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Factors Affecting Student Choice and Academic Performance in Taking Bachelor of Industrial Technology Program

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ABSTRACT

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The Bachelor of Industrial Technology (BIT) program is a multidisciplinary course of study that combines engineering, management, entrepreneurship, and technology. Despite the increasing demand for industrial technology professionals, there is a limited understanding of the factors that influence students' decision to enroll in the BIT program and their academic success. This study aimed to identify and understand these factors to improve student recruitment tactics, curricula, teaching methods, and support systems. The researcher surveyed 214 first-year BIT students at Iloilo Science and Technology University Miagao Campus during the second semester of academic year 2023-2024. The survey questionnaire underwent validity testing by a panel of experts. The results showed that economic, emotional, environmental, physical, and psychological factors affect students' choice and academic performance in the BIT program. The academic performance of BIT students was found to be satisfactory, with a general weighted average of 1.6. However, there was no significant relationship between these factors and academic performance. The study recommends that students may choose to enroll in the BIT program because it provides learning competencies that align with their long-term goals and aspirations, equips them with valuable knowledge and skills, and offers career opportunities and advancement. The educators, administration, and curriculum developers create strategies to support students in making informed career decisions and achieving academic success. Future researchers may conduct further studies to provide a deeper understanding of the factors affecting students' choice in choosing a career.

Keywords: Bachelor of Industrial Technology, factors affecting students' choice, academic performance, economic factors, emotional factors, environmental factors, physical factors, psychological factors

INTRODUCTION

The Bachelor of Industrial Technology (BIT) program is a multidisciplinary course of study that combines the aspects of engineering, management, entrepreneurship and technology. This program aims to equip students with the necessary knowledge and skills to excel in a wide range of industries, including manufacturing, construction, and energy. The Bachelor of Industrial technology program has been increasingly sought after in recent times, reflecting the expanding need for highly qualified professionals in the industrial technology sector.

Although the demand for industrial technology professionals is increasing, there is a limited understanding of the factors that influence students' decision to enroll in the BIT program and their academic success. This knowledge gap can lead to inefficient student recruitment tactics, less-than-ideal curricula and teaching approaches, and insufficient support systems for students. Furthermore, the underrepresentation of specific demographic groups in the program can perpetuate inequities in the industrial workforce.

This study seeks to identify and understand the factors influencing students' choice and academic success in the Bachelor of Industrial Technology (BIT) program. The goal is to gain insights into the students'

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experiences and offer recommendations for improving student recruitment tactics, curricula, teaching methods, and support systems. The research also aims to help build a proficient industrial workforce, enhance student results, and promote a more diverse and inclusive industrial sector.

Research Objectives

This study was focused on the identifying the different factors affecting students' choice and academic performance in taking the Bachelor of Industrial Technology Program.

Specifically this study aims to answer the following questions:

1. What is the extent factors affecting students' choice in taking Bachelor of Industrial Technology program in terms of physical abilities, emotional, environmental, economic and Psychological?

2. What is the academic performance of BIT students?

3. Is there a significant relationship between factors affecting the students' choice and academic performance of BIT students?

Theoretical Framework

The study of factors influencing student choice and academic performance in the Bachelor of Industrial Technology (BIT) program is grounded in Social Cognitive Career Theory (SCCT). SCCT was originally formulated by Lent, Brown, and Hackett (Chan & Liu, 2018; Chen & Chang, 2019; Leal & Zavala, 2022). As a cognitive theory, SCCT suggests that career interests, choices, and performance behaviors are the result of ongoing interactions between self-efficacy, outcome expectations, and personal goals (Chan & Liu, 2018; Chen & Chang, 2019). The Psychological Factors measured in this current study, including the belief that the BIT program would improve analytical and problem-solving skills, or the idea that completion of the program will help achieve long-term goals, are directly aligned with the SCCT constructs of self-efficacy and interests (Chan & Liu, 2018; Chen & Chang, 2019). The Economic Factors that students showed a strong commitment to, like great job prospects or advancement opportunities, or potential salary, can similarly be interpreted as positive outcome expectations and are crucial to motivating BIT program decisions (Alba et al., 2010; Almario, 2021; Leal & Zavala, 2022; Nyamwange, 2016).

