

The Extent of Orientation towards Future Majors for Students of King Faisal University in Saudi Arabia and the Factors Affecting Selection

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Abstract

The study aimed to know the effect of the environment surrounding the student on his decision to choose the university major after completing the high school stage, as the most important influencing factors that the study focused on were the school, the family, and the community. The study sample was from students of King Faisal University, Applied College, Abqaiq Branch. As the sample number reached 250 students from all majors

The results also showed: - There is a strong relationship between the school and the choice of major due to the students' influence with their colleagues and the pursuit of matching them in the same major. The relationship of the surrounding societal environment has also appeared to affect students' choice of majors, as many depend on the hope of obtaining a job after graduation that is appropriate for the social level. Many respondents also see that the specialization they chose is required in the labor market and that it guarantees getting a job. The study also recommended the necessity of conducting awareness programs on social media and holding public workshops or seminars at the end of each year that clarify the needs of the labor market and the importance and role of each specialization in order to achieve balance in choosing the disciplines, whether technical or administrative. The school should play this role before university to familiarize students before graduation with the importance of each major so that students can gather information and think before making a decision.

Keywords: majors, selection, community.

INTRODUCTION

Education is the right path that developed countries take in order to achieve success, progress, advancement of peoples the educated people are the ones who are able to work, build and reconstruct their society, [14]unlike ignorance, which is like a disease that gnaws at the body of society and ultimately leads to backwardness as a result of the spread of myths and false beliefs. Also, individuals who

did not have the right to education do not have the ability to work, build and raise the nation .

It is important that the society that educates citizens possesses the culture and awareness necessary for renaissance and solving all crises and problems that it may face. [21]The Education and its spread among members of society achieve stability and contribute to the speed of global developments and major changes in light of technology and digital change that is sweeping the areas of global life.

One of the most important fields of science that will change the world today is the field of technology such as artificial intelligence, machine learning, robotics, [32] and 3D printing, which will lead to a radical transformation in the labor market where new jobs appear and other jobs disappear in addition to increasing demand for a number of jobs that currently exist as well. In the future, some of the jobs we know today will require skills that were not previously needed in the sales sectors, for example. We find that e-commerce has begun to dominate ordinary commerce. In the manufacturing sector, many aspects of this field have been computerized and machines and robots have been used to shorten effort and time. With all these revolutionary developments, it will become [28] The need for technological expertise is greater as the Internet of Things begins to conquer the world.

Here comes the main role of universities to strive to achieve this balance with the radical changes. Here in Saudi Arabia, universities are a driving force towards achieving future hopes, and qualifying university outputs towards participating in various areas of national development. Where to reconsider its curricula, [33] plans and programs in line with the momentum that the country is going through as a result of the Kingdom's Vision 2030 and as a result of new qualitative transformations in the world.

Among these universities, from which the study sample was taken, is King Faisal University, which has developed its programs in line with the needs of the local market and global developments plans and redrawing the identity of its specializations and programs in the light of Vision 2030.

The importance of the study and its most important outcomes are shown in determining the most important factors affecting students' choice of their university majors, which are naturally considered decisions with great future dimensions that affect the lives of students graduating from the secondary stage who must determine their future and path by determining the course of their university studies. Therefore, the student usually suffers during

This period of tension problem and a sense of responsibility towards choosing the appropriate specialization for him because it will determine his primary profession in the future as there are many fields of study available. And we note an important point that many of people are not satisfied with their work after graduation and this is due to the fact that they did not succeed in developing a successful educational plan to choose the academic major that qualifies them to obtain the profession they desire.

Therefore, [19] choosing the right major is one of the most important decisions in a student's life, as it is linked to different stages of his life, as it affects the level of satisfaction with future work as well as the level of progress and development in the professional path. It also affects the social level in many cases. The factors affecting this decision are different, whether from within the family, from the school, colleagues, teachers, or High school education degrees, as well as many factors in the environment surrounding the student.

