

Law School Intentions Of Undergraduate Business Students

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ABSTRACT

The purpose of this paper is to examine factors that influence business students' intentions to enroll in law school. Scant research has focused on factors that influence business students' decisions to enroll in law school. This paper attempts to fill that gap. Hypotheses about student intentions are based on Ajzen & Fishbein's (1977) Theory of Planned Behavior. A sample of students enrolled in a business law class at a large Midwestern university is used to examine the hypotheses. Results indicate that law school intentions are driven by whether students feel they would enjoy the work of a lawyer, whether they feel having a law degree would provide them with job opportunities, and whether they feel they have the skills and abilities to get a law degree. Surprisingly, perceptions about future wealth are not associated with law school intentions. The sample may generalize to business student populations at other large state universities; however, it is important for future researchers to similarly investigate student law school intentions at other types of universities and colleges. The paper encourages undergraduate teachers of business law, as well as administrators of law schools, to consider the determinants of student intentions to study law. We particularly encourage law schools to work with undergraduate law faculty and periodically survey their target undergraduate populations to better understand student perceptions about attending law school.

Keywords: Student Intentions; Law School; Business Law

INTRODUCTION

Learning what factors attract or do not attract individuals to study law is an important and honorable endeavor for business schools. In a world where “law and business increasingly overlap and intertwine” (Morgan, 2003, p. 285), there are important relationships between business and legal studies. Linkages between business and law schools may exist within the same university system, or they could entail formal alliances through joint MBA/JD degree programs with partner institutions. Further, many business students go on to work in legal professions and many business leaders have legal educations. It is interesting to note that 14 CEOs of the 100 largest Fortune 500 companies have law degrees (Burnsed, 2010). From a broader standpoint, attracting a good supply of individuals with an understanding of business to the study of law is crucial to our democratic system of self-governance and our economy. Ours is a nation of laws and to maintain a healthy business environment, it is vital to have members of our society with business knowledge trained in the law to act as lawyers and judges as well as in other leadership positions. In short, learning more about what motivates potential applicants to intend or not intend to study law has the potential to have a significant impact not only on business and law schools, but on our business environment and society in general.

Because there are strong links between business educators and law, we should be mindful of challenges facing our law school colleagues because perceptions held by students about law school are likely to impact their intentions to subsequently apply to law programs. When it comes to attracting applicants, the current environment for American law schools, both individually and collectively, is changing and challenging. The overall number of applications to law schools, in general, has been volatile in recent years (Lawani, 2011; Lowry, 2011; Roberti, 2010; Sloan, 2009). Law school graduates are currently less assured of immediate high paying jobs than was the case in

the past (Saporito, 2012). This has challenged law school administrators to attract a steady stream of high-quality law school applicants and retain those who have been admitted. The long-term implication of a depressed supply of law school graduates (in terms of quantity and/or quality) could present society with serious challenges in a rebounded economy. According to the Bureau of Labor Statistics (BLS), the demand for lawyers is expected to grow at a rate similar to the average growth rate of all occupations over the next ten years. Even so, the demand for legal professionals has been traditionally cyclical.

During recessions, demand declines for some discretionary legal services, such as planning estates, drafting wills, and handling real estate transactions. Also, corporations are less likely to litigate cases when declining sales and profits restrict their budgets. Some corporations and law firms may even cut staff to contain costs until business improves. (BLS, 2012)

Furthermore, when the demand for lawyers improves, some research suggests that the supply of lawyers can respond very slowly to shortages because it takes at least three years for new lawyers to be attracted to, and complete, law programs (Freeman, 1975).

Given the challenges facing law school admissions, it is to be expected that they will increasingly reach out to business schools to strengthen enrollments. This is not surprising because business school graduates are well suited to an advanced degree in law. The American Bar Association (ABA) does not recommend any particular undergraduate degree as best suited for law school. However, it does consider business one of the “traditional” areas of study for preparing for law school (American Bar Association, 2012). The ABA also identifies core skills that are necessary to be well prepared for law school. These include skills in critical thinking, problem-solving, communication, and management, as well as the ability to analyze financial data and understand human behavior. These areas are often part of a business school’s curriculum and its assurance of learning plan.

