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## University's Contribution to Promote a Major for the Potential Students: A study on MIS

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## **University's Contribution to Promote a Major for the Potential Students: A study on MIS**

### **Abstract**

Various factors come into play while choosing an academic major; however, the decision to choose a major is an important and oftentimes irreversible step in student's life. Fresh into University right after reaching adulthood, students often agonize over their choices in the first few semesters in business studies programs. Business schools have been consistently adding new majors in accordance with current demand to their academic curriculum giving more choices and, thus, complicating student's decision making further. Moreover, students need to be able to find suitable major commensurate with their expectation, therefore, this study aims to explore those factors that student considers most important. With a view to exploring the thought processes of students when this choice is made, therefore, decision is taken to interview both current and ex-students. To fulfill the requirements of study objective, substantial amount of time spent with students, not less than thirty minutes with each student individually, and discussed in detail carefully prepared topics and questions. However, to substantiate students' claims, administered a survey prior to interviewing students without them knowing whether they would be invited for personal interview. The questions for both the survey and interviews have been made in consultation with prior researches done on the subject by renowned researchers. Research findings are highlighting the struggles students faced and factors they considered. Furthermore, research also brought to light some unexpected influences students had on their lives in making the decision. To our knowledge, the study is unique in Bangladesh as most researchers had focused their research on subjects overseas.

**Keywords:** MIS, University Majors, College Majors, Factors for Choosing Majors.

## **1. Introduction**

The motives behind students' choice of majors are being explored in this study. While a number of studies (Mitchell, 2022; Vainionpää et al., 2022; Abukhader, 2022; Acilar and Oysten, 2021; Vainionpää et al., 2020) has been done abroad, very few has been done in Bangladesh's context. Moreover, most of the studies were done a decade or so ago. This study focuses on the current mind-set of the students. It explores the reasons for their choice of majors in the changing circumstance of global access to information.

While some factors such as perceived job availability, student's own skill and salary range are apparent in choosing majors, some other factors, which may not be so evident, may play significant role, hence, proposed study focuses on exploration of these factors. Most prior studies were done with a view to identifying surface factors; therefore, it explores the deeper motives, especially when comes to MIS major selection.

With the increasing choice of majors in academia, both the university and students are faced with options. Universities need to align students' interest and skills with the majors (Abukhader, 2022; Vainionpää et al., 2022; Acilar and Oysten, 2021; Vainionpää et al., 2020). Students need to be able to find suitable major commensurate with their expectation and competence. This study aims to explore those factors that student considers important. The study exposes the motives and obstacles students face in choosing or not choosing MIS major. Since no prior studies were done on this subject, took up the study, which deem relevant not only for MIS major but for others.

## **2. Literature Review**

Many of the researches that we have reviewed were done at the aftermath of the dotcom bust in the early 2000. The outlook then was of pessimism, which reflects in the content of the papers. This does not make their findings invalid now. Rather they add to the numbers of probable factors that are relevant even now. A group of researchers highlighted several factors which effects a student's decision of choosing majors (Downey et al., 2011). It is important to know about the factors as these factors play a huge role in student's decision of major.

This study also has divided those factors into two categories, external and internal.

External category includes job security, job availability, salary, prestige of employment in the field and, in addition, difficulties and workload of the major; the internal category includes interest in a particular field, aptitude, influence of others and one's personal image and such. Each of these factors plays an important role in a student's decision of choosing a major. To know more about these factors, this study explores a framework called Theory of Reasoned Action (TRA). The TRA suggests that adolescents will participate in early behavior because of their own attitudes towards the behavior and the subjective norms of their peers. By using TRA, this study attempts to bring to light the notion that a student's attitude towards a major could be affected by their intention to work in the major field (Doswell et al., 2011; Ajzen and Fishbein, 1980).

