

# Predictors Associated with Career Uncertainty Among Bsais Students at Selected Lucs in Laguna

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**Abstract-** *This study examined the predictors associated with career uncertainty among Bachelor of Science in Accounting Information Systems (BSAIS) students enrolled in selected Local Universities and Colleges (LUCs) in Laguna. Career uncertainty has become a growing concern among undergraduate students as they navigate the transition from academic training to professional practice, particularly in specialized fields shaped by rapid technological and industry changes. The study sought to determine the level of career uncertainty among BSAIS students relative to career choices, perceived job market stability, and fear of making the wrong decision. It further investigated how personal predictors and information affect career uncertainty. A descriptive-correlational research design was employed, utilizing a structured survey questionnaire administered to BSAIS students across three selected LUCs in Laguna. The gathered data were statistically treated to measure levels of uncertainty and identify significant relationships between predictors and career uncertainty. Findings revealed that students experience varying degrees of uncertainty influenced by both personal and information factors. Based on the results, the study proposed targeted programs and interventions to address the identified predictors, emphasizing enhanced career guidance services, structured career planning activities, and strengthened linkages with industry partners to improve students' career readiness. The outcomes of this research provide valuable insights for educators, policymakers, and career counselors in designing strategies that support students in building clearer, more confident career pathways.*

**Index Terms-** *Career Uncertainty BSAIS Students Self-Efficacyself-Awareness Fear Of Failure Decision Paralysis Limited Career Extrapolationcareer Guidance Information Overload Job Market Stability Career Choices Information Factors*

## I. INTRODUCTION

Transitioning from academic life to a professional career marks a pivotal moment in an individual's journey. This transition can be especially challenging for students pursuing a Bachelor of Science in Accounting Information System (BSAIS), as it requires a combination of technical knowledge, professional skills, and career clarity. Career uncertainty among BSAIS students can be influenced by various internal and external factors, making the path toward post-graduation decisions complex and filled with ambiguity. Understanding the predictors associated with career uncertainty is crucial in addressing the underlying causes of career indecision, as well as the gaps in students' readiness for the professional world.

Choosing a career path is one of the most significant decisions a student makes, and it becomes even more complex for those in specialized fields like accounting and information systems. These disciplines, which combine rigorous accounting practices with the rapidly advancing technology sector, expose students to a dynamic and competitive job market. The transition into the workforce is often met with confusion and anxiety, as students face questions about their qualifications, career fit, and future job prospects. Furthermore, the evolving nature of the job market, driven by technological changes and shifting industry demands, increases students' uncertainty about their future career paths.

Career uncertainty is a prominent issue faced by university students worldwide, and it can be influenced by a variety of internal and external factors. Internally, students may experience self-doubt, unclear career aspirations, or feelings of

inadequacy in their professional preparedness. Externally, the changing job market, economic conditions, and institutional support structures such as career guidance programs all contribute to the uncertainty students face when considering their future careers. Research by Liu (2020) found that students who had a clearer understanding of their career options tended to experience lower levels of career uncertainty. These students were more confident in their abilities and had well-defined career goals. Similarly, Kim and Lee (2021) observed that students who regularly participated in career counseling and guidance programs were better prepared for the job market and reported less anxiety about their future careers. These studies underline the importance of career awareness and guidance in reducing career uncertainty.

Family expectations and support systems also play a crucial role in shaping career decisions. Students who receive positive encouragement and guidance from their families are more likely to approach career decisions with greater confidence, whereas those who face familial pressure or lack support may experience additional uncertainty. Furthermore, psychological factors such as career clarity, self-efficacy, and anxiety significantly contribute to career uncertainty. Students who struggle with career indecision, lack self-belief, or experience high levels of career-related anxiety may find it challenging to make concrete career choices, often resulting in feelings of paralysis or indecision.