Studying business student intentions regarding law school is important to our law school partners and to the legal profession and, in turn, the business environment. However, it is important on an even more basic level. A vital aspect of our job as business educators is to help prepare students for satisfying careers. Doing so requires, in part, an awareness of how our business students think about various careers and, subsequently, their intentions to pursue one profession over others. Understanding students’ educational/career intentions and motivations has certainly been of interest to business researchers (see, for example, Murphy, 2011; Vincent, 2011; Uyar, Güngörmüş, & Kuzey, 2011).

Knowing what drives students’ intentions with regard to continued legal studies can be especially important in required introductory business law classes where faculty have the potential to generate an understanding and excitement about continued law studies among undergraduate business students from a variety of majors. Business law faculty members provide important knowledge about legal careers and are frequently consulted by students considering law school. Having teachers better understand students’ perceptions regarding major activities, such as attending law school, cannot help but be valuable to students. Indeed, as one scholar recently pointed out, “they’re why we’re here” (Razook, 2009, p. 485). Understanding their needs and intentions is especially important because “They need us. We need them” (Razook, 2009, 487). Research aimed at helping business law faculty gain insight into the intentions of their students is therefore warranted.

In sum, this paper contributes to the literature by examining what drives business students’ intentions to go or not to go to law school. While studies have investigated law school decisions of students who have taken the Law School Admissions test (Neil, 2008), begun the application process (VeritasPrep, 2011), or have graduated from law school (Levine, 2011), research has not been devoted to the broader range of undergraduate students who may or may not consider law school in their future. Our premise is that understanding business students’ intentions earlier in their undergraduate careers and learning more about why they may or *may not* be considering law school has the potential to assist not only business faculty to be better teachers, but also higher education administrators in both business and law schools who are concerned about enrollment challenges and the quality of education they provide.

THEORETICAL CONSIDERATIONS

Research exploring factors driving people’s intentions has often been grounded in the “Theory of Planned Behavior” developed through the work of Icek Ajzen and his colleagues (see, for example, Ajzen, 1991; Ajzen & Fishbein, 1977; Ajzen & Madden, 1986). The theory of planned behavior proposes that our intentions to act in a certain way are a highly consistent predictor of actual behavior. It has accordingly been effectively used to predict a wide range of personal behaviors such as weight loss (Schifter & Ajzen, 1985), leisure activities (Ajzen and Driver, 1992), and problem solving (versus conflict) in schools (Shapiro & Watson, 2000).

One benefit of Ajzen’s framework is that by focusing on intentions, rather than simply attitudes, we are better able to identify long-run tendencies (Krueger, Reilly, & Carsrud, 2000). In the context of matriculating in a law program, therefore, the model should be efficacious at predicting such a decision over an extended period. Further, the intentions-based theory of planned behavior is highly relevant to entering law school because this decision requires considerable planning. Scholars have used variables associated with the theory of planned behavior to investigate decisions to start other professional programs, such as medicine (Newton, Grayson, & Thompson, 2005), and engineering (Matusovich, Streveler, & Miller, 2010). It has also been used to examine undergraduate students’ intentions to start their own businesses (Carey, Flanagan, & Palmer, 2010), study abroad (Presley, Damron-Martinez, & Zhang, 2010), and consider graduate school in general (Ingram, Cope, Harju, & Wuensch, 2000).

Given the widespread use of the theory of planned behavior for studying intentions, in general, and its applicability to decisions in higher education, we chose to use it as the theoretical foundation for our study. Below we briefly review the theory and present hypotheses regarding the major factors influencing students’ intentions to enroll in law school. Figure 1 summarizes the basic relationships in the theory of planned behavior as they apply to law school intentions.