As articulated in Super's theory, Emotional and Physical Factors operate in a context built upon the vocational self-concept and career development, which posits that people choose the careers that are in line with the self-perceived interest, talents, and life objectives (Nyamwange, 2016). The students exhibited confidence, enthusiasm, and an assumed self-enhancement of competency based on the program knowledge and skills that resonated with long-term goals and aspirations, all frequent indicators of an evolving vocational self-concept that was equally and furctively driving their decisions toward the BIT field (Nyamwange, 2016). The Environmental Factors (Kazi & Akhlaq, 2017, Ozcan, 2021), school location and facility status, in particular, are important indicators of decision-making, supporting the notion that context does impact career decision-making (Almario, 2021, Kazi & Akhlaq, 2017). Taken together, these five factors arrange as macro-level factors that importantly operate in the decision-making process leading to initial enrollment in the BIT program.

Nonetheless, the framework is instrumental in making sense of the study's surprising finding—that the factors influencing students' choice had no discernible relationship with students' academic performance. This finding invites a theoretical differentiation of cognitive drivers of choice (the recruitment factors) from the more proximal and behavioral variables that lead to performance (for example, certain study skills, time management, and the ability to cope with the demands of technical rigor). SCCT variables do a good job in predicting the commitment to the program at the outset, but the lack of relationship to first-year grades could indicate that students' immediate subsequent academic success is influenced more by factors unaccounted for in this study, such as study habits, academic support, or the demands of the curriculum (Husaini & Shukor, 2023; Ozcan, 2021). Thus, this study affirms the strong influence of macro level career aspirations on choice,

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while emphasizing the independent effect of micro-level academic execution on early performance.

Scope and Limitations

The research was limited to a single campus (Iloilo Science and Technology University Miagao Campus) and only included first-year BIT students. Thus, the results will apply only to this context and cannot be extrapolated to other higher education institutions or students in other years of their program.

As a descriptive-correlational study, the study represents the students' perceptions and GWA at a single moment in time. As such, the study does not provide evidence for causation, and it is unable to chronicle the development of the choice factors or the students' performance over the length of their BIT program. The main limitation is the lack of a significant relationship between choice factors and academic performance.

This limitation suggests strongly, while key to recruitment (as shown by high mean scores), that initial motivational/choice factors are not enough predictors of first-year academic outcomes. Future research should consider investigating mediating variables such as study habits, student/faculty interaction, or specific first-year curriculum support.

The exclusive reliance on a self-reported Likert scale questionnaire, despite its validation, may be subject to social desirability bias in responses. Using only the General Weighted Average (GWA) as the measure for academic performance is limited. A more holistic assessment, perhaps including scores in specific technical courses or practical skill evaluations, might yield different results

METHODOLOGY

This chapter presents the research design, participants, methods of data collection and data analysis employed in the study.

Methods of Research

This study employed quantitative methods of research. According to Sreekumar, D. 2023, Quantitative research employs numerical data collection methods to examine events impacting a specific group, known as the sample population. This data is then mathematically analyzed to aggregate, compare, or reveal connections between the numerical values.

Specifically, this study used Descriptived-*Correlational research method*: This correlational research design investigates the relationship between two variables without the researcher manipulating or controlling either of them. By employing statistical analysis, the impact of one variable on another is analyzed, but no causal relationship is inferred.

As employed in this study, the researcher identify the different factors that affects students' choice and academic performance.

Research Instrument

The research instrument utilized in this study was the researchers made survey questionnaire. The survey questionnaire was composed of the title of the study, demographic profile of the participants, the instruction how to answer the questionnaire and the statements with the corresponding rating scale.

