

AISSOCs' STUDENT ACTIVITY PROGRAM AND ITS INFLUENCE ON AIS STUDENTS CAREER ASPIRATION

Merry Cristina M. Aguilar ^a, Mary Antonette DR. Awitan ^b, Azhleen C. Bati ^c,
Kristine M. Mendoza ^d, Rina P. Talabis ^e, Jovelle R. Olivares, LPT ^f

merrycristinaaguilar@gmail.com, ja2awitan@gmail.com, azhleencastanedabati@gmail.com,
mendozakristine2025@gmail.com, talabisrina@gmail.com, jovelle1102@gmail.com

Laguna University, Laguna Sports Complex, Bubukal, Sta. Cruz, 4009 Laguna, Philippines

Abstract

AISSOC Student Activity Program on the career aspirations of Bachelor of Science in Accounting Information Systems (BSAIS) students at Laguna University. The research aimed to determine how AISSOC activities—seminars, workshops, leadership training, team-building activities, and pre-employment orientations—contribute to students' skills development, career awareness, networking opportunities, career exploration, and job readiness.

A descriptive-correlational research design was used, involving 172 randomly selected students. Data were collected through a researcher-made questionnaire and analyzed using weighted mean and Spearman's rho correlation. Results showed that the AISSOC Student Activity Program had a very high overall influence on students' career aspirations (overall mean = 3.31, SD = 0.70). Seminars exhibited the highest influence (mean = 3.46), followed by team building, workshops, and pre-employment orientations, all rated very highly influential. Leadership training, while slightly lower (mean = 3.19), still showed a high level of influence. The program also demonstrated a very high overall impact across developmental areas (overall mean = 3.28, SD = 0.70), with career opportunities awareness receiving the highest rating (mean = 3.38), followed by career exploration and skills development. Correlation analysis revealed strong and statistically significant relationships between the influence of AISSOC activities and their impact on career aspirations, with Spearman's rho values ranging from 0.603 to 0.804 ($p = 0.000$). The strongest relationship was found between pre-employment orientation and networking opportunities ($\rho = 0.804$), indicating that professional preparation activities enhance students' connections and workplace readiness.

The study concludes that the AISSOC Student Activity Program effectively supports students' professional growth and career direction. It is recommended that Laguna University institutionalize the program as a formal Career Development and Engagement Initiative. Future researchers are encouraged to examine the career paths of BSAIS graduates to determine the professional directions they pursue.

"Keywords: AISSOC, Student Activity Program, Career Aspiration, Skills Development, Job Readiness."

1. Introduction

Career aspirations have been an ongoing question for various students, freshmen, and seniors. This generation frequently struggles to identify true life goals. It is simple to become misdirected in search of meaning when there are so many options and expectations. They continue to pursue their aspirations despite this uncertainty. To help them navigate the future, these dreams require specific, aspirational job goals. The desire to do great things drives them to keep moving forward even when uncertainty comes most of the time. Accounting Information students at Laguna University have excelled both in academics and non academic activities, it only shows how passionate they are when it comes to achieving their ultimate goal in life, to be successful. According to Joanna Sikora, (2024), students who have specific plans while still in school have a better chance to get ahead compared to those who do not have any. Aspirations and expectations are predictors of attainment in life. Consequently, accounting student leaders often develop clearer career goals and higher ambitions, inspiring their peers to seek similar opportunities. Their active involvement and visibility tend to motivate other accounting students to participate in professional activities, expand their networks, and pursue advanced credentials like the CPA license, thereby boosting career motivation within the organization. Having a leadership role builds confidence communication skills, project management abilities, and a sense of professional identity—key competencies relevant to careers in accounting, such as auditing, financial analysis, and corporate finance.

Research has often shown that students' expectations for their careers change as they proceed through their academic careers, in this part, student organizations must make sure that they are contributing in enhancing these expectations and make them come into reality. According to research on professional growth, students' expectations clear up as they acquire more knowledge and experience. Furthermore, studies on student services emphasize the value of offering specific help to students at various phases of their academic careers, which is consistent with the need to address the unique career concerns of Accounting Information Systems students. This concept is therefore in line with the body of research on career development and services related to higher education. It is in this line that the researchers have undertaken the study titled: AISSOC's Student Activity Program and Its Influence in AIS Students Career Aspiration.