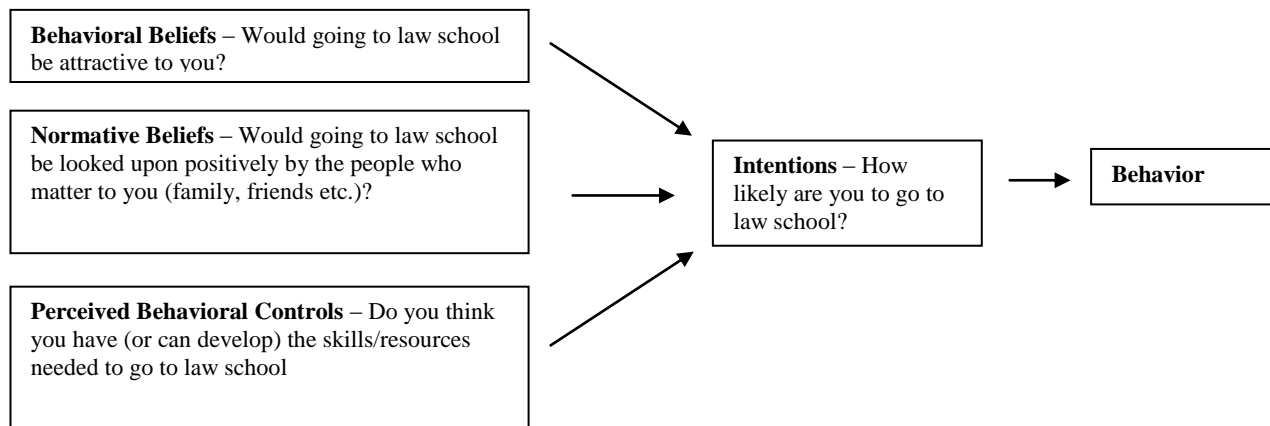


Figure 1: Basic Relationships In The Theory Of Planned Behavior Applied To Students’ Intention To Go Law School

According to the theory of planned behavior, our intentions to act are influenced by three factors. The first - behavioral beliefs - contains our beliefs about the likely consequences of a behavior and our attitudes regarding the desirability of those consequences. Relevant outcomes for obtaining a JD are wide-ranging. Most practically, perhaps, are beliefs about the ability of law graduates to get a job. Beyond jobs, however, Ronald Cass, Dean Emeritus of the Boston University School of Law, speculates that the outcomes include “.....to advance a career in politics, in public service, in business; to help promote a cherished cause; to satisfy intellectual curiosity too broad-ranging or too tied to practical application of ideas to fit comfortably within other, better-defined academic disciplines” (Cass, 2000 p. 573). Such beliefs are formed through education, experience, and perceptions formed over the life of the person.

In sum, we expect that students' intentions to enroll in law school will be positively associated with their behavioral beliefs about outcomes associated with employment in the law profession. Stated formally,

H1: Intentions to enroll in law school are positively related to students' behavioral beliefs regarding the law degree.

The theory of planned behavior's second factor influencing one's intentions is referred to as normative beliefs which are the social pressures a person might feel from individuals who matter to him or her. For example, a student's intention to get a college degree will, in part, be influenced by the attitudes of people who matter to them, such as their parents, partners, or other important mentors.

Regarding decisions to enroll in law school, parents who hope their children might obtain a higher standard of living than they enjoyed might value the legal profession. In contrast, a spouse who is concerned with making a monthly mortgage payment may be concerned about the costs of law school. Indeed, immediate and extended families might display negative reactions to law school because they may share financial responsibility for the decision (Field, 2009). Aside from financial considerations, spouses may also have concerns about support for their own career and/or enjoying time with their partner because of the demands imposed by law school.

Whether such feelings are made explicit or are inferred, the would-be law student is likely to be impacted by the opinions and values of people they are close to. Hence, we expect there will be an association between students' intentions to enroll in law school and perceptions about the attitudes of particular individuals or groups and networks such as family, friends, peers and significant others. Stated formally,

H2: Intentions to enroll in law school are positively related to students' normative beliefs regarding the law degree.

The third and final factor influencing intentions is what Ajzen and his colleagues referred to as control beliefs. These are perceptions about factors that may help or hinder performance of the questioned behavior. For example, an individual's intention to start a business should be influenced by their beliefs about their own business know-how. Applied to the context of law school, control beliefs are the extent to which a person feels they can control the success of completing a JD. According to this view, a student's intentions are affected not only by their desire to get a law degree, but also by whether they feel they *can* get a law degree. Like self-efficacy, this factor is, in part, affected by past experiences which influence the perceived ease or difficulty of succeeding in law school.

In the context of intentions to enroll in law school, a student might be eager to apply because they feel they have the needed funds, the ability to get high LSAT scores, or legal acumen. In contrast, enrollment intentions should be lower for individuals who worry that they lack the time or perseverance needed to complete law school or lack the financial resources. Stated formally,

H3: Intentions to enroll in law school are positively related to students' control beliefs regarding the law degree.