Many studies have talked about this subject, including [6] samples taken from the Indian state of Bihar, and they see that promotion, cost, professional opportunities, university visits, and marketing of university programs have a major role in making the decision to choose major. Such as physics, which is related to the degree of difficulty, as it see that there is an influence of society in that, and [36] this study considers that the future profession that the student will obtain after graduation has the first role in choosing a specialization, and [26] considers that the choice of the university itself by the student is related to its reputation. The level of marketing, costs, to the programs offered, and this is what has an effective role that helps the student to choose a major. It is natural that the Saudi environment differs from many regions, and students may share many reasons contributing to choosing a major, but the level of influence of the family, environment and culture may differ. The study aims to identify the most important factors affecting King Faisal University students in making the decision to choose a university major by answering the following questions:

☐ What are the factors affecting the choice of university specialization among students of the Applied College, Abqaiq Branch?

☐ Sub-questions

☐ What role does the family play in choosing a major?

☐ What is the school's role in choosing a major?

☐ What are the social factors that influence a student's decision to choose a university major?

HYPOTHESES

☐ There are several factors that influence a student's decision to choose a university major.

☐ There is no statistically significant relationship between the family and the choice of university specialization for children.

☐ There is no statistically significant relationship between the school and the choice of university specialization among students.

☐ There is a statistically significant relationship between both social factors and the choice of university specialization.

OBJECTIVES OF THE STUDY

The study sought to find out the factors affecting the student's decision to choose a university major in the Applied College, Abqaiq Branch. The study focused on identifying:

The main factors that help the student to choose a university specialization, and that this choice has either positive aspects for the future student life or vice versa.

- The role of the family in choosing specialization and the influence of parents.

- The role of the school, teachers and colleagues in choosing a major.

- The role of society in determining specialization.

- Knowing the statistical differences in the orientations of students of the Applied College, Abqaiq Branch to choose their university majors.

SIGNIFICANCE OF STUDY

(University and Society Gallery) Under this title, the exhibition was held at King Faisal University to introduce the specialties and their importance in the labor market. It was one of the wonderful initiatives that concerned the student to choose the appropriate specialization, and that attracted me to this topic and to work on this study, which is extremely important as it will help students to find the best ways to approximate The image to choose the most appropriate specialization according to his ability and inclination.

Where this study acquires its importance by identifying the factors that affect the correct choice of specialization, because determining the reasons for students' choice of specialization helps them to succeed at the university and professional levels, it has become an urgent necessity, especially if we consider that academic specialization is one of the main reasons for professional orientations, and the path taken individual for himself after graduation.

☐ The importance of the study is evident in the following: The importance of this study lies in its fact that it is based on an active class of society who are the university youth who form a large segment, and that any society seeks progress and seeks to achieve a civilized renaissance that includes all Society and the centre of its effective and productive energy and able to make a difference in all areas of life.

☐ Students enrol in departments that are consistent with their inclinations, directions, and fate, which makes them exert more effort in academic achievement, which makes them more compatible in study.

□ Knowing the extent of the effect of some variables of the study to the same degree as before, according to what was mentioned in some previous studies.

□ The results of the study assist makers of academic programs at King Faisal University to make decisions that determine the need for continuing some specialties

RESEARCH DESIGN

The study was in human and community sciences, and mostly this type of science depends on the use of a descriptive method[12], and the study focused on spatial boundaries represented in the Kingdom of Saudi Arabia. The random research sample was taken from King Faisal University, represented by students of the Applied College, Abqaiq Branch, and the sample number was 250 Male and female students were relying on the closed questionnaire questions to obtain the initial data

ANALYSIS AND RESULTS

The first main hypothesis test:

To verify the validity of the hypothesis which states "which states that there are no factors affecting the student's decision to choose the university specialization."