2. Methodology

This study utilized the Descriptive-Correlational method to describe and examine the AISSoc's's student program and its influence on AIS students caree aspiration in Laguna University. The respondents consisted of Bachelor of Science in Accounting Information Systems (BSAIS) students from Laguna University.

The data collection instrument was a specially constructed questionnaire focused exclusively on AIS college students. The primary goal of this instrument was to investigate how AISSoc's Student Activity Program affected students' career aspirations in the AIS field. The questionnaire was divided into two primary portions, each designed to directly target the specific difficulties outlined in the study.

Following data collection, the researchers developed a thorough procedure for compiling, organizing, classifying, and tabulating the data. The data were then subjected to statistical analysis in order to answer the study's original research questions. The weighted mean, Pearson correlation coefficient, and mean and standard deviation computations were all included in the data analysis procedure.

3. Results

The AISSOC Student Activity Program plays a significant role in guiding and shaping students' career aspirations by providing opportunities that support both personal and professional growth. Through a variety of academic, developmental, and career-focused activities, the program exposes students to relevant skills, knowledge, and real-world perspectives. As a result, AISSOC's initiatives strongly influence students' career direction and preparedness for their future profession

Table 13

Influence of AISSOC Student Activity Program to their Career Aspirations

<i>Activities</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Interpretation</i>
<i>Seminar</i>	3.46	0.63	<i>Very High</i>
<i>Workshop</i>	3.29	0.71	<i>Very High</i>
<i>Leadership Training</i>	3.19	0.77	<i>High</i>
<i>Team Building</i>	3.30	0.71	<i>Very High</i>
<i>Pre-employment Orientation</i>	3.29	0.70	<i>Very High</i>
<i>Overall Mean</i>	3.31	0.70	<i>Very High</i>
*3.26-4.00 <i>Very High Influence</i> , 2.51-3.25 <i>High Influence</i> , 1.76-2.50 <i>Moderate Influence</i> , 1.00-1.75 <i>Low Influence</i>			

The AISSOC's Student Activity Program has a very high overall influence on students' career aspirations, with an overall mean of 3.31. Among the activities, seminars recorded the highest impact with a mean of 3.46 followed closely by team building, workshops, and pre-employment orientations, all of which were rated as very highly influential. Meanwhile, leadership training, although still impactful, received a slightly lower mean of 3.19, interpreted as high influence. The results suggest that the program effectively supports and motivates students in shaping their career goals, particularly through interactive and informative activities that enhance their readiness for future professions.

Table 14

Impact of AISSOC's Student Activity Program to their Career Aspirations

<i>Impact</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Interpretation</i>
<i>Skills Development</i>	3.27	0.74	<i>Very High</i>
<i>Career Opportunities Awareness</i>	3.38	0.66	<i>Very High</i>
<i>Networking Opportunities</i>	3.24	0.7	<i>High</i>
<i>Career Exploration</i>	3.29	0.67	<i>Very High</i>
<i>Job Readiness</i>	3.23	0.73	<i>High</i>
<i>Overall Mean</i>	3.28	0.70	<i>Very High</i>

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

This reveals that the AISSOC's Student Activity Program has a very high overall impact on students' career aspirations, with an overall mean of 3.28. The highest-rated area is career opportunities awareness with a mean of 3.38, indicating that the program strongly helps students become more aware of

potential career paths. This is followed closely by career exploration and skills development, both interpreted as very highly impactful. Meanwhile, networking opportunities and job readiness received slightly lower but still high impact ratings. These findings suggest that the program effectively guides students in understanding and preparing for future careers, especially through awareness- building and skill-enhancing activities.

4. Discussion

The discussion shows that the AISSoc's Student Activity Program has a very high overall influence on AIS students' career aspirations in Laguna University. Among these, seminars recorded the highest level of influence, implying that they effectively help students see a vision for their career aspiration. It also showed the AISSOC student activity program has a highly significant influence on students' career aspirations in terms of various career-related factors. Career opportunities awareness was the top-rated dimension, indicating that involvement in AISSOC activities assists students to become more aware of available career opportunities and trends in employment. These findings underscore the fact that increased participation and involvement in AISSOC activities translate into increasing the AISSoc's activity program influence in AIS students.confidence in making informed career choices. Ultimately, such interventions can contribute to the development of clearer, more realistic, and more confident career pathways among BSAIS students.

Conclusion

The findings of this study showed that the AISSOC's student activity program significantly contributes to AIS students career aspiration at Laguna University.