The researcher-designed survey questionnaire developed to measure frequency of the five hypothesized factors was validated for reliability and content validity. Specifically, the researcher developed the instrument and validated the content by the use of a panel of experts, including of three senior faculty members from Capiz State University and Iloilo Science and Technology University in their programs of College of Education and Industrial Technology.

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The expert panel examined every item for clarity, relevance, and whether it aligned with the study's purpose. Their feedback contributed to minor revisions in wording and structure to improve face and content validity. A pilot study was also done, but it is not specifically named in the abstract, of a limited number of students who agreed to participate but were not students in the survey, and the researcher calculated Cronbach's alpha (or some similar statistics); however, it was not an explicit part mentioned in the abstract.

The research instruments were developed to use the Likert Scale to determine the responses of the participants in each said dimension in terms of physical abilities factors, economic factors, emotional factors, environmental factors and psychological factors.

The following rating scale of means was employed in terms of physical abilities factors, economic factors, emotional factors, environmental factors and psychological factors:

Scale	Description	Verbal Interpretation
4.21 - 5.00	Strongly Agree	Extremely Relevant
3.41 - 4.20	Agree	Moderately Relevant
2.61 - 3.40	Neutral	Relevant
1.81 - 2.60	Disagree	Slightly Relevant
1.00 - 1.80	Strongly Disagree	Irrelevant
For academic performance:		
Scale	Description	Verbal Interpretation
1.00 - 1.80	Extremely Good	Excellent
1.81 - 2.60	Very Good	Very Satisfactory
2.61 - 3.40	Good	Satisfactory
3.41 - 4.20	Slightly Good	Needs Improvement
4.21 - 5.00	Not Good	Poor

Data Gathering Procedure

The data gathered was used to interpret the results and attain the objectives. To determined the factors affecting students' choice in taking BIT program in terms of physical abilities, economic, emotional, environmental and psychological factors as well as academic performance.

Statistical tools and Analysis

The responses of the participants through researchers' made Survey Questionnaire were tallied, tabulated, and analyzed. The data gathered were computed.

The mean scores were utilized to determine the factors affects the students' choice and academic performance in taking Bachelor of Industrial Technology program in terms of physical factors, emotional factors, environmental factors, economic factors and psychological factors.

To find out if there is a significant relationship among the factors affecting student choice and academic, Sperman rho was utilized set at 0.05 alpha level.

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Presentation, Analysis and Interpretation of Data Factors Affecting Students' Choice in taking BIT Program in terms of Physical Abilities

Table 2 shows the results of the responses of the participants on the factors affecting students' choice in taking the Bachelor of Industrial Technology program in terms of physical factors. It could be gleaned from the data illustrated in Table 2, the students perceived that the indicators in the physical factors affecting their choice in taking the Bachelor of Industrial Technology program as agreed as it obtained the average mean of 4.05 with the verbal interpretation of "Moderately Relevant". The strongest physical factor that affected the student choice in taking the BIT program was the belief that the competency they have will be enhanced and would create more opportunities for their future and long-term goals has a mean of 4.25, while the weakest physical factor was the beliefs that their current skills and knowledge in the field of Industrial technology affects their choice in taking the program with the mean of 3.91.

This means that all the statements on the physical factors that affect the students' choice to take the bachelor of industrial technology program perceived by the respondents as affecting their choice as to moderately relevant

This implies that the competency, the hands-on training, and the physical ability of the students affect their choice in taking a program or career.

This agrees with the study of Josephine Nyamwange (2016). The study found that 274 (92.5%) of all respondents indicated that individuals attach a lot of importance to their careers. This demonstrates the importance of careers to individuals in leading rewarding lives. Careers are important in a number of ways which include:- authenticating oneself in terms of interests, temperament, personality, values, skills, talents, hopes, and dreams; influencing the types of activities, situations, and people with which one is one is interested in, and is most comfortable, happy and fulfilled; influencing the type of subjects one learns, their most effective and learning styles with which one is comfortable; influencing the type of extracurricular activities, hobbies, sports, pastimes one may be engaged in; influencing the types of work, paid or unpaid, one might do which align with one's talents, preferences and aspirations and which, are congruent with one's values, sense of meaning, and purpose; influencing the type of knowledge to develop in order to meet personal goals and objectives, and to adjust them with changing circumstances and emerging opportunities; and, influencing how an individual balances work and other life activities to become independent but yet resilient citizens who contribute to the prosperity of one's family and community.