According to TRA, a student's intention to work in a particular field could be the main influence for him or her to choose a particular major (Ajzen and Fishbein, 1980). This intention can shape a student's attitude towards the majors and as well as towards the subjective norms. Other relevant influences on a student's decision could be stemming from his or her family, friends, other students, professors and high school teachers/ advisors and such. This study believes that a student's decision of taking a major depends more on his or her choice of desirable field of work.

TRA also covers the part that a student's decision of taking a particular major also depends on other factors such as interest in the particular field, financial reward (salary) related to job position, job availability and security, personal and social image and, moreover, difficulties and workload of a particular major. This framework has been used by many other studies (Zhang, 2007) uses this framework to examine the choice of majors among the students who haven't yet chosen their majors. The dependent variable is students' intention towards majoring in Information Systems and the focus of this study was the undecided students.

Attitudes and Influences Toward Choosing a Business Major: The Case of Information Systems (Fig. 1; Roach et al., 2011; Zhang, 2007).

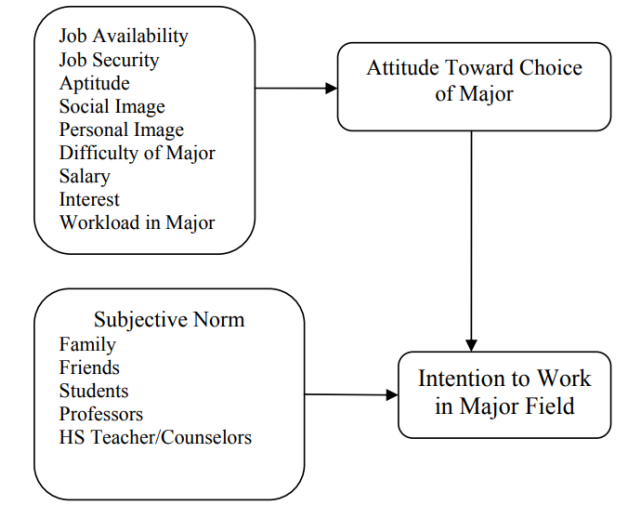


Fig.: 1 (TRA Model)

The factors found by Downey et al. (2011) are also backed up by another study (Kumar and Kumar, 2013). This study also emphasizes on the factors which influences a student's choice of major. This study has stated that job availability, social image and aptitude were found to be the significant factors which influence a student's decision of choosing a major. Like Downey et al. (2011), they also agree that family, high school counselors, professors play a big role in student's choice of majors. As they have major influence on a student's decision of considering a major and well agreement with several studies (Downey et al., 2009; Zhang 2007; Kim et al., 2002) that interest in a particular field can be the most influential factor.

Another study (Beggs et al., 2008), using qualitative and quantitative approach, discusses the factors which have most impact on student's choice of major. Six factors are revealed by both qualitative and quantitative approach. The factors

found by qualitative approach are information search, match with interest, job characteristics, financial consideration, psycho/social benefits and major attributes; the factors found by quantitative approach are interest in major field, course or major attribute, job characteristics, financial considerations, social benefits and information search.

Other researchers try to find out the drivers or the factors which drive students to choose their particular major. One classic study (Burlage, 1963) explores the pharmacy program where the author found some motivating factors which influence students to take pharmacy as their major. And those factors are, to earn higher salary (financial reward), their interest in chemistry and to make changes in the world by helping people.

Whereas many studies have been done in the developed countries, a study explores the factors in developing countries (Cohen and Parsotam, 2010). The main focus of this study is to find out the issues faced by the colleges in less developed countries, such as South Africa. This study calls attention to the fact that the process of career hunt starts much earlier than university level and this study also mentioned some factors which has significant impact on students who are from less developed countries. Those factors are years of computing experience, early computer education and PC ownerships. These factors have been shown to have a direct and indirect impact on student's decision of taking IT or IS as major.

Another classic study (Galotti and Kozberg, 1987) finds that student's choice of major is influenced by five factors, and these are difficulty and appeal of the majors, applicability to future career goals, reputation of the program, past experiences with the major field and the courses which are required for completing the major.