It was divided into a set of sub-assumptions, which are:

1. The first sub-hypothesis: There is no statistically significant relationship at a significant level

($\alpha \leq 0.05$) between the family (as an independent variable) and choosing the university major not to build them (as the dependent variable).

2. The second sub-hypothesis: There is no statistically significant relationship at a significant level

($\alpha \leq 0.05$) between the school (as an independent variable) and the choice of the university major not building them (as the dependent variable).

3. The third sub-hypothesis: There is no statistically significant relationship at a significant level

($\alpha \leq 0.05$) between social factors (as an independent variable) and choosing the university specialization rather than their construction (as the dependent variable).

To test the validity of each hypothesis, the following tests were used:

Single and multiple regression test

- Total Correlation Test (ANOVA)

As it showed the following results:

Table (1): *Results of correlation and regression analysis*

Correlation coefficient			Independent variable	Computed T value	F value	Regression coefficient		results
R	R ²	sig				β	sig	
0.444	0.197	.000	family	7.8	60.84	0.515	.000	rejected
0.883	0.780	.000	school	19.59	88.12	0.589	.000	rejected
0.846	0.716	.000	society	13.167	625.32	0.554	.000	rejected

Source: Prepared by the researcher based on the outputs of the statistical software package (SPSS)

Through Table (1), it is clear that:

1- The value of "F" was (625.32, 88.12, 60.84), respectively, with the level of significance (0.000), which is less than the level of

significant significance, meaning that the model is valid for testing.

2- The value of the computed correlation coefficient "R" (0.883,0.846,0.444) respectively with a significance level (0.000) and it is less than the theoretical significance level, that is, it is statistically significant, which indicates the existence of a correlation between the independent variables (family - school - Social factors) and the choice of university major.

3- There are positive influence relationships with statistical significance between the independent variables (family - school - social factors) and the choice of specialization, and this is inferred from the (T) values calculated and shown in the above table, which are greater than their tabular value at a significant level ($\alpha \leq 0.05$).

And to know the differences and differences in the answers about the impact of (family, school, and social status) on choosing the specialty, about the certificate type variable, and the appreciation

One-way-ANOVA test was performed, and the results were as follows

Table. (2) shows the results of the difference test in the answers

variable	F	Sig	Levene Statistic	Sig.
Type of certificate	0.852	0.467	0.683	0.591
degree	1.9	0.13	2.879	0.037

It is evident from the results in the following table (2):

At the level of the type of certificate:

- The Levene Statistic test, the level of significance (0.591), which is greater than the theoretical level of significance (0.05). Therefore, the variance is achieved between groups.
- The value of F (.852), which is not a significant function (0.467), because it is greater than the theoretical level of significance

(0.05). Therefore, there are no differences in the answers of the sample members according to the type of certificate variable.

At the level of appreciation:

- The Levene Statistic test, the level of significance (0.03), which is less than the theoretical level of significance (0.05). Therefore, the variance is not achieved between groups.
- The value of F (1.9), which is not a significant function (0.13), because it is greater than the theoretical level of significance (0.05). Therefore, there are no differences in the answers of the sample members according to the estimation variable.

This is enhanced by the following graphs

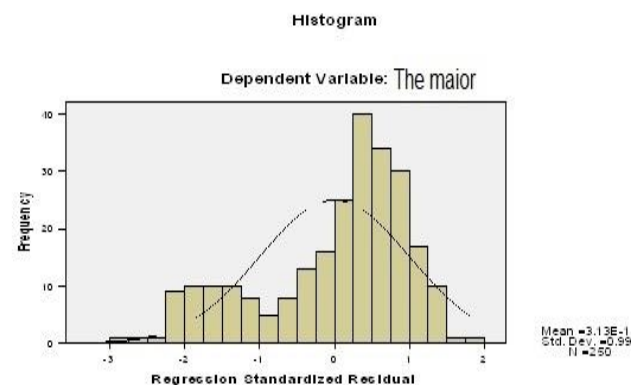


Figure.(1)