1. Among the AISSOC activities, seminars received the highest mean rating of 3.46, indicating that students found these events the most beneficial in terms of gaining practical knowledge and exposure to industry practices. Workshops, team building, and pre-employment orientations also displayed a strong positive effect on students' development. Workshops provided hands-on experiences that enhanced students' technical and analytical skills relevant to their course. Team-building activities developed collaboration, leadership, and interpersonal relationships that are essential in a professional setting. Pre-employment orientations, on the other hand, equipped students with the necessary knowledge on job application processes, resume writing, and interview readiness—helping them transition smoothly from academic life to professional employment. Leadership training, while having a slightly lower mean compared to other activities, still showed a high level of influence in shaping students' sense of responsibility, initiative, and confidence. The findings revealed that participation in leadership programs allowed students to cultivate organizational and decision-making skills vital for managerial roles.
2. The overall assessment revealed an overall weighted mean of 3.28, interpreted as very high influence, across all indicators of career aspiration such as skills development, career opportunity awareness, networking opportunities, career exploration, and job readiness. This demonstrates that AISSoc's initiatives effectively bridge the gap between classroom learning and professional expectations. The organization's programs allow students to connect theory with practice, build meaningful networks, and develop a deeper understanding of their potential career paths within the accounting and information systems industry.

3. In summary, the study found a strong positive relationship between participation in AISSOC activities and the level of career aspiration among AIS students. This implies that the more students involve themselves in AISSoc's programs, the more confident, motivated, and prepared they become for their future careers. The findings affirm that AISSoc's Student Activity Program is not only an avenue for extracurricular engagement but also a crucial component in enhancing students' employability, professional identity, and readiness for real-world challenges. Overall, the program successfully promotes the holistic growth of students, developing them into competent, career-driven, and industry-ready professionals.

References

- Adminji. (2024, April 28). The impact of career workshops and seminars. CareerVaani.<https://careervaani.com/investing-in-your-future-the-impact-of-career-workshops-and-seminars/>
- Aggarao, B.G., Cenal, X.U., de Austria, D.B., Reminajes, N.P., Tacas, M.U., Tindowen, D. & Catacutan, K. (2023). Effects of Peer-Assisted Learning Activities on the Academic Skills of Accounting Students. The Research Probe, 3 (1), 39 - 51. https://iari.org/conference_article/effects-of-peer-assisted-learning-activities-on-the-academic-skills-of-accounting-students/?utm
- Aquino (2021). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79122.<https://www.scribd.com/document/520232698/LentBrownHackett1994>
- Ballesteros, Ronalyn L. , Castillo, Lyca D.; Cortez, Hazel M. , Danca, Chieska Star A.; Genil, Aian Dexter B. , Hipona, Kim Carlo Q.; Perez, Besilva G. , Pono, Kathleen Jewell M.; Robles, Miyuki; Tagle, Raven C. "The Influence of Experiential Learning and the Accounting Skills Development of BSAIS Students at Laguna University" *Iconic Research And Engineering Journals*, 7(11) <https://www.irejournals.com/paper-details/1705753?utm>
- Bradbury (2024). Student Leadership Team basics: Creating a culture of welcome.(n.d.).Ymjn.<https://www.ymjen.com/blog/posts/student-leadership-team-basics-creating-a-culture-of-welcome>

- Cavazos, K. R. (2021). Understanding Career Readiness among Student Affairs Professionals at a Public Texas Institution (Doctoral dissertation, Texas A&M University).
- Coetzee, M., & Ngope, M. M. (2023). Influence of career orientations and career guidance need on students' employability attributes. *Journal of Psychology in Africa*, 33(4), 358–367. <https://doi.org/10.1080/14330237.2023.2240107>
- Creswell, J. W., & Creswell, J. D. (2021). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage Publications.
- CT Insider. (2025). STEM School Program Connects to Student Passion for a Healthy Planet. Retrieved from CT Insider
- Europass Teacher Academy. (2025). Importance of team building in school > Course for teachers. <https://www.teacheracademy.eu/course/team-building-in-schools/>
- Garcia, M., & Torres, L. (2022). Impact of Professional Organizations on Career Development of Information Systems Students.
- Gashi, L. J., Bërxulli, D., Konjufca, J., & Cakolli, L. (2023). Effectiveness of career guidance workshops on the career self-efficacy, outcome expectations, and career goals of adolescents: an intervention study. *International Journal of Adolescence and Youth*, 28(1). <https://doi.org/10.1080/02673843.2023.2281421>
- Haryati, U., Purwanto, E., & Awalya, A. (2021). The Effect of Students' Perceptions of Career Information Services on Students' Career Decision Making Self-Efficacy. *Journal of Educational Research*, 12(2), 45-60.
- Haryati, U., Purwanto, E., & Awalya, A. (2021). The Effect of Students' Perceptions of Career Information Services on Students' Career Decision Making Self-Efficacy. *Journal of Guidance and Counseling*. <https://journal.unnes.ac.id/sju/jubk/article/view/50461/20027>
https://www.researchgate.net/publication/337595999_A_Case_Study_on