**Table 1: Drivers toward selecting MIS major (Li et al., 2014; Rouibah, 2012).**

<b>Drivers</b>	<b>Attributes</b>
Characteristics of MIS major/curriculum	Usefulness of the major, easiness of the major, rapid change of curriculum, up-to-date curriculum, creativity nature of the major, technology-focused problem-solving challenges
Characteristics related to instructor	Active, cool, good reputation, knowledgeable, teaching style, innovative teaching
Social impact	Family pressure, instructor influence, friends and classmate influence
Self-efficacy	Capabilities to succeed in the major, matching of personal skills, availability of technical skills, technology and willingness to achieve goals
Match with interests	Match with personality, passion for the major, interest in technology, suitability with desires, compatibility with interest
Job characteristics	Match with job description, job with social interaction, job with technical skills, working conditions, career opportunities, job reputation
Perceived job availability	Availability of variety of jobs, employment security, advancement opportunities
Financial consideration and perceived value	Amount of salary, and additional benefits
Information search	Sources to get information of the major: book training session on MIS courses, direct or indirect recommendations from family members, friends, instructors



Attitude	Positive attitude toward the major, technology, and job prospects after graduation
Perceived enjoyment	Enjoyment in use of technology, interesting subjects, and fun learning experience
Curiosity	Curious about the major and the jobs after graduation
Effect of group	Influence from others' recommendation about the major

**Table 2: Obstacles toward selecting MIS major (Li et al., 2014; Rouibah, 2012).**

<b>Obstacles</b>	<b>Attributes</b>
Difficulties of the major/curriculum	Too technically oriented, bad prerequisite courses, rapid changes and hard to follow, too complex, and lack of attractiveness
Instructor's bad reputation and teaching style	Severity of instructors, relative advantage of other instructors in other majors, and bad experience in teaching prerequisite courses
Lack of self-efficacy	Poor memorization, lack of computer skills, lack of clarity of MIS objectives, relative advantage of other major compared with MIS, lack of motivation to study MIS, and students' weaknesses in English language
Mismatch with students' interest	The major does not match their interest
Negative perception of job characteristics	Lack of social interaction in MIS related jobs, lack of career path, and lack of job reputation
Lack of perceived job availability	Lack of employment security, lack of job availability

Less financial considerations compared to other jobs	Salary after graduating other majors is higher than MIS
Negative influence of social pressure	Negative comments about the major from family members and friends
Anxiety from IT	Fear of using technology
Negative effect of the group perception	Negative comments from people around
Negative attitude towards the MIS major	No interest in technology and in continuous learning of new things.  Difficult to study the major

A classic study in which the researchers discover that job security and availability are the most important factors (Hafer and Schank, 1982). These factors are also examined by several other researchers (Li et al., 2014; Table 1 & Table 2) and agrees with the fact that job security are the most influential factors for students when it comes to choosing a major. Further study (Simons et al., 2003) examines the factors which has significant influence over the students who are majoring in accounting. The study suggests that accounting students mostly decide their major based on their expectation about the future job opportunity, earning potential and actual job content. This study notes that college professors play a significant role in student's decision of selecting accounting as a major

College majors play huge role in a student's life, the choice of which is deemed a turning point in student's life (Kamel, 2012), which highlights 13 drivers and 11 obstacles which have a significant influence over a student's decision of choosing a particular major.

Further study also mentions a significant driver which influences IT or IS or MIS student's decision (Brooks et al., 2014). This study mainly focuses on what motivate undergraduate students to choose a particular major. The study finds that most undergraduate students who have chosen IS or IT or MIS as their

major mainly were motivated by the factor “love of technology”. This study was done in a developed country.