Figure (1) shows the normal distribution of the data, which means that the data is subject to a normal distribution, which is a condition of performing a regression test between the two variables

Normal P-P Plot of Regression Standardized Residual

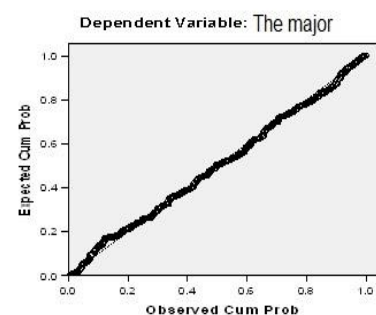


Figure. (2)

The data is subject to a normal distribution, and the relationship between the two variables is a direct relationship, and Figure (2) shows that all points are located on a straight line or clustered around a straight line with very little spread of the remainder, which confirms the validity of using the linear regression test to measure the variable

The Family

The equation for the regression line is:

$$Y = 1.889 + 0.515 (X) + e$$

And its meaning: an increase in the role of the family by a score of 1.889 will lead to an increase in the choice of specialization by 0.515

The School

The equation for the regression line is:

$$Y = 1.332 + 0.589 (X) + e$$

And its meaning: an increase in the school's role with a score of 1,332 will lead to an increase in the choice of major by 0.589

Regarding the social situation

The equation for the regression line is:

$$Y = 1.152 + 0.554 (X) + e$$

And its meaning: an increase in the role of social status with a score of 1,152 will lead to an increase in the choice of specialization by 0.554

Based on the above, we conclude the following:

1. There is a positive impact relationship between the family and the student's choice of university specialization.
2. There is a positive impact relationship between the school and the student's choice of university major.
3. There is a positive impact relationship between social factors and the student's choice of university specialization.

4. There are no differences (discrepancies) in the answers of the sample members according to the type of certificate and grade variable.

5. The relationship is positive between the two variables and the data is subject to a normal distribution.

Therefore, the sub-hypotheses which state that "

There is no statistically significant relationship at a significant level ($\alpha \leq 0.05$) between (family, school, social status) and choosing the university major is rejected

Acceptance of alternative hypotheses that states that "there is a statistically significant impact relationship between (family, school, social status) and the choice of major."

The second main hypothesis test:

To verify the validity of this hypothesis, which states "There are no differences in the answers of the sample members due to the gender variable."

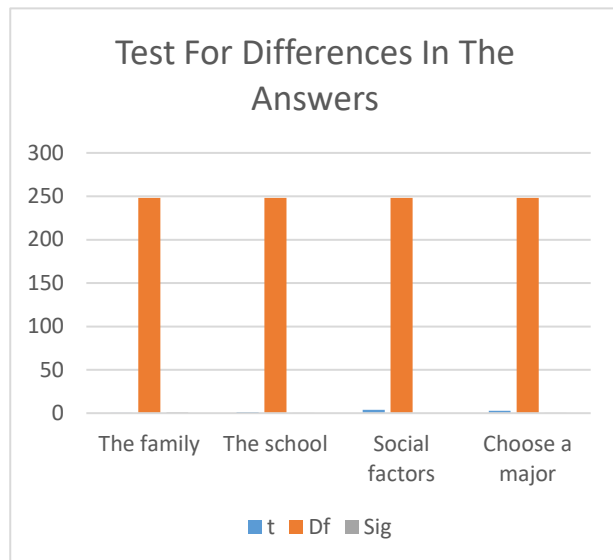
To verify this hypothesis, an Independent – samples T Test was used.