Developing Students' Leadership Skills via Team Work Activities

- Ivey, J. L.-Z. ., Kibler, M. L., Neuleib, L., & Johnston, L. H. (2023). 148 Experiential learning influences student perspectives on career aspirations, industry networking, and soft skill development. *Journal of Equine Veterinary Science*, 124, 104450. <https://doi.org/10.1016/j.jevs.2023.104450>
- JillianK., FilizA. (2022). Exploring the influence of Course-Based Career Experiences and faculty on students' career preparation. (2022, May 15). Default. Retrieved March 18, 2025, from <https://www.nacweb.org/career-readiness/trends-and-predictions/exploring-the-influence-of-course-based-career-experiences-and-faculty-on-students-career-preparation>
- Juita, V. (2022). Enhance accounting student's academic skill by implementing project based learning on information technology and computer programming subject. *Advances in Social Science, Education and Humanities Research/Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.220303.035>
- Kamilah, K., & Nasution, Y. S. J. (2024). The optimization of digitalization in facing global competition: the case of Islamic accounting. *Qubahan Academic Journal*, 4(2), 14-22.
- Khan, A. (2024). Empowering Career Choices; Assessing The Impact Of Career Guidance Workshops On Adolescent Careers Self-Efficacy And Goal Setting. *Migration Letters*, 21(S9), 1631–1642. <https://migrationletters.com/index.php/ml/article/view/11447>
- Kharbat, F. F., & Muqattash, R. (2020). Accounting information system courses: Developing a hybrid syllabus in the era of digitization. *The International journal of digital accounting research*, 20(26), 135-167.
- Kim, J., & Lee, S. (2023). Learning Analytics for Bridging the Skills Gap: A Data-Driven Study of Undergraduate Aspirations and Skills Awareness for Career Preparedness. Retrieved from MDPI

Lee, C., & Kim, H. (2021). Extracurricular Participation and Career Aspirations: A Study on Engineering Students in South Korea.

Long, N. (2024). The transformative power of Team-Building for school leaders. Region 13's Blog. <https://blog.esc13.net/the-transformative-power-of-team-building-for-school-leaders/>

Mahmud, M. I., Xiong, T. Y., Rosli, N. N., Kee, C. P., Othman, Z., Amat, S., & Bakar, A. Y. A. (2020). Effectiveness of Job Readiness Course on Career Self-Efficacy Between Two Groups of Undergraduates. *Journal of Advanced Education Studies*, 5(1), 78-92.

Nguyen, T. H., Do, T. T. T., & Phan, T. T. H. (2022). Career Exploration and Its Influence on the Relationship Between Self-Efficacy and Career Choice: The Moderating Role of Social Support. *Social Cognitive Career Research Journal*, 8(3), 150-170.

Nguyen, T. K., & Pham, H. L. (2023). Student Engagement in Academic Societies and Its Effect on Career Aspirations in Vietnamese Universities.

Nguyen, X., Tran, P., & Le, H. (2022). Career exploration and its influence on the relationship between self-efficacy and career choice: The moderating role of social support. National Library of Medicine (PMC). <https://pmc.ncbi.nlm.nih.gov/articles/PMC11153200/>

Obligado, N. J. R. T., Cajucom, N. R. L., Santos, N. R. M., & Dalusong, N. D. K.

Parents.com. (2024). 4 in 5 Teens Believe They'll Achieve Their Life Goals—But Wish They Had More Technical Skills Post-High School. Retrieved from parents.com

Patel, R., & Sharma, S. (2022). Influence of Student Clubs on Career Choices among Management Students in India.

Pruitt, K. (2023). The importance of leadership in schools. Alliant International University. <https://www.alliant.edu/blog/leadership-in->

[schools](#)

Punzal, J. C., & Jacinto, J. P. G. (2023). Investigating Third-Year Accountancy Students' Career Goals and Skills Preparedness.