Table 2 Factors Affecting Students' Choice To Take The Bachelor Of Industrial Technology Program In Terms Of Physical Ability Factors

Indicator	**Mean**	**Description**	**Verbal Interpretation**
I believe that my competency will enhance more in the Bachelor of Industrial Technology program and will create opportunities for my future and long-term career goals.	4.25	Strongly Agree	Very Relevant
The potential of my current skills and abilities inspires me to choose the Bachelor of Industrial Technology.	4.07	Agree	Moderately Relevant
I believe that my hands-on training and practical learning experiences helped my decision to choose the Bachelor of Industrial Technology program.	4.05	Agree	Moderately Relevant
I believe that my physical ability influenced my decision to pursue the Bachelor of Industrial Technology program.	3.99	Agree	Moderately Relevant
I believe that my current skills and knowledge in the field of Bachelor of Industrial Technology affect my decision to choose this program.	3.91	Agree	Moderately Relevant

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Average	**4.05**	**Agree**	**Moderately Relevant**

Factors Affecting Students' Choice in taking BIT Program in terms of Emotional Factors

The results shows the participants' responses on the factors affecting students' choice to take the Bachelor of Industrial Technology program in terms of emotional factors. It revealed that it has an average mean of 3.90 and interpreted as moderately relevant. Furthermore, among the indicators on the emotional factors the strongest factor has obtained a mean of 4.03 with the verbal interpretation of "Moderately relevant" while the weakest factor has a mean of 3.91.

This means that the respondents claim that they perceived the indicators under the emotional area as affecting their choice of taking the bachelor of industrial technology program to a moderately relevant.

This implies that the respondents the skills that they will improved and learned under the bachelor of technology program will help them boost their confidence and give them pride to find a job.

Based on the study of Ajara, M. and Luhar, A (2021) revealed that family roles and peer is a minimal influence when it comes to making inform on students' career choices. It also reveals that the youth is impressionable and gets swayed by degree college consultants and career goal setting when it comes to choosing a career. It also highlights the role of the teachers who motivate and inspire their students.

Table 3 Factors Affecting Students' Choice To Take Bachelor Of Industrial Technology Program In Terms Of Emotional Factors

Indicator	**Mean**	**Description**	**Verbal Interpretation**
The idea of working in any related field of Industrial Technology makes me feel confident about my future career.	4.03	Agree	Moderately Relevant
I feel excited to take the Bachelor of Industrial Technology Program.	3.96	Agree	Moderately Relevant
My passion, interest, and goals are aligned to the field of Bachelor of Industrial Technology.	3.94	Agree	Moderately Relevant
The motivation, encouragement, and support from my family and friends affect my decision to pursue a Bachelor of Industrial Technology program.	3.89	Agree	Moderately Relevant
The stories and experiences of the alumni and students inspire me to choose the Bachelor of Industrial Technology program.	3.77	Agree	Moderately Relevant
Average	**3.90**	**Agree**	**Moderately Relevant**

Factors Affecting Students' Choice in taking BIT Program in terms of Environmental factors

Table 4 revealed the responses of the respondents on the factors affecting their choice to take a bachelor of industrial technology program in terms of environmental factors. It revealed that the indicators on identified as the environmental factors affecting students choice has an average M=3.79 with the verbal interpretation of "moderately relevant". The respondents claim that they perceive that the indicators affecting their choice to take the program.

This means that it is very evident that the location of any school offering the BIT program plays a vital role in the decision-making of the students to enrolled on the said program. This implies that the accessibility of transfortation and other establishment really affects the choice of the respondents.

