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Content Dimensions in Academic Decision-Making: Exploring Threats and Opportunities among Oxford College Undergraduates

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Abstract

This study explores the critical role of information in shaping decision-making processes within the academic sphere, with a specific emphasis on the content dimensions of information. It endeavors to comprehensively examine the threats and opportunities inherent in the content dimensions of information and their impact on academic decision-making. This research adopted a random sampling approach, resulting in the inclusion of two hundred and twenty participants drawn from the student cohorts enrolled in the Bachelor of Business Administration (BBA) and Bachelor of Computer Applications (BCA) programmes at the esteemed Oxford College of Engineering and Management. Data collection was executed through meticulously designed questionnaires, and the subsequent analysis of the acquired data was conducted using descriptive statistical tools. The findings of this research reveal a substantial prevalence of office automation systems and Management Information Systems (MIS) in the resource of tools employed by students during their academic decision-making processes.

Furthermore, this research investigation has unearthed noteworthy gender-based distinctions within the content dimensions, elucidating variations in the perceived accuracy and relevance of information among the study's respondents. Additionally, this research has scrutinized the diverse perspectives surrounding improved learning outcomes and enhanced understanding, specifically concerning opportunities associated with the content dimensions of information. The collective results of this study underscore a consensus among the student body at Oxford College of Engineering and Management. A significant majority of respondents have expressed agreement, and in many cases, strong agreement, regarding the paramount importance of both threats and opportunities inherent in the content dimensions of information within the context of academic decision-making processes. These findings contribute to a deeper understanding of the intricate dynamics at play in the academic realm, shedding light on the multifaceted nature of information's influence on decision-making processes in this specific educational context.

Keywords: *academic sectors, content dimensions, decision-making process, information, opportunities, threats*

Introduction

The content dimensions of information pertains to the substance and material conveyed in various forms, such as text, audio, or visual media. Its significance for undergraduate students lies in aiding them to make well-informed academic decisions (Paudel, 2021). By scrutinizing the content of the information they encounter, students can assess its relevance and accuracy, facilitating its effective application in their academic pursuits. In today's information-driven era, the abundance of information from diverse sources necessitates a critical assessment of its quality and validity (Choo, 2005, pp. 283). Analyzing the content dimensions empowers students to make informed choices regarding course selection, research endeavors, and academic programs (Rugutt & Chemosit, 2005). Nonetheless, undergraduates often encounter challenges in evaluating the dimensions effectively, stemming from a lack of necessary skills and experience (Andrade, 2019).

Undergraduate students contend with several obstacles when navigating the content dimensions of information. They may confront biased or incomplete information, which complicates sound academic decision-making (Andrade, 2019). Additionally, the sheer volume of information can lead to overwhelming information overload and confusion (Rugutt & Chemosit, 2005). To address the above mentioned challenges, students must cultivate critical thinking skills and enhance their ability to evaluate the content dimensions effectively an endeavor that should be integrated into undergraduate programs (Unesco, 2023). Also, overcoming those mentioned challenges is pivotal for enabling students to make informed academic choices and achieve their educational objectives.

Another substantial threat to the content dimensions of information for undergraduates pertains to their lack of awareness and training in evaluating information. Many students may lack the essential skills or knowledge required for discerning the credibility and reliability of information, resulting in decisions based on incomplete or biased data (Choo, 2005). This inadequacy can lead to poor academic performance and missed opportunities for growth and development.

Furthermore, a reliance on outdated and inaccurate information sources constitutes a significant threat to the content dimensions for undergraduates (Yousef et al., 2018). Without access to reliable, up-to-date information, students may base decisions on misinformation, negatively impacting their academic performance and future prospects. Therefore, educational institutions must equip students with the requisite resources and training to evaluate and employ information effectively and efficiently.

Opportunities for enhancing the content dimensions of information for undergraduate students at Oxford College of Engineering and Management (OCEM) are noteworthy. First, improving access to reliable information resources, including academic journals, textbooks, and online databases, can deepen students' understanding of academic subjects and support informed academic decisions (Rugutt & Chemosit, 2005). Furthermore, providing access to locally relevant resources can facilitate better comprehension and practical application of material (Choo, 2005).