The complexity of the uncertainty of the career becomes even clearer when specific aspects such as career choices, clarity of career goals, and perceived job opportunities are considered. Students' ability to make informed career choices often hinders exposure to various career paths and a lack of adequate knowledge of industry requirements. Clarity in career goals is important to establish realistic and achievable professional ambitions, yet many students struggle to identify their long-term goals due to limited career guidance and self-awareness. Furthermore, job opportunities play an important role in shaping students' career prospects, as their confidence in ensuring employment after graduation directly affects their career.

This study aimed to explore the various predictors of career uncertainty among BSAIS students at selected Local Universities and Colleges (LUCs) in Laguna. Understanding these predictors is vital for developing targeted interventions that can support students through their transition from academics to professional life. The insights gained from this study will assist universities, academic advisors, and career counselors in better supporting students' career development, ensuring they are equipped with the knowledge, skills, and confidence needed to navigate their future careers successfully.

## II. METHODOLOGY

This study utilized a descriptive–correlational research design employing a quantitative approach to determine the predictors associated with career uncertainty among Bachelor of Science in Accounting Information System (BSAIS) students. As cited by Pallister (2023), correlational research is a non-experimental method used to examine the relationship between two or more variables without manipulating them, showing the degree and direction of association. This design was appropriate for the present study as it measured the extent to which personal and information-related predictors influence the level of career uncertainty. It also helped establish a systematic description of students' existing conditions, experiences, and perceptions regarding their future careers.

The research was conducted in selected Local Colleges and Universities (LUCs) in Laguna, specifically City College of Calamba (CCC) in Calamba City, Pamantasan ng Lungsod ng San Pablo (PLSP) in San Pablo City, and Laguna University (LU) in Sta. Cruz. These higher education institutions were chosen because they offer the BSAIS program and serve as suitable environments for exploring the predictors of career uncertainty among students preparing for industry transition. The respondents of the study consisted of a total population of 977 BSAIS students: 293 from LU, 539 from CCC, and 145 from PLSP. Using Slovin's formula with a 5% margin of error, a sample of 283 respondents was determined, with 85 from LU, 156 from CCC, and 42 from PLSP. A proportional sampling technique was used to ensure representation from each institution.

and year level.

Data were collected using a self-constructed survey questionnaire titled Predictors Associated with Career Uncertainty Among BSAIS Students at Selected LUCs in Laguna. The instrument underwent pilot testing and reliability assessment through Cronbach’s Alpha, yielding coefficients of 0.95 for career uncertainty, 0.93 for personal predictors, and 0.89 for information predictors indicating good to excellent internal consistency. The questionnaire was divided into three parts: the first measured the level of career uncertainty in terms of career choices, perceived job market stability, and fear of making a wrong decision; the second focused on personal predictors such as self-efficacy, self-awareness, fear of failure, and decision paralysis; and the third examined information-related predictors, including limited career extrapolation, lack of career guidance, and information overload. Each item was rated on a 4-point Likert scale ranging from Strongly Agree to Strongly Disagree.

The survey was distributed electronically through school email systems and designated social media platforms so respondents could conveniently access and participate. After the data were collected, responses were encoded and analyzed using appropriate statistical tools. Frequency and percentage were utilized to describe the demographic profile of respondents, while weighted mean determined the level of career uncertainty and its predictors. To test the significance of the relationship between the identified predictors and career uncertainty, Spearman’s Rho ( $\rho$ ) was applied at a 0.05 level of significance. This statistical procedure measured both the strength and direction of correlation between variables.

Ethical considerations were strictly observed throughout the conduct of the study. Participation was voluntary, and informed consent was obtained before answering the survey. Anonymity and confidentiality of responses were ensured, and no personal identifying information was collected. Approval to conduct the study was secured from the research coordinator and respective institutional authorities prior to data gathering.

