

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF ECONOMICS
MASTER OF DEVELOPMENT STUDIES PROGRAMME**

**A STUDY ON STUDENTS' DECISION MAKING ON
THE CHRD PROGRAMME IN YANGON UNIVERSITY
OF DISTANCE EDUCATION
(CASE STUDY: POST GRADUATE DIPLOMA IN LAW)**

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DISTANCE EDUCATION
(CASE STUDY: POST GRADUATE DIPLOMA IN LAW)

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This is to certify that the thesis entitled **“A Study on Students' Decision Making on the CHR D Programme in Yangon University of Distance Education (Case Study: Post Graduate Diploma in Law)”** submitted as partial fulfillment towards the requirements for the degree of Master of Development Studies has been accepted by the Board of Examiners.

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ABSTRACT

This study examines the decision-making processes of students enrolling in the Postgraduate Diploma in Law (PGDL) programme at Yangon University of Distance Education (YUDE), with a focus on the factors influencing their decision-making and the impact on their career opportunities. The objective is to analyze the relationship between the students' choice and the employment opportunities of PGDL graduates. Data, using a descriptive method, were gathered from 268 randomly selected respondents who are PGDL graduates. The study highlights the significant role the program plays in enhancing professional qualifications and improving job prospects. It has a stronger relationship between students' choice decision and employment opportunities. The study suggests ways to improve the programme, including strengthening its reputation, providing financial aid, and enhancing career services. To enhance decision-making, it emphasizes the importance of improving learning facilities, expanding the alumni network, and creating a supportive learning environment.

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LIST OF ABBREVIATIONS

B.A	Bachelor of Arts
CHRD	Central for Human Resource Development
DIPL	Diploma in Intellectual Property Law
GMP	Good Manufacturing Practice
HRD	Human Resource Development
ICT	Information and Communication Technology
LLB	Bachelor of Law
LLM	Master of Law
LMS	Learning Management System
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
OECD	Organisation for Economic Co-operation and Development
OUM	Office Use Myanmar
PGDB	Post Graduate Diploma in Business
PGDGT	Post Graduate Diploma in Geography of Tourism
PGDL	Post Graduate Diploma in Law
RCT	Rational Choice Theory
SDGs	Sustainable Development Goals
SPSS	Statistical Package for the Social Sciences
TPB	Theory of Planned Behaviour
UCC	University Correspondence Courses
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
WSOP	Water Sanitation for Occupational Purpose
YUDE	Yangon University of Distance Education

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

Human resource development is important to the economic growth of a nation and the improvement of living standards. Investment in education and training builds an effective labour force, which boosts economic output. Education is paramount in developing the necessary knowledge and technological expertise for current and future developments. The education system is evolving into a model of lifelong learning, and its implementation is the responsibility of the Ministry of Education (MOE).

The CHRDP Programme is designed to build human resource capacity for career development. Its easily accessible and flexible structure aligns with national goals of inclusive, lifelong learning and skills development. The CHRDP Programme is an educational opportunity and a catalyst for social and institutional development. Despite its growing popularity, limited research addresses students' motivations for choosing the CHRDP Programme and how they make their decisions. Understanding these motivations is essential for many reasons. Identifying the motivations and intentions of students can help make the programme more applicable and flexible to the needs of learners. For example, if many students are motivated by career advancement or aspirations to transition into public sector jobs, the curriculum and teaching methodology can be aligned accordingly. Socio-cultural, economic, and institutional factors influence students' decision-making in Myanmar.

These may include occupational demands, peer influence, perceptions of program reputation, or support from family and mentors. Especially in distance learning, other elements, such as technical expertise, access to technology, and self-regulation, significantly impact outcomes. Understanding student behavior and academic ambitions in Myanmar provides a clear rationale for the significance of this research in promoting inclusive and equitable access to higher education.

Several Myanmar universities have CHRDP programs. Online education began in Myanmar in 2012. Yangon University of Distance Education is one of Myanmar's

two distance education universities. HRD courses are offered via technology-mediated online education to anyone who wants to achieve their goals and fulfill their potential. This concept uses open and online education to train students and boost human capital for an economy centered on knowledge.

Yangon University of Distance Education took steps to broaden accessibility to legal education by way of its distance learning model in 2013. The Postgraduate Diploma in Law (PGDL) under the HRD programmes was launched in 2012. This programme has been open for 19 batches in 13 years. The total number of enrolled students is 2,375. Among them, there are 875 graduates from 2012 to 2023. PGDL graduates have many employment opportunities in the legal field, particularly through internships, and can progress to become senior lawyers and advocates. Therefore, the PGDL programme is a pivotal initiative that allows working professionals, remote learners, and other non-traditional students to gain human rights and legal education. Despite this innovation, limited research exists on students' decision-making processes when choosing this program. Understanding what factors influence enrollment, such as career aspirations, accessibility, curriculum content, or social influence, is essential for improving the effectiveness and outreach of the CHRD programme at YUDE.

The Postgraduate Diploma in Law at YUDE arrage for distinctive opportunities for students unable to attend the respective universities to advance their legal education. It serves as a stepping stone for careers in law and advocacy, as well as a pathway to consulting in the legal field. The CHRD content in the program strengthens its relevance in Myanmar. However, enrollment numbers and retention trends suggest to need more research understanding student attraction and challenges. There is a lack of empirical data to explain student enrollment, the perception of the value of programme, and the factors influencing these decisions.

Therefore, this study examines and analyzes the decision making processes of students enrolling in the CHRD programme at YUDE. This study aims to offer significant understanding for academic institutions, legislators, and legal organizations by identifying the motivations, barriers, and influencing factors. Comprehending student behavior and perceptions will help enhance curriculum design, increase program outreach, and improve student support systems. This study aims to enhance legal knowledge education in Myanmar by making it more inclusive, effective, and attuned to students' needs.

1.2 Objective of the Study

The main objectives of the study are to identify factors influencing students' choice to enroll in the PGDL Program at YUDE and to analyse the relationship between the students' choice and the employment opportunities of Post Graduate Diploma in Law (PGDL) graduates.

1.3 Method of Study

This descriptive research employed primary and secondary data. A questionnaire survey is required for quantitative and qualitative methods. Of 875 graduates, 268 were randomly selected to provide research data. Secondary data came from websites, papers, and textbooks. For the analysis, the academic records, programme curriculum, and pertinent reports of Yangon University of Distance Education and the Department of Higher Education were analyzed.

1.4 Scope and Limitations of the Study

The survey focused on only PGDL graduates of the CHRD at Yangon University of Distance Education. It examines the influencing factors on students' decisions to enroll in the PGDL Programme, including programme reputation, price (cost of education), flexibility, educational job match, and educational facilities. The data collection took place from May to June 2025. There are 875 PGDL graduates from YUDE. Among them, a sample of 268 respondents who are not current students was surveyed during the study period.

1.5 Organization of the Study

This research has five chapters. Chapter I serves as an introduction, encompassing the rationale, objectives, method, scope, limitations, and organization of the study. Chapter II reviews literature. Myanmar's CHRD is described in Chapter III. Survey analysis is in Chapter IV. The conclusion and suggestions are presented in Chapter V.

CHAPTER II

LITERATURE REVIEW

2.1 The Importance of HRD in Education Sectors

Human Resource Development (HRD) is pivotal in enhancing the quality and effectiveness of education systems worldwide. HRD in the education sector encompasses systematically improving educators' skills, administrators' competencies, and institutional capacities to meet evolving educational demands (Swanson & Holton, 2009). It is broadly recognized as an analytical factor in supporting goals of national development, improving learning outcomes, and adapting to socio-economic changes.

HRD encompasses activities that improve educational personnel's skills, knowledge, and abilities, thereby enhancing the overall quality of education. Effective HRD strategies lead to better student results, better ways of teaching, and a more dynamic learning environment. For instance, continuous professional development ensures educators remain informed about the latest pedagogical methods and subject matter advancements, benefiting student learning experiences (Helios HR, 2024). According to Armstrong (2020), HRD involves the planned efforts to develop people's knowledge, skills, and attitudes through training, education, and career development. This process includes pre-service teacher education, in-service training, leadership development, and continuous professional learning. Effective HRD ensures that educational personnel can deliver quality teaching and manage educational institutions efficiently, thus contributing directly to student success and educational equity (Darling-Hammond, 2000).

The global push for quality education, as highlighted in the United Nations' Sustainable Development Goal 4 (SDG-4), underscores the importance of investing in human resources. UNESCO (2016) stresses that well-trained and motivated teachers are essential for achieving inclusive and equitable education. HRD strategies thus aim to build capacity among teachers, educational leaders, and policy implementers, thereby creating a sustainable learning and development ecosystem. In the context of developing countries, including Myanmar, HRD assumes even greater significance due

to the challenges of inadequate infrastructure, limited access to training, and historical underinvestment in education systems (Asian Development Bank, 2020). Strengthening human resources in education is essential to overcoming these barriers and promoting socio-economic development. Myanmar's National Education Strategic Plan (2016–2021) explicitly prioritizes HRD to improve teaching quality, administrative efficiency, and educational accessibility across regions (Ministry of Education, Myanmar, 2016). Integrating technology in education requires educators to acquire new skills and adapt to digital tools. HRD programs focusing on digital literacy and educational technology enable teachers to enhance their teaching methods and engage students more effectively. In Myanmar, initiatives like the Connect to Learn program have demonstrated the positive impact of technology on education, emphasising the need for HRD to support such integrations (Glamour, 2016).

Strategic HRD planning involves aligning human resource initiatives with the long-term goals of the educational system. In Myanmar, the Ministry of Education has recognized the necessity of HRD in achieving sustainable development in education. By investing in HRD, the government aims to produce a workforce capable of driving economic growth and societal progress through education (Glamour, 2016). Investing in human resource development within the education sector is fundamental to achieving sustainable educational improvements and broader national development objectives. Effective HRD leads to better teaching and learning, stronger institutional capacities, and a more equitable and inclusive education system. For Myanmar, programmes like the CHRD at YUDE are essential human resource development (HRD) mechanisms, offering accessible pathways for professional development and contributing to the educational transformation of the nation.

2.1.1 The Role of Human Resource Development and Economic Development

Development economics and strategic management literature emphasize HRD and economic development. The quality and capacity of a nation's people are inextricably linked to its progress, as extensively documented by scholars and international organizations (Todaro & Smith, 2020). The theoretical and empirical relationships between investment in human capital and its subsequent impact on economic growth, productivity, and national competitiveness.

HRD integrates training, organizational development, and career development to increase individual, group, and organizational effectiveness (Swanson & Holton,

2009). HRD includes governmental policies and activities to improve population health, knowledge, skills, and production. This encompasses formal education, vocational training, healthcare, and lifelong learning. The process of transforming human resources into human capital is at the heart of human resource development, also known as HRD. It encompasses the assortment of aptitudes, attributes, and skills that people have that support social, economic, and individual well-being (Becker, 1964).

As a significant force behind production and innovation, HRD is essential to promoting economic growth. It includes changing the economic system, reducing poverty, and ensuring that living standards continue to rise. According to the fundamental principle of human capital, investments in education and training yield measurable returns and are not merely a form of consumption (Schultz, 1961). A workforce with greater education and skills is more innovative, better able to adapt to new technology, and more capable of handling complex tasks with greater efficiency, all of which increase overall productivity. Human capital has surpassed physical capital as the most significant factor influencing long-term economic success, as countries transition to knowledge-based economies (World Bank, 2023). This relationship is frequently cyclical, as a country's economy grows. It can allocate its expanding resources to strengthen its HRD institutions, thereby fostering a positive feedback loop that enhances human capability and growth.

2.2 Theories of Student Decision Making and Employment Opportunities

2.2.1 Student Decision-Making Theories

Understanding how students make decisions on their education involves examining both internal and external factors that influence their decisions. Some theories offer a model to explore this process:

(a) Rational Choice Theory (RCT)

According to rational choice theory, people weigh the costs and benefits of decisions to maximize their own gain (Becker, 1993). Applying this to education, students weigh the costs of tuition, future income, career opportunities, and personal fulfillment before deciding on a course of study. According to this theory, students pursue educational pathways that they believe will give them the best return on investment.

(b) Theory of Planned Behaviour (TPB)

According to Ajzen's (1991) theory of planned behavior, attitudes, subjective standards, and perceived behavioral control all influence the intentions that drive behavior. In decision-making among students, the Theory of Planned Behavior (TPB) would foresee student decisions as being made not just based on individual attitudes towards education, but also on the influence of family and peer pressure, as well as their understanding of their ability to succeed in the course.