Second, offering various forms of training and support for evaluating the content dimensions of information, such as workshops on critical thinking, research methods, and information literacy, equips students with the skills to gauge the credibility and reliability of information sources, aiding in informed decision-making (Bhandari, 2023). Additionally, proficiency in effective research methods can assist students in finding and using relevant information to bolster their academic choices (UNESCO, 2023). Furthermore, fostering collaboration and information sharing among students and faculty through activities such as group projects, peer review, and open discussions in class can promote a constructive academic environment (UNESCO, 2023). Also, Selin & Greenhow (2021) states that collaboration enables students to learn from one another, exchange diverse perspectives, and receive guidance and support from faculty, all of which aid in making informed academic decisions.

The content dimensions of information presents both opportunities and threats to undergraduates at OCEM, akin to their peers elsewhere. The accessibility of abundant resources enhances learning but also poses the risk of information overload and inadvertent plagiarism. This research

aims to explore these intricacies, ultimately benefiting OCEM and similar institutions by shedding light on ways to harness the potential of information while mitigating its challenges.

Literature Review

This literature review encompasses various studies and articles focused on decision-making processes within the academic context available in online in online sources.

Abir et al. (2017) emphasize the necessity of data-driven decision-making in higher education and propose a Business Intelligence (BI) framework to optimize value generation in teaching, learning, and research. They underscore critical success factors, offering insights valuable to universities striving to excel in today's competitive higher education landscape. In contrast, Ken (2002) critiques the prevailing decision-making paradigm in academia, highlighting its limitations and proposing an alternative model centered on critical thinking. This alternative paradigm promotes a more thoughtful and deliberate approach, aiming to improve the decision-making process by encouraging transparency, comprehensive problem exploration, and well-justified solutions. Alton (1982) explore into the decision-making preferences of academic managers, particularly division chairpersons, using the Vroom-Yetton decision model and reveal their inclination toward consultative decision styles while recognizing challenges in gaining faculty acceptance and commitment. Simon et al. (2012a) conduct an in-depth review of studies concerning unconscious information processing and its impact on cognitive control processes. They explain the differences between conscious and unconscious information processing, suggesting avenues for future research in understanding this intricate domain. Additionally, Simon et al. (2012b) introduce a decision-making model integrating learning analytics, highlighting its practical application and effectiveness in supporting academic decision-making within higher education institutions. Lastly, Carolyn (2013) discusses the development and use of the Decision-Making Grid to enhance metacognitive regulation skills among undergraduate management students. The study indicates the tool's positive impact on student commitment to academic preparation and

performance. Also, Miltiadis et al. (2018) further explore the complex relationship between behavior and information technology in higher education, emphasizing the need for adapting educational practices to harness emerging technologies like cognitive computing and business intelligence. However, further investigation into specific challenges and solutions within this intersection is warranted.

Based on the literature review, a notable research gap emerges in the need for a comprehensive investigation into the practical implementation and effectiveness of decision-making models, such as Business Intelligence (BI) frameworks and alternative paradigms like the one proposed by Ken (2002), in real-world academic settings. While the reviewed studies provide valuable insights into the theoretical aspects and preferences of decision-making processes in higher education, there is a lack of empirical research that assesses the actual application and impact of these models within universities.

The literature review highlights several pertinent research gaps. While existing studies have explored decision-making processes and models in academia, such as Business Intelligence (BI) frameworks and alternative paradigms, there remains a distinct gap in the specific examination of the content dimensions of information and its impact on academic decision-making, particularly among undergraduate students. The reviewed literature primarily focuses on decision-making processes at a broader institutional level or within academic management roles, leaving a lack of empirical research that explore into how content-related challenges and opportunities affect the decision-making practices of undergraduate students. Additionally, the literature review underscores the importance of addressing potential biases, information completeness, and information sources in the content dimensions. Hence, the identified research gap for this study centers on the need for a detailed investigation into how the content dimensions of information influences academic decision-making process (ADMPs) among undergraduate students, with a specific focus on the context of Oxford College of Engineering and Management. The review of previous studies highlighted the gap found while

reviewing previous research by providing a shade exploration of the threats and opportunities within the content dimensions and their implications for students' decision-making processes in higher education.