METHODOLOGY

Data for the study were collected from a survey of 382 college students enrolled in a large Midwestern business school's legal environment course. Obtaining a sample in a similar manner is regularly done in studies with student-centered research questions (see, for example, Havelka, Beasley, & Broome, 2004; Slocombe, Miller, & Hite, 2011; Don, Brown, & Michael, 2011). The course is required for all business majors and is taken as an elective or as a required course for some students in majors outside of the college of business. The survey asked students a variety of questions regarding their intentions to pursue a law degree after their undergraduate education. Students were given class time to complete the survey, but participation was voluntary. Two hundred ninety-nine completed surveys were collected for a response rate of 78.3%. Eighty percent of the respondents indicated a business major.

The majority of the responses were gathered through Likert-type scales. For example, to obtain intentions to attend law school, students were asked, "On a scale of 1 to 5, how likely are you to earn a law degree at some

point in your career?” Students indicated their responses by circling a number from 1 to 5 with 1 anchored by the description “I definitely will never earn a law degree” and 5 anchored with the description “I definitely will earn a law degree.” Questions regarding behavioral and normative beliefs, as well as control beliefs, were asked in a similar fashion. For example, for perceived control beliefs about being able to go to law school, students were asked, “Do you think you have or could you develop the educational skills/abilities to get a law degree?” Students indicated their response where 1 was anchored by the description “I definitely do not have and could not develop these skills” and 5 was anchored with the description “I definitely have or could develop these skills.”

We also collected data on six control variables to account for other factors. First, we asked the respondents’ gender. While surveys of practicing lawyers indicate that the profession is largely dominated by males (Ward, 2007), other sources point out that in recent decades, law school enrollment of women has grown to meet or exceed that of men (Krakauer & Chen, 2003). We also asked students their age. Older undergraduate students may be less likely to see themselves going to law school simply because of the desire (or need) to begin a paying career sooner. Additionally, students were asked if either of their parents had a law degree and if other people they knew had a law degree. These contacts may provide potential role models for the student respondents. Role models have been found to have an important impact on career choice (Gibson, 2004; Quimby & DeSantis, 2006). Finally, we asked students if they had taken a law course in college in the past and asked them for their major field of study. While most of the students in our sample were business majors, some were majoring or double majoring in areas outside of business. Respondents in some of these majors, such as criminal justice or legal studies, could be especially inclined to consider law school. Hence, we felt it was important to account for this factor in our model. Table 1 (see Appendix) provides the means, standard deviations and correlations for all data in the study.

RESULTS

While not the main goal of our study, the information reported in Table 1 does give us interesting information regarding students’ general attitudes about getting a law degree. The average response to the question regarding law school intentions was 2.08, which is less than the midpoint on the five-point scale (3). The average responses were, however, at or above the midpoint for all of the other items. The average response for whether students would find the work of a lawyer enjoyable (2.99) was not significantly different from the midpoint. Responses for whether a law degree would result in a lot of job opportunities (3.82), a career that contributed to society (3.92), and a financially rewarding career (3.93) were all significantly above the midpoint response. These results support positive behavioral beliefs in that students tend to think that getting a law degree is not a bad thing and, on some dimensions, is a good thing.

Our results indicate that the students tended to have positive normative beliefs with regard to earning a law degree. On average, the scores that students gave for whether people close to them would think them getting a law degree would be a good thing (3.97) and whether it would impress others (4.19) were significantly above the midpoint on the five-point scale.

Likewise, the responses for the behavioral control variables indicate that students tend to believe that a law degree was reasonably attainable. The responses for whether the students believed that they had, or could, develop the educational skills/abilities (3.82) or had, or could, get the financial resources (3.42) were both significantly above the midpoint. Students’ responses for whether or not it would be easy to pay off any loans needed by working as a lawyer (3.55) was also significantly above the midpoint response.

