

Motivational Factors of College Students in Selecting Agribusiness as a Career Path

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Abstract: This study investigated the motivational factors influencing college students in selecting Agribusiness as a career path using a descriptive-quantitative research design supported by qualitative insights. The respondents were 110 Agribusiness students from Castilla College, selected through stratified sampling. Data were gathered using a researcher-designed questionnaire administered via Google Forms. Quantitative analysis employed descriptive statistics such as frequency, percentage, and weighted mean, along with Pearson's r correlation to determine relationships between personal values, family and socioeconomic conditions, and motivational factors. Qualitative responses to open-ended questions were analyzed thematically to enrich the quantitative findings.

Results revealed that personal values and interests were the strongest motivators, with a composite mean of 4.34 interpreted as Strongly Agree. Social responsibility (WM = 4.52) and security and stability (WM = 4.46) emerged as the highest indicators. Family and socioeconomic factors also showed considerable influence (composite mean = 3.97), with family livelihood (WM = 4.10) and parental encouragement (WM = 4.02) as leading contributors. Correlation analysis indicated a very strong positive relationship between personal values and family/socioeconomic influences ($r = 0.9051$, $p < 0.05$), signifying that intrinsic and extrinsic factors reinforce each other in shaping career choices. Students identified moderate barriers, including perceived physical demands, limited job opportunities, and income concerns. Thematic analysis further highlighted needs for experiential learning, financial support, and improved awareness of modern Agribusiness opportunities.

The study recommends interventions such as scholarship programs, digital advocacy, experiential activities, and comprehensive career orientation initiatives to strengthen motivation and correct misconceptions about Agribusiness.

Keywords: Agribusiness, Motivational Factors, Descriptive-Quantitative Research, Socioeconomic Influences, Career Choice.

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I. INTRODUCTION

Agriculture has played a central role in human societies since ancient civilizations, serving as one of the earliest means of survival and remaining essential even amid industrialization. It continues to provide the world's primary source of food and raw materials needed for both food and non-food production (FAO, 2023). In the Philippines, despite being composed of numerous islands, agriculture remains a major source of livelihood, particularly through crops, rice, and other commodities that support national food requirements (Philippine Statistics Authority [PSA], 2022). However, the country still experiences periodic food shortages due to limited production capacity and supply constraints (FAO, 2023; PSA, 2022).

On the other hand, a growing field in agribusiness education in recent years is entrepreneurship in agriculture. The expansion of micro, small, and medium-sized enterprises (MSMEs), which are the main engines of the Philippine agribusiness industry, can be strengthened through agro-entrepreneurship. Entrepreneurship is fundamentally anchored in innovation, and by encouraging individuals to develop entrepreneurial mindsets, knowledge, and skills, entrepreneurship education can foster an economy driven by innovation and enterprise (UPLB College of Economics and Management, 2022). This is why agribusiness programs are now offered across the country—from community colleges to major universities—including vocational institutions that provide agriculture and agribusiness courses, sometimes with full scholarships. These initiatives help ensure that the future agricultural workforce is not depleted, considering that

agriculture remains one of the country's core sectors of sustenance.

Studying agribusiness is considered an investment in the future rather than merely an academic choice. Globally, the agri-food industry accounts for roughly 10% of the world's GDP and is undergoing rapid transformation driven by sustainability and digital innovation. This shift demands leaders who understand global markets, technological innovation, and both production and management systems (ISAM, 2025). In the Philippines, modernization has increasingly influenced agriculture, from the use of machinery and digital monitoring systems to improved crop management and laboratory-based innovations. Advances in chemistry, biotechnology, pest control, fertilizers, and seed modification have significantly reshaped agricultural production. Consequently, agricultural education now includes both hands-on fieldwork and laboratory-based research where students explore concepts that may contribute to agricultural advancement.

Worldwide agricultural production, valued at more than \$5 trillion, contributes about 4% to global GDP. However, this figure excludes the economic performance of other agribusiness sectors, such as agricultural machinery, agricultural services, and agri-input industries (Stanton Chase, 2025). Despite this economic relevance, challenges such as food shortages and declining agricultural manpower persist. One major contributor is the decreasing number of students choosing agriculture-related courses. Several factors fuel this decline: negative perceptions of farming, limited awareness of diverse agricultural career opportunities, and beliefs that agricultural work is physically demanding yet financially unrewarding (Philippine Daily Inquirer, 2022). As fewer students enroll, the future agricultural workforce continues to shrink, potentially worsening food insecurity and negatively affecting economic stability.

This downward trend in enrollment has become widespread. It serves as a wake-up call for government, educational institutions, and agricultural leaders to address the reasons why many young people reject agriculture as a profession—a field still dominated by aging farmers (Paredes, 2023). Much of the disinterest stems from limited exposure to agriculture in basic education, misconceptions about the nature of agricultural work, and perceptions of low income and insufficient government support (Barbero, 2024). Many students believe agriculture offers limited financial opportunity, difficult working conditions, and fewer professional pathways compared to courses in more industrialized or modern sectors. Additionally, agriculture-related programs are often offered in limited numbers, and some students lack the financial resources required to pursue such courses.

According to data from the Philippine Statistics Authority, agriculture remains the sector with the highest annual decline in employment. This sharp reduction in manpower posed significant risks to national food security and agricultural development (Candano, 2022). Hence, identifying the factors that influence students' decisions to

pursue or avoid agriculture as a career is crucial. Understanding these motivational drivers can guide interventions that may encourage more students to consider agribusiness and contribute to strengthening the future agricultural workforce. In the Municipality of Castilla, where agriculture is the primary livelihood, the need to determine why students choose Agribusiness as a career path is especially important, as these students will eventually form part of the local agribusiness and agricultural workforce.

Agriculture today is undergoing a profound transformation driven by globalization, sustainability imperatives, and technological innovation. The integration of digital tools such as precision farming, artificial intelligence, and blockchain in supply chain management has redefined traditional agricultural practices. These advancements have created new career pathways in agribusiness, ranging from data analytics and logistics to sustainable production systems. International organizations, including the Food and Agriculture Organization (FAO), emphasize that agribusiness is central to achieving global food security and economic resilience in the face of climate change and population growth. For developing countries like the Philippines, aligning educational programs with these global trends is critical to ensure competitiveness and sustainability in the agricultural sector.

In the Philippine context, agriculture remains a cornerstone of national development, contributing significantly to employment and rural livelihoods. However, the sector faces persistent challenges such as declining enrollment in agriculture-related courses, aging farmers, and vulnerability to climate shocks. Reports from the Philippine Statistics Authority indicate that agriculture has one of the highest annual declines in employment, posing risks to food security and economic stability. These trends underscore the urgency of revitalizing interest in agribusiness education among the youth. By positioning agribusiness as a modern, technology-driven, and entrepreneurial field, educational institutions can help reverse these declines and build a resilient workforce capable of driving innovation and sustainability in agriculture.

Education plays a pivotal role in shaping perceptions and career choices. Unfortunately, misconceptions about agriculture as a low-income, labor-intensive profession persist among students, particularly those from urban backgrounds. These stereotypes often overshadow the diverse opportunities available in agribusiness, including roles in management, marketing, finance, and technology. Career orientation programs, experiential learning, and targeted advocacy are essential to correct these misconceptions and present agribusiness as a viable and rewarding career path. By integrating modern technologies and entrepreneurial training into curricula, schools can foster a new generation of agribusiness professionals equipped to meet the demands of a rapidly evolving industry.

Understanding the motivational drivers behind students' career choices requires a multidimensional approach grounded in established theories. Maslow's Hierarchy of

Needs explains how economic security and self-actualization influence vocational decisions, while Herzberg's Two-Factor Theory highlights the role of job satisfaction and stability. Holland's Career Choice Theory emphasizes personality-career congruence, and Social Cognitive Career Theory underscores the interaction of personal beliefs and environmental supports. These frameworks collectively provide a lens for analyzing how intrinsic values, family influence, and socioeconomic realities shape students' orientation toward agribusiness. By situating the study within these theoretical perspectives, the research contributes to a deeper understanding of career development in agriculture.

The implications of this study extend beyond academic discourse to practical and policy domains. Strengthening agribusiness education aligns with national priorities for food security, rural development, and inclusive economic growth. Policies that integrate sustainability, experiential learning, and financial support can enhance student motivation and enrollment in agriculture-related programs. Furthermore, partnerships between schools, government agencies, and industry stakeholders can create a supportive ecosystem for agribusiness graduates, ensuring that education translates into meaningful employment and entrepreneurial opportunities. This study, therefore, serves as a foundation for designing interventions that address both motivational drivers and structural barriers, contributing to the modernization and resilience of the Philippine agricultural sector.

II. OBJECTIVES

- To determine the personal values and interests that influence college students to pursue Agribusiness as a career.
- To identify the family and socioeconomic factors that affect students' choice of Agribusiness.
- To examine the relationship between personal values interests, and family and socioeconomic factors.
- To identify the barriers that hinder college students from choosing agribusiness as a career.
- To propose interventions that address the identified barriers.