As for the developing world, students of South African University, finds that very few students of South African university are interested to pursue their career in IT (Cohen and Parsotam, 2010). The factors they found salient are computer anxiety, occupational self-efficacy, computing experience, computer self-efficacy and perceived career reward

Having a little source of information can be considered another reason which drive students away from IS majors, elucidates that most business student’s decision regarding major is based on the information found in college or department websites, brochures about majors and on the Internet (Walstrom et al., 2008). Similarly, Li et al. (2014) mentions that most students source their major related information either from the Internet or from an introductory course.

The trend of lack of knowledge regarding majors among the students has been noted by many studies, in which the researchers elucidate those students who have little knowledge about MIS programs are more likely to avoid it as their majors (Li et al., 2014). Another similar study (Francisco et al., 2003) discusses non accounting business students and this study suggests that most non accounting business students do not prefer to take accounting as their major as they see accounting as a boring and repetitive subject and they also have this perception that by taking accounting they will be paid less in the future since accountants are paid poorly. Moreover, this study also suggests that students are lacking information regarding what accounting major really is and what accountants really do. The trend lack of information about the major area is also noted by another study (Pollacia and Lomerson, 2006). This study contributes significantly to highlight why students mostly avoid taking technology related course as their majors.

Another study (Aken et al., 2007) notes the declining rate in MIS enrollment and study highlights that the poorly handled MIS program in the universities is another reason of the declining rate of MIS enrollment. This study has also mentioned that because of those poorly handled programs students are graduating with very little experience and cannot meet the expectation of their

employers which basically jeopardize their jobs. Another misleading thought which is captured by this study that is some students avoid the computing related programs or courses because they think that they need to have a strong mathematical and technical abilities, which however a misleading perception.

The MIS major has a bright future therefore it is necessary that students should have right knowledge about IS major and professionals. The job outlook for the MIS graduates is fairly strongest among other business major's placement (Downy et al., 2011). So, having precise information can increase the enrollment of MIS majors or programs.

Another reason found in several studies (Joshi and Kuhn, 2011; Firth et al., 2008; Colvin, 2007; Granger et al., 2007; Zhang, 2007; Lomerson and Pollacia, 2006) is student's lack of interest in the MIS discipline and negative image of the MIS professionals. This shows a certain amount of apathy towards MIS majors. Uncertainty could be another reason which could demotivate students from considering MIS as their majors. Further study proven that uncertainty among the majors is another reason why students avoid certain majors (Congdon-Hohman et al., 2013). Because of this factor, students mostly avoid majoring in science, technology and such.

Some of the studies brought to light few controversial points which dissuade students from considering MIS as their majors (Zhang, 2007). This study highlights that most female students are being discouraged by the society to take IT related majors. Another study also points out this controversial point (Leppel et al., 2001). This study underlines that male student have more longing to have higher social image than female students which basically drove them to declare business major. Similar studies done by several researchers (Zhang, 2007; Cory et al., 2006), illuminate those female students have this perception that only men prefer to pursue career in the IS field. This is completely incorrect since IS career is available for every gender therefore viewing IT professionals as a gendered field is unfair.

An interesting study mentioned that why only few students choose IT as their major (Burns et al., 2014). This study suggests that despite of the huge opportunity and demand for technology-oriented jobs students are not considering MIS or IS as their majors. To know more, this study conducted a

survey and the participants were business students who have enrolled in a core or introductory MIS courses. This survey reveals that most students do not find MIS interesting although they aware of the fact that MIS has huge opportunity and there is a huge demand for those students who are majoring in IT. This study expressed that most students are simply not interested in IT.

Considering IT or IS students as geek or nerd is another obstacle which prevents students from choosing IT or IS as their majors. Quite a few studies have been conducted on this topic and all of these studies talks about how these labels have a negative impact on student's perception of choosing IS or IT as their majors. A study conducted by Zhang (2007) mentions that the perception that MIS majors are nerds or geek could be another factor which is demotivating potential students from considering MIS as major.