Methodology

In this study, a cross-sectional research approach was adopted to collect and analyze data from a sample of 220 participants enrolled in the Bachelor of Business Administration (BBA) and Bachelor of Computer Application (BCA) programs at OCEM. The sample size was determined using sample size formula for known sample size by Cochran (1977), and randomization techniques were applied to ensure the sample's representativeness. The choice of these specific academic programs was based on their relevance to current technology trends. OCEM, a prominent private academic institution in Nepal, served as the research setting, and ethical data collection practices were upheld with prior consent from participating students. Data was gathered using a structured questionnaire and analyzed through descriptive statistics, with a focus on frequency and percentage analysis, utilizing SPSS version 22 for Windows. The study's theoretical framework drew from MacMillan and Taylor's (1984) work, highlighting the influence of the content dimensions of information on individuals' decision-making processes, encompassing both threats and opportunities.

Results and Discussion

This study is based on a sample of 220 respondents, comprising 96 (43.60%) females and 124 (56.40%) males. Notably, this data highlights a significant gender disparity among the respondents, with males making up the majority of the sample. Additionally, this study examines various demographic variables, such as marital status, age, and the location of respondents who are studying at OCEM. The findings revealed that a vast majority of the respondents (95.50%) were unmarried, while only a small minority (4.50%) were married. It was noteworthy that none of the respondents reported being divorced. Regarding the geographical distribution of respondents, the majority (65.50%) were from Chitwan, followed by 28.20% from Nawalparasi district. A very small percentage (2.70%) of respondents were from

Tanahun, while the remaining (3.60%) were from various districts other than Chitwan, Nawalparasi, and Tanahun. The average age of the respondents was approximately 21 years, with a standard deviation of 2 years. This data provides essential demographic insights, allowing for a deeper understanding of the study's sample composition and potential implications for the research findings (Table 1).

Table 1: *Demographic Analysis of Respondents*

Variables	Categories	Number of Respondents	Percentage
Gender	Female	96	43.60%
	Male	124	56.40%
Marital status	Married	10	4.50%
	Unmarried	210	95.50%
	Divorce	0	0.00%
Location	Chitwan	144	65.50%
	Nawalparashi	62	28.20%
	Tanahun	6	2.70%
	Other	8	3.60%
Age		21.23±2.21	

The sample selection of respondents was conducted from the BBA and BCA academic programs, with an equal proportion of students from each program. When considering the semester on which they were studying, 52.73% of the students were selected from the second semester, while the remaining 47.27% were from the eighth semester (Figure 2). This observation suggested a notable trend of higher semester students being underrepresented in the research sample. This indicated a tendency for students to drop out or discontinue their studies as they progressed through the higher semesters, potentially due to various factors that the study could have explored further.
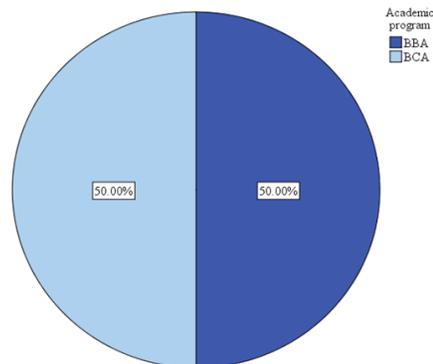

Figure 1: *Program Wise Respondents*

Types of Information System mostly used

Findings of data analysis provided a comprehensive overview of the types of information systems mostly used by respondents, categorized by gender.

Among the 220 respondents, 216 responded regarding the type of information system mostly used by them. The findings showed that most of the students used office automation systems in their studies.
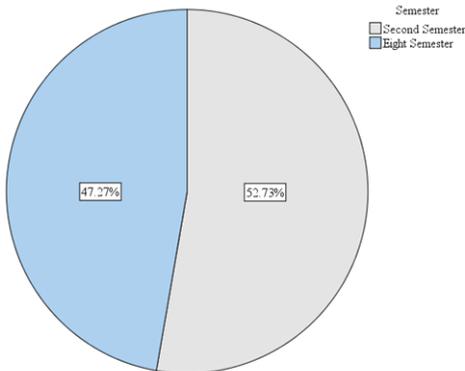