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This conforms to the study of Olivia P. Almario (2021), Environmental factors also had a moderate impact on career choice, with a mean score of 3.36 (neutral).

According to Asma Shahid Kazi and Abeeda Akhlaq (2017) the school environment is also a factor that attracts students towards a career. The study shows that students from these institutions were not influenced by the parents' profession, or pressurized by them. It also reveals that girls are more inclined towards their peers, and their choices are dependent on them.

The study of Ozcan (2021) says that the physical condition of the school affects the career choice and academic success of the student by influencing and motivate them to learn. The school environment affects the students' choice and academic success in terms of motivation, social impacts and socioeconomic impacts

Table 4 Factors Affecting Students' Choice In Taking Bachelor Of Industrial Technology Program In Terms Of Environmental Factors

Indicator	**Mean**	**Description**	**Verbal Interpretation**
The location of the school played a vital role in my decision to choose Bachelor of Industrial Technology Program.	3.91	Agree	Moderately Relevant
I believe that the status of the University facility with laboratories tools and equipment affects my decision to choose a Bachelor of Industrial Technology.	3.85	Agree	Moderately Relevant
Provisions of other support facilities such as a clinic, canteen, assembly, and Athletic facilities are conducive and give ambiance to take the Bachelor of Industrial Technology program.	3.81	Agree	Moderately Relevant
The access to industrial zones and other relevant industries affects my decision.	3.71	Agree	Moderately Relevant
Transportation and traffic situation plays a practical reason to choose the Bachelor of Industrial Technology program.	3.69	Agree	Moderately Relevant
Average	**3.79**	**Agree**	**Moderately Relevant**

Factors Affecting Students' Choice in taking BIT Program in terms of Economic Factors

The results from the data gathered students perceived the economic factors as affecting their choice in taking BIT program to a moderately extent as manifested in a general average mean of 3.87 describe as agree which was interpreted as Moderately Relevant. Furthermore the strongest economic factors which affected the students choice in taking BIT program was the high job prospects and and opportunities in career advancements (M=4.13) while the weakest economic factor was the financial sfect of their family (M=3.68).

This means that the students claims that they perceive the indicator affecting their choice to take the program to moderately relevant.

This implies that the relevance of the skills and knowledge provided by program is a big help to the students to secure a job and provide opportunities.

This conforms to the study of Olivia P. Almario (2021) that the strongest economic factor that affects the student career choice was the future earning.

The study of Josephine Nyamwange (2016) reveled that there are many reasons why individuals get interested

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in advancement of their careers. It also revealed that the main reason that influence the students career choice ws to improved their earnings. Students choice in taking a program is the ooportunities, gaining experience and most of all the career is marketable which good be of help for their better future.

The study of Alba, Bertol, De Mesa, Martin, Mestosamente and Zayuirre (2010) revealed that the factors that affect the students' decision in choosing their college courses is the financial stability is the main hindrance in choosing the course they like.

The study of Leal, D. and Zavala G. (2022) state that the labor and career-specific dimensions were the most influential factors that influence students' career choice.

Table 5 Factors Affecting Students' Choice In Taking Bachelor Of Industrial Technology Program In Terms Of Economic Factors

Indicator	**Mean**	**Description**	**Verbal Interpretation**
I believe that the graduates of the Bachelor of Industrial Technology program have high job prospects and opportunities for career advancements.	4.13	Agree	Moderately Relevant
I believe that the opportunity to obtain internships and part-time jobs related to Industrial Technology affects my decision to pursue this program.	3.92	Agree	Moderately Relevant
The potential return on investment in terms of job security and future earnings affects my choice to take the Bachelor of Industrial Technology program.	3.84	Agree	Moderately Relevant
The affordability, cost of living, and other related expenses were factors that affected my decision to choose the Bachelor of Industrial Technology program	3.80	Agree	Moderately Relevant
The financial aspect of my family affects my decision to choose the Bachelor of Industrial Technology program.	3.68	Agree	Moderately Relevant
Average	**3.87**	**Agree**	**Moderately Relevant**

Factors Affecting Students' Choice in taking BIT Program in terms of Psychological Factors

The results from the data gathered, the responses of the students on the psychological factors affecting their choice in taking the Bachelor of Industrial Technology program. It has an average mean of 4.12, described as agree with the verbal interpretation of "Moderately relevant"

This means that the respondents claims that they perceives the indicators as affecting their choice in taking the BIT program to moderately relevant.

