

**EXPLORING SPECIALISATION PREFERENCES OF UNIVERSITY OF NAMIBIA  
MEDIA AND COMMUNICATION UNDERGRADUATE STUDENTS**

**A research project report submitted in partial fulfilment of the requirements for the  
degree of Bachelor of Arts in Media Studies (Honours) to the University of  
Namibia, Faculty of Education and Social Sciences, Department of Social  
Sciences**

**BY**

**KATOROLI WHITNEY TANTINE**

**(STUDENT NO: 219380701)**

**2022**

**SUPERVISOR: MRS ANTONETTE KAKUJAH - MURANGI**

## **Abstract**

Various factors such as employment, salary, economic returns etc. are said to play a role on students' decision when selecting their major. The purpose of this research is to explore the different factors that are taken into consideration by UNAM; media studies students' when selecting their major. Using quantitative research methods the study analysed factors that are most considered by 3<sup>rd</sup> and 4<sup>th</sup> year media students (that's between the year 2019 -2020) when selecting their major. The SPSS software was used to analyse data collected. The factors that was found to play the greatest role on students' decision when majoring included, employment (64.4%), hobbies and interest (59.3%), salary (27.1%) as well as bursary and scholarships (5.1%). The results also points out external factors involved in students decisions when majoring such as family members, references, lectures, professionals in the fields, fellow students and more. Shocking results from the study is that public relations and advertising is the most considered major in media studies with 81% of students' choosing it as a major, while print and digital journalism is the least with 6.8% of students. This study definitively answers the questions regarding the different factors considered by media students during their selection of major. Further studies are needed to explore a causal relationship between the key factors which is employment, salary and hobbies and interest as to why they are dominating on students decisions when selecting an area of concentration. In addition additional study is needed to determine why public relations and advertising is most preferred compared to journalism.

*Keywords:* specialisation, major , preferences , selecting

## **Dedication**

I dedicate this research to the late general overseer of the Synagogue Church of All Nation prophet T.B. Joshua, a million thanks are not enough to describe all that you have done for me, your continues encouragement has carried me for the past four years even in your absence I am still encouraged, you taught me to overlook my situation and that better is not good enough, the best is yet to come and that difficulties and seemingly impossible situations may be our greatest friends and to always let love lead, thank you sir may you continue to rest in glory. I also dedicate my work to my late aunt Helena Mupetami while you were on your sick bed battling cancer you thought of me and bought me so many clothes that saw me through until my last year , thank you aunt may you continue to rest in immense glory. I also extend my dedication to my family and everyone that has helped me to be where I am today, thank you!

### **Acknowledgements**

Firstly I would like to give all glory to the Lord Almighty for holding my hands throughout my research journey, without him I could not have made it this far, thank you Lord. I would also like to extend my appreciation to the late prophet T.B Joshua for your consistent encouragements through Emmanuel TV, you taught me to work hard as if it all depends on me, to study as if it all depends on me and pray as if it all depends on God, thank you sir. Furthermore I want to thank my mother, Miss Loide Shikongo for emptying herself for me, I am forever grateful for the love and sacrifices you continue to show me. Lastly I want to appreciate my supervisor Mrs Antonette Kakujaha- Murangi for her guidance, knowledge and the consistent back and forth communication she has kept throughout this journey, I have achieved all this with her guidance, thank you mrs. To add to that, I want to give accolades to the University of Namibia, in particular the department of Education and Social Sciences for giving me this opportunity not only to study, but showcase my academic knowledge.

### Declaration

I Whitney Tantine Katoroli, hereby declare that this dissertation entitled “Exploring specialisation Preferences of University of Namibia Media and Communication Undergraduate Students” is entirely my own work and this project work report has not been submitted at any other university or institution for the award of any degree or diploma and that such materials as has been obtained from another sources has been duly acknowledged in this research project. This work is being submitted to the department of Education and Social Sciences at UNAM, as part of the award of an Honours Degree in media studies. This dissertation is carried out under the supervision of Mrs Antonette Kakujaha-Murangi.

Students Signature:



Date: **2023/01/22**

Supervisor’s Signature: .....

## Table of Content

Abstract.....	i
Dedication.....	ii
Acknowledgements.....	iii
Declaration.....	iv
List of Figures.....	vii
List of abbreviations and acronyms.....	viii
Chapter 1.....	1
1. Title: Exploring specialisation Preferences of University of Namibia Media and Communication Undergraduate Students.....	1
1.1.Introduction.....	1
1.2 Orientation of the proposed study.....	2
1.3 Overview of Namibia history.....	4
1.4 Statement of problem.....	6
1.5 Objectives of the study.....	6
1.6 Significance of the study.....	7
1.7 Limitation of study.....	8
2.Literature review.....	8
3. Methodology.....	10
3.1 Research Design.....	10
3.2 Data collection method.....	10
3.3 Population.....	10
3.4 Sample.....	10
3.5 Research Instruments.....	11
3.6 Reliability and validity.....	11
3.7 Procedure.....	11
3.8 Data analysis.....	11
4. Research Ethics.....	12
Chapter 2.....	12
Literature review and theoretical framework.....	12
2.1 Introduction.....	12
2.2 Referent making.....	14
2.3 Personality.....	15
2.4 Decision making.....	15
2.5 Perception of profession.....	16
2.6 Economic returns.....	16

2.7 Employability.....	16
2.8 Theoretical framework.....	17
Chapter 3.....	20
Research Methodology .....	20
3.1 Introduction.....	20
3.2 Research Design.....	20
3.3 Data collection methods.....	21
3.4 Population of the Study.....	22
3.5 Sample.....	23
3.6 Research Instrument.....	23
3.7 Reliability and Validity of research .....	24
3.8 Procedure .....	25
3.9 Data Analysis .....	25
4.1 Research Ethics.....	26
Chapter 4 Data presentation .....	27
4.1 Introduction.....	27
4.2 The objective of the study was: .....	27
4.3 Demographic characteristics.....	28
4.4 Awareness of specialisation.....	31
4.5 Fields of specialisation.....	31
4.6 Factors impacting major selection .....	33
4.7 Future expectations? .....	36
Conclusion .....	37
Chapter 5.....	37
Discussion of Findings, Conclusions and Recommendations .....	37
5.0 Introduction.....	37
5.1 Discussion of Findings.....	37
5.2 Summary of findings.....	41
5.3 Conclusions.....	42
5.4 Recommendations.....	42
5.5 Closing summary .....	43
APPENDIX.....	49

**List of Figures**

Figure 1, Participants' identity .....	28
Figure 2, Participants' age .....	29
Figure 3, Participants' gender.....	30
Figure 4 , Awareness of specialisation .....	31
Figure 5, Field of specialisation.....	31
Figure 6, Selection of specialisation .....	32
Figure 7, Factors impacting major selection.....	33
Figure 8, PR & advertising .....	34
Figure 9, Broadcasting .....	35
Figure 10, Print & digital journalism.....	36



## **List of abbreviations and acronyms**

UNAM- University of Namibia

PR- Public relations

PROs- Public Relations Officer

BoN- Bank of Namibia

SPSS- Statistical Package Social Sciences

MTC- Mobile Telecommunication Company

NBC- Namibian Broadcasting Corporation

## Chapter 1

### 1. Title: Exploring specialisation Preferences of University of Namibia Media and Communication Undergraduate Students.

#### 1.1. Introduction

The idea of graduating from high school and entering college is a new and exciting feeling for students, for some it is their first time leaving home far away from their parents and family. Others consider it as an opportunity to make new friends and leave their comfort of high school (Edmonds, 2012). Some find the transition process to be very overwhelming and stressful. A lot has to be taken into consideration during this period, such as which university to attend and which course to take up, above all that has been mentioned, there is something of greater importance, the process of choosing a college major or field in which one has to specialise in. According to Abdullah and Ashraf (2020) selecting the right area to specialise in can be a difficult assignment to many, especially when there is more than one option to choose from. Certain area of specialisation can actually make or break a person, thus choosing a speciality is one of the significant decisions in a student's life (Abdullah & Ashraf, 2020).

In the olden days, individuals knew how to do so many things on their own, they were able to hunt, cultivate land and build houses etc. however it is quite different in today's world, people choose to know one thing at a time not because they are not willing to undergo training but, it's not necessary since we have what is called specialisation the idea behind this term is to assign tasks or job according to one's speciality rather than all the tasks being performed by one individual (Parijat & Bagga, 2020). One can say that people have different tastes, which results into preferences. Individual preferences are backed upon their cultures, education and distinct taste amongst other factors.

Undergraduate students who are in line of receiving their ever first degrees, have a lot of decisions to make due to the fact that there is always more than one option presented. This paper will look at the specialisation preferences of African students, particularly those of the University of Namibia media and communication undergraduate students. This chapter will provide an introduction to the study, by first discussing the background and context, followed by the statement of the problem, objectives, significance and finally the limitation and summary.

## **1.2 Orientation of the proposed study**

Wright (2018) said that, “ A student’s choice of major or field of study in college, the timing of this decision and changes in this decision can have a significant impact on the probability of graduation time of degree completion and ultimately the cost of college”. Universally bachelor degrees programmes are designed to take four years of completion, in reality this is not the exact timeline for majority of the students at many institutions. Building on the findings of the National Centre of Education Statistic as cited by Wright, (2018) only 39.8% of first time full- time students entering in 2009 graduated in the pace of four years or less. Many factors can contribute to the extended time frame of degree, such as taking up light credit load, unexpected poor performance that can result in changing courses. Major choices and major changing behaviour is one possible cause of extended times to degree completion (Wright, 2018). In addition, changing of majors is a wide spread occurrence and contrary degree requirements and lack of sufficient credits compatibility may be the reasons to extended time to degree.