(c) Bounded Rationality

Herbert Simon (1972) proposed the concept of bounded rationality, which posits that individuals make decisions based on limited information, cognitive capacity, and time. Students may not always have complete information on programs or the labour market, thus employing simplifying decision rules (e.g., institutional reputation, or advice from friends).

(d) Hossler and Gallagher's Three-Phase Model

This model represents students' decision-making in three stages: predisposition (affected by family background and aspirations), search (acquiring information regarding options), and choice (picking a suitable institution/program) (Hossler & Gallagher, 1987). This model effectively represents the process of educational decision-making in the developing world, where information availability is highly inconsistent.

2.2.2 Employment Opportunities Theories

Once students make educational decisions, the applicability of their studies to real-world employment opportunities becomes paramount. The employment opportunities theory examines the alignment between job qualifications and job demands.

(a) Human Capital Theory

According to Becker (1964), education enhances an individual's productivity and employment prospects by equipping them with skills and knowledge. Matching education and work improves economic payoff and job satisfaction. Students will likely obtain suitable, well-paying jobs if their education matches labour market demands.

(b) Signalling Theory

Spence (1973) explains that education signals to employers about an applicant's potential. Even when the job does not require all the knowledge one acquires through education, a degree demonstrates persistence, intelligence, and adaptability. This theory explains why some mismatches still result in job opportunities.

(c) Job Matching Theory

Jovanovic (1979) proposed the job matching theory, which states that the labour market is a process of experimentation and trial. Graduates initially get employment that is not in line with their profession, but as they gain experience and employers learn what they can do, job matching improves. The theory is particularly relevant to countries like Myanmar, whose labour markets are in the early phases of development.

(d) Person-Environment Fit Theory

This theory suggests that job performance and satisfaction are enhanced when a person's characteristics—i.e., skills, values, and interests—align with the work environment (Kristof, 1996). Students who engage in academic programs aligned with their interests and values are more likely to find work they prefer, which subsequently enables greater long-term career advancement.

A synthesis of rationality, social influence, and the bounded availability of information governs student choice in education. At the same time, labour market conditions, signalling processes, and personal flexibility determine the matching between education levels and employment opportunities. These theories identify the determinants of students' decisions and subsequent employment possibilities. Through such understanding, universities and policymakers are in a position to optimally craft programs that address both scholarly ambitions and market needs.

2.3 Higher Education Policy and Human Resource Development

This has significant implications for higher education policy, human resource development (HRD), and comparable contexts.

2.3.1 Enhancing Access and Equity in Higher Education

Among the main conclusions of the research is the identification of the important function of education in optimizing possibilities for continuing education

among students who are geographically or economically disadvantaged. Through UNESCO's promotion of inclusive education (UNESCO, 2015), the HRD Programme demonstrates the capacity of distance learning systems to engage an increasingly diverse range of students. At the policy level of higher education, this suggests an investment in digital infrastructure, hybrid models of learning, and professional development in pedagogy to build the quality and accessibility of such provision.

2.3.2 Relevance of Curriculum and Labour Market Adjustment

Students consider career progression and applicability when joining the HRD Programme. It is part of a broader trend whereby students are increasingly evaluating education in terms of employability and career advancement. Higher education policies, therefore, must ensure that the curriculum aligns with the demands of the labour market, especially in fields such as law and human rights, which are of essential significance to national governance and the development of civil society (OECD, 2021). Case studies, practical training, and applicability in real-life situations can bridge the gap between academic learning and professional competencies.

2.3.3 Policy Framework for Human Resource Development

To build human capital, HRD policy frameworks put schooling, vocational training, and learning throughout life at the top of the list. Goal 4 of the UN's Sustainable Development Goals (SDGs) is "Quality Education," and Goal 8 is "Decent Work and Economic Growth." These goals put an emphasis on quality education and learning throughout life for everyone (United Nations, 2015). National HRD strategies must combine education and skills development with labour market demands to promote employability and innovation, according to the OECD (OECD, 2019).

2.3.4 Building Human Capital to Facilitate Governance and the Rule of Law

The students of the CHRD Programme are a potential pipeline for future legal reformers, human rights defenders, and governance professionals for institutions. Effective HRD initiatives must, therefore, recognize the role of legal and rights-based education in building a competent, ethical, and responsible workforce. This fits with the Sustainable Development Goal (SDG-16) of "Peace, Justice, and Strong Institutions" (UNDP, 2018) and state development goals. Supporting students'

academic and professional development in this field is an investment in national capacity building.

2.3.5 Institutional Support and Retention Policies

They are motivated to study but have to contend with, among other things, inadequate academic support, interaction shortages, and weak guidance. Universities and colleges should strive to establish more robust student support systems, including academic guidance, mentoring, online discussion forums, and access to web-based materials. Education policy should encourage institutions to adopt learning-centered approaches to enhance student satisfaction and retention, particularly in distance learning contexts.

2.3.6 Promoting Lifelong Learning and Career Advancement

The CHRDP Programme welcomes fresh graduates and working professionals who want to enhance their competency and qualifications. It testifies to the need for lifelong learning provision within the national human resource development (HRD) process. Policy should promote flexible learning provision and mechanisms for prior recognition of learning to accommodate diverse learners, especially those already engaged in legal, public service, or civil society work.

2.4 Factors Influencing Students' Choice in HRD Programme

Students' decisions to enroll in the HRD programme are influenced by various factors that reflect both personal and institutional considerations. These factors can be broadly categorised into the following dimensions:

2.4.1 Programme Reputation

Programme reputation is pivotal in influencing students' academic choices, especially in higher education and professional training. A programme's reputation encompasses perceptions of its academic quality, faculty expertise, graduate outcomes, institutional prestige, and societal relevance.

Studies have shown that a perceived reputation has a significant impact on student enrollment decisions. According to Ivy (2001), students often use programme reputation as a heuristic to evaluate the potential return on their educational investment, particularly in competitive, career-oriented fields. It is especially relevant for

postgraduate programmes, where students seek qualifications that enhance professional credibility and employability.

Moreover, distance education programmes face unique challenges in building and maintaining a strong reputation. While they offer increased access and flexibility, concerns about quality assurance, academic rigour, and employer recognition persist (Altbach, Reisberg, & Rumbley, 2009). As a result, institutions must invest in consistent curriculum quality, faculty development, alumni success tracking, and external accreditation to enhance the perceived value of their CHRD offerings.

A programme recognised for producing capable, socially conscious legal professionals can attract students motivated by career advancement and a desire for civic responsibility. As Hemsley-Brown and Oplatka (2006) indicated, institutional branding and program-level achievements can create a lasting impression on prospective students, especially in regions with limited higher education options.

Building programme reputation is not only about academic excellence but also about stakeholder engagement. Collaborations with NGOs, legal institutions, and government bodies can elevate the CHRD Programme's standing in the public eye. Furthermore, showcasing alumni's impact on legal reform, civil service, or community development can strengthen the programme's image and influence future enrollment.

2.4.2 Cost of Education

The cost of education significantly influences students' decision-making, including tuition fees, learning materials, transportation, internet access, and opportunity costs. Socio-economic disparities persist, affecting access to specialised programs. Distance education, although perceived as more affordable, can be burdensome for low-income or rural students, particularly in terms of accessing internet services and developing digital literacy.

According to UNESCO (2015), affordability is one of the key dimensions of equitable access to education. When education costs are high or financial support is lacking, individuals from marginalised communities are more likely to be excluded, exacerbating existing inequalities. Additionally, the opportunity cost of education must be considered. Many students are working adults who must balance their studies with employment. Taking time off work to study—even in a flexible, distance format—can impact their income or job performance, leading to hesitation in pursuing further education. It is supported by human capital theory, which suggests that individuals

weigh the costs of education against its expected returns when making decisions (Becker, 1993).

Government subsidies and scholarships can alleviate students' financial burdens, but their distribution is often inconsistent. Understanding these financial barriers is crucial for designing inclusive programs and achieving educational goals, as it expands access to professional development opportunities.

2.4.3 Flexibility

Providing flexible course delivery methods, including part-time study opportunities, online modules, or evening classes, is especially critical for students shuffling educational pursuits alongside employment or personal obligations. Such adaptable scheduling expands the potential enrollment pool to a broader demographic of students (Taylor, 2019).

Flexibility is one of the key determinants of students' decision to pursue distance education programs. For most students, especially adult learners, working professionals, and individuals living in remote or underserved areas, flexibility in learning pace, location, and schedules is paramount to accessing higher education. Distance education offers a flexible learning experience that accommodates various lifestyles and commitments. Unlike campus-based programs, distance learning students can learn at their convenience, which allows them to balance academic, work, and personal commitments. This significantly reduces the opportunity cost entailed in full-time education, making it an ideal option for non-traditional students (Moore & Kearsley, 2011).

CHRD Programme students may be civil servants, attorneys, or community service workers who are unable to leave their employment or travel to attend on-site courses. The asynchronicity of distance learning and the modularity of content delivery enable them to pursue their studies without interrupting their professional commitments. Furthermore, flexibility can increase learner autonomy and motivation. When students take control of the learning process, they are more probable to take ownership of their learning, connect the material to their lives, and recover from disappointment (Garrison & Vaughan, 2008). This is especially important in postgraduate legal education, where independent learning and critical thinking are fundamental competencies.

However, flexibility also presents challenges that colleges and universities must address. Flexible learning can lead to isolation, disengagement, and lower completion rates without proper academic support. Institutional policies must then ensure that flexibility is paired with structured support systems such as regular feedback on academic progress, online peer interaction, and accessible faculty mentoring (Anderson, 2008).

2.4.4 Educational Job Match

Educational Job Match is a significant factor in students' choices about higher education. Before deciding on a field of study, many students evaluate the apparent return on investment in terms of future job prospects, income potential, and career progression. Students are likely influenced by how the diploma can enhance their qualifications for roles in legal professions, civil service, NGOs, or international organisations.

A study by Lee and Sabharwal (2014) examined how educational job match and salary influence job satisfaction across different sectors. The findings indicated that a good match between education and employment roles significantly enhances job satisfaction. In the public and non-profit sectors, employees with a strong education–job match reported higher job satisfaction levels, whereas, in the for-profit sector, salary played a more substantial role in job satisfaction.

According to Robst (2007), the educational job match plays a crucial role in job satisfaction and productivity. Individuals whose educational qualifications match their job requirements tend to report higher job satisfaction, better performance, and higher wages than those with mismatched qualifications. The degree of educational match can vary, with some fields, such as medicine, law, and engineering, showing a more substantial alignment between education and job. In contrast, others may exhibit a greater degree of flexibility or mismatch (Salas-Velasco, 2021).

Practical work experience, such as internships and work placements, is crucial in ensuring a good educational job match. Research indicates that students who engage in internships during their studies are more likely to secure employment upon graduation (Thakar et al., 2024). Work experience helps students gain industry-specific skills and knowledge, making them more attractive to employers.

Therefore, higher education policies and programme designers must consider labour market developments and match curricula with actual demands. Enhancing

internship opportunities, alliances with legal institutions, and career counselling services could help make CHRD programs more appealing and relevant to job results.

2.4.5 Educational Facilities

Educational facilities significantly influence shaping students' decision-making when choosing academic programs, especially in distance learning environments. Physical infrastructure, including classrooms, laboratories, libraries, technology resources, ancillary services such as student support centers, and administrative offices, are among the facilities offered. The adequacy, accessibility, and quality of educational facilities have a direct impact on student learning outcomes, teacher effectiveness, and institutional efficiency (Earthman, 2004).

The availability, quality, and accessibility of educational resources can directly impact students' perceptions of program effectiveness and willingness to enroll. In distance education, educational facilities refer to physical infrastructure (e.g., libraries, study centers, administrative offices) and digital resources (e.g., online platforms, learning management systems, digital libraries, video lectures). When these facilities are inadequate or poorly maintained, students may feel unsupported, which may discourage enrollment or affect retention.

According to Tinto (1993), learning environments that lack adequate academic resources can lead to reduced student engagement and commitment. This is especially critical for postgraduate and law-related programs, where access to updated legal texts, case studies, and scholarly literature is essential. Suppose students perceive that the university cannot provide the facilities required for effective learning, such as reliable internet access, interactive platforms, or timely communication. In that case, they may choose to attend other institutions or abandon their studies altogether.

Students need access to specialised human rights and legal education resources, such as constitutional documents, international treaties, case law databases, and human rights reports. Without these resources, the academic quality of CHRD programmes may be perceived as insufficient, negatively affecting students' academic choices. Therefore, the availability and quality of educational facilities, including digital tools, learning spaces, and academic resources, are critical determinants of students' decision-making.