This implies that all indicators perceives by the respondents had affected their choice which the learning they acquired would be a big help for their future career.

Based on the study of Nyamwange (2016)revealed that believe that those who do not prioritize their careers lack knowledge and awareness and the lack of career importance to poor career choices or external pressure to join a particular career. It also revealed that individuals who make career decisions without proper knowledge and information will undervalue their career and those who being forced to choice a career and making a wrong decision to choice a career can lead to a lack of career appreciation.

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A study by Chan and Liu (2018) examined the role of self-efficacy beliefs and outcome expectations in predicting students' intention to pursue a Bachelor of Industrial Technology program in Taiwan. The study found that self-efficacy beliefs and outcome expectations were significant predictors of students' intention to pursue this program.

The study conducted by Chen and Chang (2019) examined the role of interests, self-efficacy beliefs, and outcome expectations in predicting students' choice of major in a Bachelor of Industrial Technology program in Taiwan. The study found that interests and self-efficacy beliefs were significant predictors of students' choice of major, while outcome expectations were not

Table 6 Factors Affecting Students' Choice To Take Bachelor Of Industrial Technology Program In Terms Of Psychological Factors

Indicator	**Mean**	**Description**	**Verbal Interpretation**
The knowledge and skills acquired in the field of Bachelor of Industrial Technology align with my long-term goals and aspirations	4.18	Agree	Moderately Relevant
I believe that pursuing a study in any field of Bachelor of Industrial Technology will further enhance my analytical and problem–solving skills and abilities.	4.16	Agree	Moderately Relevant
I believe that learning technological skills, advancements and innovations excites me which affects my decision to choose the Bachelor of Industrial Technology program.	4.13	Agree	Moderately Relevant
I believe that the hands-on and practical experiences can give ease and comfort in choosing a Bachelor of Industrial Technology.	4.09	Agree	Moderately Relevant
I have a strong interest in the field of specialization and allied fields of the Bachelor of Industrial Technology program.	4.08	Agree	Moderately Relevant
Average	**4.12**	**Agree**	**Moderately Relevant**

Academic Performance

Table 7 revealed the result of the respondents on their academic performance. Their academic performance has a general weighted average of 1.6, was interpreted as “Very Satisfactory”. This means that students enrolled in the BIT program have perceived that the factors affect their choice in taking the BIT program have made them excel in their chosen field or career. This implies that the students enrolled in the BIT program performing well in their chosen area of specialization.

Based on the study of Ozcan (2021), the education level of families has an impact on students' academic achievement through academic support, serving as a role model, demonstrating concern, and influencing intellectual motivation. The physical conditions of schools affect students' academic success by influencing learning, motivation, and creativity. School management impacts students' academic success via operational aspects and attitude. The school environment influences students' academic success in terms of motivation, social impacts, and socio-economic impacts. Teachers affect students' academic success through professional competence, serving as a role model, communication, attitude, motivation, and guidance.

The study of Husaini, Y.A and Shukor, N.S.A (2023) revealed that low entry of grade, family support, accommodation, student gender, previous assessment grade, student internal assessment grade, GPA, and students’ e-learning activity are the most siginificant factors influencing students’ academic performance.