In order to change student's perception about MIS, it is important that they should be educated with enough information and that can be provided by introductory courses. Many studies talked about the importance of the introductory courses and suggests that an introductory MIS course with MIS session can help students to have more information regarding IT major (Li et al., 2014; Table 1 & Table 2). Since students' main source of information regarding majors are the Internet and introductory courses, by having a session along with the introductory course can help to alleviate the problem of lack of information among the students regarding MIS, the researchers suggest. This study came up with two hypotheses. First, a MIS introductory course with session has more impact on student's decision and this approach can encourage students toward MIS program. Another hypothesis is that an introductory MIS course without any MIS session might be considered as boring to students. Another study suggests that the content of the course and the IT used in the classroom should be current, relevant and interesting (Akbulut, 2015). This study further added that by discussing contemporary topics such as 3-D printing, artificial intelligence (AI), wearable computing and internet of things among the students could help to encourage them to consider MIS as their major.

Some more similar studies suggests that to change students' stereotypical traditional negative thinking toward IT majors and professionals it is important to understand their perception and their stereotypes (Nelson, 2014; Kuechler et

al., 2009). Only by understanding their perception and it can implement a solution to change it.

Numerous studies have been done to understand students' perception of CS but the studies regarding the perception of student towards IS professional are very few and focuses on understanding students' perception of IS for professionals and students' stereotypical thinking, perception toward IS professionals and how it developed to a better understanding of the IS professionals at the end of the semester (Saunders and Lockridge, 2011; Joshi and Schmidt, 2006). The researchers conducted their studies by comparing the perception of male and female students of business undergraduate program and found that the image of an MIS or IT profession is being presumed same as computer scientist. However, this study has also noted a remarkable change in students at the end of semester as the students have developed a better understanding of MIS or IT professionals.

To change student's perception and increase the enrollment of MIS program, it is important to take MIS graduates' opinion in consideration as they are the ones who are being exposed to the real world and have first-hand knowledge that they can provide to educators to promote MIS and its graduates' opinion is given importance (Saunders and Lockridge, 2011). This study discusses MIS graduates' opinion about the MIS degree of American Business School. The MIS graduates expressed that universities or business school should give more emphasize on employability and they also suggested that MIS programs need to become more aligned with the requirement and the need of the employers. The graduates mentioned in the study also suggest that business leaders should be more involved with the universities to show direction to the future employees.

While favorable perception is sometimes beyond reach of the university, promoting MIS to students is well within the grasp of the university. Promoting MIS program can help universities to increase the enrollment as well as it will help the students to know more about the program. Quite a few studies have been conducted focusing on how to promote MIS among the students and suggested a few significant steps which can help universities to promote MIS (Li et al., 2014). This study suggests that university should have an IT or MIS session along with the introductory MIS courses. This study also suggests that those

introductory courses should be made more enjoyable so that students do not form any wrong perception about the IS major. This study also mentions that most introductory IS courses mostly teach Microsoft Excel, which might mislead students to think that MIS only includes solving critical problem using MS Excel. Therefore, by having an extra session alongside with the introductory course can represent MIS or IS better to students and suggests that universities or business colleges should try to bring changes to its MIS curriculum in order to meet the needs of the industries (Aken et al., 2007). It will also help the firms to create a competitive advantage for themselves. This paper also mentions that a proper promotion is also necessary to increase the enrollment rate of MIS program.

Some other studies focus more on how to solve the enrollment problem of IS or MIS (Akbulut et al., 2009; Firth et al., 2008; Street and Wade, 2008). These studies recommend that changes should be brought to the course design and also suggests to use the new technology as a medium to attract and retain students to IT.