2.5 Reviews on Previous Studies

Josephine Nyamwange (2016) examined how first-year students' interests affect job choices at public and private colleges in Kisii County, Kenya. Career decision-making is now complicated by several considerations. Choosing a vocation is important for personal contentment, work motivation, and productivity, which contribute to organizational success. This research examined how interest affects job choices. The study included 296 first-year students from six institutions recruited using purposive and systematic sampling. A descriptive survey design was used, which involved a structured questionnaire and SPSS to evaluate data. Personal interest strongly influences students' job choices, stressing the need to understand what motivates people to achieve long-term success.

Su Sanda Hnin (2020) examined students choice decisions on the CHRD Programme of Yangon University of Economics. Human Resource Development Programmes boost a country's economy. Student selection of HRD programs is now a major study. The study studied CHRD Programme progression and student decision-making elements. Using descriptive statistics, primary data were collected through a structured questionnaire that focused on five factors: location, university reputation, education costs, employment opportunities, and educational facilities. The study revealed that all these factors influence student decisions, but university reputation and education cost showed the strongest correlations. It was also noted that the CHRD Programme helps students gain employment. To enhance decision-making, it is recommended that the university provide clear, engaging, and informative content about CHRD on its website.

Siti Nor Amira Baharudin and Teo Yeong Chin (2023) studied the link between self-efficacy and career choice among undergraduates at a private Malaysian university. Career choice, a major decision for diploma and bachelor's degree students, reflects their future role in society. The study focused on three self-efficacy components: past performance, vicarious learning, and physiological and emotional reactions. Using mixed methods, the researchers gathered data from 200 students and conducted interviews with 10 of them. Findings showed a positive relationship between self-efficacy and career decision-making. Among the self-efficacy elements, physiological and emotional reactions had the strongest influence, followed by vicarious learning, with past performance being the least influential. The study concluded that universities play a key role in shaping students' confidence and guiding them in their career choices,

emphasizing the importance of institutional support in helping undergraduates navigate their career paths.

Vu Thi Thuy Dung and Le Minh Chien (2023) examined the employment outcomes of Da Lat University graduates over the past decade, focusing on whether students found jobs in their field of study. Using survey data from 264 alumni, the study assessed job alignment and opportunities based on personal, family, academic, and labour market factors. Findings indicate that most graduates work in the public sector, especially in education and local government roles. Those employed in their field often chose careers based on personal interest and passion, while those working outside their major prioritized income. The research highlights a growing need to consider employment relevance when evaluating university training quality in Vietnam. It also points to important policy considerations for students planning their careers, universities designing academic programs, and policymakers aiming to align education with labour market demands.

A Me Kyaw (2024) showed a study exploring how foreign language proficiency impacts career opportunities in registered private business companies in Yangon. A descriptive method was used, and data were collected from 170 randomly selected participants involved in recruitment, including employers and HR personnel across nine economic sectors. Of the respondents, 92 were from foreign companies and 78 from local firms. The findings highlight that foreign language skills are valuable for securing career opportunities in both foreign and local businesses. English emerged as the most beneficial language, but proficiency in other languages such as Chinese and Japanese also proved advantageous. The study emphasizes that foreign language ability is an asset and a necessary skill in the modern job market. It concludes that employees in Myanmar's private sector should develop foreign language skills as part of broader human resource development efforts to enhance employability and career growth in an increasingly competitive environment.

CHAPTER III

THE ROLE OF THE CENTER FOR HUMAN RESOURCE DEVELOPMENT IN MYANMAR

3.1 Origins of the CHR D Programme in Myanmar

The Centre for Human Resource Development (CHR D) programme was established in Myanmar in response to deficiencies identified in the country's traditional education system through a 1992 study by UNESCO and UNDP. The programme aimed to close the gap between traditional academic offerings and contemporary professional requirements. The Myanmar National Centre for Human Resource Development (NCHR D) was founded in June 1998 by the MOE. The National Centre for Human Resource Development (NCHR D) has expanded and diversified Myanmar's education system, notably post-school and professional training.

The initial implementation phase involved placing CHR D centres within existing universities and colleges, with the Institute of Education in Yangon serving as an early pilot site. The programme's expansion has grown from pilot implementations to encompass 65 different certificate and diploma courses across the national educational network. The CHR D Program's goal is to establish a dual education system that complements the formal education system. This will enhance the country's capacity to train qualified workers and professionals essential for Myanmar's economic and social development. This dual-system approach represents a strategic educational innovation designed to address modernization challenges while maintaining the integrity of traditional academic structures.

3.1.1 The Role of the CHR D Programme in Myanmar

The Centre for Human Resource Development (CHR D) plays a crucial role in Myanmar's education system by offering flexible post-school education and training that complements regular higher education. The CHR D program aims to produce skilled workers and experts needed for Myanmar's growth, thereby providing students with more career choices. It also supports flexible, lifelong learning, allowing

individuals who have not fulfilled higher education to pursue it at their own pace during their leisure time.

CHRDs at universities offer a range of certificates, diplomas, and degree courses in various fields, responding to changes in the job market and supporting modernization. The courses help universities generate revenue, which can provide additional compensation for staff and support the institution's overall well-being. The program has made education accessible to a broader range of people, catering to the diverse needs of students. The CHRD program was established better to meet the evolving needs of the changing job market and equip individuals with the knowledge, skills, and attitudes required in a modern economy. The CHRD program enhances Myanmar's education system by making higher education more accessible, promoting lifelong learning, offering a diverse range of courses, and linking education to employment, all of which are crucial for the country's development.

3.1.2 The Importance and Objectives of the CHRD Programme in Myanmar

CHRDs are a parallel education system that complements formal schooling. They provide individuals who have not completed college with the opportunity to earn credentials at their own pace and during their free time. They meet economic and community needs by offering job-related courses in vocational, professional, and technological fields, such as business law, computer science, and foreign languages. Some centers partner with private enterprises to ensure curriculum relevance and alignment with their needs.

The program optimizes national resources through a "one campus-two system" arrangement, where CHRD courses are offered at existing universities and colleges, utilizing the knowledge and skills of retired academics. This approach generates income, providing subsidiary pay for university staff and allowing the centers to operate without being a significant burden on the state. Fostering National Development By offering a wide range of certificates, diplomas, and degrees, the CHRDs widen the career choices available to Myanmar's citizens. The ultimate importance of the centers lies in their role in developing the highly qualified human resources essential to national progress and strengthening the ASEAN Community.

The objectives of CHRDs are:

1. Establish a parallel education system to produce skilled technicians and intellectuals.
2. Expand educational and career options with job-related courses and retraining programs.
3. Prevent educational wastage by allowing individuals to complete their education at their own pace.
4. Offer opportunities for continued learning for graduates.
5. Provide accessible education with minimal fees.
6. Incorporate retired academics' expertise into programs.
7. Transfer relevant qualifications to the curriculum and course length.
8. Respond to cater to the community's requirements by launching vocational, professional, and technology-based courses.

3.2 The Importance of Distance Education in Myanmar

Distance education has emerged as a critical component of Myanmar's higher education landscape. Its importance cannot be overstated, as it is the principal pathway to tertiary qualifications for the vast majority of the nation's students. Established to address the significant gap between the high demand for university education and the limited capacity of conventional, on-campus institutions, the distance learning system, particularly through the University of Distance Education (UDE), has become indispensable for the country's human capital development.

Distance education is important in Myanmar because it makes higher education more accessible to everyone. By removing the barriers of geography and physical attendance, it provides educational opportunities to individuals in remote and rural areas who would otherwise be excluded from these opportunities. The low-cost, flexible model enables students to pursue degrees while working, a crucial aspect in a developing economy where many need to support families, making higher education accessible to a broader socio-economic segment.

From a national strategic perspective, the distance education system has been crucial in addressing systemic capacity issues in the higher education sector. For decades, it has served as the state's primary vehicle for absorbing the large number of students who pass their matriculation examinations but cannot be accommodated in traditional universities. The system is a key part of national growth, despite its size, due

to its acknowledged problems with quality assurance and student support. Distance education in Myanmar is not just an alternative mode of delivery but a foundational element of its post-secondary education strategy, providing individuals with the necessary qualifications for a public sector career and contributing to long-term social and economic success.

3.3 Background History of Yangon University of Distance Education

The University Correspondence Courses (UCC) were designed to help students who could not attend full-time classes and workers who wanted to get degrees without leaving their jobs or homes. These courses were designed to align with traditional higher education, providing quality and assurance. The Institute of Education started UCCs in 1973-74. Specialized courses in Arts, Science, Economics, and Law began in the 1975-76 academic year.

University Correspondence Courses shared academic and administrative responsibilities with Mandalay Arts and Science University from 1978 to 1979. On December 31, 1980, the Ministry of Education took over these courses. Yangon and Mandalay Universities, Magway, Patheingyi, and Mawlamyine Degree Colleges hosted them in 1981–82. All universities, degree colleges, and colleges became student registration centers in 1985–86.

In 1992, Yangon University of Distance Education was founded. The YUDE motto is “For one's desires, education never too far.” In 1975-76, University Correspondence Courses (UCCs) were established to cater to the needs of individuals who wished to study higher education but were unable to attend conventional universities or desired to study independently.

University Correspondence Courses must be updated according to social and economic developments in Myanmar since 1988. This was due to the introduction of a market-based economic system and the necessity for education and training-driven employment and human resource development. Following the guidance of the Myanmar Education Committee, the University of Distance Education was established on July 9, 1992, to enhance human resource development through education and training.

Currently, students who passed the matriculation examination in 2019 and 2020 are being taught in 15 undergraduate arts/science specializations from 14 departments of Yangon Distance Learning University, starting from the academic year 2022. In

addition, Yangon Distance Learning University is offering Online Post Graduate Diploma in Law (PGDL), Online LLB, Online LLM, BA(law), Diploma in Intellectual Property Law (DIPL) courses offered by the Department of Law through the HRD Online program, Post Graduate Diploma in Business (PGDB) courses offered by the Department of Economics, Post Graduate Diploma in Geography Tourism (PGDGT) courses offered by the Department of Geography, and certified courses such as Water and Sanitation for Occupational Purpose (WSOP) and Good Manufacturing Practice (GMP) courses offered by the Department of Chemistry, Good Manufacturing Practice (GMP) courses and Office Use Myanmar course offered by the Department of Myanmar.

3.3.1 Objectives and Expectations of YUDE

1. To enable all students to pursue higher education without having to quit their employment or homes.
2. To offer courses in higher education to people across the nation, including remote and border areas.
3. To promote educational opportunities through technology-mediated distance education for all wishing to realize their ambitions.
4. To develop a skilled workforce for a knowledge-based economy by upgrading human capital and producing qualified graduates.
5. To equip students with knowledge and skills applicable to practical fields and real-world challenges.
6. To develop a lifelong learning society and encourage continuous education.
7. To enhance the quality of education through digital resources, online learning, and blended teaching methods.
8. To utilize advanced technologies to facilitate distance learning.
9. To support both the business sector and civil society by producing competent, adaptable graduates.
10. To ensure students have access to adequate teaching aids (books, libraries, web portal, LMS) and supervision for effective learning.

3.3.2 Teaching Approaches of YUDE

In Upper and Lower Myanmar, all arts and science universities, degree colleges, and colleges in the Department of Higher Education, under the Ministry of Education,

have regional branches that offer distance education. In Lower Myanmar, 16 regional departments partner with Yangon University of Distance Education under the Department of Higher Education. The Mandalay University of Distance Education, under the Department of Higher Education in Upper Myanmar, collaborates with 20 regional branches of the Department of Higher Education in Lower Myanmar on educational, administrative, and managerial matters.

Regional divisions of University of Distance Education departments handle student registration, enrollment allowance, payment receipt, learning aids, teaching planning, class supervision, assignment verification, and examinations. They employ current ICT to improve higher education growth strategies and teacher-student connections. They adapt their curriculum and courses to meet worldwide standards, keeping subjects current.

Since the academic year 1999-2000, the system for submitting assignments has been introduced, along with related subjects. The curriculum has been revised to utilize a module system. Textbooks and study guidebooks are organized into two semesters, with students answering assignment questions and studying lectures from radio, TV, and cassette recordings.