Table. (3) Explains the results of the test for differences in the answers of the sample members about the gender variable

variable	t	Df	Sig	The result
The family	.197	248	0.844	There are no differences in the answers
The school	1.312	248	0.191	There are no differences in the answers
Social factors	3.777	248	0.000	There are differences in the answers
Choose a major	2.615	248	0.009	There are differences in the answers

Table. (3) Explains the results of the test for differences in the answers of the sample members about the gender variable

Figure No. (3) *Explains the results of the test for differences in the answers of the sample members about the gender variable*



At the family level

The value of T reached (0.197) with a significant level of (0.844), which is greater than the level of significance ($\alpha \leq 0.05$). Therefore, there are no differences in the answers of the sample members about the school variable.

• At the school level

The value of T reached (1.312) with a significant level of (0.191), which is greater than the level of significance ($\alpha \leq 0.05$). Consequently, there are no differences in the answers of the sample members about the school variable.

• At the level of social status

The value of T reached (3.78) with a significant level of (0.000), which is greater than the level of significance ($\alpha \leq 0.05$). Consequently, there are differences in the answers of the sample members about the variable of social status.

• At the level of choice of specialization

The value of T reached (2.62) with a significant level of (0.009), which is greater than the level of significance ($\alpha \leq 0.05$). Therefore, there are

differences in the answers of the sample members about the variable of specialization.

After comparing the mean of the two types, it was revealed that the differences and differences are in favour of females, as I got the largest mean of my arithmetic

We conclude from the following above

1. The members of the sample in terms of gender differed about the effect of social status on the student's choice of specialization and also differed on the factors affecting determining the specialization, and the differences were in favor of females.

2. Most of the sample members agreed in the answers about the influence of the school and the family on choosing the major.

Therefore, the second hypothesis, which states that "

There are no differences in the respondents' answers regarding the existence of factors influencing the selection of specialization.

And accepting the alternative hypothesis that "

"There are differences in the answers of the sample members about the presence of factors affecting the choice of specialization."

RESULTS

The first question:

states: "What are the factors affecting the university student's decision to choose university specialization?"

Multiple regression was used to test the effect of each of the independent variables on the choice of specialization, as the results were as follows:

The results of a stepwise multiple regression analysis to test the entry of variables (family, school, social factors) into the equation for predicting the dependent variable choosing the specialty

Table. (4)

Independent variable	The coefficient of determination (R ²)	Sig	NE
Family	0.197	0.000	3
School	0.780	0.000	1
Social factors	0.716	0.000	2

The table (4) shows the order of entry of the independent variables (family, school, social factors) into the prediction equation for the dependent variable choosing the specialization, where the variable (school) ranked first as it explained (78%) of the variance value in the dependent variable "choosing the university specialization, followed by The social factors variable, while the family variable was ranked last, as it explained (19.7%) of the variance value.

As for the connection field

Table. (5)

Variables	Incorporeal	major
Family	0.000	.444(**)
School	0.000	.883(**)
Social factors	0.000	.846(**)

** Correlation is significant at the 0.01 level (2-tailed).

We note from the following table. (5)

The highest degree of correlation is between the school and the choice of major, where the percentage was (0.883), followed by the social situation at (0.846) and finally the family where the degree of correlation was (0.444).

We conclude from the above:

1. The school's first rank, where the degree of correlation is (0.883), and explains it (78%) of the change that occurs in the dependent variable choosing the major.

2. The second place for social status, with a degree of correlation (0.846) and explained (71.6%).

3. The last rank of the family, with a correlation degree (0.444), explained (19.7%).

second question:

What role does the family play in determining and selecting the major?

To verify the answer to this question, a single-sample (T) test was used, where the results were as follows:

Table. (6) shows the results of the (T) test to know the family's role in choosing the major

Mean	Sig	df	t
2.69	.000	249	79.86

It is clear from the results shown in Table (6) that:

- The value of T (79.86) with the level of significance (.000), which is less than the level of significance ($0.05 \geq \alpha$).
- The arithmetic mean (2.69), which is less than the assumed arithmetic mean (3).

Thus, it becomes clear that the family does not have a great role in choosing a major.

We conclude the following:

There is no big role for the family in choosing a specialty, but rather a limited and modest role.