III. METHODS

The study employed a descriptive-quantitative research design supported by qualitative insights. A descriptive-quantitative approach was used to systematically describe the characteristics, conditions, and behaviors of the population by collecting numerical data and applying statistical analysis. According to Child Care and Early Education Research (2024), descriptive research gathered information to answer "what," "when," and "how" questions about a specific group or community, providing a factual account of existing conditions. In this study, the design enabled the researchers to determine the levels of agreement on various motivational factors influencing students' choice of Agribusiness as a career path.

Although the study was primarily quantitative, qualitative insights were incorporated through open-ended

questions to enrich the interpretation of numerical findings. This qualitative component allowed the researchers to capture personal experiences, perceptions, and explanations that could not be fully represented by numerical data alone. The combined descriptive-quantitative design with qualitative support provided a comprehensive understanding of the factors that shaped students' motivation to pursue Agribusiness.

In addition, a portion of this research employed a correlational design. Such was evident in exploring whether personal values interests Family background and socioeconomics factors and correlated .

The respondents of the study were Agribusiness students enrolled at Castilla Colleges, San Rafael, Castilla, Sorsogon, during the current academic year 2025-2026. To determine the appropriate number of participants, the researcher used Slovin's Formula, which is suitable when the population size is known but the degree of variability within the population is not. With a total population of 125 students and a 5% margin of error, the required sample size was computed using the formula $n = \frac{N}{1 + Ne^2}$. Substituting the given values, the computation follows:

$$n = \frac{125}{1 + 125(0.05^2)} = \frac{125}{1 + 0.3125} = \frac{125}{1.3125}$$

This resulted in a minimum sample size of 95 respondents, which was deemed sufficient to represent the target population.

After determining the minimum sample size of 95 respondents using Slovin's Formula, the researcher proceeded to distribute this number across the different strata of the population using Proportional Allocation under Stratified Sampling. This method was selected because the Agribusiness students belonged to distinct year-level blocks, and it was necessary to ensure that each block was represented fairly in the final sample. Stratified sampling increases the accuracy and representativeness of the findings by preventing the overrepresentation or underrepresentation of any subgroup within the population.

Using the proportional allocation formula under stratified sampling, the total sample of 95 respondents was distributed across the three blocks based on their population sizes. As shown in the table, Block A was allotted 36 respondents, Block B was assigned 37 respondents, and Block C received 22 respondents. This ensured that each stratum was represented fairly according to its proportion in the total population of 125 students.

This allocation ensured that each block retained its proportional weight in the overall population, maintaining the structural integrity of the sample. By reflecting the actual distribution of students across blocks, the proportional stratification enhanced the validity of the study. It allowed each subgroup to contribute accurately to the overall analysis, thereby supporting more precise interpretations of the

motivational factors influencing Agribusiness students' career choices.

IV. RESULTS

Table 1. Weighted Mean on Personal Values and Interests (n = 110)

Indicator	Value	Weighted Mean	Verbal Interpretation
I find purpose in contributing to food security.	Social Responsibility	4.52	Strongly Agree
Agribusiness offers a stable and fulfilling career path.	Security and stability	4.46	Strongly Agree
I enjoy hands-on activities related to farming or business.	Practical Engagement	4.31	Strongly Agree
I chose Agribusiness because it aligns with my interests and values.	Authenticity	4.26	Strongly Agree
I am motivated by the opportunity to help others through Agribusiness.	Altruism	4.15	Agree
Composite Mean		4.34	Strongly Agree

The highest weighted mean of 4.52, interpreted as Strongly Agree, corresponds to the value of Social Responsibility, which reflects students' strong sense of purpose in contributing to food security. This finding suggests that respondents view Agribusiness as a socially meaningful career that addresses critical societal needs such as sustainability and hunger alleviation. The prominence of this value indicates that students are motivated by the opportunity to make a positive impact on their communities, aligning with Maslow's self-actualization needs and the altruistic dimension of career choice.

The second-highest mean score of 4.46 emphasizes security and stability as a major motivator. Students view Agribusiness as a career that offers economic reliability and long-term viability, which resonates with their desire for financial security and job assurance. This finding suggests that beyond social contribution, respondents prioritize practical benefits, reinforcing Herzberg's hygiene factors and Maslow's safety needs. The strong agreement on this value indicates that Agribusiness is increasingly perceived as a dependable career option in a competitive labor market.

Practical engagement, with a mean of 4.31, shows that students enjoy hands-on activities related to farming and business. This preference highlights the importance of experiential learning and active participation in sustaining interest in Agribusiness programs. It suggests that students are motivated by opportunities to apply knowledge in real-

A. Personal Values and Interests

This section presents the results of the respondents' level of agreement on statements related to their personal values and interests in pursuing Agribusiness as a career. The data were treated using weighted mean and standard deviation to describe their degree of agreement with each indicator.

world settings, consistent with Self-Determination Theory's emphasis on competence and autonomy. Educational institutions can leverage this by integrating more fieldwork and entrepreneurial activities into the curriculum to strengthen motivation.

Authenticity, reflected in a mean score of 4.26, indicates that students value alignment between their personal interests and chosen career. This finding underscores the role of intrinsic motivation, where individuals seek careers that resonate with their identity and values. Students' agreement with this statement suggests that Agribusiness is not merely a fallback option but a deliberate choice that reflects personal convictions. This reinforces the importance of career guidance programs that help students connect their values with professional opportunities.

Finally, altruism, with a mean of 4.15, shows that respondents are motivated by the opportunity to help others through Agribusiness. Although slightly lower than other values, this still represents a strong orientation toward community service and collective welfare. Students see Agribusiness as a platform for improving farmers' livelihoods and contributing to national development. This complements the dominant theme of social responsibility and suggests that Agribusiness is viewed not only as a source of income but also as a means of social empowerment and inclusive growth.

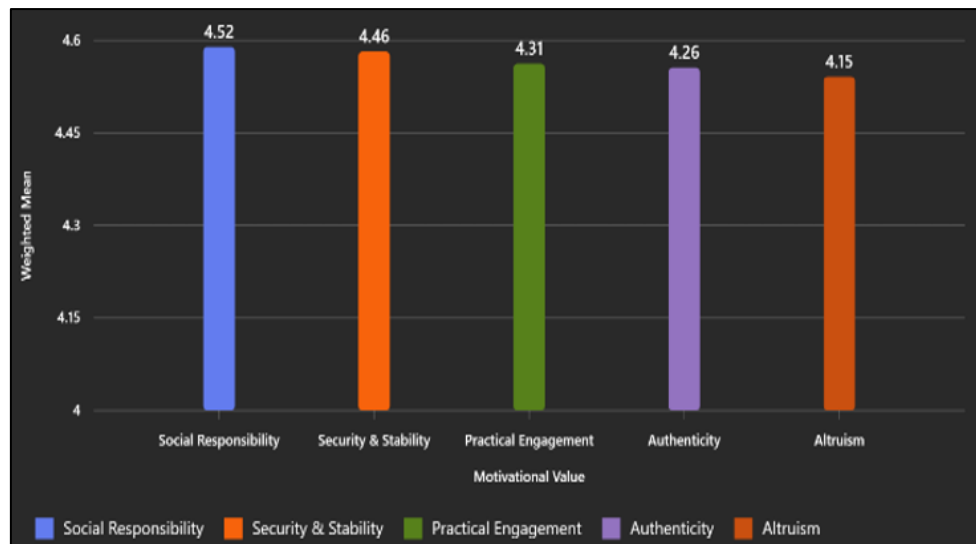


Fig 1. Weighted Mean Distribution on Personal Values and Interests

The highest weighted mean is 4.52 for Social Responsibility, indicating that contributing to food security is the strongest motivator among respondents. The lowest weighted mean is 4.15 for Altruism, showing that while helping others remains significant, it ranks slightly lower compared to other values. All values are above 4.0, demonstrating strong agreement across all motivational factors. The narrow range of 0.37 and the visual clustering of bars confirm consistency and shared orientation among

respondents, reinforcing that intrinsic values dominate career choice in Agribusiness.

B. Socio-Economic Background and Family Influence

This section presents the results on the influence of the respondents' family background and socio-economic conditions in choosing Agribusiness as a career. Weighted mean and standard deviation were used to determine the level of agreement with each statement under this category.