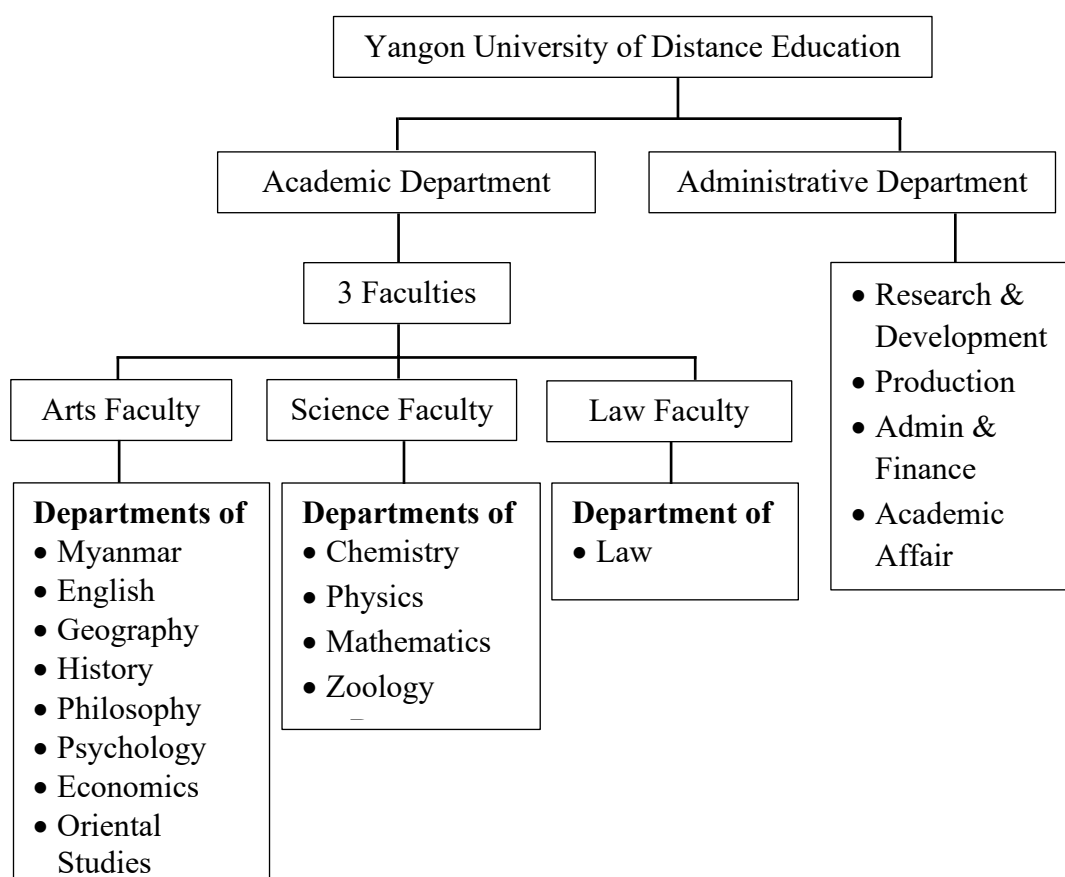
According to observations of the teaching and learning procedure at Yangon University of Distance Education, it was found that the methods for answering assignment questions and intensive study guides have been lectured through CDs and VCDs since the 2008 academic year. Moreover, ten-day intensive courses are conducted annually for arts students in the respective universities and colleges before the examination is held. To facilitate students' learning, lessons from textbooks and study guidebooks are broadcast on the radio and television. Firstly, the Department of Law offered Post-Graduate Diploma in Law Online Programme in 2012. The YUDE web-based Teaching System was launched on May 22, 2013. The lessons were launched to transmit subject-wise on November 1, 2014. Thus, lessons can be learned through the website (www.yude.mm), which supports students in preparing for examinations.

3.3.3 Organizational Structure of Yangon University of Distance Education

A Rector, 5 Pro-Rectors, and 14 Department Heads form the Academic Board and Administrative Board of the institution. Arts, Law, and Science faculties offer academic services. The Arts Faculty has eight departments: Myanmar, English,

Geography, History, Philosophy, Psychology, Economics, and Oriental Studies. Science has five departments: Chemistry, Physics, Mathematics, Zoology, and Botany, whereas Law has one. The institution employs 362 full-time staff, 170 of whom teach and research. The remainder are admins and support staff.

Figure (3.1) Organizational Structure of Yangon University of Distance Education



Source: Yangon University of Distance Education (2025)

3.3.4 Degree Offered by the Yangon University of Distance Education

At Yangon University of Distance Education, the total student enrollment in 2025 is 2,376. Currently, the University offers courses for 14 bachelor's degrees. The University has produced 190,713 graduates who specialized in Science, 591,882 graduates who specialized in Arts, and 40,374 graduates who specialized in Law from 1993 to 2024.

The degrees conferred by the YUDE are as follows:

(a) Eight Bachelor's degrees of Arts are conferred:

1. Bachelor of Arts (Myanmar)

B.A(Myanmar)

2. Bachelor of Arts (English) B.A(Eng)
 3. Bachelor of Arts (Geography) B.A(Geo)
 4. Bachelor of Arts (History) B.A(Hist)
 5. Bachelor of Arts (Philosophy) B.A(Phil)
 6. Bachelor of Arts (Psychology) B.A(Psycho)
 7. Bachelor of Arts (Economics) B.A(Eco)
 8. Bachelor of Arts (Oriental Studies) B.A(OS)
- (b) Two bachelor's degrees of Law are conferred:
1. Bachelor of Laws (LLB) LLB
 2. Bachelor of Arts (Law) B.A(Law)
- (c) Five bachelor's degrees of Science are conferred:
1. Bachelor of Science (Chemistry) B.Sc(Chem)
 2. Bachelor of Science (Physics) B.Sc(Phys)
 3. Bachelor of Science (Mathematics) B.Sc(Math)
 4. Bachelor of Science (Zoology) B.Sc(Zoo)
 5. Bachelor of Science (Botany) B.Sc(Bot)

Table (3.1) Student List for the Academic Year 1993-2025

No.	Academic Year	Number of Students	No.	Academic Year	Number of Students
1	1993	133314	18	2006	209325
2	1993-94	133418	19	2007	186270
3	1994-95	147519	20	2008	146135
4	1995	44813	21	2009	141712
5	1996-97	42581	22	2010	135990
6	1998-99	43822	23	2011	145517
7	1999-2000	169779	24	2012	150000
8	2000-21	42818	25	2013	156763
9	2001	178913	26	2014	160731
10	2001-02	111421	27	2015	210310
11	2002	224191	28	2016	248272
12	2002-03	94276	29	2017	254517
13	2003	200033	30	2018	268255

Table (3.1) Student List for the Academic Year 1993-2025 (Continued)

14	2003-04	54769	31	2022	1308
15	2004	218761	32	2023	1347
16	2004-05	3797	33	2024	2143
17	2005	224749	34	2025	2376
				Total	4489945

Source: Yangon University of Distance Education

3.4 CHRD Programme in the Yangon University of Distance Education

The National Human Resource Development (HRD) framework was established in 1998 by the Ministry of Education, with individual university CHRDs, such as Yangon University of Distance Education, also documented as being founded in the same year. In Myanmar, the CHRD programmes of YUDE offer a range of courses designed to satisfy the educational and professional needs of students. The YUDE offered the first programme, Post Graduate Diploma in Law (PGDL), in 2012. Table (3.2) provides a list of courses that are part of the CHRD programme, ranging from 2012 to 2024. These courses cover a wide array of fields, including law, business, tourism, water sanitation, manufacturing, and office administration. The evolution of the course offering highlights the university's commitment to responding to the shifting labour market needs and the growing demand for specialized skills.

Table (3.2) Courses in the CHRD Programme Currently Open (2012-2024)

No.	Course Name	Established
1	Post Graduate Diploma in Law (PGDL)	2012
2	Bachelor of Laws (LLB)	2013
3	Master of Laws (Q) LLM(Q)	2018
4	Master of Laws (LLM)	2019
5	Post Graduate Diploma in Business (PGDB)	2019
6	Post Graduate Diploma in Geography of Tourism (PGDGT)	2019
7	Water Sanitation for Occupational Purpose (WSOP)	2020
8	Good Manufacturing Practice (GMP)	2020
9	Bachelor of Arts (Law) (B.A (Law))	2023
10	Diploma in Intellectual Property Law (DIPL)	2024
11	Office Use Myanmar (OUM)	2024

Source: CHRD Programme of the YUDE (2025)

These courses cover a wide array of fields, including law, business, tourism, water sanitation, manufacturing, and office administration. The evolution of the course offerings highlights the university's commitment to responding to the shifting labour market demands and the growing need for specialized skills.

Although CHRD Programme confers various certificates, diplomas, postgraduate diplomas, bachelor's degrees, and master's degree, some of the courses are closed. The courses currently closed under the CHRD programme are Diploma in Intellectual Property Law (DIPL), Post Graduate Diploma in Law (PGDL), Bachelor of Laws (LLB), Bachelor of Arts (Law), Master of Laws (Q) LLM(Q), and Master of Laws (LLM).

3.4.1 Organization Structure of the CHRD Programme

The CHRD programme at Yangon University of Distance Education (YUDE) is structured to facilitate flexible, accessible, and job-oriented education for a diverse student population.

There are five sections in the CHRD programme:

1. Central Administration and Coordination
2. Academic Departments and Faculties
3. Online and Distance Learning Infrastructure
4. Student Support Services
5. Quality Assurance and Continuous Improvement

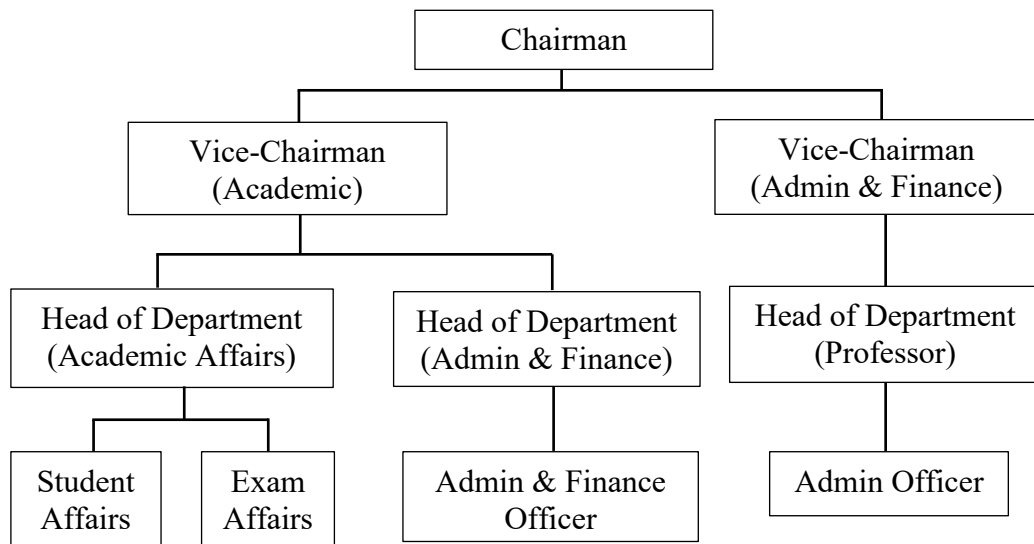
At the apex of the CHRD programme's organizational structure is the central administration, which includes the Rector and Pro-Rectors of YUDE. These senior leaders provide strategic direction and ensure that the programme remains aligned with the university's educational goals and national policies. The CHRD programme office, a dedicated administrative unit, manages day-to-day operations, including course development, student registration, and coordination with academic departments.

Each faculty is responsible for developing and delivering subject-specific courses under the CHRD framework. Course development teams, composed of faculty members and specialized instructors, collaborate to design and update curriculum content.

The IT and e-learning support department manages the digital learning platform, registration systems, and provides technical assistance to both students and staff. The

admissions and registration team handles the enrollment process. Technical support staff are available to assist students with any issues related to the online learning platform, which guarantees constant access to learning materials. Regular monitoring and evaluation processes are in place to assess programme effectiveness and identify areas for improvement. Student feedback is actively solicited and analyzed to inform ongoing enhancements to course content and delivery methods.

Figure (3.2) Organizational Structure of the CHRD Programme (2025)



Source: CHRD Programme of the YUDE (2025)

3.4.2 Training Courses in the CHRD Programme

Yangon University of Distance Education is located at No. 47(A), Inya Road, Kamaryut Township, Yangon, Myanmar. The Centre for Human Resource Development (CHR) Programme at Yangon University of Distance Education (YUDE) offers a diverse portfolio of online and distance learning courses, as well as a comprehensive suite of online training courses, ranging from academic degrees to specialized professional certificates.