Based on the findings of Nationally representative data, as cited by Wright (2018) “46 percentage of first-time students entering four years undergraduate degree programmes in 2003 had changed their majors at least once by 2009 (Beginning, Post-secondary students longitudinal study, 2004-2009), on the other side of the field, being undecided too long on a major may be detrimental to graduation requirement and time to degree as there is a delay.

One of the most common significant challenges is the financial burden of tuition, but these challenges have increased over the past years. Ma (2016) stated that there has been an inflation growth of 18.5% nationally between 2001 and 2006 in state tuition cost at four public institution and are expected to increase.

Every undergraduate student reaches an early stage in their life where they have to choose an area of specialisation whether in journalism, public relations or broadcasting in relation to media studies. A number of undergraduate students do not finish with their college studies, and a misguided choice of concentration may be a contributing factor (Arum & Roska, 2011). Different majors requires students to attend different classes that enables them to get exposed to different content and learn to think critically in most cases (Arum & Roksa,2011). Different fields of study offers bachelor’s degree that offers diverse financial earnings. According to Abdullah and Ashraf (2020) citing Bandura , Barbaranelli , Caprara and Pastorelli (2001) individuals are affected by differet factors such as personality their overall environment where they live , societal contact , ability and educational factors.

Kim, Tamborini and Sakamoto (2015), suggest that, the type of major a student chooses may have different financial returns throughout their lifetime. Hence, major choice affects

students during and after completing college (Riegle-Crumb, Catherine, King, Grodsky & Muller, 2012). Different motives can affect students' decisions when it comes to choosing a major and may weigh fields of study based on certain criteria. Some students have rational motivation and are firstly drawn to majors they find personally engaging (Mullen, 2014). Others hope to find majors that would allow them to make an impact in the world (Quadlin, 2020).

A student's awareness concerning the area of speciality appropriate for certain jobs can also be impacted by mechanisms such as the upbringing of the students, characters, level of success, period spent in school, selection of science subjects approaches and numerous job, (Abdullah & Ashraf, 2020).

Furthermore Abdullah and Ashraf (2020), citing Beggs and Bantham (2008) defined a "selection of right area of specialization as the most important and suitable guide for helping the student to accomplish their educational aim and post-educational objectives, and the one which gives a match between the student's capacities and interest which are crucial for the major is vital in selection area of specialization at university level."

All in all, students hope to find a certain major that meets all their criteria; however each major fulfils a certain criteria, in relation to the others.

### **1.3 Overview of Namibia history**

Namibia is a small country located in the south-western part of Africa, with neighbouring country such as South Africa and Angola, its colonial history goes way back from being a colony under Germany rule as of 1884-1915 then referred to as South West Africa, it was later colonised by South Africa as from 1915-1990 when South Africa tried to fit in in a colonial landscape. Namibia gained its independence in March 21, 1990.

According to Humavindu and Stage (2013) Namibia is occupied by 2.1 million inhabitants with a gross domestic product of nearly US\$ 12.5 billion and a capita income of US\$ 6,000. The Government of the Republic of Namibia, Windhoek, as cited by Humavindu, (2013), Namibia is recognised as a lower -middle income country.

Humavindu and Stage (2013) further stated that “unemployment (estimated at 36.7% and 52% of labour force in 2004 and 2008, respectively), poverty (56% of the population live on less than US \$2 a day) and household food security are major challenges faced by the country.” Namibia has a higher education system, which includes institutions such as the University of Namibia, which is the leading institution in the country with numerous branches established across the country in the different regions, its than followed by the Namibian University of Science and Technology and the International University of Management. The country is made up of many minor colleges and university as well.

With the rate of unemployment growing in the country majority of students no longer choose their career based on the interest in the profession or points obtained from high school, but on the availability of jobs after graduation.

It's commonly known in Namibia that careers that are related to education, law and science, such as nursing, doctor, pharmacist, engineering or those that have to do with mathematic are more accepted in terms of job market, compared to careers in Social sciences, which includes record and arts, and media studies. Institution, then find themselves, having a high intake of students in one course than the others. In Namibia there is a high rate of unemployed graduate students, in the past years students have taken on the streets complaining about the lack of job availability in the country. Namibian students fear of being jobless graduates and therefore consider career that will help than get employment quickly. Few follow their passion and risk a high chance of being unemployed.

## **1. 4 Statement of problem**

Reference, economic returns, perception of profession, financial burden (student loans, family crisis) have been identified as key factors that have strong influences on student decisions when choosing a preferred major or an area of concentration. Various studies such as Arum & Roska (2011) and Kim *et al.* (2015) have investigated factors that influences student when selecting a major.

However this studies has been relatively conducted in the foreign country thus they portray students perception in a foreign contexts and focused the majority their attention on science and accounting students. There after concluding that referent (reference) making, economic return, perception of professions as well as financial burdens are the factors that appears to impact students when selecting a major(Arum & Roska 2011; Muller, 2012; Kim *et al.* , 2015). This body of theory present a problem for African students that find them self's being engaged in the process of choosing a major.

As a result the existing research is inadequate, as it assumes all students all over the world, from different continent are affected by the same factors when selecting a major. The purpose of the study was to better understand the different factors that influence African students, particularly those of the university of Namibia, media and communication students to see whether the above mentioned factors do really affect students when selecting their major. The paper aimed to get a better understanding of factors affecting students in terms of the African context.

## **1.5 Objectives of the study**

According to a virtual CEO (n.d), as cited by Edmond's (2012) said, "Do not let a career drive you, let a passion drive your life." But in today's world full of economic uncertainty is

this genuine enough to follow and how many college students still select their major nowadays based on this ideology?

Given the lack of balance in research, concerning factors that affect students when majoring. The objectives of the study was to identify out the mentioned factors above which are more influential and are taken into consideration by UNAM media and communication students when they select their major. Moreover there are three fields of specialisation in the Media and communication study sphere, this being public relation and advertising, television and radio broadcasting, print and digital journalism.

The aspect of the student's decision may include perception of profession, opportunities that will be available after graduation. The secondary objective was to assess students views or perception on the above three areas of specialisation. The findings will then help determine why certain majors are more preferential than others.

### **1.6 Significance of the study**

The study will contribute to the body of knowledge by focusing its attention on finer understanding of factors that affect students when selecting a major from a university perspective. This would help address the current shortage of research in this area and provide authentic results to students engaged in this processes.

The findings of the most influential factors that affect student when majoring would serve as a guiding tool to universities in promoting effectively their programs to students. Understanding students' reasons when it comes to major selection can help universities in selecting a good fit for their academic . The study findings would assist the University of Namibia as a whole, particularly the faculty of Education and Social Sciences, in



understanding their students better. It would serve as a guiding tool for the Social science department to identify their strengths and weakness, in serving the interest of students. The study has contributed to the literature of student's specialisation preferences.

### **1.7 Limitation of study**

The study has been conducted at the University of Namibia and not entirely all academic institutions in Africa, therefore the findings do not represent the entire body of Africa .

The findings of the study represented the views of Social sciences students only and does not represent the views of the entire UNAM student body. It only represents the views of UNAM media students and not all communication students in Africa. Conducting the research at UNAM, would be of an advantage in terms of time management and saving of resources. The researcher made use of third and fourth year media study students as they have a wide knowledge and background information when it comes to selecting a major, as it's compulsory for all third year students to major as they enter their third level of academia.

## **2. Literature review**

There has been no research conducted in Namibia on specialisation preferences of media and communication undergraduate students, theoretical frameworks for this study is based on prior studies conducted overseas.

Various research suggest that there are different factors that influence students' choice when choosing a major (Dalci, Arasli, Tumer & Baradarani, 2013; Hoag, Grant & Carpenter, 2017; Quadlin, 2020). According to Dalci et al. (2013) citing Mauldin, Crain & Mounce (2000), different factors are perceived to have, an influence on students decision when selecting a major. This factors includes –Referent in making correct decisions, student choices may be influenced by their parents, career advisors, lecturers and peers.

Hoag *et al.* (2017) grounded on Zhang's (2007) findings also indicates that members of the family and professors had a significant influence on students' decisions in choosing information science as a career path.

Previous research suggests that perception of profession could push students in or out of certain majors. Mahoney (2011) stated that athletes' students choose majors closely related with sport, health or medicine. Journalism undergraduate programme had fewer students in 2013, than in 2010 before it was declared a major, (Becker, Vald & Simpson, 2014).

Economic Returns – also known as extrinsic reward refers to the benefits students receive after completing their studies Quadlin (2020). In addition to economic returns, students may consider the employability of a major when selecting a major.

The above literature all correlate with the expectancy value theory, which was developed by Vroom, in 1964. This theory suggests that behaviour is the driving wheel of expectancies one has and the value of target one is trying to achieve. This approach states that, when there is more than one behaviour presented, the chosen behaviour will be that of great union of expected success and value.