Figure 2: *Semester Wise Respondents*

Within this category, 31.30% of the respondents were females, while 68.70% were males. This indicated a notable preference among males for office automation systems, with a higher proportion using this type of system. In the second-highest proportion, Management Information Systems (MIS) were used. In this category, 46.40% of females and 53.60% of males utilized management information systems. While the difference was less pronounced than in the previous category, it still suggested a slightly higher male preference for this type of system. Data analysis further revealed that in the categories of Expert System and Artificial Intelligence, 29.40% of females and 70.60% of males engaged with expert systems and artificial intelligence, which represented the third-highest level of information system used in the academic ADMPs. For Decision Support Systems, 30.80% of females and 69.20% of males made use of these systems. Here, the majority of users were males, indicating a significant gender disparity in favor of males. The least percentage of respondents used Executive Information Systems, with 33.30% being females and 66.70% being males (Table 2). This finding underscores a gender disparity in the utilization of different information systems, with males being more prevalent users across all categories. Further analysis may be needed to explore the underlying reasons for these differences in system preference among different genders.

Table 2: *Gender wise Information System Used*

Types Information System Mostly Used	Gender		Total (Percentage)
	Female	*Male*	
Office Automation System	42 (31.30%)	92 (68.70%)	134 (100.00%)
Management Information System	52 (46.40%)	60 (53.60%)	112 (100.00%)
Decision Support System	8 (30.80%)	18 (69.20%)	26 (100.00%)
Expert System and Artificial Intelligence	20 (29.40%)	48 (70.60%)	68 (100.00%)
Executive Information System	2 (33.30%)	4 (66.70%)	6 (100.00%)
Total (Percentage)	94 (43.52%)	122 (56.48%)	216 (100.00%)

Content Dimensions of Information and Role of IT in ADMPs

Findings of data analysis provided valuable insights into the perceptions of respondents, broken down by gender, regarding the importance of content dimensions of information and the role of IT in rational Decision-Making Processes (DMPs) in academic activities, with the percentages calculated relative to the total number of respondents. Among the respondents, 66.67% (4 out of 6) of females and 33.33% (2 out of 6) of males answered 'No,' while 43.00% (92 out of 214) of females and 57.00% (122 out of 214) of males chose 'Yes.' These percentages underscored a gender-based disparity in perspectives, with a higher proportion of males emphasizing the importance of content dimensions in DMPs compared to females. Also, in the context role of IT in rational DMPs in academic activities, 218 (100%) respondents provided responses. Among these respondents, no females and 2 males stated 'No,' while 44.04% (96 out of 218) of females and 55.96% (122 out of 218) of males indicated 'Yes.' These percentages illustrated a significant gender-based contrast, with females predominantly emphasizing the importance of IT in academic DMPs, while males appeared more sceptical about its significance. This data revealed gender-related variations in perspectives on both the role of content dimensions of information and IT in ADMPs. A larger proportion of females tended to emphasize their importance, while males exhibited a more varied outlook. Further exploration could be beneficial to understand the underlying factors driving these differences and their potential implications for ADMPs. This research concluded that 97.27% of the respondents agreed that content dimensions of information play a crucial role in the right DMPs in academic activities. Similarly, it

also showed that 99.09% of the respondents agreed with the statement that IT plays an important role in rational DMPs in academic activities at OCEM.

The findings of the data analysis revealed that the majority of respondents concurred on the significance of the accuracy content dimensions in the academic decision-making process. Specifically, 14.55% of females and 12.73% of males agreed, and 27.27% of females and 38.18% of males strongly agreed. Few respondents strongly disagreed or disagreed. Notably, the chi-square value for accuracy was 4.753 with a p-value of 0.0292, suggesting a statistically significant relationship between gender and responses, emphasizing the role of gender in shaping perceptions of accuracy. The relevant attribute of content dimensions of information showed that a significant portion, comprising 112 respondents (50.91%), expressed agreement, while an additional 90 respondents (40.91%) strongly agreed that relevancy played a crucial role in ADMPs (Table 4).