Recent study highlights how pre-college Finnish students' understanding of IT education could be harnessed (Vainionpää et al., 2020). The study emphasizes on co-creation of course curriculum for IS that matches students' expectation of the subject and discusses findings based on surveys conducted on students partaking in an introductory MIS course (Vainionpää et al., 2022). The students comprise of people of diverse age range. The findings indicate a desire for change among adult women as a dominating factor to choose IS education. Predictably, among young adults, interest was the major criteria. Furthermore, an IS course encompassing a wide variety of subjects including innovation could be catered to business students broadening IT's appeal beyond computer science graduates (Mitchell, 2022). Researcher explores the chasm between of expectations IS students' and instructors' delivery of IS courses (Abukhader, 2022) and the differences in expectations about IS among male and female (Acilar and Oysten, 2021). It highlights the motivating factors such as Job Availability and Job Security as the chief factors in encouraging women in IS.

### **3. Martials and Methods**

After sifting probable factors from established literatures, students were asked about their opinions about the factors. Surveys were conducted online using

google forms. Later on, more in-depth Zoom interviews were carried out on ten current and ex-students on individual and focus group discussion (FGD) basis. The interview answers were validated against the responses that interviewees made earlier in the survey. Concurrent with the primary motivation of the study, which is exploratory in nature and were designed to be exploratory rather than conclusive.

### 3.1. Survey

The survey method followed purposive sampling following cross-sectional spanning students of different majors and different period of studentship. Care was taken to ensure that students of all majors were included and students belonging to different semesters were taken into account. The survey also did not discriminate against CGPAs.

Students were given both close-ended and open-ended questionnaires. It was surmised beforehand that some factors influencing decisions might not be present in the close-ended questionnaires. Some open-ended questionnaires were included thus to give students voice their opinions irrespective of the closed set of questionnaires. Using modern data cleaning tool, it was able to extract and organize the data for student responses.

Sample of a closed-ended questionnaires: Did (or will) your friends influence you to declare your major? (yes/no).

Sample of an open-ended questionnaires: What other factors did (or will) you consider before declaring your major?

### 3.2. Interviews

The interviews were designed to elicit *life history* of the participants. Samples was randomly selected ten individuals one of whom was a former student. The others were chosen such that at least one student from one major is interviewed. Each interview lasted a minimum of twenty minutes. Majority interviews took thirty minutes or more with one extending to close to an hour. The interviewees were put to ease to express their opinions without any restrictions. Most seemed to be at ease and almost all shared their opinions freely. Care was taken to ensure that questions were not very intrusive.



Many participants were readily agreed to be interviewed upon hearing the motive of the study. However, some did not show ready willingness to participate in the interviews. We made multiple requests to unwilling students succeeding in all but one case to goad them to sit for the interviews. This resulted in a mix of willing and semi-willing interviewees reflecting the attachment to the institution and the program.

The questions we had prepared ahead of the interviews towed the line of the factors delineated in the literature. However, the interviewees were free to choose the course of the discussion. This resulted in free discussion but in disciplined form. While interviewees were let known about the objective of the study, they sometimes digressed in a relevant fashion revealing more information about the deeper mental states of them in choosing majors. All the talk was directed at finding out the factors, students' underlying motivation, and other elements, social or familial, that influenced their decision about majors. Transcripts for each interview was generated immediately after its conclusion, however, it was scrutinized and validated also by a separate interviewer forthwith.

#### **4. Results and Discussions**

While students' responses in both the survey and interview displayed predictable factors for choosing majors as per earlier researches that we relied on, some new phenomena came to surface that had not been mentioned in the earlier studies.

Students showed predictable propensity in answering questions like "Did (or will) you declare your major considering the job availability?" in the affirmative well over 65% (Table 3). On more intricate questions, such as "Did (or will) you choose your major to have better social image than others?", they split almost evenly (Table 3). This could be, among other things, due to their lack of understanding the question, or simply not being able to formulate the answer in simple yes or no. This lack of conclusion from the survey makes the in-depth answers in the interviews more meaningful.