This theory suggests that people are aspiring beings. Actions taken are based on belief and values, aiming to reach a certain end. The theory continues to suggest “people orient themselves to their world according to their expectation and evaluation” (Palmgreen , 1984). Clearly, certain factors influences student choice of majors and that is where a study of this nature gains its relevance.

### **3. Methodology**

#### **3.1 Research Design**

The study will make use of the quantitative research design. It will consist of a descriptive (design) survey to explain the preferences of UNAM main campus media students when choosing their majors.

#### **3.2 Data collection method**

Data will be collected through the means of survey. A survey research means collecting information about a group of people by asking them questions and analysing their results. Data collection of the study was conducted using an online survey method; the instrument used was a questionnaire. The questionnaire was distributed digitally to the respective participant in order to get their response.

#### **3.3 Population**

The research population for this study will consist of UNAM main campus media students. The target population was further narrowed down by focusing only on third and fourth year media students. This then resulted in the population of the study to be 234 students that registered during the 2019 and 2020 academic year; the target population is still enrolled at UNAM.

#### **3.4 Sample**

The research sample consisted of UNAM main campus media students. In case any of the students that were not willing to participate the elimination method was then used. A purposive sample was used to select 100 third and fourth year media students, however the researcher reduced the number of participants to 60 as students were on holiday and there researcher needed to accommodate that.

### **3.5 Research Instruments**

A questionnaire was used for this study. The items contain relevant questions and were constructed based on the research objectives. The questionnaire consisted of close and open ended questions, multiple choice, this assisted in seeking answers on the attitudes of UNAM main campus students when selecting their majors.

### **3.6 Reliability and validity**

In terms of reliability the paper focused its attention on two errors and two biases. Namely the participant error, researcher error, participant bias and researcher bias to ensure the information that was received is reliable

In terms of validity the author carried out a research on undergraduate student preferences when selecting major specialisation, no one has ever carried out this research in the country or the University at large. The researcher had to be the first one to experiment with these phenomena. This resulted in the researcher selecting, the exploratory research nature. Exploratory research nature improved the inductive research approach, the inductive research approach improved quantitative methods.

### **3.7 Procedure**

The procedure used for data collection, involved an official visit to the Department of Education and Social Science of UNAM main campus to get permission and carry out the research project on the university premises. Participants were given two days to complete the questionnaire and send feedback to the researcher within a period of two days.

### **3.8 Data analysis**

The researcher made use SPSS to analyse data collected from the questionnaire items of the study. Descriptive statistic features of the software and cross tabulation was used and findings were conveyed using bar and pie chart.

#### **4. Research Ethics**

The researcher will adhere to the UNAM Research Ethics policy that state that before a researcher conduct their research they must first obtain an ethical clearance letter from the University before going on board with the project. Participation in the study is voluntary and students can opt out of the research without any prohibition. Each student was informed that their information and identity will be kept confidential. The data obtained from the research will be kept for 10 years; it will then be destroyed in line with the rules of global best practice, (American Psychological Association, 2020).

#### **Summary**

The above chapter provide a detail evaluation of existing information regarding the factors that affect students when selecting a major. The literature review and methodology will be further outlined and explained in s ubsequent chapters.

## **Chapter 2**

### **Literature review and theoretical framework**

#### **2.1 Introduction**

There is perhaps, no college decision that is more thought-provoking, gut wrenching and rest-of-your life oriented-or disoriented-than the choice of a major,” (St. John, 2000, p. 22) as cited by Elmonds, 2012. Choosing a college major is one of the most important decisions any undergraduate student or individuals can make throughout their life time. Selecting the right area to specialise can be the most tremendously worrying task, especially when they are a lot

of options. Precise area of specialisation can have a positive or negative on one's self, which is why selecting an area of specialisation remains the most important decision in a student's life (Nauman & Mamoonah, 2020).

According to Edwards and Quinter (2011) as cited by Nauman & Mamoonah, (2020), they describe selecting an area of specialisation as "specialisation has turned into a mind-boggling science with the start of data innovation, another reason is the rise of postmodern evolution and the employment rivalry."

Furthermore Wattles (2009) as cited by Nauman and Mamoonah (2020) , indicated that in today's world of industrialisation it's likely for an ordinary individual to become the richest if he/she relies on his knowledge and skills. Wattles (2009), continues by saying nowadays individuals must not only consider due speciality preparation, but also broad research in their career before selecting an area to major in.

The main purpose of this study was to recognise and point out possible factors that affect UNAM media students when selecting their area of specialisation. In reviewing the literature not only were the most influential factors identified but also how people make decisions that are career related.

Several researchers are in agreement that factors exist that plays a major role on students choice of selecting a major, this includes Dalci *et al.* (2013); Hoag *et al.* (2017) and Quadlin, (2020). In another study as cited by Nauman and Mamoonah (2020) , kerka (2000) points out that there are indeed factors that affect students when selecting a major, such as economic, academic, interest, personality, job opportunity, cultural diversity, social including others.

Below are the different factors that are perceived to be affecting students when selecting a major.

## 2.2 Referent making

Correct decisions, student's choices may be influenced by their parents, career advisors, lecturers and peers. Hoag *et al.* (2017) points that evidence exists, showing the influences of different groups which include but not limited, parents, friends, teachers and career advisors on student major choice. Dalci *et al.* (2013) continue to refer to the examples of the findings of Paolilo and Estes (1982), Mauldin *et al.* (2000), and that of Geiger and Ogilby (2000), in the USA that instructors had a deep influence on student decision when selecting their accounting major.

The examination of close referents such as members of the family appears to be the most leading factor in research findings on factors affecting student when selecting. In a research paper carried out by Downey, McGaughey and Roach in (2009) as cited by Hoag *et al.* (2017) it was stated that parental role, teachers, friends or associate's employed in the field was a leading factor for students when selecting their majors in management system and not in other fields such as computer science majors.

In another study carried out by Zhang in (2007) as cited (2017), it was revealed that members of the family and lecturers and tutors played an important role with students when choosing a career in information sciences, while another study carried out by (Rickels, Councill, Fredrickson, Hairston, Porter, & Schmidt, 2010) as cited by Zhang *et al.* (2017), it showed that schools and personalised lesson music teachers were mentioned as being the most influential on majors in music education. Referents are usually people whom students have establish close relationship with.

However Gul *et al.* (1989), as cited by Dalci *et al.* (2013) findings in Australia indicates an opposing side that parental involvement, teachers and instructors do not play a significant role, on students' decision when selecting a major.

### **2.3 Personality**

According to Hoag *et al* (2017), based on the findings of the Holland theory of 1997 it states that students' personalities can affect one from selecting a certain major. The theory points out that, personality traits such as, realistic, artistic, investigative, and social enterprising tend to affect students during major selection. Research foundation mogul's points out that students choose academic setting that are related to their personalities. According to Smart, Feldman and Ethington (2000), as cited by Hoag *et al* (2017) students prefer majors that are related with their personalities but also points out other factors that affect students choices like abilities and interest.

### **2.4 Decision making**

According to Murtagh, Lopes and Lyons (2011), as cited by Elmonds (2012) they suggest that career decision making is linked to the systemic approach in which individuals compares their selected choice to another possibility available in terms of cost to benefit ratio. Murtagh *et al.* (2011) continues to explain that current research revealed that certain individuals use an approach called "other than ration" in deciding career decisions, individuals are not only limited to the rational methods when deciding on career decision but feelings, instinct and reasoning work together in reaching the ideal process for decision making.

According to Falk, Dunn, and Norenzayan (2010) as cited by Elmonds (2012), anticipated pleasure is directly linked to decision making. People's decisions are driven on the expected happiness in the outcome. Falk *et al.* (2010), their study armoured the notion that state combined feeling and rational affect decision making.



## **2.5 Perception of profession**

Previous research suggests that perception of profession could push students in or out of certain majors. Dalci *et al.* (2013) continue to cite the works of Horowitz and Riley (1990) discoveries in the UK, Cohen and Hanno (1993) findings in the USA reveals that perception of accountant as being boring and dreary could discourage students from selecting it as a major. In addition students are likely to be disheartened from choosing a major in accounting because they assume that the profession takes up a lot of time, it appears to be too narrow and not pleasing. Mahoney (2011) stated that athletes' students choose majors closely related with sport, health or medicine. Journalism undergraduate programme had fewer students in 2013, than in 2010 before it was declared a major (Becker, Vald & Simpson, 2014).

## **2.6 Economic returns**

Cost of college has increased and some students are drowning in student debts, scholars are then beginning to pay attention to financial returns associated with college majors (Dwyer, McCloud & Hodson, 2012). Kim *et al* (2015), pointed out degrees in science, technology, engineering and mathematics are normally connected to higher earnings, while lower earnings are tied to humanities and education fields. Students are aware of different earnings amongst majors and can then use it as guiding tool when selecting their major (Quadlin, 2017; Quadlin, 2020).

## **2.7 Employability**

According to Dalci *et al.* (2013), several studies exist that shows financial returns and job availability of market may have a strong influence on student choices when selecting their major e.g. of these studies are e.g. Paolillo and Estes, (1982) ; Shivaswamy and Hanks,

(1985); Gul, Andrew, Leong, and Ismail, (1989); Linden, (1987) ; Lowe and Simons, (1997) and many more.

In another study based on the findings of Lowe and Simons in (1997) as cited by Dalci *et al.* (2013), it indicates that students in the United State of America, were strongly influenced by future earnings when majoring.