Table 2. Weighted Mean on Family and Socio-Economic Influence (n=110)

Indicator	Influence	Weighted Mean	Verbal Interpretation
My family's livelihood influenced my career choice.	Family Livelihood	4.10	Agree
My parents or relatives encouraged me to take Agribusiness.	Parental Encouragement	4.02	Agree
Our family income influenced my career decision.	Agricultural Assets	3.80	Agree
Agribusiness provides financial stability for my family.	Family Income Level	3.94	Agree
Having a family business or land related to agriculture affected my choice.	Financial Stability	3.70	Agree
Composite Mean		3.97	Agree

The results show that family livelihood exerts the strongest influence on students' decision to pursue Agribusiness, with a weighted mean of 4.10, interpreted as *Agree*. This suggests that students whose families depend on agriculture or agribusiness are more likely to choose a similar career path. Such influence reflects cultural continuity and role modeling within agricultural households, where children perceive Agribusiness as an extension of family identity and livelihood. This finding aligns with Social Cognitive Career Theory, which emphasizes the role of environmental factors and observational learning in shaping vocational interests.

Parental encouragement also plays a significant role, as indicated by a mean score of 4.02 (*Agree*). This demonstrates that parents and relatives actively guide students toward Agribusiness, either through advice or by reinforcing its perceived benefits. Encouragement from family members can

strengthen students' confidence and self-efficacy, making them more inclined to pursue careers in agriculture-related fields. This finding supports Bandura's Social Learning Theory, which highlights the impact of social reinforcement and modeling on decision-making.

Socio-economic factors are evident in the influence of family income, which scored 3.80 (*Agree*). Students consider their household's financial situation when selecting a course, viewing Agribusiness as a practical option for economic stability. This reflects a pragmatic approach to career choice, where affordability and perceived return on investment shape decisions. The result suggests that students from modest-income families may prioritize courses that promise long-term sustainability and livelihood opportunities, consistent with Maslow's safety needs.

The perception that Agribusiness provides financial stability for the family, with a mean of 3.94, reinforces its appeal as a career that can improve household economic conditions. This finding indicates that students associate Agribusiness with income generation and entrepreneurial potential, making it an attractive option for those seeking upward mobility. Such perceptions align with Herzberg's Two-Factor Theory, where financial security acts as a hygiene factor that reduces uncertainty and motivates career commitment.

Finally, having a family business or land related to agriculture scored 3.70, the lowest among the indicators, but still interpreted as *Agree*. This suggests that while ownership of agricultural assets influences career choice, it is less decisive compared to livelihood and encouragement. Students may view land or business ownership as an advantage, but not a prerequisite for pursuing Agribusiness. Overall, the composite mean of 3.97 confirms that family and socio-economic factors exert a considerable influence, complementing intrinsic motivations and shaping students' orientation toward Agribusiness as a viable and meaningful career path.

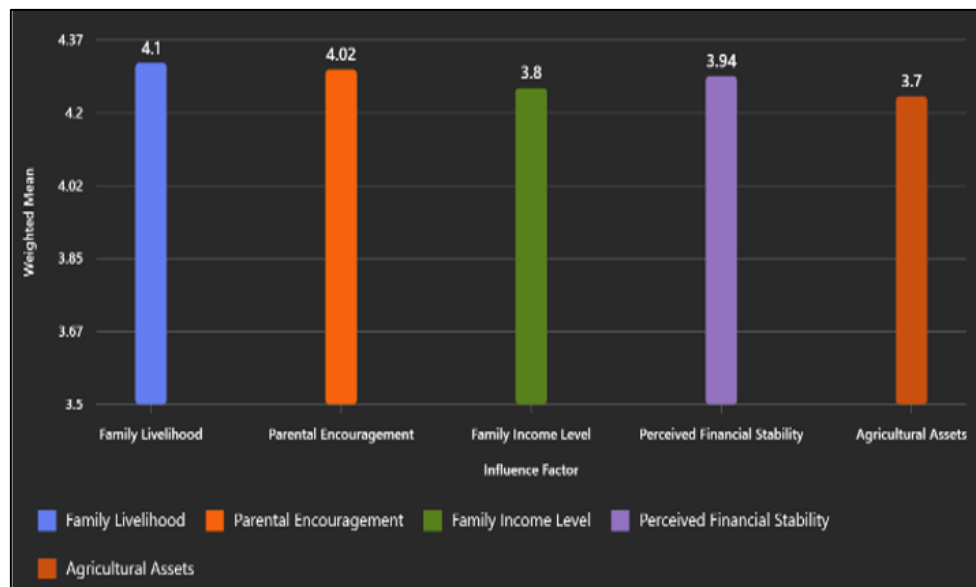


Fig 2. Weighted Mean Distribution on Family and Socio-Economic Influence

The highest weighted mean is 4.10 for Family Livelihood, indicating that the family's primary source of income is the strongest influence on students' career choice. The lowest weighted mean is 3.70 for Agricultural Assets, showing that while ownership of land or business matters, it exerts the least influence compared to other factors. All factors scored above 3.5, interpreted as *Agree*, confirming that family and socio-economic influences are significant motivators. The narrow range of 0.40 suggests strong consistency among responses, with livelihood and parental encouragement emerging as dominant drivers.

C. Extent of Impact of Personal and Social Factors

This section presents the extent to which personal and social factors influence students in choosing Agribusiness as a career path. The data were analyzed using weighted mean and standard deviation to determine the degree of agreement with each statement. Correlation analysis (Pearson's r) was also performed to examine the relationships between selected demographic variables and motivational factors.

Table 6. Correlation and t-test Results Between Personal Values and Family and Socio-Economic Influence

Personal Values WM	4.34
Socio-Economic Influence WM	3.91
Pearson Correlation r	0.9051
P value	0.0346
Interpretation	Very strong positive relationship; significant at $p < 0.05$
Independent t-test	4.3292
df	8
P value	0.0025
Interpretation	Significant difference in means

The correlation analysis shows a Pearson r of 0.9051, which indicates a very strong positive relationship between personal values and family/socio-economic influences. This means that students who strongly agree with intrinsic values such as social responsibility, authenticity, and practical engagement also tend to agree with external motivators like family livelihood and financial stability. The p -value of 0.0346 confirms that this relationship is statistically significant at the 0.05 level, suggesting that the observed correlation is unlikely due to chance. Such results yielded to reject the null hypothesis.

The independent t -test, included for reference, yielded a t -value of 4.3292, with 8 degrees of freedom and a p -value of 0.0025, indicating a significant difference between the mean

scores of the two sets (Personal Values Mean = 4.34 vs. Family Influence Mean = 3.91). While this indicates that personal values exert a stronger influence than family and socio-economic factors, the primary focus remains on the correlation, which demonstrates that these two dimensions are interrelated rather than independent.

Statistically, the findings suggest that intrinsic and extrinsic motivators work together rather than in isolation. Students who value purpose-driven careers are also influenced by family context and economic considerations, reinforcing the interplay between personal aspirations and social environment. The strength of the correlation ($r \approx 0.91$) highlights that these factors are highly aligned, making both critical in shaping career decisions toward Agribusiness.

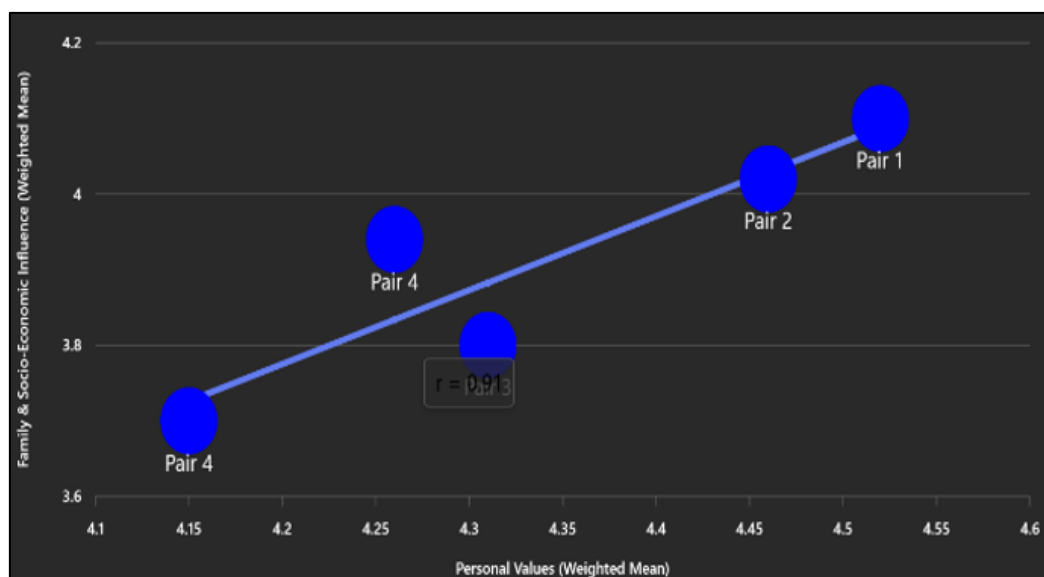


Fig 3. Positive Correlation Between Personal Values and Family and Socio-Economic Influence

The plot illustrates a very strong positive correlation ($r = 0.91$) between the two sets of factors. As agreement with personal values increases, agreement with family and socio-economic influences also rises, confirming their interrelated nature. The trend line shows a clear upward slope, reinforcing that intrinsic and extrinsic motivators work together rather than independently. This supports Social Cognitive Career

Theory, which emphasizes the interaction of personal beliefs and environmental supports in shaping career choices.