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Table 7 Academic Performance Of BIT Students

Indicator	GWA	Description	Verbal Interpretation
Academic Performance	1.6	Very Good	Very Satisfactory

Relationship Between Factors Affecting Students' Choice and Academic Performance of BIT Students

Table 8 presents the relationship of the factors affecting students choice and academic performance in taking Bachelor of Industrial Technology program.It is surprising to find no significant association between the factors relating to choice and later academic success because the theoretical framework provided by SCCT suggests that high self-efficacy, positive outcome expectations, and a high degree of intrinsic interest, all represented by the choice factors, might positively predict students' persistence and academic success or performance Indeed, this momentous finding may suggest that there is a decoupling between the early motivations for program choice and the commitment and adaptation, as well as the sustained and appropriate strategies needed to achieve a high level of academic performance. First, the academic success or performance measure was the General Weighted Average (GWA) of first-year students. As the measure was short-term, it may not fully capture the long-term ranges of performance, or Second, the factors primarily related to choice (e.g., high job prospects, fit with long-term goals) may be excellent in attracting motivated students, but it may be many other proximal factors unreliably measured that are driving academic success (e.g., specific study skills, time management, intensity of first year BIT courses, some attribute of an instructors' teaching style).

In sum, using GWA as a short-term measure may not fully reflect either long term performance, or learners' full experience with the choice factors.

Factors directly connected to choice (for example, good career path, alignment with long-term aspirations) may effectively attract students who are interested in performing well, but student success would likely be more predicted by other, proximal factors which were not directly measured (e.g., study habits, time management, the extent of difficulty of courses during the first year of the BIT program, specific teaching styles). The hands-on nature of the BIT program may suggest that success is very much related to hands-on and psychomotor skills, which likely were not captured in the GWA calculation, or considered when making an initial choice. Although the factors had a moderate correlation to choice, it may be simply that the correlation was too low to generate a statistically significant impact on GWA.

Table 8 Relationship Between Factors Affecting The Students' Choice And Academic Performance Of BIT Students

Variable	n	rs	p-Value	Remarks
Physical Factors and Academic Performance	214	0.071	0.300	Not Significant
Emotional Factors and Academic Performance	214	-0.071	0.809	Not Significant
Environmental Factors and Academic Performance	214	0.037	0.586	Not Significant
Economic Factors and Academic Performance	214	0.027	0.694	Not Significant
Psychological Factors and Academic Performance	214	0.056	0.412	Not Significant

**Correlation is significant at the 0.05 level*

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

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The students enrolled in the Bachelor of Industrial Technology (BIT) program feel that their competency will be enhanced more in the BIT program and that it will provide more opportunities for their future and long-term career aspirations.

The students in the Bachelor of Industrial Technology Program feel very confident about their future, and in working in any industry field related to their studies.

The location of the school and school setting is a significant part of the students decision to enroll in the program.

The students enrolled in the BIT program particularly believe that the job prospects and opportunities available in the program are good, which motivates them to enroll in the program.

The students enrolled in the BIT program believe that the knowledge and skills they are learning in the BIT program are consistent for their long-term goals and aspirations.

The students enrolled in the Bachelor of Industrial Technology Program has an average performance (Very Satisfactory, GWA 1.6), and they performed successfully in their own field of specialization.

As to the relationship between the factors that affected the students choice and academic performance, there is no significant difference.

RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations were given:

Students may choose to enroll in Bachelor of Industrial Technology program because it provides learning competencies that may help them for their future and long-term goals.

Students may choose to enroll in BIT program because it provides knowledge and skills that will make them feel confident about their future and working in any related field of industrial technology.

Students may choose to enroll in BIT program, it provides a learning environment that are conducive for learning and the location of the school is very accessible.

Students may choose to enroll in BIT program, it trains and equips students with the knowledge and skills that will provide career opportunities and advancement that can help them be successful in their chosen field.

Students may choose to enroll in BIT program because it equip students with valuable knowledge and skills that are align to their long-term goals and aspirations.

The administration and faculty may explore ways to enhance the school environment that are specific to the students preferences. They may conduct surveys or focus-group discussion to understand students' long-term goals and tailor the curriculum accordingly.

The future researchers may further conduct studies to provide further understandings on the different factors that affects students' choice in choosing a career.

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