Table (3.3) Online Training Courses in the CHRD Programme (2025)

Course Name	Duration	Fee (MMK)
PGDL	10 months	740,000
DIPL	10 months	540,000
BA(Law)	4 years	346,000 (per year)
LLB	5 years	346,000 (per year)
LLM(Q)	1 year	346,000
LLM	2 years	1,050,000 (per year)
PGDB	10 months	540,000
PGDGT	10 months	434,000
WSOP	3 months	75,000
GMP	3 months	75,000
OUM	3 months	100,000

Source: CHRD Programme of the YUDE (2025)

Table (3.2) shows the CHRD Programme at the Yangon University of Distance Education, which is open online. GMP and OUM courses cost 75,000 MMK, and the OUM course costs 100,000 MMK for three months in the certificate courses. Among the Diploma and Postgraduate Diploma programs, the PGDGT costs 434,000 MMK, PGDB and DIPL cost 540,000 MMK, and PGDL costs 740,000 MMK for 10 months, respectively. For bachelor's degree and master's degree, BA (Law), LLB, and LLM (Q) cost 346,000 MMK per year. LLM costs 1,050,000 MMK per year.

3.4.3 Courses and Student Numbers of the CHRD Programme

The CHRD Programme of the Yangon University of Distance Education offers a variety of courses, including those for participants attending their respective universities and those working in the field. Table (3.4) describes the courses and student numbers of the CHRD Programme from 2012 to 2025. The table includes the course names, the corresponding number of batches, and the total number of students enrolled in each course over the period.

Table (3.4) Courses and Student Number of the CHR D Programme (2012-2025)

No.	Course Name	Number of Courses	Total Students
1	PGDL	1 st batch to 19 th batch	2375
2	DIPL	1 st batch	97
3	BA(Law)	1 st batch to 2 nd batch	92
4	LLB	1 st batch to 9 th batch	1350
5	LLM(Q)	1 st batch to 4 th batch	46
6	LLM	1 st batch to 4 ^h batch	126
7	PGDB	1 st batch to 6 th batch	595
8	PGDGT	1 st batch to 3 rd batch	97
9	WSOP	1 st batch to 3 rd batch	125
10	GMP	1 st batch to 3 rd batch	100
11	OUM	1 st batch	11
Total		55	5014

Source: CHR D Programme of the YUDE

The Post Graduate Diploma in Law (PGDL) course has the highest number of enrolled students, with 2,375 students across 19 batches. This indicates the course's popularity and its critical role in legal education for students in Myanmar. Following closely is the Bachelor of Laws (LLB) programme, which spans from the 1st to the 9th batch, with a total of 1,350 students. The Post Graduate Diploma in Business (PGDB), introduced for up to 6 batches, has enrolled 595 students, showcasing significant interest in business education.

Other courses, such as the Diploma in Intellectual Property Law (DIPL), which has enrolled 97 students from its first batch, and the Master of Laws (LLM) and Master of Laws (Q) LLM(Q) courses, with 126 and 46 students respectively, have a more specialized focus and, as expected, a smaller student population.

The Post Graduate Diploma in Geography of Tourism (PGDGT) and Water Sanitation for Occupational Purpose (WSOP) courses each have 97 and 125 students, respectively, reflecting a growing interest in fields related to tourism and public health. 100 students attended the Good Manufacturing Practice (GMP) course.

Courses such as Office Use Myanmar (OUM), with 11 students, suggest a more niche interest, possibly due to the specialized nature of the course, which is aimed at office administration within the Myanmar context.

In total, across all 55 courses offered from 2012 to 2025, the CHRD programme has enrolled 5,014 students, illustrating the significant reach of the CHRD offerings and their role in providing education to a diverse range of learners in Myanmar. This table highlights the varied levels of student participation in different courses, reflecting the various areas of interest and professional development pursued by students. It also shows how specific courses, particularly in law and business, attract larger groups of students, while specialized fields have smaller but still meaningful student populations.

3.4.4 Requirements for Admission into the CHRD Programme

The admission requirements for the various courses offered under the Centre for Human Resource Development (CHRD) programme at Yangon University of Distance Education (YUDE). Table (3.5) details the educational qualifications and necessary registration steps for each course.

Table (3.5) Requirements for Admission into the CHRD Programme

No.	Course Name	Requirements for Admission
1	PGDL	- A bachelor's degree from any university other than a law degree - Online registration is required.
2	DIPL	- A bachelor's degree from any university - Online registration is required.
3	BA(Law)	- Matriculation Pass (Total subjects = above 320 Marks) - English subject (above 50 marks) (OR) - A bachelor's degree from any university other than a law degree - Online registration is required.
4	LLB	- Matriculation Pass (Total subjects = above 350 Marks) - English subject (above 50 marks) (OR) - A bachelor's degree from any university other than a law degree - Online registration is required.

Table (3.5) Requirements for Admission into the CHRD Programme (Continued)

5	LLM(Q)	- Students who fulfill the admission criteria for the fifth year of law are eligible to enroll.
6	LLM	- Successful candidates for the Master of Laws qualification course, or students who fulfill the admission criteria for the fifth year of law are eligible to enroll.
7	PGDB	- A bachelor's degree from any university - Online registration is required.
8	PGDGT	- A bachelor's degree from any university - Online registration is required.
9	WSOP	- Matriculation Pass - Online registration is required.
10	GMP	- Matriculation Pass - Online registration is required.
11	OUM	- Matriculation Pass - Online registration is required.

Source: CHRD Programme of the YUDE

For the Post Graduate Diploma in Law (PGDL), applicants must have a bachelor's degree from any university, except for those with a law degree. Additionally, online registration is required for all applicants. This course offers individuals with non-law backgrounds the opportunity to acquire legal qualifications.

The Diploma in Intellectual Property Law (DIPL) requires a bachelor's degree from any university, along with online registration. Similarly, the Post Graduate Diploma in Business (PGDB) and the Post Graduate Diploma in Geography of Tourism (PGDGT) have the same requirements, including a bachelor's degree from any university and online registration.

The Bachelor of Arts in Law (BA (Law)) and Bachelor of Laws (LLB) programs have specific academic criteria. Applicants to the BA Law programme must have a matriculation pass with a total of above 320 marks (including at least 50 marks in English), or they must have a bachelor's degree except for a law degree. The LLB programme has a slightly higher requirement, with applicants needing a matriculation

pass with a minimum of 350 marks (including 50 marks in English) or a non-law bachelor's degree. Both courses also require online registration.

For the Master of Laws (LLM) and Master of Laws (Q) LLM(Q) programmes, applicants must meet specific criteria. The LLM(Q) course is open to students who meet the admission requirements for the fifth year of law studies. Similarly, the LLM course is available to successful candidates who complete the Master of Laws qualification course or those who meet the admission criteria for the fifth year of law. The Water Sanitation for Occupational Purpose (WSOP), Good Manufacturing Practice (GMP) and Office Use Myanmar (OUM) courses require a matriculation pass and online registration.

3.5 Curriculum and Structure of the Post Graduate Diploma in Law Programme at YUDE

The Post Graduate Diploma in Law (PGDL) programme at Yangon University of Distance Education (YUDE) is designed to provide students with a foundation in law. It is intended for individuals who have already obtained a bachelor's degree in any field other than law, offering them the opportunity to gain a formal legal education. The programme aims to equip students with the essential knowledge and skills required to pursue a career in the legal profession or to apply legal principles in various sectors. The Postgraduate Diploma in Law (PGDL) course has the highest number of enrolled students, with 2,375 students from the first batch to the 19th batch, and among them are 875 graduates.

The online course objectives of the PGDL programme are:

1. “To develop a lifelong learning society
 2. To enhance the quality of legal education
 3. To become legal professionals
 4. To increase the number of citizens who succeed and comprehend legal affairs in constructing a modern, developed country
 5. To access and understand the law, legal system, and legal terminology
 6. To get valuable experience in information technology and apply the law in a wide range of situations, and
 7. To grow human resources that may achieve and use advanced technology.”
- (lawhrd.yude.edu.mm)*

3.5.1 Programme Structure

The PGDL programme's duration is 10 months and typically commences in October, as stated on the website. It is fully online, with digital course materials, assignments, tutorials, and examinations. Face-to-face sessions are Occasional in-person sessions (e.g., on weekends) that may be arranged for examinations or intensive instruction. The PGDL curriculum is divided into two semesters, each focusing on core legal subjects and culminating in a term paper. The main courses are shown in Table (3.6).

Table (3.6) Curriculum of PGDL Programme

No.	Courses		
	1 st Semester		2 nd Semester
1	Criminal Law and Procedure	6	Civil Litigation
2	Family Law	7	Law of Evidence
3	Law of Contract and Tort	8	Constitutional Law and Administrative Law
4	Business Law and Labour Law	9	Public International Law
5	Land Law and Revenue Law	10	Term Paper

Source: CHRD Programme of the YUDE

3.5.2 The Assessment and Evaluation of the PGDL Programme

Students are required to submit written assignments throughout each semester. These assignments assess understanding of course content, analytical abilities, and written communication skills. Assignments are submitted digitally via the university's online portal. Assignments typically contribute to a portion of the final examination marks. Compulsory mid-semester tutorial tests are conducted online. These tests provide formative feedback, helping students gauge their progress before final examinations. Tests are administered through the university's digital platform. Test results are recorded and contribute to the overall assessment.

End-of-semester examinations are held at designated exam centres. Final exams comprehensively assess students' mastery of the course material. Examinations may be paper-based or digital, depending on the semester and course requirements. Students

are sometimes allowed to bring printed or written materials to the exam. Final exams constitute a significant portion of the overall grade.

A comprehensive term paper or research project is required at the end of the second semester. The term paper assesses students' ability to conduct independent research, analyze legal issues, and present findings in a structured and coherent manner. The term paper is submitted digitally and may involve a presentation or defense, depending on the course guidelines. The term paper is a key component of the assessment for the second semester.

CHAPTER IV

SURVEY ANALYSIS

4.1 Survey Profile

The survey population for this study consisted of all graduates of the Post Graduate Diploma in Law (PGDL) programme at Yangon University of Distance Education (YUDE) who completed their studies between 2013 and 2024, totaling 875 individuals. Out of this population, 268 graduates participated in the survey, resulting in a response rate of approximately 30.6%. The respondents represent a diverse demographic profile in terms of age, gender, marital status, occupation, monthly income, and educational background. The majority of respondents held either a bachelor's or master's degree, and their occupational backgrounds included business, private, and public employees, students, and others. The survey also captured information on prior legal studies, intake batch, and the primary sources of motivation for enrolling in the PGDL programme, including personal interest, influence from friends or family, social media, and the university website. This comprehensive respondent profile enables a nuanced analysis of decision-making factors and outcomes among PGDL graduates.

4.2 Survey Design

A systematic questionnaire was used to collect data for the descriptive survey. To collect quantitative and qualitative data, the questionnaire had two primary portions. Section A gathered demographic and background data, including age, gender, marital status, occupation, income, educational attainment, previous legal studies, intake batch, program motivation, and educational job match. Section B examined students' decision-making factors, such as reputation, cost, flexibility, educational job match, and educational facilities, using a five-point Likert scale (from "strongly disagree" to "strongly agree").

The survey design collected quantitative data using face-to-face, telephone, and Google form interviews. The survey ran from May to June 2025. SPSS software was

used to code and analyze the data using descriptive statistics and correlation analysis to find patterns and correlations relevant to the study goals. This survey design ensured comprehensive coverage of the target population. It facilitated an in-depth exploration of the factors influencing students' decision-making and the relationship between students' choice and employment opportunities among PGDL graduates at YUDE.

Determination of Sample Size

To determine the appropriate sample size for this survey, Cochran's Sample Size Formula was used.

Cochran's Formula

$$n = Z^2 * p * (1 - p) / E^2$$

n = the sample size needed

Z = Z-score, which corresponds to the desired confidence level. For a 95% confidence level, Z = 1.96.

p = estimated proportion of the population having the characteristic of interest. If this is unknown, p = 0.5 is assumed, as it provides the maximum sample size.

E = margin of error, expressed as a decimal. For example, a margin of error of 5% is described as E = 0.05.