D. Barriers to Pursuing Agribusiness as a Career

This section presents the results on the challenges or barriers perceived by the respondents in pursuing Agribusiness as a career.

Table 7. Weighted Mean on Barriers to Pursuing Agribusiness as a Career (n = 110)

Indicator	Barrier	Weighted Mean	Verbal Interpretation
There are limited job opportunities in Agribusiness.	Opportunity	3.40	Moderately Agree
Agribusiness careers are associated with low income.	Income	3.38	Moderately Agree
The work in Agribusiness is physically demanding.	Labor	3.46	Agree
There is a lack of government or institutional support.	Support	3.32	Moderately Agree
People have negative perceptions about agricultural careers.	Perception	3.28	Moderately Agree
Composite Mean		3.37	Moderately Agree

Table 7 presents the barriers encountered by respondents in pursuing Agribusiness as a career. The results show that the barrier perceived as most significant is the physical demand of Agribusiness work, with a weighted mean of 3.46, interpreted as *Agree*. This suggests that many

students still associate Agribusiness with labor-intensive tasks, despite technological advancements in the sector. The persistence of this perception indicates a need for educational campaigns and practical demonstrations that highlight modern mechanization and digital tools, which can reduce

physical strain and make the field more appealing to younger generations.

The second barrier, limited job opportunities, scored 3.40, interpreted as *Moderately Agree*. This moderate rating implies uncertainty among students regarding the availability of employment in Agribusiness. While some respondents may recognize diverse career paths in agribusiness management, marketing, and entrepreneurship, others remain unconvinced. This finding underscores the importance of career orientation programs and industry linkages to showcase the breadth of opportunities available in the field.

Income-related concerns ranked third, with a weighted mean of 3.38, also interpreted as *Moderately Agree*. Students appear to hold mixed views about the financial viability of Agribusiness careers. While modernization and agriprenurship offer potential for profitability, traditional stereotypes of agriculture as low-paying persist. Addressing this barrier requires promoting success stories and providing financial literacy programs that emphasize the entrepreneurial and income-generating aspects of Agribusiness.

The lack of government or institutional support scored 3.32, interpreted as *Moderately Agree*. This suggests that students perceive gaps in policy advocacy, resource allocation, and institutional backing for Agribusiness education. Although some support mechanisms exist, such as scholarships and training programs, respondents may feel these are insufficient or poorly communicated. Strengthening partnerships between schools, government agencies, and agribusiness firms can help mitigate this barrier and enhance confidence in the sector's sustainability.

Finally, negative societal perceptions about agricultural careers received the lowest mean score of 3.28, interpreted as *Moderately Agree*. This indicates that while stigma exists, it is not a dominant deterrent for students already enrolled in Agribusiness programs. However, misconceptions about agriculture being “dirty work” or a “last resort” career still influence public opinion. To overcome this barrier, targeted IEC campaigns and social media advocacy are essential to modernize the image of Agribusiness **and** position it as an innovative, technology-driven profession.

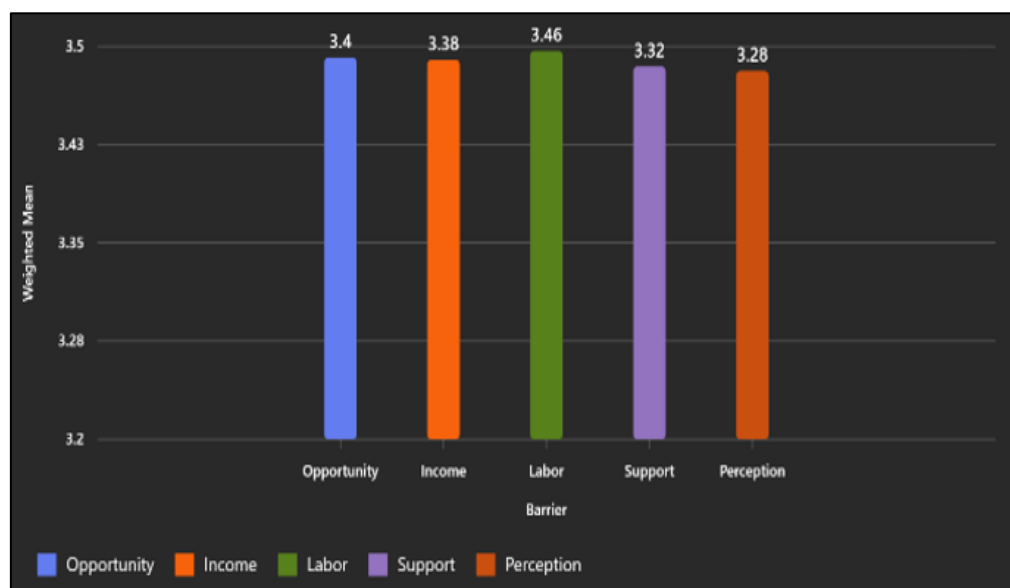


Fig 4. Weighted Mean Distribution on Barriers to Pursuing Agribusiness as a Career

➤ Interpretation

The highest weighted mean is 3.46 for Labor, indicating that physical work demands are perceived as the most significant barrier. The lowest weighted mean is 3.28 for Perception, showing that negative societal views exert the least influence. All barriers scored between 3.28 and 3.46, interpreted as *Moderately Agree to Agree*, suggesting moderate concern across all factors. The narrow range of 0.18 reflects strong consistency among respondents, with labor concerns slightly more prominent than others.

E. Proposed Interventions and IEC Materials

This section presents the findings on the respondents' preferred interventions, strategies, and informational materials that could encourage students to pursue Agribusiness. Quantitative data were analyzed using weighted mean and standard deviation, while qualitative responses were analyzed using thematic analysis to identify recurring ideas and recommendations.

Table 8. Weighted Mean on Proposed Interventions and IEC Materials (n = 110)

Indicator	Weighted Mean	Verbal Interpretation
1. Conduct more career orientation programs about Agribusiness.	4.25	Strongly Agree
2. Organize seminars featuring Agribusiness success stories.	4.42	Strongly Agree
3. Promote Agribusiness through social media and digital platforms.	4.31	Strongly Agree
4. Provide scholarships and financial assistance to Agribusiness students.	4.48	Strongly Agree
5. Develop IEC (Information, Education, and Communication) materials that highlight Agribusiness opportunities.	4.14	Agree
Composite Mean	4.32	Strongly Agree

Table 8 shows that respondents strongly agreed with most of the proposed interventions to enhance awareness and interest in Agribusiness. The highest weighted mean (4.48) corresponds to the provision of scholarships and financial assistance, while the lowest (4.14) pertains to the development of IEC materials. The composite mean of 4.32 indicates an overall strong agreement on the proposed interventions and communication strategies.

The findings under SOP 5 yielded a composite mean of 4.32, interpreted as *Strongly Agree*, indicating that respondents highly support the implementation of interventions and information, education, and communication (IEC) strategies to promote Agribusiness as a viable and fulfilling career path. The highest-rated items include “Provide scholarships and financial assistance to Agribusiness students” (WM = 4.48) and “Organize

seminars featuring Agribusiness success stories” (WM = 4.42). These results suggest that students recognize the importance of both economic and informational support systems in sustaining motivation and interest.

These findings are aligned with Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994), which emphasizes the role of environmental supports in enhancing self-efficacy and career interest. Access to financial assistance, mentorship, and success narratives increases students’ confidence in their career choices, reducing uncertainty and perceived barriers. Moreover, such interventions foster positive social reinforcement, which strengthens motivation, as also found by Serrano and Tan (2021) in their study on agricultural education advocacy in Philippine state universities.