Beyond simply describing tendencies about beliefs, the goal of this study is to see *how* behavioral beliefs, normative beliefs, and perceived behavioral controls relate to students’ intentions to go to law school. Table 2 (see Appendix) shows the results of regression analyses used to examine these issues. As a starting point, we regressed students’ intentions to go to law school on our control variables. The results of this model (Model 1 in Table 2) show that the control variables, taken as a group, explain little of the variance in students’ reported intentions. The only variable that was found to have a significant impact on intentions was whether or not students reported being in a specialized, law focused, major. Gender, age, parents or others they know holding a law degree, and taking a previous law class in college were not significant predictors of law school intentions. Overall, the control model explained only three percent of the variance in student intentions to go to law school (adjusted $R^2 = .03$) and the model’s F value was barely significant at traditionally used levels ($F=2.29$, significant at $p < .035$).

Next, the variables developed from Ajzen's theory of planned behavior were added. The explanatory power of the resulting model increased significantly. The results for model 2 in Table 2 report an adjusted R² of .34 and a strongly significant F value (F = 11.07, $p < .0001$).

We first examined indicators associated with behavioral beliefs as outlined in Hypothesis 1 - those factors linked with outcomes associated with obtaining a law degree. The model shows that a significant driver of students' intentions to attend law school was the extent to which they felt they would enjoy the work of a lawyer. The estimated coefficient on this variable is .38 (significant at $p < .0001$, two tailed test). Because our scales range from 1 to 5, on average, a one-point increase in a student's belief that the work of a lawyer would be enjoyable indicates a .38 increase in their intention to attend law school. A significant coefficient was also found for whether or not students felt that having a law degree would give them a lot of job opportunities (coefficient = .16, $p < .02$).

Interestingly, other indicators of behavioral beliefs did not support H1. The coefficient on whether or not students felt that getting a law degree would result in a career where they felt they could contribute positively to society was in the hypothesized direction, but not significant (coefficient = .08, $p < .17$). The coefficient on whether or not students felt getting a law degree would result in a career where they would earn a large amount of money was surprisingly negative (-.09), but not significant at conventional levels ($p < .20$). These results indicate that students who felt a law degree would result in a career that helped society or a career that led to earning a lot of money *were not* more likely to report higher intentions to go to law school. In sum, we found mixed support for Hypothesis 1.

We next examined Hypothesis 2 - associations between law school intentions and indicators of normative beliefs. That is, does a student's beliefs about how "important others" view the merits of obtaining a law degree impact intentions to enroll in law school? Neither of our normative belief indicators supported Hypothesis 2. Students reporting that they felt parents or other people close to them would think it would be a good thing if they had a law degree or that having a law degree would impress others did not report a greater intention to go to law school. In fact, the coefficients on both of these variables were negative (-.02 and -.09, respectively) but not significant.

Last, we explored the impact of behavioral controls outlined in Hypothesis 3. These are associations between law school intentions and students' perceptions about having the necessary skills and abilities to complete a law program. Results support the idea that whether or not students feel they have, or could, develop the educational skills/abilities to get a law degree significantly impacted their intentions to go to law school. The estimated coefficient (.14) is significant at $p < .004$. However, neither of our indicators of perceived financial constraints to paying for a law degree significantly predicted law school intentions. The regression coefficient for whether or not respondents felt they had, or could get, the financial resources needed to get a law degree (.05) was not significantly different from zero. Likewise, the coefficient for whether respondents felt they could, working as lawyers, easily pay off loans they incurred attending law school (-.07) was also not significant.

With regard to our control variables in the complete model, significance results are the same as when only the control variables were included. The only control variable that was significant in predicting law school intentions was whether or not a student had a special, law-oriented, major. The estimated coefficient on this dummy variable ($\beta=1.02$, $p < .007$) indicates that being in a law-oriented major increased students' intentions to go to law school by over a point on our five-point intention scale. Age, gender, parents or acquaintances with law degrees, and having taken a previous law class were not significant predictors of law school intentions.

DISCUSSION

This study has implications for faculty teaching law in business schools. A business school law faculty is charged with teaching all aspects of the legal environment in which business professionals must function. These areas include the role of an attorney in our system and the opportunities for the meaningful utilization of a law degree in both business and society. Teachers in the classroom may find students have a strong interest in learning about these opportunities. By understanding what students believe about the law profession, we can better address these issues.