The Third Question:

What role does the school play in determining and selecting a major?

To verify the answer to this question, a single-sample (T) test was used, where the results were as follows:

Table. (7) It shows the results of the (T) test to know the role of the family in choosing the major

Mean	Sig	df	t
3.30	.000	249	59.23

It is clear from the results shown in Table (7) that:

• The value of T (59.23) has a significant level of significance (.000), which is less than the level of significance ($0.05 \geq \alpha$).

• the arithmetic mean (3.30), which is greater than the assumed arithmetic mean (3).

Thus, it is clear that there is a role for the school in choosing the major. By (66%)

We conclude the following:

- There is a big role for the school in choosing a major.
- The percentage of the school's role in choosing a major (66%) among many of the sample.

The Fourth Question:

What are the social factors that affect the student's decision to choose the university major?

Table. (8)

N	Factor	mean	The degree of influence
1	My grades did not qualify me to enter the major that I want	4.1	82
2	I chose my major based on my tendencies and abilities	4.06	81.2
3	The school invites university students to learn about the most important scientific disciplines	3.98	79.6
4	my Choose a major based on how easy or difficult it is	3.93	78.6
5	My secondary major type (scientific, literary) forced me to pursue a specific major	3.91	78.2
6	You choose to major based on family income	3.84	76.8
7	I chose my major to guarantee the job after	3.81	76.2

	graduation		
8	Society's view of professional specialties (carpenter, mechanic, etc.) made me not choose it	3.78	75.6
9	My friends play a role in my major	3.77	75.4
10	University conditions forced me to choose a major	3.68	73.6
11	I'm choose the major that matches the outlook of society	3.47	69.4

In table (8), what are the social factors that affect the student's decision to choose the university major.

The factors were arranged according to importance, from largest to smallest, according to the mean for each paragraph

DISCUSSION:

The environment here in the Kingdom of Saudi Arabia may differ from a social point of view, as well as customs and traditions that may require a lot of thinking before planning for the future, especially in choosing university majors, and we can discuss the effects that may make an individual or student choose a specific academic discipline, so often a valuable major is chosen Social without focusing on the needs of the labor market. What has been proven by the study is that the effect on students' choice of their specializations depends on the school as a first degree and comes in the second degree the social situation, and then comes the role of the family

That is, the student is affected by his classmates in the school and their future decisions in choosing their university majors after graduation from school and does not want to be less than them in the social level in addition to the societal view that looks at professional work such as (carpentry, blacksmithing and electricity) with a view that differs from administrative jobs and private works, and this

leads to The Saudi labor market lacks such specializations. This may be the result of the good standard of living that the Saudi family lives in in general as one of the reasons, and this is the same thing that leads to the aspiration for jobs that are commensurate with the standard of living of the children after their graduation from the university, where the majors are chosen through which students seek to achieve good social standing, which gives the required societal view .

RECOMMENDATIONS

The most important recommendations: Activating educational programs that clarify the importance of choosing majors and their important role in the future of students through various channels, especially in light of the existing technological development (various social media)

The necessity of educating students through courses or activities that choosing a major is a renewable investment process that has important future results and is not a temporary process aimed at achieving personal goals only.

Educating and guiding students, and developing appropriate programs that motivate students to complete their studies after the bachelor's degree.

Familiarizing students with the most important universities and the types of majors and coordination to make visits to the university to closely identify the majors and the nature of the study and their requirements

Encouraging students to study in professional fields and spreading the culture of professional work that is no less important than administrative work. The necessity for the family to play its role in preparing the student for an important stage of his life and determining the scientific and professional future by educating him about the available opportunities and fields that are appropriate to his abilities, preparations and inclination.

- The necessity of paying attention to conducting more applied studies on this subject

on a continuous basis, and that the media provide an important role in introducing the available universities and specialties and their professional future, and must play a positive role in alerting and enlightening society and an important institution of their roles in this field

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