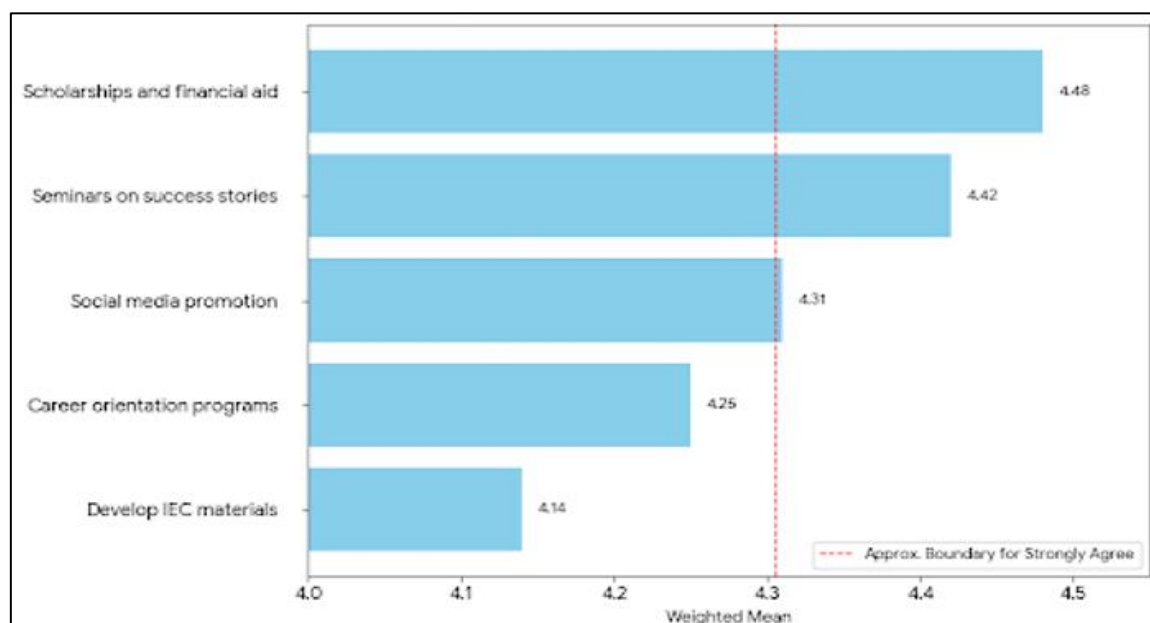


Fig 5. Weighted Mean on Proposed Interventions and IEC Materials

The results show that the highest-priority intervention identified by the respondents is the provision of scholarships and financial assistance, which obtained the highest weighted mean of 4.48 and was interpreted as *Strongly Agree*. This indicates that students overwhelmingly consider financial support as the most critical strategy for improving both enrollment and retention in Agribusiness programs. Two additional interventions also fall within the *Strongly Agree* category—conducting seminars that showcase success stories

(WM = 4.42) and promoting Agribusiness through social media platforms (WM = 4.31). These findings suggest that respondents highly value interventions that combine practical financial solutions with motivational and modern communication strategies. In contrast, the remaining two interventions—career orientation programs (WM = 4.25) and the development of IEC materials (WM = 4.14)—received an interpretation of *Agree*. Although still perceived as necessary, their relatively lower weighted means imply that students

view these more traditional information-based approaches as somewhat less impactful compared to financial assistance and dynamic promotional methods. Overall, the data reflect a clear preference for interventions that reduce financial barriers and leverage engaging, success-driven, and digital modes of outreach.

➤ *Thematic Analysis of Responses on Motivational Factors and Proposed Interventions*

• *Passion and Purpose in Agribusiness*

Participants demonstrated a strong sense of passion and purpose in choosing Agribusiness as a career. Their motivation was anchored in the desire to contribute to sustainability and food security, which they perceived as socially meaningful endeavors. Expressions such as “love for farming,” “helping feed the nation,” and “sense of purpose” illustrate this intrinsic drive. Many participants emphasized that agriculture makes them feel useful because it sustains communities, and they aspire to help farmers improve their income. This theme suggests that for most students, Agribusiness is not merely a profession, but a calling rooted in personal fulfillment and societal contribution.

• *Familial and Cultural Influence*

Family background and cultural traditions emerged as significant motivators in students' career choices. Respondents frequently cited parental influence and role modeling as key factors, with statements such as “My parents are farmers, and I want to continue what they started” and “I grew up seeing my family in agribusiness.” These responses indicate that exposure to agricultural practices during childhood fosters familiarity and confidence in pursuing Agribusiness. For many, the decision represents continuity of family legacy and cultural identity, reinforcing the idea that vocational choices are often shaped by social and familial contexts.

• *Financial Stability and Practical Opportunities*

Economic considerations strongly influenced students' motivation to pursue Agribusiness. Respondents viewed the field as a practical career choice that offers financial independence, entrepreneurial prospects, and job creation. Phrases such as “business opportunities” and “practical career choice” underscore their perception of Agribusiness as a pathway to economic security. Many students believed that Agribusiness could help them provide for their families and achieve financial stability, positioning the sector as both a livelihood and an opportunity for upward mobility. This pragmatic outlook complements their intrinsic motivations, making Agribusiness an attractive option for those seeking sustainable income.

• *Limited Awareness and Misconceptions*

Despite positive motivations, respondents acknowledged persistent misconceptions about Agribusiness. They noted that agriculture is often perceived as low-status, physically demanding work, with limited awareness of its broader scope. Comments such as “People think agriculture is only about farming” and “Others see agriculture as hard work only” illustrate these outdated views. Respondents

stressed that many individuals fail to recognize that Agribusiness encompasses management, innovation, and technology-driven processes. This theme highlights the need for targeted information campaigns to correct misconceptions and present Agribusiness as a modern, dynamic profession.

• *Need for Educational Exposure and Support*

Students emphasized the importance of educational interventions to strengthen motivation and awareness. They called for more career orientation programs, seminars, scholarships, and field immersion activities to enhance understanding of Agribusiness opportunities. Statements such as “We need more career orientation and field training” and “Scholarships and seminars will encourage more students” reflect their desire for structured support. Respondents believed that experiential learning and financial assistance could significantly improve enrollment and retention in Agribusiness programs, underscoring the role of institutions in shaping career pathways.

• *Government and Institutional Involvement*

Participants highlighted the critical role of government and educational institutions in promoting Agribusiness careers. They suggested policy support, school partnerships, and community outreach initiatives to strengthen advocacy. Comments such as “The government should highlight success stories in agriculture” and “Our school must link with local farms and agribusiness firms” indicate that collaboration between stakeholders can create a more favorable environment for Agribusiness education. This theme underscores the need for systemic efforts to integrate policy, education, and industry in advancing agricultural modernization and youth participation.

• *Gender Inclusivity and Modernization*

Finally, respondents recognized Agribusiness as an inclusive and progressive field that embraces modernization. They emphasized that the sector is no longer limited to men or traditional farming roles, citing technology and innovation as key drivers of change. Statements such as “Agribusiness is for everyone, not just men” and “Technology makes agriculture more appealing to the youth” reflect a shift toward gender equality and digital transformation. This theme suggests that promoting Agribusiness as a technology-driven and inclusive profession can attract a diverse pool of talent and reshape societal perceptions of agriculture.

➤ *Career Integration Proposal for Promoting Agribusiness Careers*

The proposed intervention was developed based on the suggested strategies identified by the respondents to address the barriers influencing their decision to pursue Agribusiness as a career. Results indicated that students emphasized the need for financial support mechanisms, career-oriented seminars featuring successful agribusiness practitioners, and information dissemination through accessible platforms such as social media and printed materials. These respondent-generated ideas highlight the importance of increasing awareness, improving access to opportunities, and correcting misconceptions about Agribusiness as a viable and rewarding career.

Anchored on these expressed needs, the proposed output focuses on a career integration approach that combines seminars, financial assistance initiatives, and information, education, and communication (IEC) materials. This intervention aims to strengthen students' motivation, enhance career awareness, and address financial and perceptual barriers identified in the study, ensuring that the proposed strategies are responsive, practical, and grounded in the actual experiences and preferences of the respondents.

➤ *Comprehensive Career Orientation Program to Promote Agribusiness Education Among Senior High School and College Students*

• *Objective*

To design and implement a comprehensive career orientation program that promotes Agribusiness as a viable, modern, and rewarding career path for senior high school and college students.

• *Rationale*

The study revealed strong student support for interventions such as career orientation programs, seminars featuring success stories, and IEC materials to address misconceptions and barriers to Agribusiness careers. These programs aim to increase awareness, correct misconceptions, and encourage enrollment in Agribusiness courses.

V. DISCUSSION

A. Personal Values and Interests

The study revealed that personal values and intrinsic interests exert the strongest influence on students' decision to pursue Agribusiness, with a composite mean of 4.34 interpreted as "Strongly Agree." Among these values, social responsibility ranked highest (WM = 4.52), indicating that students place great importance on contributing to food security and sustainability. This finding aligns with Self-Determination Theory, which emphasizes that intrinsic motivation—rooted in autonomy, competence, and relatedness—drives sustained engagement (Deci & Ryan, 2000). Recent studies confirm similar patterns: Lopez and Aquino (2021) found that Filipino agricultural students motivated by sustainability exhibit greater persistence, while Palisoc (2022) emphasized that stewardship values predict vocational commitment. These results suggest that Agribusiness is perceived not only as a career but also as a vocation tied to ethical responsibility and ecological stewardship.

Security and stability (WM = 4.46) emerged as another key motivator, reflecting the pragmatic dimension of student decision-making. This is consistent with Herzberg's Two-Factor Theory, where job security functions as a hygiene factor influencing career choice (Herzberg, 1966). In the Philippine context, Cruz and Dela Peña (2020) reported that students from modest-income families prioritize courses offering economic reliability, underscoring how financial considerations shape educational pathways. Agribusiness, with its potential for entrepreneurship and stable

employment, thus becomes a rational choice that balances idealism with pragmatism.