Queensland (2025). Student leadership. (n.d.). Innisfail State College.
<https://innisfailsc.eq.edu.au/about-us/student-leadership>

Sanyal, N., Saahithi, P., & Fernandes, T. (2020). Influence of Extracurricular Activities on Attachment, Emotion Regulation and Career Aspirations in Adolescents. *IRA International Journal of Education and Multidisciplinary Studies*. Retrieved from Research Advances

Saul Mcleod (2025). Kolb's Learning Styles and Experiential Learning Cycle. Prentice Hall.
<https://www.simplypsychology.org/learning-kolb.html>

Savage, A. A., Brannock, D., & Foksinska, A. (2024). Accounting Information Systems: Connecting Careers, Systems, and Analytics, International Adaptation. John Wiley & Sons.

Shen P, Wu Y, Liu Y, Lian R. Linking undergraduates' future orientation and their employability confidence: The role of vocational identity clarity and internship effectiveness. *Acta Psychol (Amst)*. 2024 Aug;248:104360. doi: 10.1016/j.actpsy.2024.104360. Epub 2024 Jul 26. Erratum in: *Acta Psychol (Amst)*. 2024 Oct;250:104487. doi: 10.1016/j.actpsy.2024.104487. PMID: 39067236.

Siddiky, M. R., & Akter, S. (2021). The Students' Career Choice and Job Preparedness Strategies: A Social Environmental Perspective. *International Journal of Education Research*, 9(2), 55-71.

Sizile, M., Pumeza, S., Itu, D., Ramondungoane, T. High school learners views on benefits derived from attending career talks: Need for sound career guidance. (2021).ResearchGate.

https://www.researchgate.net/publication/354889667_High_school_learners_views_on_benefits_derived_from_attending_career_talks_Need_for_sound_career_guidance

- Smith, A., & Johnson, B. (2021). The Role of Extracurricular Activities in Shaping Career Aspirations among Business Students.
- Sondakh, J. J., & Tulung, J. E. (2024). Understanding Student's Intention to Pursue a Career: Implications for the Accounting Profession. *Journal of Education and e-Learning Research*, 11(3), 632-645.
- Stobierski (2021). 6 Leadership skills needed for Business Success | HBS Online. Business Insights Blog. <https://online.hbs.edu/blog/post/leadership-skills>
- Team, C. (2024). Leadership Training & Developing Leadership Skills. Continu. https://www.continu.com/blog/leadership_training
- The Times. (2025). Kids are all right with careers education. Retrieved from The Times
- Times Union. (2025). UAlbany Pushes Students to Gain Work Experience Before Graduating. Retrieved from timesunion.com
- Toth & Fitzgerald (2021). Why Is Deeper Student Engagement Important? 6 Strategies for Increasing Achievement by Engaging Students with Academic Rigor. Instructional Empowerment. [https://instructionalempowerment.com/library/why-is-deeper-student-engagement-important-strategies/#:~:text=A%20Gallup%20study%2C%20which%20involved,combined%20\(Reckmeyer%2C%202019\).](https://instructionalempowerment.com/library/why-is-deeper-student-engagement-important-strategies/#:~:text=A%20Gallup%20study%2C%20which%20involved,combined%20(Reckmeyer%2C%202019).)
- V. (2023). The role of leadership programs in shaping social skills of college students in Nueva Ecija. *World Journal of Advanced Research and Reviews*, 18(3), 251–255. <https://doi.org/10.30574/wjarr.2023.18.3.1046>
- Wenjie Chen (2019). A Case Study on Developing Students' Leadership Skills via Team Work Activities | ResearchGate
- Williams, D., & Brown, K. (2023). The Effect of Student Activity Programs on Career Readiness: A Comparative Study across Disciplines.

Wright, E., Lee, M., Walker, A., Bryant, D., Choi, S., & Hassan, K. (2023). Developing the next generation of leaders: a global study of student leadership. Educational Studies, 1–21.

<https://doi.org/10.1080/03055698.2023.2216331>

Yusran, N. A., Puad, M. H. M., & Omar, M. K. (2021). Role of Career Exploration in Influencing Career Choice among Pre-University Student. *Pertanika Journal of Science & Technology*, 29(S1).
https://www.researchgate.net/publication/350899421_Role_of_Career_Exploration_in_Influencing_Career_Choice_among_Pre-University_Student?utm