## **2.8 Theoretical framework**

The study made use of the Expectancy Value theory that was developed by a Canadian professors Victor Vroom in 1964, in order to find out the reasons to how UNAM undergraduate media select their major. The Expectancy Value theory suggests that behaviour is the main role of expectancies and worth of the objectives towards which an individual is working for, when there is more than one conduct available, the chosen conduct will be one that yield greater combination of success and worth. This theory points out that people are driven by goals and the behaviours they do, are driven by their belief and worth and are taken in order to reach something. (Palmgreen, 1984).The Expectancy Value theory of motivation is a theory that outlines the practice of how individuals form decisions based on a variety of conduct options. Motivation force is the power that is guiding precise behavioural options. The theory indicates individuals will select the choice that will result in the utmost motivation force. The force of motivation is the main reason behind a conduct; act or job is a result of purpose of three different insight, which are expectancy, instrumentality and valence, (Chianga & Jang, 2008). The perceived prospect of expectancy is that exertion will result in great performance, the theory points out factors that can interfere with individual expectancy and they are self-efficiency, goal difficulty and alleged control. According to Mitchell (1974 ), Wanous, Keon and Latack (1983) as cited by Chianga and Jang (2008) expectancy that will result in one's effort to great outcome is normally linked to past knowledge, confidence in self and perceived of goal performance.

According to Chaing and Jang (2008), instrumentality is considered as the likelihood that good presentation will most likely lead to the wanted results, trust, govern and procedures remain the factors affecting the instrumentality of individual. The hope that lies in the instrumentality of the individual is that if they meet the desired performance, than they will receive a greater reward.

Various scholars indicates that empirical evidence exists that support the theory Expectancy Value such as the work of Tein (2002), Vansteenkiste, Lens, De Witte and Feather (2005) and it remains the most common theory to be used in the work environment as cited by Chaing and Jang (2008).

The researcher also took a kin interest in exploring the theory of Planed Behaviour/ Reason Action to explore the reasons to why and how UNAM undergraduate students select specific majors during their specialisation. The Expectancy theory of Vroom (1962), gave rise to the theory of Planned Behaviour/Reasoned Action which was formulated by Ajzen and Fishbein in 1980, (Ajzen, 1985). It resulted from research that has been conducted on attitude in the theory of Expectancy value.

The theory of Planned Behaviour/Reasoned Action was formulated when the two researchers, Ajzen and Fishbein tried to guess the inconsistency or imbalance between attitude and behaviour. This theory of Planned Behaviour/ Reason Action tries to foretell considered behaviour, because behaviour can be premeditated, (Ajzen, 1991). According to the theory of Reasoned Action, individual behaviour can be decided by their aim to execute a conduct.

Additionally intention is outlined by three things “their attitude toward the specific behaviour, their subjective norms and their perceived behavioural control,” (Ajzen & Fishbein, 2003).

Planned Behaviour is an addition of the previous theory of reasoned action (Fishbein and Ajzen 1975; Ajzen and Fishbein 1980). The theory points out that individual form attitude, after thoughtful consideration of information available. Both models are considered deliberative processing models that imply that people's attitudes are formed after careful consideration of available information (Mark & Spark, 2005).

The theory continues to point out that attitude is a forecaster of conduct plan. Attitude remains the total assessments of individual behaviour (Ajzen & Fishbein, 1975). According to Ajzen and Fishbein (1975) they defined attitude as "a learned disposition to respond in a consistently favourable or unfavourable manner with respect to a given object".

After exploring various literature conducted in this area, the researcher had to come to a conclusion as to whether they are factors that affect students when selecting a major and whether the above mention theories plays a role in students decisions when majoring or as to whether students choose an option that will results in greater rewards.

### **Summary**

The literature review outlines the various factors that are perceived to come into play when students are involved in the process of selecting which area to major in. It features various studies that have been conducted in similar areas and which dissected possible factors that impact students' decision when majoring. Furthermore the use of Expectancy value theory of motivation and Theory of Planned Behaviour or Reason Action does indicate that individual actions are influenced by certain conducts.

## **Chapter 3**

### **Research Methodology**

#### **3.1 Introduction**

The fundamental aspect of this chapter is to make plain the different methods that were used in this study to enable collection of data and scrutinize the data which includes the research design, population, sampling techniques, research instruments, reliability and validity, data collection procedures and ethical reasons of the perceived study.

#### **3.2 Research Design**

Research is a cautious and organised way of finding answers to problems, while acquiring fresh knowledge, Thomas, Nelson and Silverman (2011) as cited by Asenahabi, (2019). Research can also be defined as a structured procedure of uncovering and improvement of human understanding, Asenahabi (2019). In addition it should be able to bring about answers to a problem and contribute to known body of knowledge by breaking new ground of unfamiliar understanding.

According to Hakim ( 2000) as cited by Asenahabi (2019) design is “ basically concerned with the aims , uses , purposes, intentions and plans within the practical constraint of location, time, money and the researcher’s availability”. Furthermore it assist in stopping the annoyance by bringing the research together through a more organised plan that points out how the main parts of research work together in addressing the research question.

The study was carried out using the quantitative research design method which produces calculable values through methods and quantification, the data collected are as a result of first hand observation and measure.

A survey research is one that provides a numeric explanation of attitudes, opinions or trend of a population by studying a specific sample of that population, Asenahabi (2019). In Another definition by Jongbo (2014) a survey research involves a serious examination of events, ideas, subjects and objects without the effort to control the condition of such phenomena. A descriptive survey was used to collect data in order to explore the attitude of UNAM media studies students when selecting their majors. The participants filled out the survey questionnaire online. The questionnaire consisted of open and closed ended questions, multiple questions, and they were sent electronically to various apps which includes email, WhatsApp groups and others. Questionnaire where completed and sent back to the researcher within a matter of two days.

### **3.3 Data collection methods**

According to Belyh (2019) data collection is the procedure of collecting and quantifying information on variables of interest in a more organised way that allows one to answer inquiries, specified research questions, examine hypothesis and asses outcomes.

The study made use of a questionnaire as a form of data collection. McLeod (2018) defines a questionnaire as a research instrument which consists of sequence of questions for the aim of collecting information from the participants; they can be seen as a type of written interview.

Questionnaire offers a much cheaper, easier and quicker way of getting large sum of information from a large sample of the population. They are different way in carrying out

questionnaires which includes face to face, over the telephone or via computer or post. The questionnaire consisted of close and open handed questions which enables both quantitative and qualitative data to be collected.

Close questions guides the answer by only permitting response which fits in the given category, they deliver original data McLeod (2018). In addition open question allows people to reveal in their own words what they believe. The questionnaire also consisted of multiple questions. The questionnaire was limited to 15 questions which includes follow up questions in order to give a higher chance of participant responding as it was not long and would not take up much of their time. The questionnaires were sent electronically and participant were given three days to responds.

### **3.4 Population of the Study**

According to Shukla (2020) population is a place or classification of all components on which the research outcomes are to be applied. In another study by Casteel and Bridier (2016) describe that population of interest is made up of the individuals, teams, groups, companies as well as other entities one seeks to understand or to whom the study findings maybe generalised.

According to UNAM (2022) a total number of 234 students are fully registered for media studies and communication course. However, based on the study population it focused its attention on third and fourth year media studies students. The total number of third years is 49 and fourth year are 64 students, which equalise to 113 students in number.

### **3.5 Sample**

According to M.A.Edu/Research Methodology/Sampling (n.d) a sample is a chosen set of some elements from the total of the population. A sample is a section of the population that signify it completely, Shukla, (2020).

A sub set of population that gives information about the population it represent is referred to as a sample. A sample of 60 students was selected purposely as the ideal candidates that can provide answers needed for this study. The selected sample for the study consisted of 30 third year students and 30 fourth year media studies students.

According to Saunders, Lewis and Thornhill (2012), purposive sampling also referred judgement or subjective selection is a sampling method which involves participants of the study being selected based on the researchers own judgement. Purposive sampling falls under non- probability sampling and it takes place when units of the study are selected based on the researchers decision. Participants of the study are selected based on their position or ability to provide the needed information on a specific matter.

This sampling method was used to in the selection of third and fourth year students due to their knowledge and awareness of major selection.

### **3.6 Research Instrument**

As stated by Japheth (2014) measurement instrument refers to several techniques that researchers use to collect data for research. According to Adedokun (2003) as cited by Japheth (2014) the term data includes all form of information obtained by the researcher from correspondents of the study. The nature of the research determines the type of instruments to be used.



The questionnaire is the most frequently used instrument of collecting data from the study participants, Aina (2004) describe a questionnaire as “it basically seeks the opinions of individuals in a sample or a population on issues directly related to the objectives of the search study” as cited by Japheth (2014). The researcher made use of questionnaire that are firmly based on the objectives of the study and it consisted of structured and unstructured questions that are not more than 15 questions long.

### **3.7 Reliability and Validity of research**

The concept reliability and validity are terms used to describe the value of research. Middleton (2019) defines reliability as the consistency of how a technique measures something. Reliability means whether the same results will be consistently achieved using the same approach under the same circumstances. In another study by Heale and Twycross (2015) they define validity as the evenness of measures. The researcher used this approach to obtain maximum reliability of the study.