Finite Population Correction (FPC)

In the case of a finite population (i.e., when the total population is known), the sample size must be adjusted to account for the smaller population. This correction is done using the following formula:

$$n_{adj} = n * N / (n + N - 1)$$

n_{adj} = adjusted sample size

n = initial sample size calculated from Cochran's formula

N = total population size

For this study, the total population size is 875. The following parameters were used for the sample size calculation:

Confidence Level: 95% (Z = 1.96)

Margin of Error: 5% (E = 0.05)

Estimated Proportion: 0.5 (since the exact proportion was unknown)

Using Cochran's formula, the initial sample size (n) was calculated as follows:

$$n = (1.96)^2 * 0.5 * (1 - 0.5) / (0.05)^2 = 384.16$$

Since the population is finite (875), the finite population correction was applied:

$$n_{adj} = (384.16 * 875) / (384.16 + 875 - 1) = 268.42$$

Thus, the adjusted sample size required for this survey is 268 respondents.

4.3 Survey Results

The questionnaire covers reputation, price, flexibility, educational job match, educational facilities, students' decision-making, and employment opportunities. The findings are shown in each aspect. This study examines the relationship between students' decision-making and the employment opportunities of PGDL graduates. This section analyzes and interprets survey data, applying statistical methods to the answers from the survey questionnaire. Five-point Likert scale mean values are 4.21–5.00: Strongly Agree, 3.41–4.20: Agree, 2.61–3.40: Neutral, 1.81–2.60: Disagree, 1.00–1.80: Strongly Disagree.

4.3.1 Demographic Characteristics of Respondents

This study included 268 randomly chosen PGDL graduates of Yangon University of Distance Education.

(a) Demographic Characteristics of Respondents

In Table (4.1), respondents' age, gender, marital status, employment, monthly income (MMK), and highest education level are shown.

Table (4.1) Demographic Characteristics of Respondents

Description	Category	No. of Respondents	Percentage (%)
Age	Under 25	16	6.0
	26-34	34	12.7
	35-44	76	28.4
	45-54	71	26.5
	55 and above	71	26.5
	Total	268	100

Table (4.1) Demographic Characteristics of Respondents (Continued)

Gender	Male	186	69.4
	Female	82	30.6
	Total	268	100
Marital Status	Single	92	34.3
	Married	176	65.7
	Total	268	100
Occupation	Own-Business	75	28.0
	Private-Employee	41	15.3
	Public-Employee	59	22.0
	Student	21	7.8
	Other	72	26.9
	Total	268	100
Monthly Income (MMK)	Less than 300,000	30	11.2
	300,001 – 600,000	69	25.7
	600,001 – 800,000	56	20.9
	Above 800,000	113	42.2
	Total	268	100
Highest Education Level Completed	Bachelor’s Degree	164	61.2
	Master’s Degree	75	28.0
	Other	29	10.8
	Total	268	100

Source: Survey data, 2025

Table (4.1) shows the demographics of study participants, including age, gender, marital status, education, monthly income, and employment. The age distribution reveals a broad representation across different life stages: 6% of respondents were under 25 years old, 12.7% were aged 26–34, 28.4% were 35–44, and the two largest age groups were 45–54 and 55 and above, each comprising (26.5%) of the sample. Most of the respondents were male, 69.4%, while females accounted for 30.6%. Marital status data show that 65.7% of respondents were married, while 34.3% were single.

The occupational breakdown demonstrates the diversity of the CHRD graduate body. The largest occupational group was own-business (28.0%), followed by public employees (22.0%), other occupations (26.9%), private employees (15.3%), and students (7.8%). Monthly income levels among respondents varied, with 42.2% earning above 800,000 MMK, 20.9% in the 600,001–800,000 MMK range, 25.7% earning between 300,001 and 600,000 MMK, and 11.2% earning less than 300,000 MMK. Regarding educational attainment, most respondents held a bachelor’s degree (61.2%), while 28.0% had completed a master’s degree, and 10.8% reported other qualifications.

(b) Inspiration or Motivation to Choose the Programme

Table (4.2) describes the extent to which individuals have been inspired or motivated to choose this programme.

Table (4.2) Inspiration or Motivation to Choose this Programme

Description	No. of Respondent	Percentage (%)
Personal interest	90	33.6
Family/Friends	66	24.6
Social – Media	51	19.0
University Website	61	22.8
Total	268	100

Source: Survey data, 2025

Table (4.2) shows that 90 graduates (33.6%) attended the programme because of their personal interests, 66 graduates (24.6%) attended because of family and friends, and 61 graduates (22.8%) attended because of the university website. The smallest population shows 51 graduates (19%) who are influenced by social media.

(c) General Information of Respondents

Table (4.3) describes the general information of respondents, which includes intake batch enrolled, previously studied law or related subject, and the educational job match.

Table (4.3) General Information of Respondents

Description	Category	No. of Respondents	Percentage (%)
Intake Batch	1 st batch	4	1.5
	2 nd batch	22	8.2
	3 rd batch	2	0.7
	4 th batch	3	1.1
	5 th batch	7	2.6
	6 th batch	7	2.6
	7 th batch	9	3.4
	8 th batch	11	4.1
	9 th batch	9	3.4
	10 th batch	8	3.0
	11 th batch	8	3.0
	12 th batch	10	3.7
	13 th batch	15	5.6
	14 th batch	18	6.7
	15 th batch	21	7.8
	16 th batch	63	23.5
	17 th batch	51	19.0
	Total	268	100
Previously studied law or related subject	Yes	146	54.5
	No	122	45.5
	Total	268	100
Educational Job Match	Yes	249	92.9
	No	19	7.1
	Total	268	100

Source: Survey data, 2025

Table (4.3) presents the distribution of respondents according to their intake batch in the programme. Among the total 268 respondents, the largest proportion is from the 16th batch, comprising 63 students or 23.5% of the sample. The 17th batch follows with 51 students (19.0%), and the 15th batch with 21 students (7.8%). The 14th, 13th, 12th, 11th, 10th, 9th, 8th, 7th, 6th, 5th and 2nd batches account for 18 (6.7%), 15 (5.6%), 10 (3.7%), 8 (3.0%), 8 (3.0%), 9 (3.4%), 11 (4.1%), 9 (3.4%), 7 (2.6%), 7 (2.6%) and 22 (8.2%) students, respectively. Earlier batches, such as the 1st, 3rd, and 4th, are minimally represented, each contributing less than 2% of the sample.

The table further categorizes respondents by their previous academic background in law or related fields. Of the 268 respondents, 146 (54.5%) reported having studied law or a related subject before enrolling, while 122 (45.5%) had not. Regarding the alignment between respondents' current employment and their field of

study, 249 students (92.9%) indicated that their job matches their educational background, while only 19 (7.1%) reported a mismatch.

4.3.2 Reliability analysis of the Variables

Reliability analysis evaluates how consistently a set of variables, typically questionnaire or test items, measures a similar concept. The most common method is calculating Cronbach's alpha, which assesses internal consistency by checking if the items are closely related and thus suitable for combining into a single scale. Higher Cronbach's alpha values indicate more dependability. Acceptable values are above 0.7, good values are above 0.8, and excellent values are above 0.9. Lower values indicate item inconsistency and possible difficulties.

Table (4.4) Cronbach's Alpha Analysis

Variables	Number of Items	Cronbach's Alpha
Programme Reputation	10	0.847
Price (Cost of Education)	7	0.728
Flexibility	6	0.761
Educational Job Match	7	0.803
Educational Facilities	8	0.852
Students' Choice Decision	6	0.791
Employment Opportunities	6	0.872

Source: Survey data, 2025

Table (4.4) shows that all variables demonstrated acceptable measures of internal consistency, with alpha values ranging from 0.728 to 0.872. The highest reliability was observed for the employment opportunities (0.872) and educational facilities (0.852) constructs, indicating that the items within these scales consistently measured the intended concepts. The other variables, including programme reputation, price (cost of education), flexibility, educational job match, and the students' choice decision, have a range of 0.847, 0.728, 0.761, 0.803, and 0.791, respectively. Therefore, these statistical results show that the survey items are acceptable.

4.3.3 Factors Influencing Students' Decision to Enroll in the PGDL Program

This study was conducted to identify factors influencing students' choice to enroll in the PGDL Programme at YUDE and to analyse the relationship between the students' choice and the employment opportunities of PGDL graduates. The measurement of the choice of the PGDL Programme is conducted based on the following factors. (1) Programme Reputation, (2) Price (Cost of Education), (3) Flexibility, (4) Educational Job Match, and (5) Educational Facilities. According to Sekaram and Bougie (2016), a mean value of less than 2 is classified as a low level, a mean value between 2 and 3.5 is classified as a moderate level, and a mean value of 3.5 or higher is considered a high level of perception.

(a) Analysis on Programme Reputation

Table (4.5) shows the mean, average mean score, and standard deviation for the programme reputation factor.

Table (4.5) Analysis on Programme Reputation (N=268)

No.	Statement	Mean	Std. Deviation
1	Well-known university.	4.06	0.590
2	Confers a reliable diploma.	4.14	0.449
3	Skilful and qualified teachers.	4.03	0.680
4	Relevance to current social and legal issues.	4.10	0.481
5	Improve professional credibility.	4.13	0.491
6	Recognized for producing competent legal professionals.	4.12	0.477
7	Clean, beautiful campus with modern facilities.	3.51	0.786
8	Collaborations with legal or civil society organizations.	3.90	0.542
9	Respect in the legal or public service fields.	4.00	0.567
10	Good social environment.	4.14	0.494
Overall Mean Value		4.01	

Source: Survey data, 2025

The analysis of the program’s reputation, as shown in Table (4.5), indicates a generally positive perception among participants, with an overall mean value of 4.01. The highest-rated factors include the program’s ability to provide a reliable diploma, with a mean value of 4.14 (Std. Deviation = 0.449), and its ability to improve professional credibility, with a mean value of 4.13 (Std. Deviation = 0.491). These results suggest that respondents highly value the academic quality and career benefits of the program. Other notable factors include the program’s relevance to current social and legal issues, with a mean value of 4.10 (Std. Deviation = 0.481), and its recognition for producing skilled legal professionals, with a mean value of 4.12 (Std. Deviation = 0.477). In contrast, the physical environment of the program was rated lower, with the statement “Clean, beautiful campus with modern facilities” receiving a mean value of 3.51 (Std. Deviation = 0.786). This suggests that respondents place less importance on the campus environment compared to other factors. The standard deviations range from 0.449 to 0.786, indicating some variation in participants’ perceptions. Overall, the program’s academic and professional reputation is highly regarded.

(b) Analysis on Price (Cost of Education)

For each statement about price, Table (4.6) shows the mean, average mean score, and standard deviation.

Table (4.6) Analysis on Price (Cost of Education) (N=268)

No.	Statement	Mean	Std. Deviation
1	Consider the total cost before enrolling.	3.31	0.939
2	Reasonable fees for students.	3.14	1.1004
3	Distance learning made it more financially feasible.	4.00	0.526
4	Faced financial challenges regarding internet access, devices, and study materials.	2.72	1.121
5	Term paper is cheaper than at other institutions.	3.02	1.057
6	Cost is reasonable compared to its benefits.	4.15	0.610
7	Cost of time is reasonable.	4.35	0.564
Overall Mean Value		3.53	

Source: Survey data, 2025

The analysis of the education cost, as presented in Table (4.6), shows varied perceptions among respondents. The overall mean value is 3.53, indicating a moderately optimistic view of the cost-related factors. The highest-rated statements include that the cost of time is reasonable, with a mean value of 4.35 (Std. Deviation = 0.564), and cost is reasonable compared to its benefits, with a mean value of 4.15 (Std. Deviation = 0.610). These results suggest that respondents generally find the program's costs to be reasonable relative to the benefits and time invested. Additionally, distance learning made it more financially feasible, receiving a mean value of 4.00 (Std. Deviation = 0.526), indicating that respondents view distance learning as a more affordable option. However, some factors were rated more negatively. For example, consider the total cost before enrolling, receive a mean value of 3.31 (Std. Deviation = 0.939), and reasonable fees for students, receive a mean value of 3.14 (Std. Deviation = 1.1004), suggesting that respondents feel the costs might be somewhat higher than expected or not entirely reasonable. The statement faced financial challenges regarding internet access, devices, and study materials, received the lowest mean score of 2.72 (Std. Deviation = 1.121), indicating that many respondents faced financial difficulties related to the program's requirements, particularly with access to necessary resources such as the internet and devices. The standard deviations range from 0.526 to 1.121, showing varying degrees of agreement among participants on the different cost-related aspects of the program. The higher standard deviations, particularly for statements like reasonable fees for students (Std. Deviation = 1.1004) and faced financial challenges (Std. Deviation = 1.121), indicate greater variation in perceptions, meaning some respondents feel strongly about the financial burden, while others may not.

(c) Analysis on Flexibility

Table (4.7) shows the mean, average mean score, and standard deviation for each flexibility factor statement.