It is worth noting that a small proportion of respondents (6.36%) indicated uncertainty with a "Do Not Know" response. This suggested that while the majority acknowledged the importance of relevancy, a few may have required further clarification or guidance on how to assess and apply relevancy in academic decision-making. The statistically significant chi-square value of 4.410 with a corresponding p-value of 0.0357 indicated that there was a relationship between gender and responses to the relevancy attribute, further emphasizing the significance of this dimension in the context of academic decisions. Overall, this data underscored the consensus among respondents regarding the importance of relevancy in academic information, with potential opportunities for addressing uncertainty in some cases (Table 4).

A significant majority of respondents in the study recognized the importance of completeness as an attribute within the content dimensions of information for academic decision-making. Specifically, 84 respondents (38.18%) agreed, and 122 respondents (55.45%) strongly agreed with its significance. Conversely, a minority of respondents, comprising 4 individuals (1.82%), strongly disagreed or disagreed. Additionally, 14

respondents (6.36%) expressed uncertainty with a "Do Not Know" response. While there was no significant relationship between gender and responses (chi-square value of 0.107, p-value of 0.743), the overall consensus among the majority of respondents emphasized the value of completeness in academic contexts, with room for addressing uncertainty and minority viewpoints (Table 4).

The results highlights that a significant majority of respondents in the study recognized the importance of conciseness as an attribute within the content dimensions of information for academic decision-making. Where 56 individuals (25.45%) agreed and 28 individuals (12.73%) strongly agreed. However, a small minority, 2 individuals (0.91%), strongly disagreed, and 8 individuals (3.64%) disagreed. Additionally, 10 respondents (4.55%) expressed uncertainty. Gender did not appear to significantly influence these responses, as indicated by a chi-square value of 4.014 and a p-value of 0.407 (Table 4).

The results indicate that the threat of content dimensions attributes inaccuracy a substantial proportion of both female (23.86%) and male (29.36%) participants expressed a high degree of agreement in the "Strongly Agree" category. Similarly, (17.44%) female and (22.02%) male responded in agree statement (Strongly agree and agree) which indicates that most of the respondents are positively agreed with inaccuracy attribute of content dimensions of information is potential threat for academic decision making process. Conversely, responses in the "Strongly Disagree" and "Disagree" categories are relatively limited, with an indications of uncertainty, especially among females.However, the statistical analysis, reflected in the Chi-square and P-value (0.315), does not establish a significant difference in responses between genders. This implies that observed variations in responses between male and female participants is attributed to random chance rather than a statistically significant gender-based distinction (Table 5). In the context of the "Bias" attribute of content dimensions, the results reveals that a substantial proportion of both female (16.67%) and male (20.38%) participants express a relatively high level of agreement in the "Strongly Agree" category, suggesting a common

Table 3: *Role of IT and Content Dimensions in Rational DMPs in Academic Activities*

	Responses	Gender		Total (%)
		Female (%)	*Male (%)*	
Content Dimension of Information Play a Crucial Role in Right DMP	No	4 (66.67%)	2(33.33%)	6(100.00%)
	Yes	92 (43.00%)	122(57.00%)	214(100.00%)
IT Plays an Important Role in Rational DMPs in Academic Activities	No	0 (0.00%)	2(100.00%)	2(100.00%)
	Yes	96 (44.04%)	122(55.96%)	218(100.00%)

Table 4: *Gender wise data Analysis on Various Attributes of Content Dimensions of Information*

Attributes of Content Dimension	Responses	Gender		Chi Square	P-Value
		Female	*Male*		
Accuracy	Strongly Disagree	4 (4.2%)	8 (6.5%)	4.753	0.029
	Disagree	0 (0.0%)	2 (1.6%)		
	Do Not Know	0 (0.0%)	2 (1.6%)		
	Agree	32 (33.3%)	28 (22.6%)		
	Strongly Agree	60 (62.5%)	84 (67.7%)		
Relevancy	Strongly Disagree	0 (0.0%)	2 (1.6%)	4.410	0.036
	Disagree	0 (0.0%)	2 (1.6%)		
	Do Not Know	6 (6.2%)	8 (6.5%)		
	Agree	56 (58.3%)	56 (45.2%)		
	Strongly Agree	34 (35.4%)	56 (45.2%)		
Completeness	Strongly Disagree	0 (0.0%)	4 (3.2%)	0.107	0.743
	Disagree	0 (0.0%)	6 (4.8%)		
	Do Not Know	2 (2.1%)	2 (1.6%)		
	Agree	38 (39.6%)	46 (37.1%)		
	Strongly Agree	56 (58.3%)	66 (53.2%)		
Conciseness	Strongly Disagree	2 (2.1%)	10 (8.2%)	4.014	0.407
	Disagree	8 (8.3%)	10 (8.2%)		
	Do Not Know	2 (2.1%)	8 (6.6%)		
	Agree	56 (58.3%)	64 (52.5%)		
	Strongly Agree	28 (29.2%)	30 (24.6%)		