In terms of reliability the paper will focus its attention on two errors and two biases. Namely the participant error, the researcher will provide more than one option where participants can receive the questionnaires, this will be done in order to increase convenience as not all participants are familiar with one application or app. In terms of participant bias, participants are encouraged to complete the questionnaire on their own, away from others participants. This will reduce any factors which produces false results e.g. copying. Research error, here questionnaires will be sent out within the course of one week, in order to the researcher adequate time to send the questionnaires and receive feedback at convenience, instead of having to work under pressure which can result in the researcher being overwhelm and losing count of the research procedure. Based on the researcher bias, any results that are not aligned with the research objective will be considered void and disqualified.

## **Validity**

According Heale and Twycross (2015), validity refers to the range which a model is measured precisely in a quantitative research. Middleton (2019) refers to validity as how a technique precisely measures that which is supposed to be measured. There is no similar research that has been conducted in this area within the university, the researcher had to be the first to carry it out, this then resulted in the researcher using the exploratory research nature , Bhat (2020) defines exploratory research as a type of research approach that is applied to problems that are not stated clearly. Exploratory research resulted in the researcher using the inductive research approach, Streefkerk (2019) describe inductive research as the tactic that is commonly used when there is inadequate literature on a given topic. Inductive research improvised quantitative methods, these methods deals mostly with numbers and statistics.

## **3.8 Procedure**

According to Sam (2013) procedure in research refers to an action which is taken in an organised sequential manner that leads to a goal. The researcher acquired permission to conduct the research on UNAM main campus media students. Self-administered questionnaires were sent to students electronically and they were given two days to complete and sent it back to the researcher.

## **3.9 Data Analysis**

According to Johnson (2022), data analysis is the process of discovering useful information through cleaning, transforming and modelling data. The study used SPSS (Statistical Package for Social Sciences) software, descriptive statistic features to analysis data.

#### **4.1 Research Ethics**

According to Wagle (2020), research ethics are the set of decent guidelines that direct us on how scientific research should be carried out and disseminated. The researcher obtained an ethical clearance letter from the University of Namibia before going on board with the project. Participation of the study was voluntary and students could opt- out of the research without any prohibition. The researcher respected the dignity and worth of all people involved in the research, by being aware of their gender, cultural language background or any other status that may impact on the researcher's ability to engage with them. The researcher informed participants when conducting the survey, what information they give would be used for. The researcher kept all participant identity confidential. The author intended to only use the information collected for the research purpose.

All the work written was referenced correctly using the American Psychological Association reference system. The author ensured the work produced is her own by summarising and writing information in the researcher own words. The data obtained from the research will be kept for 10 years and later destroyed in line with the rules of global best practice, (American Psychological Association, 2020).

#### **Summary**

The quantitative research was adopted for this study; a survey method was used to collect data. A questionnaire item was used as an instrument for study. The questionnaire consisted of open and close ended questions, as well as multiple choices. A purposive sampling method was used to select participant for the study and an electronic questionnaire was send out to the respective participants. Validity and reliability were considered in the study, the researcher followed the exploratory research nature. The SPSS software was used to analyse data. Ethics consideration where incorporated which included anonymous of participants and

consent from participants and ability to withdraw from the research if they feel disturb. The next chapter of the study will consist of data presentation.

## **Chapter 4**

### **Data presentation**

#### **4.1 Introduction**

This chapter presents data analysis of the data collected and research findings from the obtained questionnaire (survey) that was grounded on the research objectives. Out of the 60 questionnaires that were handed out to students electronically, the study yielded a return rate of 98% which means out of 60, 59 participants completed the questionnaire. This chapter then discusses the data analysis and findings received from the 59 participants. This study aimed to explore the specialisation preferences of UNAM media and communication undergraduate students.

#### **4.2 The objective of the study was:**

The primary objective of the study was to identify the factors which are more influential and are taken into consideration by UNAM media and communication students when they select their major. The secondary objective was to assess students views or perceptions on the above three areas of specialisation (public relations and advertising, broadcasting and print & digital journalism).

The link to the questionnaire was sent out to students electronically via email and on their preferred WhatsApp groups, students were given three days to respond. The data collected from the questionnaire was strategically analysed by the researcher and the SPSS program implemented.

### 4.3 Demographic characteristics

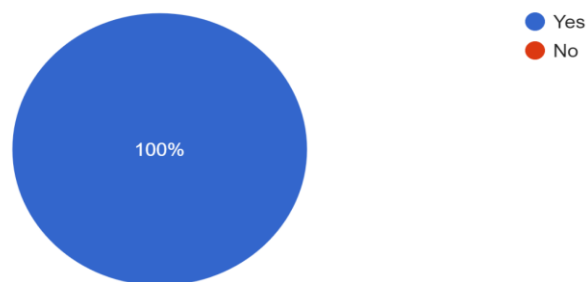
This section of the questionnaire covers participants' identity, age and gender.

#### 4.3.1 Participants' identity

**Figure 1, Participants' identity**

1. Are you a 3rd or 4th year student registered for media studies at UNAM? If not please discontinue with this survey.

59 responses



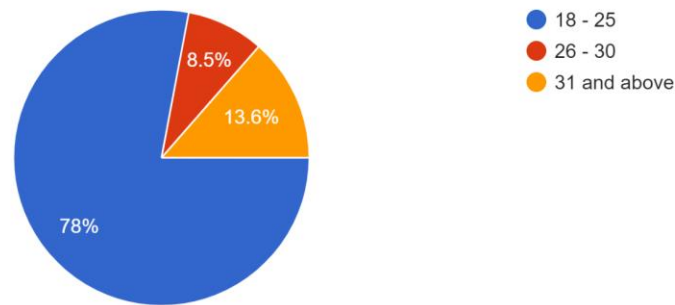
Participants were asked to indicate if they were 3<sup>rd</sup> or 4<sup>th</sup> year media students at UNAM of which all participants agreed, resulting in a 100% response.

#### 4.3.2 Participant age

**Figure 2, Participants' age**

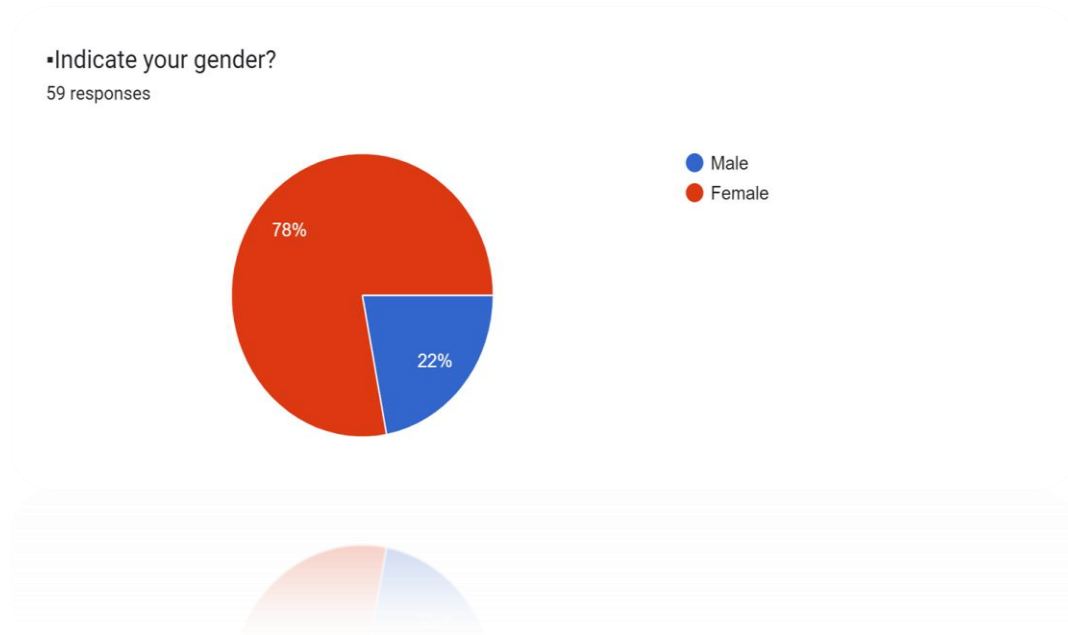
Indicate your age group?

59 responses



In a follow up question participants were asked to indicate their age group. Out of 59 respondents 78% fall under the age group of 18-25 of which makes up the majority of the age group, while 8.5% makes-up the age group of 29-30, moreover 13.6% fall under the age group of 31 and above.

#### **4.3.3 Participant gender**

**Figure 3, Participants' gender**

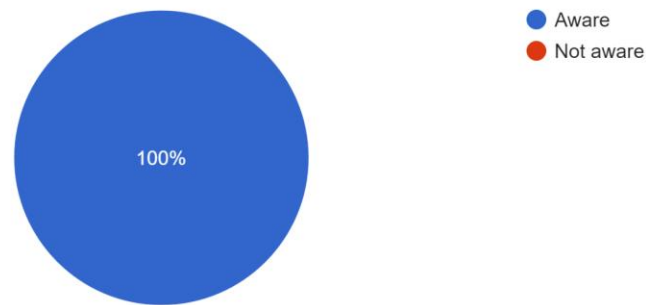
In another follow-up question respondents were asked to indicate their gender during the completion of the questionnaire and out of 59 students which was 78% of the respondents were female while 22% were male as seen in figure 3.

