factors. It is observed that career decisions are generally shaped by contexts controlled by socio-cultural factors, individual factors, personal and cultural values and other structural factors. In addition, it has been suggested that the degree of importance given by students to different factors affecting their major or career choices varies according to these factors (Watt et al., 2012). Based on this, it is thought that factors affecting career choices will also play a role in influencing students' department choices. In addition to this, although there are many studies examining the effects of different factors such as family and socio-economic status (Dandy & Nettelbeck, 2002); personal, references and family (Tan & Laswad, 2006); long-term career prospects, work environment and salary (Lim & Soon, 2006); general skills, interest, course satisfaction and educators (Jackling & Calero, 2006); self-development, education, career benefits and salary (Ng et al., 2008); skills, competencies, abilities and family (especially father) (Agarwala, 2008); job opportunities and potential high salary, genuine interest, advice given by reference groups such as parents and relatives (Jackling and Keneley, 2009); intrinsic value and employability/financial prospect (Owusu et al., 2018); intrinsic value, abilities, make a social contribution (Watt et al., 2012); skills and competencies, training and education opportunities, promotion opportunities, training and education opportunities (Özbilgin et al., 2005); job opportunities, high initial salary, prestige (Allen, 2004) on career choices in the literature there is a limited number of studies on the factors affecting students' business administration department choices makes it necessary to determine these factors.

In this study, the factors that affect students' choices of the business administration department are classified as *personality* and *motivating factors for business life*. The motivating factors for business life will be examined under three headings as occupational prestige/status, earning potential, potential of occupational advancement. It is important for students, universities and businesses to be able to understand the reasons for students to choose the Business Administration Department and the factors behind their choices. It is hoped that the research findings will be useful for the universities with Business Administration departments to reorganize, differentiate, or improve their business administration education, by considering these findings. On the other hand, the findings may improve students' awareness of the factors related to their department choices and career decisions.

BACKGROUND

The choice of department, which is the starting point and an important stage of individual career planning, is one of the critical decisions regarding students' future and includes a comprehensive process. In the construction of a happy and successful career future, it is extremely important to determine and evaluate the factors that are effective in the appropriate education for this career and in the right department choice. Students' satisfaction with the choice of a major will also provide satisfaction with their academic field of study, future profession and career (Lakhal et al., 2012).

Since the choice of department at the university forms the basis of career choice tendency and process, factors related to department choice are seen as the strong influencers in guiding career choice.

23 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/why-students-prefer-business-administration-education/288607

Related Content

Academic Motivation and Self-Discipline Strategies for Online Learners

Emily Guetzoian (2022). *Handbook of Research on Future of Work and Education: Implications for Curriculum Delivery and Work Design* (pp. 111-128).

www.irma-international.org/chapter/academic-motivation-and-self-discipline-strategies-for-online-learners/288159

A Model of Modeling in Research and Practice: Technology Integration and Online Career Counseling

Leping Liu (2009). *Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training* (pp. 603-616).

www.irma-international.org/chapter/model-modeling-research-practice/20004

Learning Contracts as Part of Instructional Design and Evaluation

Mary C. Ware (2011). *Assessing and Evaluating Adult Learning in Career and Technical Education* (pp. 88-105).

www.irma-international.org/chapter/learning-contracts-part-instructional-design/45368

TVET in Developing Nations and Human Development

Ugochukwu Chinonso Okolie and Asfa M. Yasin (2017). *Technical Education and Vocational Training in Developing Nations* (pp. 1-25).

www.irma-international.org/chapter/tvet-in-developing-nations-and-human-development/176885

An Investigation of the Relationship of Motivation, Attitudes and Environment: Two Hong Kong ESL Learners' Experience

Helen, Yeh Wai Man (2014). *International Education and the Next-Generation Workforce: Competition in the Global Economy* (pp. 194-207).

www.irma-international.org/chapter/an-investigation-of-the-relationship-of-motivation-attitudes-and-environment/80093