Our data suggest that a primary driver of student intentions to attend law school is whether or not they feel the work of a lawyer would be enjoyable. Therefore, we recommend that law faculty include candid discussions of the actual work of a lawyer in their business law classes. Guest speakers with law degrees who talk about their work would be particularly helpful. Evidence from accounting classes suggests that having practitioners speak to a class can have a strong, positive impact on students' attitudes toward a career (Fedoryshyn & Tyson, 2003). Thoughtful advisors could also discuss the actual work of a lawyer with their advisees who show an interest in law school or even arrange a meeting or job shadowing experience with a practicing lawyer for the student.

Insights from our results challenge some long-held assumptions regarding potential lucrative salaries being the primary driver of student interest in a legal career. The "economic model" of law has been noted as a key for law schools where students are willing to bear the heavy costs of law school because of the perception they can earn large salaries working as lawyers. Interestingly, we find that students who feel law school will lead to a career where they will make a great deal of money do not exhibit a greater intention to go to law school. Therefore, while it is important to be honest about the salaries students can expect from being a lawyer, emphasizing the large amount of money that can be made as a lawyer (or bemoaning that entry level law salaries are down) may be misguided.

While high potential salaries were not a driving factor of law school intentions, the availability of job opportunities was. It would thus appear important to provide students with a full understanding of the broad range of positions for which having a law degree could provide them a competitive advantage. Government service is a prime example. Elected officials and their key staff members are often, if not predominately, law school graduates, even though a law degree is not a prerequisite for the positions. Organizations like the Federal Bureau of Investigation have long favored applicants with law degrees. Many lobbyists, particularly in areas of complex and pervasive government regulation of industry, have law degrees. Further, as mentioned in the introduction, many people in key leadership positions in the corporate world have law degrees. Professors could take a portion of class time to expose students to the opportunities open to a law school graduate to contribute to business, entrepreneurship, politics, social services (elder law, green law, and family law) and education. Once again, guest speakers with law degrees who, as part of their presentations, talk about opportunities for people with law degrees may be particularly helpful.

We sampled students at one university at one point in time. Our results may generalize to student populations at other large state universities; however, it is important for future researchers to similarly investigate students' law school intentions at other types of universities and colleges. Law faculty may want to periodically conduct surveys of their students to ascertain their perceptions of, and intentions regarding, continued legal education and use this information to help improve their teaching and advising.

Our results suggest that our law school administrative colleagues could have much to gain by understanding perceptions held by potential law school candidates. By understanding drivers of intentions, law schools can craft messages to shape those intentions. We support efforts of law schools to honestly and honorably design attractive programs and recruiting strategies that ensure students are properly informed about the opportunities and costs of a law degree. The goal is to attract students who would fit well with continued legal studies and the opportunities it provides.

We feel one particular element of our methodology could be valuable for law school administrators to replicate. We encourage law schools to work with undergraduate law faculty and periodically survey their target undergraduate populations to better understand student perceptions about what motivates their intentions to attend, or not attend, law school. The undergraduate business law class is one obvious location to conduct such a survey since the knowledge gained could potentially be a "win" for the school, undergraduate law faculty, and students. Great insight could also be gained by law school administrators by having conversations with student populations outside of business schools, such as those enrolled in liberal arts and engineering. Studies involving multiple universities, particularly ones that target different, but potentially desirable, student populations, are also encouraged.

Business school law faculty are generally the "front line" for business students seeking information and advice regarding attending law school and law as a potential career. To that end, our research should prove very valuable to law faculty in the discharge of this important function. Knowing the perceptions of prospective law

students and what drives their intentions should give valuable insight to law faculty in business schools to better execute their roles as teachers, advisors, and mentors.

CONCLUSION

In summary, our paper sought to increase understanding about factors influencing students' intentions to enroll in law school. It is our hope that this paper encourages undergraduate teachers of business law, as well as administrators of law schools, to consider the determinants of students' intentions to study law and honorably help students make good decisions with regard to further legal studies. This is especially important given our jobs as educators, as well as the benefits of maintaining a strong stream of qualified, motivated, and well-informed persons trained in the law.