#### 4.4 Awareness of specialisation

**Figure 4 , Awareness of specialisation**

2. Are you familiar or aware of the three areas of specialization in media studies?

59 responses



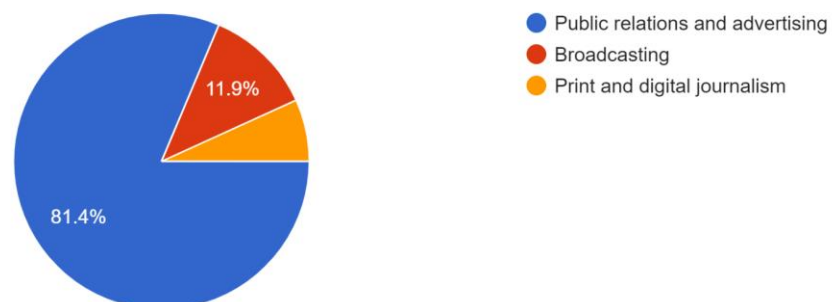
Respondents were asked in question 2 if they were familiar with the three areas of specialisation in media studies and out of 59 students a 100% indicated that they were aware.

#### 4.5 Fields of specialisation

**Figure 5, Field of specialisation**

3. Indicate your field of specialisation?

59 responses

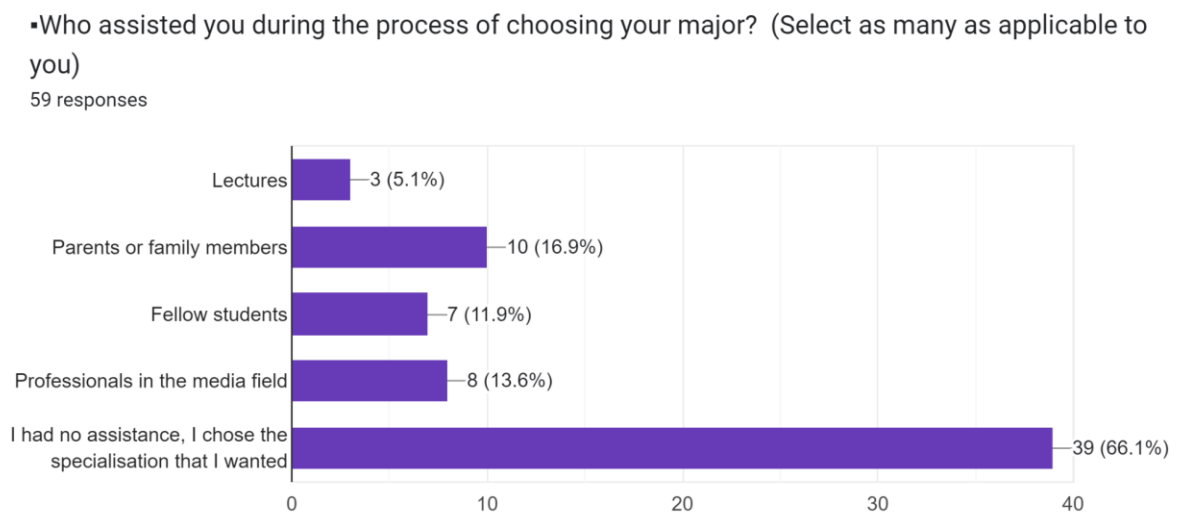




In question 3 students were asked to indicate their field of specialisation and out of 59 students 81.4 are specialising in public relation and advertising which makes up the majority in terms of specialisation and 11.9% students showed to be majoring in broadcasting taking the second highest position, while 6.8% are majoring in journalism with it being the lowest field of specialisation.

#### 4.5.1 Selection of specialisation

**Figure 6, Selection of specialisation**



In a follow-up question respondents were asked to indicate their sources of assistance during the selection of their majors. Out of the 59 respondents' 66.1% showed to have no assistance while choosing their majors, 13.6% of the respondents' showed to have been guided by professionals in the media industry while choosing their fields of specialisations and 11.9% indicated to have been led by their fellow student' while selecting their majors. In addition parents and family members proved to have impacted 16.9% of students in their decision to

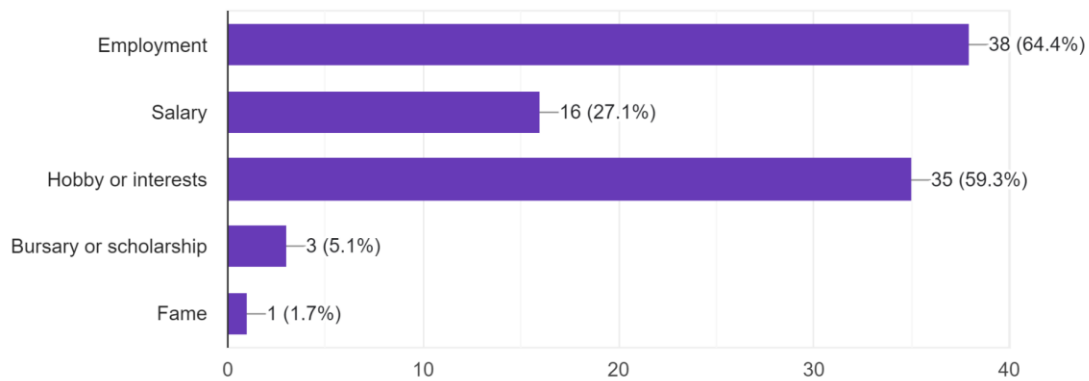
choose their majors, while 5.1% of the respondents have been guided by their lectures in their decisions to choose a major.

#### 4.6 Factors impacting major selection

**Figure 7, Factors impacting major selection**

4. What are some of the factors you considered while choosing your major?

59 responses



Students were asked to state the factors they are most likely to consider during the process of choosing a major, out of 59 respondents' 64.4% showed to consider employment when choosing their area of specialisation and 27.1% consider the state of the salary and 59.3% consider their hobbies and interest when selecting an area to major in, moreover a 5.1% showed to consider their bursary and scholarship when majoring while 1.7% considers fame.

#### 4.6.1 Public relations and advertising

**Figure 8, PR & advertising**

5. What are some of the factors that discouraged you from majoring in: 5.1 Public relations and advertising? (Select as many as applicable to you)

59 responses

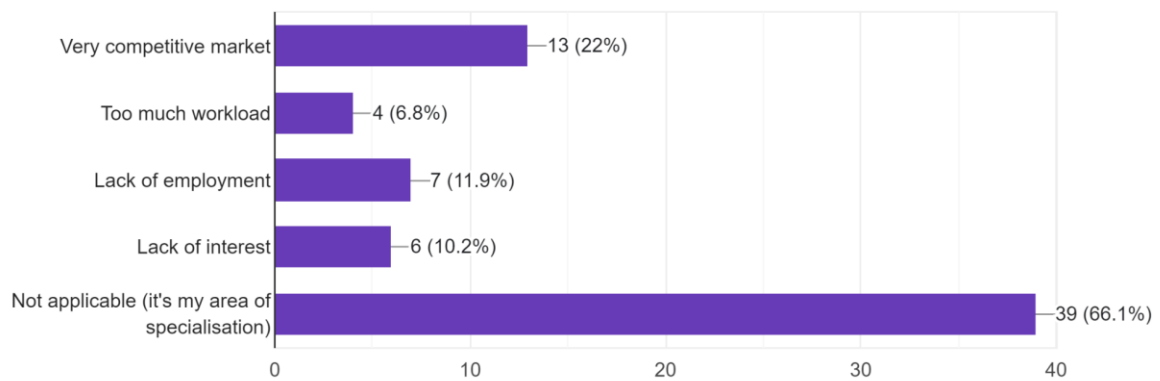


Figure 8. indicates that out of 59 respondents 22% do not like to major in PR and advertising because of the competitive market and 6.8% showed not major in it because of too much workload, while 11.9% do not venture in it due to lack of employment and 10.2% choose not to major in PR and advertising due to lack of interest. Furthermore 66.1% indicated that the question was not applicable to them as PR and advertising falls part of their major.

## 4.6.2 Broadcasting

**Figure 9, Broadcasting**

5.2 . Broadcasting (select as many as applicable to you)

59 responses

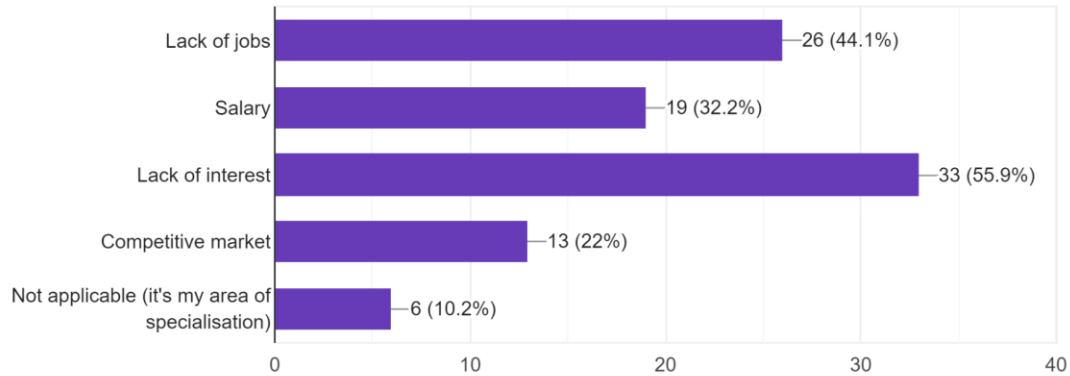


Figure 8 shows why some students preferred not to major in broadcasting, out of 59 students' 44.1% indicated it's due to lack of jobs, 32.2% said because of the salary while 55.9% indicated that it's because of their lack of interest in the field and 22% points out its due to the competitive market. Moreover 10.2% showed that the respective question does not apply to them as they are majoring in broadcasting.