Practical engagement (WM = 4.31) further underscores the importance of experiential learning in sustaining motivation. Students value opportunities to apply theoretical knowledge in real-world contexts, whether through farm immersion, agribusiness simulations, or community-based projects. This finding echoes Dela Cruz (2020), who argued that hands-on activities enhance motivation and retention. It also supports constructivist learning theories, which posit that knowledge is best internalized when learners actively engage with their environment. Practical engagement not only enhances competence but also fosters confidence, reinforcing the autonomy component of Self-Determination Theory.

Authenticity (WM = 4.26) reflects students' desire for congruence between personal identity and career choice. Holland's Career Choice Theory (1997) predicts that satisfaction and persistence are highest when personality traits align with occupational environments. In Agribusiness, authenticity may manifest as students seeing themselves as stewards of the land, innovators in food systems, or advocates for rural development. This alignment strengthens vocational commitment, as students are not merely pursuing a degree but embodying a lifestyle and identity consistent with their values.

Altruism (WM = 4.15) also emerged as a significant motivator, indicating that students view Agribusiness as a platform for community service. This perspective situates Agribusiness within the broader framework of civic responsibility, where careers are not only about personal advancement but also about uplifting communities. Sarsale et al. (2025) observed that intrinsic and extrinsic motivations jointly shape agricultural career decisions, reinforcing the idea that altruism complements social responsibility by emphasizing relational and community-oriented aspects of Agribusiness.

Taken together, these findings illustrate the interplay of multiple motivational theories. Self-Determination Theory explains the intrinsic drive rooted in autonomy, competence, and relatedness. Herzberg's Two-Factor Theory highlights the stabilizing role of job security. Holland's Career Choice Theory underscores the importance of identity congruence. Emerging studies on sustainability and stewardship values further validate the role of altruism and social responsibility. This integration suggests that Agribusiness education must be holistic, addressing not only technical skills but also values formation, identity development, and socio-economic realities.

From a broader educational and policy perspective, these insights call for curriculum designs that embed sustainability, experiential learning, and values education into Agribusiness programs. For educators, the challenge lies in balancing the dual imperatives of preparing students for stable employment while nurturing their intrinsic motivations for stewardship and service. For policymakers, the findings highlight the need to support Agribusiness pathways that

provide both economic security and opportunities for social contribution, ensuring that students' values are not compromised by structural constraints.

B. Family and Socioeconomic Influence

Family and socioeconomic factors significantly shape students' career choices in Agribusiness, with a composite mean of 3.97 interpreted as "Agree." This finding suggests that while personal values and intrinsic interests remain dominant motivators, the influence of family background and economic realities cannot be overlooked. Students often make decisions within the context of their lived experiences, where family livelihood and financial circumstances act as guiding forces. Agribusiness, therefore, becomes both a personal aspiration and a pragmatic response to external conditions.

Family livelihood emerged as a strong driver (WM = 4.10), indicating that students exposed to farming or agricultural enterprises within their households are more likely to pursue Agribusiness. This resonates with Social Cognitive Career Theory, which emphasizes the role of environmental supports and observational learning in shaping vocational interests (Lent, Brown, & Hackett, 1994). Recent studies confirm this: Carodan (2016) noted that children of farmers often face pressure to either continue or reject agricultural pathways, highlighting the tension between tradition and modern career aspirations.

Parental encouragement (WM = 4.02) also plays a pivotal role in career decision-making. Parents often act as primary influencers, providing guidance, emotional support, and validation of students' choices. Abalos, Ecao, and Lalosa (2024) found that parental educational attainment, income level, and livelihood strongly influence senior high school students' career decisions, reinforcing the idea that family expectations and resources shape vocational trajectories.

Exposure to family farming activities has been shown to increase students' confidence in agriculture-related careers. Salcedo and Cruz (2022) emphasized that experiential involvement in farming enhances vocational identity and commitment, making Agribusiness a natural extension of family livelihood practices. Such exposure provides practical skills and a sense of belonging within the agricultural sector, which classroom instruction alone may not fully replicate.

Economic considerations also exert a significant influence, with students perceiving Agribusiness as a practical option for financial stability (WM = 3.94). In contexts where economic vulnerability is prevalent, career choices are often filtered through the lens of livelihood sustainability. Agribusiness offers opportunities for entrepreneurship, self-employment, and stable income, making it attractive to students from lower-income households. Briones (2017) highlighted that agricultural workers in the Philippines often face precarious conditions, and students from these families prioritize careers that promise economic reliability.

The interplay between family influence and economic considerations highlights the dual nature of career decision-

making. On one hand, students are motivated by values of stewardship and sustainability; on the other, they are guided by pragmatic concerns of financial security and livelihood opportunities. This duality reflects the broader socio-cultural context of the Philippines, where education is often viewed as a pathway to upward mobility and family support.

From a theoretical perspective, these findings reinforce the importance of integrating environmental and contextual factors into career development frameworks. Social Cognitive Career Theory provides a useful lens for understanding how family livelihood and parental encouragement act as environmental supports that shape self-efficacy and outcome expectations (Lent et al., 1994). At the same time, economic realities function as structural constraints that influence the feasibility of career choices.

Policy implications emerge from these insights, particularly in the design of career guidance programs. Schools and communities can leverage family involvement by creating opportunities for parents to engage in career orientation activities, thereby strengthening the alignment between student aspirations and family expectations. At the same time, programs must address socioeconomic barriers by providing scholarships, livelihood support, and entrepreneurial training to ensure that students from lower-income households can pursue Agribusiness without financial strain.

Educational institutions also have a role to play in bridging the gap between family influence and economic realities. By embedding experiential learning opportunities such as farm immersion, agribusiness incubators, and community-based projects, schools can reinforce students' confidence in their chosen careers while also equipping them with practical skills for financial sustainability. Such initiatives not only validate family livelihood practices but also expand students' horizons beyond subsistence farming toward innovative agribusiness ventures.

Ultimately, the findings underscore that career choice in Agribusiness is shaped by a dynamic interplay of personal values, family influence, and socioeconomic realities. Students are not merely choosing careers in isolation; they are navigating complex webs of identity, responsibility, and economic necessity. Recognizing this interplay allows educators and policymakers to design interventions that are both context-sensitive and holistic, ensuring that Agribusiness pathways remain viable, values-driven, and responsive to the needs of students and their families.

Qualitative themes such as "*Familial and Cultural Influence*" and "*Financial Stability and Practical Opportunities*" further illustrate these dynamics. Statements like "My parents are farmers, and I want to continue what they started" highlight cultural continuity, while comments on "business opportunities" underscore pragmatic motivations. These findings affirm that family modeling and economic realities complement intrinsic interests in shaping career orientation.

➤ *Familial and Cultural Influence and Financial Stability and Practical Opportunities*

The qualitative themes of “Familial and Cultural Influence” and “Financial Stability and Practical Opportunities” provide rich insight into how students orient themselves toward Agribusiness careers. While quantitative measures highlight the strength of values and socioeconomic drivers, these themes capture the lived narratives that reveal how identity, tradition, and pragmatic concerns intersect in shaping career choices.

The theme of Familial and Cultural Influence emphasizes the role of family modeling in vocational identity. Statements such as “My parents are farmers, and I want to continue what they started” reflect cultural continuity, where career choice is tied to heritage and tradition. Zeta (2025) found that children of agrarian reform beneficiaries often view agriculture as a respected livelihood, shaped by observation, imitation, and modeling within family contexts. This continuity underscores how farming is not merely an occupation but a cultural legacy.

Parental encouragement further strengthens this influence. Abalos, Ecao, and Lalosa (2024) reported that parental educational attainment, income level, and livelihood significantly shape senior high school students’ career decisions. In collectivist societies like the Philippines, parental approval legitimizes career choices, ensuring that students feel supported in pursuing Agribusiness. This highlights the interplay between cultural expectations and individual aspirations.

Exposure to family farming activities also enhances confidence and vocational identity. Salcedo and Cruz (2022) observed that experiential involvement in farming fosters agricultural commitment, making Agribusiness a natural extension of family livelihood practices. Such exposure provides practical skills and strengthens students’ sense of belonging in the agricultural sector, complementing classroom learning.

The second theme, Financial Stability and Practical Opportunities, highlights pragmatic motivations. Comments referencing “business opportunities” reveal that students view Agribusiness as a pathway to economic advancement. In contexts of financial vulnerability, career decisions are often filtered through livelihood sustainability. The Center for Food and Agri Business (2024) noted that agriculture remains a critical sector for employment and growth opportunities in the Philippines, despite systemic challenges.

This theme resonates with Herzberg’s Two-Factor Theory, where job security and financial stability function as hygiene factors influencing career choice. Students may be inspired by stewardship values, but their decisions are grounded in the need for reliable income. Briones (2017) emphasized that agricultural workers often face precarious conditions, making financial reliability a decisive factor in career orientation.