### III. RESULTS AND DISCUSSION

Table 12 Personal Predictors Associated with Career Uncertainty

Predictors	Mean	SD	Verbal Interpretation
Self-Efficacy	3.07	0.51	High Level of Uncertainty
Self-Awareness	3.03	0.5	High Level of Uncertainty
Fear of Failure	2.95	0.61	High Level of Uncertainty
Decision Paralysis	2.84	0.61	High Level of Uncertainty
Overall Mean	2.97	0.56	High Level of Uncertainty

\*3.26-4.00 Very High , 2.51-3.25 High , 1.76-2.50 Moderate , 1.00-1.75 Low Association

In terms of personal predictors of career uncertainty, the respondents recorded an overall mean of 2.97, which is interpreted as a high level of career uncertainty. This overall result indicates that personal factors significantly influence the extent to which BSAIS students feel uncertain about their future career paths. While students generally possess internal resources that help them navigate career decisions, the findings suggest that personal attributes and emotional responses still play a substantial role in shaping their confidence, clarity, and certainty regarding career choices.

Among the personal predictors, self-efficacy obtained the highest mean of 3.07, interpreted as a high level of association with career uncertainty. This suggests that students’ belief in their own abilities strongly affects how they approach career-related decisions. High self-efficacy implies that students are generally confident in their skills and competencies; however, this confidence also heightens their awareness of the importance of making the “right” career choice, which may contribute to feelings of uncertainty. This finding aligns with the studies of Pignault (2023) and London (2023), who emphasized that individuals with strong self-efficacy are more willing to confront challenges, exhibit greater decisiveness, and demonstrate resilience when facing career-related difficulties.

The second highest predictor, self-awareness, recorded a mean of 3.03, also interpreted as a high level of career uncertainty. This indicates that students’ awareness of their strengths, interests, values, and limitations plays a crucial role in their career decision-making process. While self-

awareness enables students to evaluate career options more realistically, it may also expose them to conflicting preferences and expectations, thereby increasing uncertainty. Nonetheless, self-awareness remains an essential factor in helping students make informed career choices, as it allows them to align potential career paths with their personal goals and capabilities.

Meanwhile, fear of failure obtained a mean of 2.95, which is likewise interpreted as a high level of career uncertainty. This result suggests that anxiety about making wrong decisions, disappointing others, or not meeting personal expectations continues to affect students' career confidence. Fear of failure can discourage students from committing to specific career paths and may lead them to delay decisions or avoid challenging opportunities. This finding is supported by Bangar (2024) and Perkins (2024), who noted that fear of failure often results in avoidance behaviors, excessive caution, and reduced willingness to take career-related risks.

The predictor with the lowest mean, decision paralysis, recorded a mean of 2.84, yet it is still interpreted as a high level of career uncertainty. This suggests that although decision paralysis is slightly less influential compared to other personal predictors, indecisiveness remains a significant concern among students. The abundance of choices and the pressure to make optimal decisions may cause students to overthink, hesitate, and struggle to move forward with clear career plans. Even with adequate self-efficacy and self-awareness, many students experience difficulty translating insight and confidence into decisive action.

Overall, these findings indicate that personal attributes such as self-efficacy and self-awareness function as protective factors that enhance students' confidence and understanding of themselves, while emotional barriers such as fear of failure and decision paralysis intensify career uncertainty by undermining motivation and decisiveness. The results highlight the importance of strengthening students' self-belief, emotional resilience, and decision-making skills through targeted career guidance programs, counseling, and reflective activities. By addressing both cognitive and emotional aspects of career

development, educational institutions can better support students in navigating their career paths with greater clarity, confidence, and purpose.