perception that bias poses a threat to ADMPs. Additionally, (21.3%) females and (25%) males responded with agreement, indicating agreement with the notion that bias constitutes a concern within content dimensions threats. Conversely, responses in the "Strongly Disagree" and "Disagree" categories are notably low, reflecting a consensus among respondents. Notably, the "Do Not Know" category is more pronounced in this attribute, particularly among males (7.41%), indicating a higher level of uncertainty regarding the issue of bias. Nevertheless, the statistical analysis (Chi Square and P-Value of 0.789) does not establish a statistically significant gender-based difference in responses, suggesting that these observed disparities may be due to random chance (Table 5).

Shifting focus to the "Credibility Issues" attribute, it is obvious that a considerable percentage of both female (18.35%) and male (23.86%) participants express a relatively high level of agreement in the "Strongly Agree" category, signifying broad consensus regarding credibility issues as a significant threat to ADMPs. Additionally, (15.6%) females and (25.69%) males responded with agreement, reinforcing the perception of credibility issues as a content dimensions threat. Similar to the other attributes, responses in the

"Strongly Disagree" and "Disagree" categories are limited, with a noteworthy presence of the "Do Not Know" category, particularly among females (9.18%). However, the statistical analysis (Chi Square and P-Value of 0.278) again does not establish a statistically significant gender-based difference in responses, suggesting that the variations observed may be attributed to chance rather than a genuine gender-based distinction (Table 5).

Upon analyzing the perception of respondents towards the opportunities of content dimensions of information on DMPs in academic decision making, it was found that over two-thirds of the respondents were in favor of the content dimensions of information creating opportunities in academic activities. In the context of "Improved Learning and Understanding," both genders demonstrated an equal tendency to express "Strongly Disagree" (Females: 0.92%, Males: 0.92%), while males exhibited a slightly higher inclination for "Disagree" (Females: 0%, Males: 0.92%) than females. Conversely, females indicated higher percentages in the "Agree" (Females: 22.94%, Males: 16.52%) and "Strongly Agree" (Females: 17.44%, Males: 35.78%) categories, suggesting an overall greater alignment with this opportunity.

Significantly, statistical analysis using Chi Square (6.53) and p-values (0.0105*) revealed a statistically significant gender-based difference in this category, highlighting the importance of gender considerations in educational content (Table 6).

Moving to "Critical Thinking Development," both genders shared similar responses in "Strongly Disagree" (Females: 0%, Males: 0.92%) and "Agree" (Females: 1.84%, Males: 1.84%) categories, but males significantly outnumbered females in the "Strongly Agree" (Females: 21.11%, Males: 30.28%) category. No respondents chose "Disagree," "Do Not Know," or "Agree" for this attribute, emphasizing a consistent pattern (Table 6).

predominance (Females: 18.35%, Males: 28.45%) (Table 6). Notably, for both "Critical Thinking Development" and "Enhance Research Skills," no statistically significant gender-based differences were observed. These findings underscore the need for gender-inclusive approaches in educational content development, particularly in enhancing critical thinking, research skills, and fostering improved learning and understanding.