The interplay of familial influence and financial stability illustrates how intrinsic and extrinsic motivations complement each other. Familial and cultural influences provide identity and continuity, while financial stability ensures feasibility. Guevarra (2022) highlighted that family expectations and socio-economic challenges jointly shape students’ track and strand selection in senior high school, reinforcing the dual nature of career decision-making.

These findings also highlighted the importance of experiential and entrepreneurial learning. Family farming exposure equips students with practical skills, while awareness of agribusiness opportunities encourages them to envision careers beyond subsistence farming. Industry analyses (Ichwandiani et al., 2025) point to emerging opportunities in agribusiness innovation, suggesting that students’ pragmatic motivations align with sectoral growth.

From an educational standpoint, these themes suggest that career guidance programs must integrate cultural and economic dimensions. Schools can honor familial legacies while equipping students with entrepreneurial and financial management skills. By doing so, institutions ensure that Agribusiness pathways remain attractive, sustainable, and aligned with students’ lived realities.

Ultimately, the qualitative themes affirm that career orientation in Agribusiness is shaped by a dynamic interplay of heritage, identity, and pragmatism. Students are motivated not only by intrinsic values of stewardship and authenticity but also by extrinsic considerations of financial stability and opportunity. Recognizing this interplay allows educators and policymakers to design holistic interventions that respect cultural continuity while addressing economic realities, ensuring that Agribusiness remains a viable and meaningful career choice for future generations.

C. Relationship Between Personal and Social Factors

Correlation analysis revealed a very strong positive relationship between personal values and family/socioeconomic influences ($r = 0.9051$, $p < 0.05$), indicating that intrinsic and extrinsic motivators work together rather than in isolation. This supports Social Cognitive Career Theory, which posits that personal beliefs interact with environmental supports to shape career decisions (Lent et al., 1994). Similar findings were reported by Banerjee et al. (2025), who noted that career planning and family background jointly predict agri-entrepreneurship intent. The interplay between personal aspirations and social context suggests that interventions should address both dimensions to effectively promote Agribusiness education.

The correlation analysis revealed a very strong positive relationship between personal values and family/socioeconomic influences ($r = 0.9051$, $p < 0.05$). This finding indicates that intrinsic and extrinsic motivators do not operate in isolation but rather reinforce one another in shaping career orientation. Students’ personal aspirations, such as stewardship and authenticity, are strengthened when supported by family livelihood practices and socioeconomic

realities. This synergy underscores the holistic nature of career decision-making in Agribusiness

This relationship is consistent with Social Cognitive Career Theory, which posits that personal beliefs interact with environmental supports to shape vocational interests and choices (Lent, Brown, & Hackett, 1994). In this case, students' intrinsic motivations are amplified by family encouragement and financial considerations, creating a dynamic interplay that sustains commitment to Agribusiness. The theory highlights how self-efficacy and outcome expectations are not formed in a vacuum but are influenced by contextual supports.

Recent studies affirm this interaction. Banerjee et al. (2025) reported that career planning and family background jointly predict agri-entrepreneurship intent, suggesting that both personal aspirations and social context must be addressed to effectively promote agricultural careers. Similarly, Abalos, Ecao, and Lalosa (2024) found that parental factors significantly influence senior high school students' career choices, reinforcing the idea that family and socioeconomic conditions complement personal values in shaping vocational pathways.

The interplay between personal and social factors suggests that interventions should be multidimensional. Programs that focus solely on values education or technical skills may fall short if they do not also address family involvement and socioeconomic realities. Effective interventions must therefore integrate personal development with family engagement and financial support mechanisms, ensuring that students' intrinsic motivations are sustained by external scaffolding.

Alongside these positive influences, respondents expressed moderate agreement regarding barriers to pursuing Agribusiness (Composite Mean = 3.37). The most significant barrier identified was the physical demands of agriculture (WM = 3.46). This reflects persistent stereotypes of agriculture as labor-intensive and physically exhausting, despite technological advancements that have transformed the sector. Such perceptions can discourage youth from considering Agribusiness as a modern and viable career option.

The Food and Agriculture Organization (FAO, 2021) emphasized that modernization and mechanization are making agriculture more inclusive and technology-driven. However, awareness gaps remain, and many students continue to associate agriculture with manual labor rather than innovation. This disconnect between reality and perception highlights the need for targeted information campaigns to showcase the evolving nature of Agribusiness.

Other barriers included limited job opportunities (WM = 3.40), income concerns (WM = 3.38), and lack of institutional support (WM = 3.32). These findings align with Arias et al. (2019), who reported that uncertainty about career prospects deters youth participation in agriculture, and Villanueva (2020), who noted that negative perceptions about

income and stability contribute to declining interest in agricultural careers. These barriers reflect structural challenges that must be addressed to sustain student engagement.

Qualitative responses such as "People think agriculture is only about farming" reinforce the persistence of misconceptions. Students often fail to see the breadth of opportunities in Agribusiness, including agritech, food processing, logistics, and entrepreneurship. Correcting these misconceptions requires deliberate efforts to reframe agriculture as a diverse and innovative sector, offering pathways beyond traditional farming.

Educational institutions and policymakers must therefore design interventions that both leverage motivators and address barriers. On one hand, programs should strengthen the synergy between personal values and family influences through experiential learning and parental engagement. On the other, they must counteract barriers by promoting awareness of technological advancements, expanding job opportunities, and providing institutional support such as scholarships and agribusiness incubators.

Ultimately, the findings highlight that Agribusiness career orientation is shaped by a dual dynamic: the positive interplay of personal and social factors, and the negative weight of persistent barriers. Recognizing both dimensions allows for holistic interventions that nurture intrinsic motivation while dismantling misconceptions and structural constraints. By addressing these factors simultaneously, educators and policymakers can ensure that Agribusiness remains a viable, attractive, and future-oriented career choice for students.

D. Barriers to Pursuing Agribusiness

Respondents expressed moderate agreement regarding barriers (Composite Mean = 3.37), with physical demands perceived as most significant (WM = 3.46). This reflects persistent stereotypes of agriculture as labor-intensive, despite technological advancements. FAO (2021) emphasizes that modernization and mechanization are transforming agriculture into a more inclusive and technology-driven sector, yet awareness gaps remain. Other barriers included limited job opportunities (WM = 3.40), income concerns (WM = 3.38), and lack of institutional support (WM = 3.32). These findings align with Arias et al. (2019) and Villanueva (2020), who reported that negative perceptions and uncertainty about career prospects deter youth participation in agriculture. Qualitative responses such as "People think agriculture is only about farming" reinforce the need for targeted information campaigns to correct misconceptions.

E. Proposed Interventions and IEC Materials

Respondents strongly supported interventions to promote Agribusiness (Composite Mean = 4.32, *Strongly Agree*). The highest-rated strategies included scholarships and financial assistance (WM = 4.48), seminars featuring success stories (WM = 4.42), and social media campaigns (WM = 4.31). These findings affirm the role of environmental supports in enhancing self-efficacy and career interest, as

emphasized by Social Cognitive Career Theory (Lent et al., 1994). Serrano and Tan (2021) similarly found that institutional advocacy and exposure programs significantly improve students' motivation toward agricultural careers. Qualitative themes such as "*Need for Educational Exposure and Support*" and "*Government and Institutional Involvement*" highlight the importance of systemic efforts, including policy support, school-industry partnerships, and digital advocacy. Promoting modernization and gender inclusivity through IEC materials and social media aligns with FAO's (2022) recommendation to leverage technology and communication strategies to attract youth to agriculture.

Respondents expressed moderate agreement regarding barriers to pursuing Agribusiness (Composite Mean = 3.37), with physical demands perceived as the most significant (WM = 3.46). This reflects persistent stereotypes of agriculture as labor-intensive and physically exhausting, despite technological advancements that have transformed the sector. Such perceptions continue to discourage youth from considering Agribusiness as a modern and viable career option.

The Food and Agriculture Organization (FAO, 2021) emphasized that modernization and mechanization are making agriculture more inclusive and technology-driven. Precision farming, digital platforms, and mechanized tools have reduced the reliance on manual labor. However, awareness gaps remain, and many students still associate agriculture with traditional farming practices. This disconnect between reality and perception highlights the need for targeted information campaigns to showcase the evolving nature of Agribusiness.

Other barriers included limited job opportunities (WM = 3.40), income concerns (WM = 3.38), and lack of institutional support (WM = 3.32). These findings align with Arias et al. (2019), who reported that uncertainty about career prospects deters youth participation in agriculture, and Villanueva (2020), who noted that negative perceptions about income and stability contribute to declining interest in agricultural careers. Together, these barriers reflect structural challenges that must be addressed to sustain student engagement.

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career interest, consistent with Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994).

Scholarships and financial assistance directly address income concerns and socioeconomic barriers. By reducing financial strain, these supports make Agribusiness education more accessible to students from modest-income families. Serrano and Tan (2021) found that institutional advocacy and exposure programs significantly improve students' motivation toward agricultural careers, underscoring the importance of systemic support mechanisms.