Table 13 Information Predictors Associated with Career Uncertainty

Predictors	Mean	SD	Verbal Interpretation
Limited Career Extrapolation	2.75	0.55	High Level of Uncertainty
Lack of Career Guidance	2.88	0.52	High Level of Uncertainty
Information Overload	2.45	0.56	Moderate Level of Uncertainty
Overall Mean	2.69	0.54	High Level of Uncertainty

\*3.26-4.00 Very High , 2.51-3.25 High , 1.76-2.50 Moderate , 1.00-1.75 Low Association

In terms of information overload as a predictor of career uncertainty, the respondents recorded an overall mean of 2.45 with a standard deviation of 0.56, which is interpreted as a moderate level of career uncertainty. This overall result suggests that students are experiencing a noticeable amount of information-related difficulty when thinking about their future careers, but the situation is not severe enough to completely hinder their decision-making. In other words, information overload exists among the respondents; however, it does not overwhelmingly dominate or paralyze their career decision-making process. Instead, students appear to be navigating large amounts of information with varying degrees of success.

Looking at the individual indicators, the statement "having access to too much information makes decision-making harder" obtained the highest mean of 2.85 (SD = 0.68), which is interpreted as a high level of uncertainty. This indicates that an excessive volume of career-related information can make it more difficult for students to arrive at clear decisions. Rather than helping them narrow down their options, too much information may increase confusion, create doubt, and make it challenging to prioritize relevant details. This finding highlights how information overload can reduce clarity and efficiency in career decision-making.

The next highest indicator, "receiving too many differing opinions about what career to pursue," recorded a mean of 2.53 (SD = 0.76), also interpreted as a high level of uncertainty. This suggests that exposure to multiple and sometimes conflicting viewpoints—such as advice from parents, peers,

teachers, and online sources—plays a significant role in students' career indecision. When students are faced with inconsistent recommendations, they may struggle to determine which opinions to trust, leading to hesitation and uncertainty about their career choices.

Meanwhile, the indicator “conflicting career advice leaves me feeling indecisive” obtained a mean of 2.38 (SD = 0.77), while “feeling overwhelmed by the amount of career information available” recorded a mean of 2.31 (SD = 0.70). Both indicators fall under a moderate level of uncertainty. These results suggest that although students do experience indecision and feelings of being overwhelmed, these challenges remain relatively manageable. Students may feel uncertain at times, but they are still able to cope with the pressure and continue exploring their career options.

The indicator with the lowest mean was “the more I learn about careers, the more confused I become,” which recorded a mean of 2.18 (SD = 0.69), also interpreted as a moderate level of uncertainty. This finding suggests that increased exposure to career-related information does not necessarily lead to greater confusion for all students. For some, learning more about different careers may actually help clarify their interests, strengths, and preferences over time. This indicates that information, when processed effectively, can support informed decision-making rather than intensify uncertainty.

Overall, these findings imply that while information overload contributes to career uncertainty, its impact varies depending on the type and source of information. Excessive and conflicting information appears to be more problematic than information gained gradually and meaningfully. This highlights the importance of providing students with structured, reliable, and guided career information to help reduce confusion and support confident career decision-making.

#### CONCLUSION

1. The level of career uncertainty among BSAIS students is high in terms of career choices, perceived job market stability, and fear of making

the wrong decision. Among these indicators, fear of making the wrong decision emerged as the highest contributor to career uncertainty, indicating that it is the most dominant concern affecting students' career decision-making.

2. Personal factors such as self-efficacy, self-awareness, fear of failure, and decision paralysis are highly influential in shaping the level of career uncertainty among BSAIS students. Likewise, information-related factors, particularly limited career extrapolation and lack of career guidance, are also highly influential, while information overload shows a moderate influence on career uncertainty.
3. There is a significant relationship between the predictors of career uncertainty and the level of career uncertainty among BSAIS students. Emotional and decision-related factors, specifically fear of failure and decision paralysis, exhibit the strongest relationship with career uncertainty, while self-efficacy and self-awareness show weaker or inconsistent relationships.
4. Career uncertainty among BSAIS students can be effectively addressed through targeted career intervention programs. Interventions focusing on strengthening self-efficacy, enhancing decision-making skills, reducing fear of failure, and improving access to career guidance and mentorship are essential in minimizing career uncertainty and supporting informed career choices.

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