Table 5: *Threats of Content Dimensions of Information on DMPs in Academic Activities*

Threats of Content Dimension	Responses	Gender		Chi Square	P-Value
		Female (%)	Male (%)		
Inaccuracy	Strongly Disagree	0 (0.0%)	6 (4.8%)	2.308	0.315
	Disagree	0 (0.0%)	4 (3.2%)		
	Do Not Know	4 (4.3%)	2 (1.6%)		
	Agree	38 (40.4%)	48 (38.7%)		
	Strongly Agree	52 (55.3%)	64 (51.6%)		
Bias	Strongly Disagree	0 (0.0%)	8 (6.5%)	0.474	0.789
	Disagree	0 (0.0%)	2 (1.6%)		
	Do Not Know	10 (10.9%)	16 (12.9%)		
	Agree	46 (50.0%)	54 (43.5%)		
	Strongly Agree	36 (39.1%)	44 (35.5%)		
Credibility Issues	Strongly Disagree	0 (0.0%)	6 (4.8%)	2.556	0.278
	Disagree	0 (0.0%)	0 (0.0%)		
	Do Not Know	20 (21.3%)	10 (8.1%)		
	Agree	34 (36.2%)	56 (45.2%)		
	Strongly Agree	40 (42.6%)	52 (41.9%)		

Table 6: *Opportunities of Content Dimensions of Information on DMPs in Academic Activities*

Opportunities of Content Dimension	Responses	Gender		Chi Square	P-Value
		Female (%)	Male (%)		
Improved Learning and Understanding	Strongly Disagree	2 (2.1%)	2 (1.6%)		
	Disagree	0 (0.0%)	2 (1.6%)		
	Do Not Know	4 (4.3%)	6 (4.8%)	6.53	0.010
	Agree	50 (53.2%)	36 (29.0%)		
	Strongly Agree	38 (40.4%)	78 (62.9%)		
Critical Thinking Development	Strongly Disagree	0 (0.0%)	2 (1.6%)		
	Disagree	0 (0.0%)	0 (0.0%)		
	Do Not Know	4 (4.3%)	4 (3.2%)	0.744	0.388
	Agree	46 (48.9%)	66 (53.2%)		
	Strongly Agree	44 (46.8%)	52 (41.9%)		
Enhance Research Skills	Strongly Disagree	0 (0.0%)	0 (0.0%)		
	Disagree	0 (0.0%)	0 (0.0%)		
	Do Not Know	6 (6.4%)	6 (4.8%)	1.19	0.551
	Agree	40 (42.6%)	62 (50.0%)		
	Strongly Agree	48 (51.1%)	56 (45.2%)		

Finally, in the context of "Enhance Research Skills," both genders leaned towards "Strongly Disagree" (Females: 20.19%, Males: 23.86%), with males having a slightly higher representation, and again, no other responses were selected. The "Strongly Agree" category showed a notable male

Conclusion

The research was focused on finding the threats and opportunities by students of OCEM for ADMPs based on the impact of Content Dimensions of Information. Threats and Opportunities, has shed light on crucial insights regarding students'

perspectives and the role of content dimensions in academic decision-making. The results revealed significant gender disparities in both the utilization of information systems and perceptions of content dimensions and their associated threats and opportunities.

Firstly, in the context of information system preference, male students exhibited a pronounced inclination towards office automation and decision support systems, while female students showed a preference for management information systems. Disparities seen between the male and female student underscored the need for tailored educational strategies to address these varying preferences.

Secondly, regarding the opportunity of content dimensions in decision-making processes, the results found notable differences in perspective. Female students emphasized the significance of content dimensions more prominently than their male counterparts, particularly in relation to improved learning but in critical thinking development, and research skill enhancement students were perceived in similarly concept. In this research, enhanced research skill attribute showed that most of the students were found unknown about the implication of rational decision making process in academic sector at OCEM. This gender-related divergence in perspectives necessitates further exploration to comprehend the underlying factors driving these distinctions.

Lastly, the analysis of threats within the content dimensions highlighted areas of concern shared by both genders, such as inaccuracy and bias. However, differences emerged in perceptions of credibility issues, with female students displaying higher awareness because most of the female student responded in do not know option. Findings underscore the importance of addressing content dimensions concerns and shaping educational strategies accordingly.

Lastly, this research provides valuable insights into the multifaceted relationship between students, content dimensions, and information systems. The findings emphasize the importance of considering gender-related variations in perspectives and preferences when designing academic curricula and support systems. Further investigation and a complex approach are essential to bridge these gaps and enhance the academic experience for all students. This study contributes to the growing body of knowledge on information quality and its impact on academic decision-making, with implications for teachers, administrators, and policymakers alike.

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