Seminars featuring success stories provide role models and counteract negative stereotypes. Exposure to successful agripreneurs and innovators demonstrates that Agribusiness can be both profitable and socially impactful. Such narratives strengthen students' self-efficacy and outcome expectations, encouraging them to envision themselves as future leaders in the sector.

Social media campaigns emerged as another highly rated intervention. Digital advocacy leverages platforms familiar to youth, making information about Agribusiness accessible and engaging. FAO (2022) recommended using technology and communication strategies to attract youth to agriculture, emphasizing modernization, inclusivity, and innovation. Social media can highlight opportunities in agritech, sustainability, and entrepreneurship, reshaping perceptions of the sector.

Qualitative themes such as "Need for Educational Exposure and Support" and "Government and Institutional Involvement" highlight the importance of systemic efforts. Policy support, school-industry partnerships, and digital advocacy are essential to sustain student interest. These interventions ensure that Agribusiness is not only promoted as a career option but also supported by structures that guarantee opportunities and stability.

Ultimately, the findings suggest that addressing barriers and implementing interventions must go hand in hand. Misconceptions about physical demands, limited opportunities, and income concerns can be countered through scholarships, exposure programs, and digital campaigns. By integrating personal motivators with systemic supports, educators and policymakers can create a holistic framework that promotes Agribusiness as a modern, inclusive, and future-oriented career path.

The discussion demonstrates that students' motivation to pursue Agribusiness arises from the interplay of intrinsic values, family influence, and institutional support. While barriers persist, they are not dominant deterrents; rather, they present opportunities for innovation and advocacy. Interventions such as scholarships, experiential learning, and digital campaigns can strengthen motivation and reshape perceptions, positioning Agribusiness as a modern, inclusive, and purpose-driven profession.

➤ *Theoretical Implications*

The findings of this study reinforced and extended several career development and motivational theories. First, the strong influence of intrinsic motivators such as social responsibility, authenticity, and altruism supports Self-Determination Theory, which asserted that autonomy, competence, and relatedness drive sustained engagement (Deci & Ryan, 2000). Students' preference for purpose-driven careers in Agribusiness demonstrates that intrinsic values are critical in vocational decision-making, suggesting that educational programs should nurture these psychological needs to enhance persistence.

Second, the prominence of security and stability as motivators validated Herzberg's Two-Factor Theory, where job security acts as a hygiene factor influencing career choice (Herzberg, 1966). Agribusiness is perceived as a career offering financial reliability and entrepreneurial potential, indicating that job security remained a decisive factor in course selection. This finding implied that interventions emphasizing income stability and career growth can strengthen enrollment in agriculture-related programs.

Third, the emphasis on authenticity and personal fit aligned with Holland's Career Choice Theory, which predicted satisfaction when personality traits match occupational environments (Holland, 1997). Students' deliberate choice of Agribusiness reflected congruence between their values and the characteristics of the field, suggesting that career guidance should incorporate personality assessments to improve alignment and retention.

Fourth, the very strong correlation between personal values and family/socioeconomic influences underscored Social Cognitive Career Theory, which posited that self-efficacy and outcome expectations are shaped by environmental supports (Lent et al., 1994). Family livelihood and parental encouragement complement intrinsic motivations, highlighting the need for multidimensional interventions that integrated personal development with family engagement and institutional support.

Finally, the high ranking of social responsibility and altruism reflected a growing trend toward sustainability-oriented career choices. Recent studies (Lopez & Aquino, 2021; Palisoc, 2022) suggested that ecological stewardship and community service were becoming central to vocational identity. This finding expands traditional career theories by incorporating global sustainability goals as motivational drivers, indicating that curricula should embed environmental ethics and social impact components.

➤ *Practical Implications*

The results of this study have several practical implications for educational institutions, policymakers, and industry stakeholders. First, the strong influence of intrinsic motivators such as social responsibility and authenticity suggests that Agribusiness curricula should integrate sustainability and values-based education. Modules on food security, environmental stewardship, and ethical

entrepreneurship can help align students' personal values with professional goals.

Second, the prominence of security and stability as motivators indicates the need for career guidance programs that emphasize the economic viability of Agribusiness. Schools should provide accurate labor market data, showcase entrepreneurial success stories, and offer financial literacy training to counter misconceptions about low income in agriculture-related careers.

Third, experiential learning emerged as a key driver of motivation, highlighting the importance of hands-on activities such as farm immersion, agribusiness simulations, and industry internships. These strategies not only enhance competence but also strengthen vocational identity, making Agribusiness education more engaging and relevant.

Fourth, the significant role of family and socioeconomic factors underscores the need for family-inclusive interventions. Career orientation sessions involving parents can help align expectations and reinforce support for students' choices. Additionally, scholarship programs and financial assistance should be prioritized to reduce economic barriers and encourage enrollment among students from low-income households.

Finally, addressing barriers such as misconceptions and perceived physical demands requires targeted advocacy. Developing IEC materials and leveraging social media platforms can modernize the image of Agribusiness, presenting it as a technology-driven and inclusive profession. Partnerships between schools, government agencies, and agribusiness firms can amplify these efforts through coordinated campaigns, policy support, and resource sharing. Collectively, these practical measures can enhance motivation, correct misconceptions, and strengthen the pipeline of skilled professionals in the Agribusiness sector.

➤ *Policy Implications*

The findings of this study have significant implications for educational and agricultural policy in the Philippines. First, the strong influence of intrinsic motivators such as social responsibility and authenticity suggests that curriculum policies should integrate sustainability and values-based education into Agribusiness programs. Modules on food security, environmental stewardship, and ethical entrepreneurship can align students' personal values with national development goals, fostering long-term engagement in the sector.

Second, the prominence of family and socioeconomic factors highlights the need for policies that promote family-inclusive career guidance and financial support mechanisms. Government agencies and educational institutions should collaborate to implement scholarship programs and livelihood assistance for students from farming households and low-income families. These measures can reduce economic barriers and encourage enrollment in Agribusiness courses.

Third, the study's identification of barriers such as misconceptions about physical labor and limited job opportunities underscores the importance of policy-driven advocacy campaigns. National and local education authorities should mandate career orientation programs and digital advocacy initiatives that showcase modernization in agriculture, including mechanization, agritech innovations, and entrepreneurial opportunities. Such campaigns can counter stereotypes and position Agribusiness as a technology-driven, inclusive profession.

Fourth, the strong correlation between personal and social factors supports policies that integrate experiential learning into higher education frameworks. CHED and TESDA can require Agribusiness programs to include farm immersion, industry internships, and business incubation projects, ensuring that students gain practical skills and confidence in their chosen careers.

Finally, these findings call for multi-sectoral collaboration policies involving schools, government agencies, and agribusiness firms. Partnerships can facilitate resource sharing, mentorship programs, and job placement initiatives, creating a supportive ecosystem for Agribusiness graduates. By addressing motivational drivers and structural barriers simultaneously, these policy measures can strengthen the agricultural workforce, enhance food security, and contribute to inclusive economic growth.

VI. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn:

- Students' intrinsic values, such as social responsibility, authenticity, and altruism, strongly drive Agribusiness career choice, affirming that identity and motivation align with sustainability and stewardship.
- Family livelihood, parental encouragement, and financial realities shape career orientation, showing that cultural continuity and economic stability complement personal aspirations.
- The strong correlation between personal values and family/socioeconomic influences confirms that intrinsic and extrinsic motivators work synergistically in shaping career decisions.
- Persistent stereotypes, income concerns, and limited opportunities hinder youth participation, underscoring the need to correct misconceptions and strengthen institutional support.
- Scholarships, exposure programs, and digital advocacy emerged as effective strategies, highlighting that systemic supports and modern communication can enhance Agribusiness appeal.

In light of the findings and conclusions, the following recommendations are proposed:

- Integrate sustainability and values education into Agribusiness curricula and embed modules on food security, environmental stewardship, and ethical entrepreneurship into Agribusiness courses, ensuring

students see their values reflected in classroom content and project work

- Develop family-inclusive career guidance programs and provide financial aid. Organize parent-student career orientation sessions, while institutions and government agencies expand scholarship programs targeted at students from farming households and modest-income families.
- Design holistic interventions that nurture motivation and strengthen external supports.
- Launch targeted information campaigns and institutional programs and attend school seminars, community forums, and digital platforms to highlight modern agritech innovations, diverse career paths, and success stories that counter negative stereotypes.
- Implement scholarship schemes, success-story seminars, and social media campaigns. What Government agencies, schools, and agribusiness organizations can collaborate to fund scholarships, host inspirational seminars, and run coordinated social media campaigns showcasing youth-friendly opportunities in agriculture.

➤ Significance of the Present Study

This study contributes to the understanding of how personal, social, and institutional factors shape youth motivation in Agribusiness education. Its findings may serve as a basis for curriculum development, policy formulation, and strategic intervention programs aimed at strengthening agricultural human capital. Ultimately, the study underscores the vital role of education and motivation in sustaining the future of Philippine Agribusiness.

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