Table (4.7) Analysis on Flexibility**(N=268)**

No.	Statement	Mean	Std. Deviation
1	The ability to study while working made this programme appealing to me.	3.99	0.419
2	The distance learning format allows me to balance my education with personal or family responsibilities.	4.17	0.463
3	Studying at my own pace increases motivation and commitment to the programme.	3.99	0.335
4	Value the option to access course materials at any time.	4.08	0.419
5	Suits my current lifestyle.	4.11	0.430
6	Enhance my learning experience.	4.14	0.502
Overall Mean Value		4.08	

Source: Survey data, 2025

The analysis of flexibility, as shown in Table (4.7), shows positive perceptions among respondents, with an overall mean value of 4.08, indicating that flexibility is highly valued in the program. The highest-rated statement is that the distance learning format allows for balancing education with personal or family responsibilities, with a mean value of 4.17 (Std. Deviation = 0.463). This suggests that participants appreciate the ability to balance their academic commitments with other personal obligations. Other factors related to flexibility also received favorable ratings, such as suits the current lifestyle, with a mean value of 4.11 (Std. Deviation = 0.430), and enhancing learning experience, with a mean value of 4.14 (Std. Deviation = 0.502), indicating that the flexible nature of the program is seen as a positive influence on both lifestyle and learning quality. Additionally, the option to access course materials at any time was highly valued, with a mean value of 4.08 (Std. Deviation = 0.419), reflecting the importance of convenience in managing educational responsibilities. Respondents also appreciated the ability to study at their own pace, with a mean value of 3.99 (Std. Deviation = 0.335), suggesting that this feature contributes to their motivation and commitment to the program. The statement that the ability to study while working made this programme appealing to me received a similar mean value of 3.99 (Std. Deviation

= 0.419), highlighting the program’s appeal for those who wish to continue their professional careers while pursuing their education. The standard deviations range from 0.335 to 0.502, indicating a relatively consistent view among respondents regarding the program’s flexibility, with lower variation for statements such as studying at one's own pace increases motivation and commitment, reflecting more agreement on this point.

(d) Educational Job Match

Table (4.8) shows the mean, average mean score, and standard deviation for each educational job match statement.

Table (4.8) Analysis on Educational Job Match (N=268)

No.	Statement	Mean	Std. Deviation
1	This programme improves my job prospects.	4.02	0.496
2	This programme is educational job match for my current or existing job.	3.99	0.543
3	The law courses I studied are directly or indirectly related to the job I want to do.	4.08	0.600
4	My current job or career goal requires the knowledge and skills I learned in this programme.	4.01	0.536
5	This programme is important in helping me secure my current job.	4.00	0.445
6	The subjects in this programme help me meet the qualifications needed for legal or government-related jobs.	4.07	0.439
7	I believe this law programme improves my chances of getting a job that matches my education.	4.08	0.570
Overall Mean Value		4.04	

Source: Survey data, 2025

The analysis of the educational job match, as presented in Table (4.8), shows a generally positive perception of how well the program aligns with respondents' career goals, with an overall mean value of 4.04, indicating intense satisfaction with the program's impact on job prospects. The highest-rated statement is that the law courses studied are directly or indirectly related to the job, with a mean value of 4.08 (Std.

Deviation = 0.600), suggesting that respondents feel the content of the program is closely aligned with their career aspirations. Additionally, to believe that this law programme improves one's chances of getting a job that matches education, with a mean value of 4.08 (Std. Deviation = 0.570), highlighting the perceived positive impact of the program on future job opportunities. Other statements that received strong ratings include this programme improves the job prospects, with a mean value of 4.02 (Std. Deviation = 0.496), and the subjects in this programme help to meet the qualifications needed for legal or government-related jobs, which had a mean value of 4.07 (Std. Deviation = 0.439). These results suggest that respondents feel the program enhances their qualifications and job prospects, particularly in legal or government-related fields. While the ratings for most statements were positive, the statement this programme is educational job match for one's current or existing job, received a slightly lower mean value of 3.99 (Std. Deviation = 0.543), indicating that while the program is generally relevant to participants' careers, there may be some variation in how well it matches their current roles. The standard deviations range from 0.439 to 0.600, reflecting moderate agreement among respondents. The lowest deviation is observed for the subjects in this programme, which helps meet the qualifications needed for legal or government-related jobs, indicating a more consistent perception regarding this factor.

(e) Educational Facilities

Table (4.9) shows the mean, average mean score, and standard deviation for each educational facilities statement.

Table (4.9) Analysis on Educational Facilities (N=268)

No.	Statement	Mean	Std. Deviation
1	Digital learning platforms.	4.03	0.503
2	Facility is important for university.	4.13	0.383
3	Provides sufficient access to up-to-date legal texts and case law.	4.22	0.519
4	The university's LMS is easy to use and supports.	4.37	0.514
5	Deliver high-quality educational facilities in a distance learning format.	4.05	0.466
6	Sufficient library and facilities.	3.90	0.510

Table (4.9) Analysis on Educational Facilities (Continued)**(N=268)**

7	Provide better quality of teaching.	4.05	0.420
8	Extracurricular activities.	3.93	0.547
Overall Mean Value		4.08	

Source: Survey data, 2025

The analysis of the educational facilities and resources, as shown in Table (4.9), presents generally positive perceptions, with an overall mean value of 4.08, suggesting that respondents are satisfied with the resources provided by the university. The highest-rated statement is that the university's LMS is easy to use and supports, which received a mean value of 4.37 (Std. Deviation = 0.514). This indicates that respondents find the Learning Management System (LMS) user-friendly and supportive, highlighting its importance in facilitating the distance learning experience. Other factors related to educational facilities also received strong ratings. Provides sufficient access to up-to-date legal texts and case law, received a mean value of 4.22 (Std. Deviation = 0.519), showing that respondents appreciate the availability of current legal resources. The statement, facility is important for university, had a mean value of 4.13 (Std. Deviation = 0.383), indicating a strong agreement on the importance of facilities in supporting the educational experience. However, some statements received relatively lower ratings. For example, sufficient library and facilities received a mean value of 3.90 (Std. Deviation = 0.510), indicating that while the library and other facilities are valued, there may be room for improvement. Similarly, extracurricular activities received a mean value of 3.93 (Std. Deviation = 0.547), suggesting that respondents feel that extracurricular activities are less emphasized or less accessible in the distance learning format. The standard deviations range from 0.383 to 0.547, indicating moderate variation in respondents' perceptions. The lowest standard deviation was observed for the facility, which is important for the university, suggesting a more consistent view on the importance of university facilities. In contrast, higher deviations were observed for extracurricular activities and sufficient library and facilities, indicating more varied opinions on these aspects.

(f) Analysis on Students' Choice Decision

Table (4.10) shows the mean, average mean score, and standard deviation for each student choice decision factor statement.

Table (4.10) Analysis on Students' Choice Decision**(N=268)**

No.	Statement	Mean	Std. Deviation
1	The chance of studying for my further education at public university is high.	3.95	0.483
2	I decided to choose this program because I am interested in the subjects of the program.	4.24	0.431
3	I feel certain that I will complete my study.	4.08	0.512
4	I feel certain that I have chosen the right program.	4.30	0.460
5	I would prefer to enroll at public university rather than private university.	4.00	0.557
6	I will recommend the program (I chose) to my friend in the future.	4.47	0.500
Overall Mean Value		4.17	

Source: Survey data, 2025

The analysis of students' choice decision, as presented in Table (4.10), reflects generally positive perceptions, with an overall mean value of 4.17, suggesting that students feel confident about their decision to choose this program. The highest-rated statement is that students will recommend the program to friends in the future, with a mean value of 4.47 (Std. Deviation = 0.500), indicating strong satisfaction with the program and a high likelihood of recommending it to others. The students feel confident that they have chosen the right program, which received a mean value of 4.30 (Std. Deviation = 0.460). The students are interested in the subjects of the program, which received a mean value of 4.24 (Std. Deviation = 0.431). The mean value of 4.08 (Std. Deviation = 0.512) indicates students will certainly complete my study. While most statements received high ratings, the statement that the chance of studying for further education at a public university is high received a slightly lower mean value of 3.95 (Std. Deviation = 0.483). Similarly, students would prefer to enroll at a public university rather than a private university, receiving a mean value of 4.00 (Std. Deviation = 0.557), indicating a moderate preference for public universities over private ones.

(g) Analysis on Employment Opportunities

Table (4.11) shows the mean, average mean score, and standard deviation for each employment opportunity statement.

Table (4.11) Analysis on Employment Opportunities (N=268)

No.	Statement	Mean	Std. Deviation
1	Improve the job prospects.	3.91	0.832
2	Help qualify for positions in the legal field.	4.21	0.463
3	Ensure to get better job opportunities.	4.08	0.462
4	Support a current or existing job.	3.87	0.678
5	Provide adequate career support and guidance.	4.17	0.490
6	Provide personal development.	4.11	0.548
Overall Mean Value		4.06	

Source: Survey data, 2025

The analysis of employment opportunities, as shown in Table (4.11), has an overall mean value of 4.06, indicating that respondents see the program as beneficial for their career prospects. The highest-rated statements, which help qualify for positions in the legal field, with a mean value of 4.21 (Std. Deviation = 0.463), and provide adequate career support and guidance, with a mean value of 4.17 (Std. Deviation = 0.490), highlighting the program's strong support for career advancement. Other statements, such as ensuring to get better job opportunities (Mean = 4.08, Std. Deviation = 0.462) and providing personal development (Mean = 4.11, Std. Deviation = 0.548), also received positive ratings, suggesting that the program contributes to both career and personal growth. However, improve the job prospects (Mean = 3.91, Std. Deviation = 0.832) and support a current or existing job (Mean = 3.87, Std. Deviation = 0.678) received slightly lower ratings, indicating that while the program is viewed positively for improving job prospects, it may be seen as less supportive for those already in the workforce. The standard deviations range from 0.462 to 0.832, indicating moderate agreement, with higher deviations for statements.

4.3.4 Overall Mean Values

This section presents the overall students' decision-making on the CHRD Programme. Each category is accompanied by its respective overall mean values.

Table (4.12) Overall Mean Values (N=268)

Description	Mean
Programme Reputation	4.01
Price (Cost of Education)	3.53
Flexibility	4.08
Educational Job Match	4.04
Educational Facilities	4.08
Students' Choice Decision	4.17
Employment Opportunities	4.06

Source: Survey data, 2025

Table (4.12) presents the overall mean values of several factors influencing students' decision making on the CHRD programme at YUDE. Students' choice decision emerged with the highest mean value of 4.17, indicating that a combination of the various factors most strongly influences the overall decision-making process. Flexibility and educational facilities, both with a mean of 4.08, were also key factors, suggesting that students place considerable importance on the ability to manage their studies alongside other commitments, as well as on the availability of quality infrastructure and resources. Employment opportunities scored 4.06, highlighting the significance students place on the programme's potential to enhance their future job prospects. In contrast, the programme reputation and price (cost of education) were rated somewhat lower, with mean values of 4.01 and 3.53, respectively. These results suggest that while the reputation of the programme and its cost are important, they do not hold as much weight in students' decision-making compared to factors related to flexibility, facilities, and job opportunities. Overall, the analysis reveals that students prioritize practical considerations such as flexibility, potential for career advancement, and access to quality resources when choosing to enroll in the CHRD program.

4.3.5 Correlation Analysis

A statistical procedure called correlation analysis measures the degree and direction of a linear link between two variables. Determines if and how one variable changes relative to another. The correlation coefficient (typically Pearson's r) varies from -1 to +1. Strong positive correlation (as one variable increases, the other increases), strong negative correlation (as one variable increases, the other decreases), and little to no linear relationship between variables are indicated by values close to +1, -1, and 0.

Table (4.13) Analysis on Correlation of Students' Choice Decision Factors

Description	Correlation Coefficient
Programme Reputation	.638**
Price (Cost of Education)	.316**
Flexibility	.556**
Educational Job Match	.691**
Educational Facilities	.689**

Source: Survey data, 2025

Note: * $p < .05$, ** $p < .01$ * $p < .001$**

**Correlation is significant at the 0.01 level (2-tailed)

Table (4.13) shows the analysis of the correlation of students' choice decision factors. It was found that significant relationships between the various factors and students' overall choice decision. Educational job match shows the strongest positive correlation with the choice decision, with a correlation coefficient of 0.691 ($p < .01$), indicating that the alignment of the program with career goals significantly influences students' decisions. Educational facilities also demonstrate a strong positive correlation, with a coefficient of 0.689 ($p < .01$), indicating that access to quality resources is a significant factor. Programme reputation has a significant correlation of 0.638 ($p < .01$), indicating that a good program reputation positively influences students' choices. Flexibility shows a moderate, significant correlation of 0.556 ($p < .01$), highlighting its importance in accommodating students' needs. Price (cost of education) has a more moderate correlation of 0.316 ($p < .01$), indicating that while the cost is an important consideration, it has a weaker impact on the overall choice decision compared to other factors. It was found that the factors most strongly correlated with students' choice

decision are educational job match and educational facilities, followed by programme reputation, flexibility, and price.