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APPENDIX

Table 1: Means, Standard Deviations and Correlations

Variables	Mean	Std. Dev.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 How likely are you to go to law school?	2.08	.98	1														
2 Would you find the work a lawyer does enjoyable	2.99	1.14	.53	1													
3 Would having a law degree give you a lot of job opportunities?	3.82	.87	.24	.29	1												
4 Would getting a law degree result in a career where you feel you can contribute positively to society?	3.92	.96	.29	.44	.34	1											
5 Would getting a law degree result in a career where you would earn a large amount of money?	3.93	.84	.00	.12	.49	.30	1										
6 Would your parents or other people close to you think it would be a good thing if you had a law degree?	3.97	1.03	.22	.33	.36	.33	.20	1									
7 Would having a law degree impress others?	4.19	.86	.06	.22	.29	.35	.36	.30	1								
8 Do you think you have or could you develop the educational skills/ability to get a law degree?	3.82	1.08	.31	.25	.24	.23	.10	.29	.09	1							
9 Do you think you have or could get the financial resources you would need to get a law degree?	3.44	1.23	.24	.27	.20	.16	.14	.18	.03	.35	1						
10 If you had to take out loans to get a law degree, do you think you could easily pay off the loans through working as a lawyer?	3.55	1.12	.05	.20	.28	.25	.42	.17	.16	.20	.35	1					
11 Gender (1 male, 0 female)	.68	.47	.05	.04	-.11	-.08	-.07	.02	-.01	.12	.20	.02	1				
12 Age (years)	22.3	3.4	.02	-.05	-.09	-.05	-.06	-.10	.05	.02	-.04	-.12	-.06	1			
13 Does either parent have a law degree? (1 yes, 0 no)	.03	.18	.06	.07	-.03	.09	-.01	.13	.02	.01	.13	.04	.13	-.01	1		
14 Do others & you now have a law degree? (1yes, 0 no)	.55	.50	.07	.04	.02	.06	-.11	.16	.02	.11	.13	.01	.11	.00	.17	1	
15 Previous college class in law? (1 yes, 0 no)	.28	.45	.12	.06	.01	.03	-.11	.11	-.03	.02	.00	-.04	.03	.13	.01	.11	1
16 Special law-oriented major? (1 yes, 0 no)	.02	.13	.17	.05	-.03	.01	-.11	.08	.06	.02	.04	-.11	.03	-.03	-.02	.07	.21

Unless otherwise stated, variables are 1 to 5 Likert scales with 1 negative and 5 positive.

n = 299

Correlations greater than .12 or less than -.12 are significant at $p < .05$ (two tailed tests)

Table 2: Regression Results for Factors Influencing Students’ Intentions to Go to Law School

Independent Variables	Model 1	Model 2
Behavioral Belief		
-Would you find the work a lawyer does enjoyable?		.38*** (7.87)
-Would having a law degree give you a lot of job opportunities?		.16** (2.32)
-Would getting a law degree result in a career where you feel you can contribute positively to society?		.08 (1.37)
-Would getting a law degree result in a career where you would earn a large amount of money?		-.09 (1.29)
Normative Belief		
-Would your parents or other people close to you think it would be a good thing if you had a law degree?		-.02 (.44)
-Would having a law degree impress others?		-.09 (1.40)
Perceived Behavioral Control		
-Do you think you have or could you develop the educational skills/ability to get a law degree?		.14** (2.92)
-Do you think you have or could get (through things like loans/grants/parents, etc.) the financial resources you would need to get a law degree?		.05 (1.18)
-If you had to take out loans to get a law degree, do you think you could easily pay off the loans through working as a lawyer?		-.07 (1.39)
-Gender (1 male, 0 female)	.07 (.57)	.03 (.25)
-Age	.00 (.28)	.01 (.89)
-Does either parent have a law degree? (1 yes, 0 no)	.29 (.89)	.14 (.52)
-Do others you know have a law degree? (1 yes, 0 no)	.08 (.67)	.00 (.01)
-Previous college class in law? (1 yes, 0 no)	.18 (1.36)	.09 (.87)
-Special law-oriented major? (1 yes, no)	1.19*** (2.65)	1.02** (2.70)
Intercept	1.81*** (4.58)	.03 (.06)
R ²	.04	.37
Adjusted R ²	.03	.34
F-Value	2.29*	11.07***

n = 299

t-statistics in parentheses

* $p < .05$, ** $p < .01$, *** $p < .0$ (two tailed tests)