## 4.6.3 Print and digital journalism

**Figure 10, Print & digital journalism**

## 5.3 Print and digital journalism (select as many as applicable to you)

59 responses

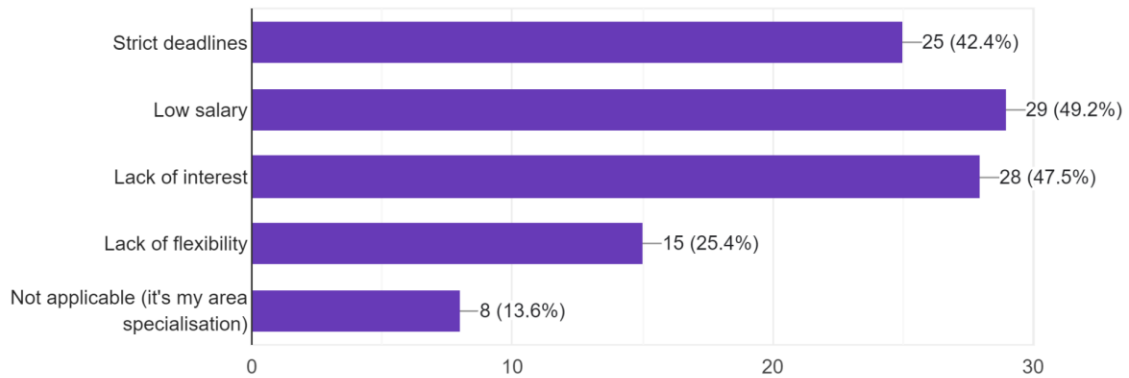


Figure 9 shows why students preferred not to major in print and digital journalism, out of 59 respondents 42.4% did not major in journalism due to strict deadlines, while 49.2% state it's because of low salary and 47.5% showed no interest for it moreover lack of flexibility contributed to 25.4% of the respondents' not wanting to major in it, while 13.6% indicated that it's not applicable to them as they are majoring in journalism.

#### **4.7 Where do you see yourself in the next five years considering your area of specialisation?**

A lot of feedback was obtained from this particular question, most students' responded by saying by then they will have become successful PROs in local ministries and private sectors such as MTC, BoN etc. while others said "a successful sport presenter at NBC" and some said "a well renowned journalist at a respectable media house". To sum it all up, respondents indicated that because of their area of specialisation they would excel in their respective careers.

## **Conclusion**

This chapter summarised in detail the meaning obtained from the questionnaires sent out to the participants. The response is presented in pie charts, bar graphs. The next chapter will consist of a detailed conclusion and recommendations of the whole research.

# **Chapter 5**

## **Discussion of Findings, Conclusions and Recommendations**

### **5.0 Introduction**

This chapter presents the summary and conclusion derived in the conduct of the study which is exploring specialisation preferences of UNAM media and communication undergraduate students'. It also provides recommendations that can be pursued by media and communication students'.

The study was conducted at UNAM. The respondents were 3<sup>rd</sup> and 4<sup>th</sup> year students from the media studies department. They were selected using purposive sampling. It employed qualitative research methods. The SPSS method was used to analyse data.

### **5.1 Discussion of Findings**

The findings of the study were summarised according to the statement of the problem stated in Chapter 1 and compared with the literature mentioned in Chapter 2.

**Referent, economic returns, perception of profession, financial burden (student loans, family crisis) have been identified as key factors that have strong influences on student decisions when choosing a preferred major or an area of concentration?**

Based on the results of the study, the above factors were indicated to be factors put into consideration by students when they select their majors, this is in agreement with what Dalci *et al.* (2013) and Hoag *et al.* (2017) mentioned when they suggested that they are different factors that influence students' choice when majoring.

The findings of the study revealed that out of 59 students, 5.1% were assisted by their lecturers, 16.9% by their parents or family member, 11.9% by their fellow students and 13.6% by professionals in the media industry, this is corresponding to what Zhang *et al.* (2017) said that members of the family, lecturers and tutors played an important role in students' decisions to select a career in information sciences. The results proved to be agreeing with what Zhang *et al.* (2017) cited in another study by stating that schools and musical teachers were considered most influential when it came to majors in music. These results alone conclude that referents or close relations have the ability to influence their decision when it comes to choosing a major, however 66.1% showed to have had no assistance in their decision of selecting their majors, which is what Gul *et al.* (1989) as cited by Dalci *et al.* (2013) during their study in Australia that parental involvements, teachers and instructors do not play a significant role on students' decision when selecting a major.

The results of the study showed that 64.4% of students' considered employment while selecting their majors which corresponds to what Dalci *et al.* (2013) pointed out that financial return and availability of jobs can have a strong influence on one's choice when selecting a major, 27.1% considered salary which relates to what Dwyer (2012) mentioned that due to

high cost of living students are becoming aware of the financial return associated with different college majors.

While 59.3% considered their hobbies and interests, which is similar to what Hoag *et al.* (2017) based on his findings of the Holland theory of 1997 which stated that students' personalities can affect them from majoring into certain majors this personalities includes but are not limited to artistic, investigative and social etc., 5.1% considered bursaries and scholarship and 1.7% choose fame Elmonds (2012) once stated that pleasure is linked to decision making, which means people are driven on the expected outcome that will result from it. The results are in total agreement with what many scholars stated earlier that they are factors considered by students' when selecting their majors.

The findings of the study revealed that when it comes to public relations and advertising, 22% of students prefer not to major in it because of the high competitive market, 6.8% said it's because of too much work load, 11.9% refrain from it due to lack of employment while 10.2% indicated it's because of lack of interest. The results of the study mentioned above proves to be corresponding with what Dalci *et al.* (2013), Hoang *et al.* (2017) and Nauman and Mamoon (2020) stated in their various research that students' consider various factors such as , such as economic returns, academic, interest, personality, job opportunity, cultural diversity and social during their major selections.

In broadcasting, the findings of the study revealed that 44.1% of the respondents' opted not to select a major in broadcasting due to not enough jobs, while 32.2% pointed it to low salary, the results are in full agreement with what Dwyer (2012) and Kim *et al.* (2015) indicated in their study's that students are now becoming aware of the earning associated with the different major, Quadlin (2020, 2017) mentioned in her studies that students are now



beginning to use the tools of financial earnings associated with different majors to select their right area of specialisation. Moreover 55.9% of the respondents showed that a major in broadcasting is not favourable to them because of lack of interest in it. The results support the findings of Hoag *et al.* (2017) when they cited that student's personalities can affect one from selecting a certain area of specialisation. In addition 22% of the respondents did not go into broadcasting due to fear of high competition, Dalci *et al.* (2013) pointed out that perception of profession could push students in and out of certain majors for example in their findings in the USA students prefer not to major in accounting due to it being perceived as boring and dreary. Becker *et al.* (2014) pointed out that journalism had more people before it was declared a major.

In print and digital journalism 42.4% of the respondents' did not major in it due to strict deadlines, while 25.4% said its due to lack of flexibility this only shows that Dalci *et al.* (2013) were correct when they indicated in their studies that perception of professions can have high impact on ones decision during major selection, while 49.2% said it's because of the low salary again this particular admission shows that Dwyer *et al.* (2012) and Kim *et al.* (2015) were accurate when they mentioned that economic returns just as salary does play a major role during major selection.

Furthermore 47.5% of the respondents' indicated to have no interest in this field of specialisation, which is why they refrain from majoring in it, the results proved to be in total agreement with what Hoag *et al.* (2017) mentioned that students' personalities plays a crucial role in their decisions' of selecting a major.

When respondents were asked of their expectation of the future in five (5) years to come regarding their area of specialisation, those in public relations and advertising were quick to point out that by then they would become successful PROs or marketing officer in local or

private entities, while those majoring in broadcasting indicated that in the next 5 years they would be sport presenters, news anchors as well as broadcast producers in Namibia broadcasting corporation (NBC) and in different local radio station and those in journalism mentioned that by they would become great writers in respectable media houses across the country, the respondent' reasoning's align with the theory of Expectancy Value by Victor Vroom (1964). The theory suggested that behaviour is the main role of expectancies and when there is more than two conducts available, the chosen conduct will be that which produces greater results compared to the other. The findings of the study showed that respondents choose their respective majors as it gave them a higher chance of getting a job and better remunerations, this resonate with what Palmgreen (1984) indicated that individuals are driven by goals and their behaviour are driven by beliefs and worth which is required in order to achieve something.

The responses from the participants showed that students took some time to think and reflect on their decision before selecting their majors, which is what Ajzen and Fishbein (1975) indicated in their theory of Planned Behaviour/Reason Action that individuals form attitudes after thoughtful consideration and information available.