**Table 3: Salient attributes of survey responses.**

Question	Yes (%)	No (%)
Did (or Will) your parents influence you to declare your major?	17	83
Did (or Will) your friends influence you to declare your major?	22	78
Did you have prior interest in that particular subject which you've chosen or will choose as your major?	92	8
Did (or will) your professors influence you to declare your major?	28	72
Did attending any seminar help you to identify your particular major?	52	48
Did (or Will) you choose your major to avoid workload?	22	78
Did (or will) you declare your major considering the job availability?	74	26
Did (or Will) you declare your major considering the job security?	63	37
Did (or Will) you choose your major to have better social image than others?	48	52
Did (or Will) you choose your major to have better personal image?	65	34

For example, in a free text form students were asked to describe any factors that may have influenced their decision but students were mentioned “technology is interesting”. In the interview, they confessed that their choice of major (he chose MIS), depended heavily upon the prospect of job and post-graduate studies overseas. What students were found “interesting” is actually tied to his career prospect abroad.

In some cases, interviews supported survey responses directly. In fact, in the interview most students professed that their choice of major was due to their own prior interest in the field. Nine out of ten interviewees concurred, which is consistent with the prior survey, which close to 90%.

Interviews were more apt to discover the true motives. For example, a student might have responded in the survey that his family played no part in choosing his/her major; however, during interview it dawned that he/she was influenced by some relative's or even elder sibling's choice of profession.

What was more revealing was that some students chose major based on recent and expected future events not covered in the established literatures? For example, a student chose MIS to tap into the emerging trend of off-shore IT services for a business that he and his cohort are exploring.

Some students avoided “technical subjects” like MIS because they found cozier nests in other majors. Some avoided any number oriented major altogether. Some are just comfortable in old and established fields like “Accounting” because of perceived stable career path.

While some students are inclined to choose safe majors, some students showed attraction to newness. These students chose novel (to them) majors like MIS or OSCM.

Some students tacitly mentioned about influence of faculty. We had expected that students would overwhelmingly cite faculty’s influence on their choice of majors. However, only a handful mentioned about such. They, however, acknowledged support from some members of the faculty about their queries regarding profession. Therefore, researcher may stress that the support they received served to quench their thirst for information, but had not much influence in choosing major.

No seminars were particularly useful in helping them decide. However, students opined that if the seminar were more intimate, they would be helpful.

When asked whether they had any regret after they have chosen their majors, all mentioned strongly that they were satisfied with their choice. However, they acknowledged that some majors were more job-worthy than others. This, however, did not change their view on their decision. This shows that students chose their majors of their own volition and the took responsibility for their decisions.

Some students specifically mentioned that the reason many did not choose MIS was lack of knowledge about the major. Only recently has the subject been introduced in the primary and secondary school curriculum. Students, prior to declaring majors, did not have initiation to much MIS related subject in the

university. Most are unaware of the job or research prospects. As a result, students avoid the unknown and opt for more familiar tracks.

## **5. Conclusions**

Researcher set out to explore the motives of the students expecting some unknowns and research results were found to be enlightening. However, data suggested that business schools could use current findings as their basis for making major selection process more appropriate. Most students who were reluctant to major in MIS displayed their fear of the unknown, MIS being a more recent addition to the curriculum. Research findings even expressed that if they had been exposed to more MIS related courses prior, they would be more comfortable to opt-in. Most students thought that more intimate seminars and counseling would help them decide about majors more confidently regardless of which major they choose. Those who did not choose or not considering MIS mentioned that the fear of technology, lack of information about job prospect, the perception of MIS as number-oriented subject influenced their choice. Furthermore, family influence played significant part in the decision. Even though, many participants did not acknowledge openly, indirectly many were influenced by having a family member or a close relative's profession. Some factors that are unique in Bangladesh's context also came up during the study, one of which is students' aspiration to work as an outsourcer. Some other notable factors exposed were ability to study abroad or work abroad. While research finding objective is not to recommend a course of action but found that promoting MIS major would entail proper information dissemination not only to the students but also the sphere of influence that they live in, which includes family and close relatives.

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