## **5.2 Summary of findings**

This study summarises the key findings of the paper. The research findings indicated that 66.1% out of 59 respondents were not influenced by external factors in their decision of selecting a major, while 33.9% of the respondents proved to have received assistance from their family members, lectures, professional in the fields and fellow students while choosing an area to major in. The findings similarly revealed the three key factors dominating students decision when majoring, this factors includes hobbies and interest, employment and salary. The results equally showed the different narratives that surrounds each field of specialisation,

such as PR and advertising is considered to be very competitive, broadcasting is categorised to be boring or not pleasing with fewer jobs and journalism is said to have low salary, it lacks flexibility and its connected with strict deadlines. This particular perceptions either draws or pushes student away from certain majors, which is why majority of the respondents showed to be in favour of public relations and advertizing compared to journalism. The results indicated that students (respondents) are aspiring beings and make decisions after thoughtful consideration and with each option expected to yield greater results than the other.

### **5.3 Conclusions**

This study will conclude the study by summarising the key research findings in relations to the research objectives, as well as the value and contribution thereof. This study aimed to investigate the factors that are taken into consideration by students when majoring and assess how they perceive each major. Furthermore the findings of the study showed that factors such as employment, salary, hobbies and interest, economic returns and perception of profession affect student's decisions and are taken into considerations when majoring. Moreover students have developed different opinions surrounding their majors, such as PR and advertising being associated with too much work, journalism having low salary and strict deadline while broadcasting area is taken to be very competitive. These formed opinions can push students towards and out of a certain major. The study contributed to the body of research and academia by looking at factors affecting students from an African and university context which is very different from the previous studies conducted in a foreign context. The previous studies focused more on accounting and economic students while this study took a different angle by focusing on media students.

### **5.4 Recommendations**

Future researchers undertake similar research can use a more sophisticated method such as

- Why out of all the mentioned factors affecting student's employment, salary and hobbies and interest takes the lead. Future researcher can also explore why public relation is the most preferred major and journalism the least preferred.

### **5.5 Closing summary**

This chapter contained a detailed explanation of the study findings in comparison to chapter2; it shows how the research results correspondent with previous studies mentioned in the first chapters. It also provides a summarised conclusion of the findings and detailed recommendation for future researcher.

## Reference

- Arum, R. & Roksa, J. (2011). *Academically adrift: limited learning on college campuses*. Chicago: University of Chicago Press.
- Al-Rfou, A. (2013). Factors that influence the choice of business major evidence from Jordan. *Journal of Business and Management*, 8(2), 104-108.
- Asenahabi, B.M. (2019). Basic of Research Design: A Guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches* 6(5).
- American Psychological Association (2020). *Publication manual of the American Psychological Association: The official guide APA style (7<sup>th</sup> ed)*. American psychological Association.
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behaviour*. Englewood Cliffs, NJ: Prentice-Hall.
- Ajzen, I. (1985). From intentions to actions: A theory of planned behaviour. In J. Kuhl & J. Beckmann (Eds.), *Action-control: From cognition to behaviour* (pp. 11-39). Heidelberg: Springer.
- Ajzen, I. (1991). The theory of planned behaviour. *Organizational Behaviour and Human Decision Processes* 50, 179-211.
- Becker, L.B., Vald, T., & Simpson, H. A. (2014). 2013 Annual survey of journalism & mass communication educator, 69(4), 349– 365.
- Belyh, A. (2019). Overview of Qualitative and Quantitative Data Collection Method <https://www.cleverism.com/qualitative-and-quantitative-data-collection-methods/>

Bhat , A. (2020). Exploratory research; Definition, Types and Methodologies | QuestionPro

<https://www.questionpro.com/blog/exploratory-research/>

Casteel, A. & Bridier , N., (2016) Describing Populations and Samples in Doctoral Student Research

[https://www.researchgate.net/publication/351431031\\_Describing\\_Populations\\_and\\_Samples\\_in\\_Doctoral\\_Student\\_Research](https://www.researchgate.net/publication/351431031_Describing_Populations_and_Samples_in_Doctoral_Student_Research)

Chiang, C. & Jang, S. An expectancy theory model for employee motivation. *International Journal of Hospitality Management* 27(2008) 313-312

Dalci, I., Arasli, H., Tumer, M., Baradarani, S. (2013). Factors that influence Iranian students decision to choose accounting major. *A Journal of Accounting in Emerging Economies*, 3(2), 145-163. doi. 10.1108/2042161311288866

Dwyer, R. E., McCloud, L. & Hodson, L. (2012). Debt and graduation from American universities. *Social Forces* 90(11), 33–55.

Edmonds, J.(2012). Factors influencing choice of college major: what really makes a difference? Theses and Dissertations. 147. <https://rdw.rowan.edu/etd/147>

Heale, R. & Twycross, A (2015). Validity and reliability in quantitative research

[https://www.researchgate.net/publication/280840011\\_Validity\\_and\\_reliability\\_in\\_quantitative\\_research#:~:text=Cronbach's%20alpha%20values%20that%20are,Heale%20%26%20Twycross%2C%202015\)%20](https://www.researchgate.net/publication/280840011_Validity_and_reliability_in_quantitative_research#:~:text=Cronbach's%20alpha%20values%20that%20are,Heale%20%26%20Twycross%2C%202015)%20)

- Hoag, A., Grant, A. E. & Carpenter, S. (2017). Impact of media on major choice: Survey of communication undergraduates. *NACADA Journal*, 37(1). doi. 10.129380/NACADA 15-040
- Humavindu, M.N. & Stage, J. (2013). Key Sectors of the Namibian Economy. *Economic Structures* 2, (1) <https://doi.org/10.1186/2193-2409-2-1>
- Japheth, Y.A. (2014). <https://nairaproject.com/blog/measurement-instrument.html>
- Johnson, D. (2022). What is Data Analysis? Research | Types | Methods | Techniques <https://www.guru99.com/what-is-data-analysis.html>
- Kim, C., Tamborini, C.R., & Sakamoto, A. (2015). Field of study in college and lifetime earnings in the United States. *Sociology of Education* 88(3), 20–39.
- Ma, Y. (2016). Family socioeconomic status, parental involvement, and college major choices: Gender, Race/Ethnic, and Nativity Patterns. *Sociological Perspectives* 52(2), 11–34.
- Mahoney, M. L. (2011). Student-athletes perceptions of their academic and athletic roles: intersections amongst their athletic role, academic motivation, choice of major and career decision making. Doctoral dissertation, California State University: Long Beach.
- McLeod, S.A. (2018). Questionnaire: definition, examples, design and types. Simply Psychology. [www.simplypsychology.org/questionnaires.html](http://www.simplypsychology.org/questionnaires.html)
- Middleton, F. (2019). Reliability vs. Validity in Research | Differences, Types and Examples <https://www.scribbr.co.uk/author/fionamiddleton/>

Nauman, A.A. & Mamoon, A. (2020). Comparative Study of Factors influencing the choice in Area of Specialization among Management and Social Science students at University Level. *Journal of Managerial Sciences* 14(1).

Parijat, P. & Bagga, S. (2020). Victor Vroom's expectancy theory of motivation-An Evaluation. *International Journal of Leadership, Policy and Management* 3(9).

Quadlin, N. (2017). Funding sources, family income, and fields of study in college. *Social Forces* 96, 91–120.

Quadlin, N. (2020). From major preferences to major choices: Gender and logics of major choice. *Sociology of Education*, 93(20) 91-109. Doi. 10.1177/10038040719887971

Sam M.S.N. (2013). What is PROCEDURE? Definition of PROCEDURE (Psychology Dictionary) <https://psychologydictionary.org/procedure/>

Saunders, M., Lewis, P. & Thornhill, A. (2012). *Research Methods for Business Students*, 6<sup>th</sup> edition, Pearson Education Limited

Shukla S., (2020) CONCEPTS OF POPULATION AND SAMPLE

[https://www.researchgate.net/publication/346426707\\_CONCEPT\\_OF\\_POPULATION\\_AND\\_SAMPLE](https://www.researchgate.net/publication/346426707_CONCEPT_OF_POPULATION_AND_SAMPLE)

Streefkerk, R. (2019) Inductive vs. Deductive Research Approach (with example)

<https://www.scribbr.com/methodology/inductive-deductive-reasoning/>

The University of Namibia Statistic Department, (2022).

Vansteenkiste, M., Lens, W., De Witte, H., Feather, N.T. (2005). Understanding unemployed people's job search behaviour, unemployment experience and well-being: a



comparison of expectancy-value theory and self-determination theory. *British Journal of Social Psychology* 44 (2), 268–286.

Vroom, V .H. (1964). *Work and Motivation*. Wiley, New York.

Wagle, K. (2020). Research ethics Definition, Principles and Advantages- Public Health

Notes <https://www.publichealthnotes.com/research-ethics-definition-principles-and-advantages/>

Zhang. W., Wang, Y., Hu, M. (2017). Why IS: Understanding undergraduate students' intentions to choose an information systems major. *Journal of Information Systems Education*, 18(4), 447

**APPENDIX**

Below is the link to the online questionnaire.

[https://docs.google.com/forms/d/1BMD6oqaqJ\\_7bXrW79J0\\_DLiCcMYShY0J9ncHQCJx5Xc/edit?chromeless=1](https://docs.google.com/forms/d/1BMD6oqaqJ_7bXrW79J0_DLiCcMYShY0J9ncHQCJx5Xc/edit?chromeless=1)