Table (4.14) Analysis on Correlation of Employment Opportunities Factors

Description	Correlation Coefficient
Programme Reputation	.566**
Price (Cost of Education)	.315**
Flexibility	.396**
Educational Job Match	.818**
Educational Facilities	.644**

Source: Survey data, 2025

Note: *p < .05, **p < .01, *p < .001**

**Correlation is significant at the 0.01 level (2-tailed)

Table (4.14) shows the analysis of the correlation of employment opportunities factors, as shown in Table 4.13. It was found that significant relationships between various factors and employment opportunities. Educational job match shows the strongest positive correlation with employment opportunities, with a correlation coefficient of 0.818 ($p < .01$), indicating that the alignment of the program with career goals is highly influential in securing job opportunities. Educational facilities also shows a strong positive correlation of 0.644 ($p < .01$), suggesting that the availability of quality educational resources enhances employment prospects. Programme reputation has a significant correlation of 0.566 ($p < .01$), indicating that a positive reputation of the program increases the likelihood of employment opportunities. Flexibility demonstrates a moderate, significant correlation of 0.396 ($p < .01$), highlighting the importance of accommodating students' personal needs in improving job prospects. Price (cost of education) has a lower correlation of 0.315 ($p < .01$), suggesting that while cost is an essential factor, it has a weaker influence on employment opportunities compared to the other factors. Therefore, the most significant factors influencing employment opportunities are educational job match and educational facilities, followed by programme reputation, flexibility, and price.

Table (4.15) The Relationship Between the Students' Choice and the Employment Opportunities

Variables	Students' Choice Decision (SCD)	Employment Opportunities (EO)
Students' Choice Decision (SCD)	1	.635**
Employment Opportunities (EO)	.635**	1

Source: Survey data, 2025

Note: *p < .05, **p < .01 *p < .001**

**Correlation is significant at the 0.01 level (2-tailed)

The analysis in Table (4.15) shows a significant positive correlation between Students' Choice Decision (SCD) and Employment Opportunities (EO), with a correlation coefficient of 0.635 ($p < .01$). This indicates that students' decisions to choose the program are strongly related to their perceptions of the employment opportunities it provides. A higher confidence in employment prospects is likely to influence the decision to enroll in the program. Conversely, a more substantial commitment to the program may lead to improved employment outcomes for students. The correlation is significant at the 0.01 level, suggesting a stronger relationship between these two variables.

CHAPTER V

CONCLUSION

5.1 Findings

The research conducted on the Postgraduate Diploma in Law (PGDL) program under the Centre for Human Resource Development (CHRD) at the Yangon University of Distance Education (YUDE) aimed to uncover the factors influencing students' decision-making processes and the impact of the program on their professional development. From the data collected through surveys, which included 268 graduates (response rate: 30.6%) from 2013 to 2024, several significant findings were identified.

This study described the identifying factors influencing students' choice to enroll in the PGDL Program at YUDE and analyzed the relationship between the students' choice and the employment opportunities of PGDL graduates. The questionnaires were well-structured, covering five factors related to students' choice decisions. Every statement is assessed using a Likert scale with five points. First, the demographic profile of the respondents showed a diverse group. Most were male (69.4%), married (65.7%), and aged between 35 and above 55 years. The majority held a bachelor's degree (61.2%) or a master's degree (28%), and their occupations varied, including business owners, public and private employees, students, and others. Regarding motivation, personal interest was the main reason for choosing the PGDL programme (33.6%), followed by influence from family and friends (24.6%), and information from the university website (22.8%). Social media had less influence (19%).

Regarding the reputation of the programme, the study found that many students perceived it as a reliable and credible option for enhancing their professional qualifications. A key aspect of this reputation was the program's ability to enhance professional credibility and job prospects, particularly for individuals with a background in law or related fields.

Respondents highly valued the PGDL's ability to provide a reliable diploma, improve professional credibility, and address current social/legal issues. However, the physical campus environment was less important to them.

The results regarding the cost factor found that it had a lesser impact compared to program reputation and flexibility. While some students found the program's cost reasonable, others struggled with financial difficulties, particularly regarding the expenses of internet access, devices, and study materials. Nonetheless, the distance learning format was still viewed as more financially feasible compared to traditional on-campus programs, especially for those already employed.

The results regarding the program's flexibility shows that many students found the option to study while maintaining their professional and personal responsibilities to be a significant draw. The ability to access course materials online at any time and progress through the program at their own pace provided them with a level of freedom that was particularly important for those balancing work and family life. This flexibility made the program more appealing compared to traditional full-time education formats.

Regarding educational job match, the study found that most respondents felt that the PGDL programme aligned well with their career goals, improved their job prospects, and helped them meet qualifications for legal or government-related jobs.

Regarding educational facilities, the study shows that the university's Learning Management System (LMS) was considered user-friendly and supportive. Access to up-to-date legal resources was appreciated, though there was some desire for better library facilities and extracurricular activities.

The alignment of the program with career opportunities was also crucial. Many students felt that the legal knowledge and skills they gained from the PGDL program would help them in their current jobs or in advancing to better career positions. The program's strong correlation with employment opportunities and the ability to enhance job prospects were highlighted as key reasons for enrollment. This relationship between education and career advancement was significant for those already employed in legal, business, or governmental positions.

In terms of demographic factors, the majority of respondents fell within the age groups of 35-44 and 45-54, suggesting that the PGDL program is more popular among professionals seeking to further their qualifications while continuing their careers. There was a significant gender disparity in the responses, with males representing the majority of the students, which might reflect the traditional gender imbalance within

the legal profession in Myanmar. Additionally, students believed that the knowledge gained would enable them to understand legal issues better and enhance their career prospects in Myanmar, particularly in the legal and government sectors.

5.2 Suggestions

Based on the findings, several recommendations can be made to improve the PGDL program at YUDE, ensuring it continues to meet the needs of its students while enhancing its overall effectiveness.

In this study, one of the main suggestions is to strengthen the programme's reputation. Although the program is already viewed positively by students, its reputation could be enhanced further by increasing collaboration with legal institutions and civil society organizations. Additionally, highlighting the success stories of alumni and showcasing how the program has contributed to their career advancement would help in attracting more prospective students. Promoting the program's academic rigor and its contribution to producing skilled legal professionals could also improve its standing in the education sector.

In terms of financial accessibility, the university could introduce initiatives to ease the financial burden on students. One potential solution is to partner with technology companies to offer devices for students who face financial barriers. Moreover, offering financial aid or scholarships for students from low-income backgrounds would make the program more accessible to a broader range of individuals.

To further enhance the career support provided to students, the university could consider offering more structured career services, including internships, job placements, and networking events with alumni and legal professionals. Providing more career guidance, mentorship opportunities, and practical experience could significantly improve the employability of PGDL graduates. Expanding partnerships with law firms, governmental bodies, and private sector organizations would allow students to gain real-world experience and improve their job prospects.

The flexibility of the program was highly valued, and it should continue to be a significant selling point. However, to further enhance the learning experience, the university could increase its use of interactive learning tools, such as live online sessions, group discussions, and webinars, which could foster greater student engagement. Additionally, ensuring that the learning management system (LMS) is

continuously updated and user-friendly is crucial for maintaining the flexibility and accessibility of the programme.

Regarding educational facilities, although students were generally satisfied with the digital learning platforms, there were some areas that could be improved. The university could enhance its online library by providing more up-to-date legal texts, case law, and other relevant resources for the curriculum. Access to these materials would ensure that students are receiving the most current and accurate information in their studies. Moreover, the university could explore ways to offer more extracurricular activities, such as online seminars, workshops, or study groups, which would help students build a stronger sense of community and engage more deeply with their learning.

Addressing gender disparity within the program is also essential. The university could consider implementing targeted initiatives to encourage female students to enroll, such as offering mentorship programs with successful female legal professionals or creating scholarships specifically for women pursuing a career in law. This would help foster a more inclusive learning environment and address the gender imbalance in the legal profession in Myanmar.

Expanding the alumni network could be beneficial for both current and future students. By creating a strong alumni community, the university could provide more opportunities for networking, mentorship, and job placement. Alumni could play a key role in guiding new students, offering valuable insights into the legal profession, and helping graduates navigate their career paths after completing the program. By addressing these suggestions, YUDE can enhance the PGDL program's reputation, accessibility, and impact on students' careers, ensuring that it remains a valuable educational opportunity for future generations of legal professionals in Myanmar.

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APPENDIX

Master of Development Studies Programme

Survey questionnaires for

“A Study on Students' Decision Making on The CHRD Programme in Yangon University of Distance Education (Case Study: Post Graduate Diploma in Law)”

Please answer the following questions. Your responses will be kept confidential and used only for research purposes. Your open and true answers will be very supported to this thesis. Thank you very much for your kind contribution.

Section A. General Information

1. **Age:**

- Under 25
- 26–34
- 35–44
- 45–54
- 55 and above

2. **Gender:**

- Male
- Female

3. **Marital Status:**

- Single
- Married

4. **Occupation of respondent:**

- Own-Business
- Private-Employee
- Public-Employee
- Student
- Other

5. **Monthly Income (MMK):**

- Less than 300,000
- 300,001 – 600,000
- 600,001 – 800,000
- Above 800,000

6. **Highest Education Level Completed:**

- Bachelor's Degree
- Master's Degree
- Other

7. **Have you previously studied law or a related subject?**

- Yes
- No

8. **Intake Batch (1st, 2nd, etc.)**

_____ Batch

9. **To what extent have you been inspired or motivated to choose this Programme?**

- Personal interest
- Friends/Family
- Social - Media
- University Website

10. **Educational Job Match**

- Yes
- No

Section B. Students' Decision-Making Factors

Please indicate how much you agree or disagree with the following statements by ticking in the appropriate box. The response scale is as follows:

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Programme Reputation		1	2	3	4	5
1	I chose this program because the university is a well-known university.					
2	I believe this programme confers reliable diploma.					
3	I chose this program because the university has skilful and qualified teachers.					
4	I chose this programme because of its relevance to current social and legal issues.					
5	I trust that this programme will improve my professional credibility.					
6	This programme is recognized for producing competent legal professionals.					
7	I chose this program because the university has a clean, beautiful campus with modern facilities.					
8	The programme's collaborations with legal or civil society organizations influenced my decision.					

9	I believe graduates of this programme are respected in the legal or public service fields.					
10	This programme has a good social environment.					
Price (Cost of Education)		1	2	3	4	5
11	I considered the total cost (computer, materials, internet, wifi, etc.) before enrolling in this programme.					
12	I chose this program because it provides reasonable fees for students.					
13	Distance learning made it more financially feasible for me to pursue this programme.					
14	I faced financial challenges regarding internet access, devices, and study materials.					
15	I chose this program because the cost of school projects, term papers, research or thesis is cheaper than at other institutions.					
16	I think the cost of this programme is reasonable compared to its benefits.					
17	I chose this program because the cost of time (length/duration of the program) is reasonable.					
Flexibility		1	2	3	4	5
18	The ability to study while working made this programme appealing to me.					
19	The distance learning format allows me to balance my education with personal or family responsibilities.					
20	Studying at my own pace increases my motivation and commitment to the programme.					

21	I value the option to access course materials at any time.					
22	Flexibility in course delivery (e.g., online modules, self-paced learning) suits my current lifestyle.					
23	The flexible format enhances my learning experience.					
Educational Job Match		1	2	3	4	5
24	This programme is to improve my job prospects.					
25	This programme is educational job match for your current or existing job.					
26	The law courses I studied are directly or indirectly related to the job I want to do.					
27	My current job or career goal requires the knowledge and skills I learned in this programme.					
28	This programme is important in helping me secure my current job.					
29	The subjects in this programme help me meet the qualifications needed for legal or government-related jobs.					
30	I believe this law programme improves my chances of getting a job that matches my education.					
Educational Facilities		1	2	3	4	5
31	The availability of digital learning platforms influenced my decision to join this programme.					
32	I think the facilities is one of the important factor for university.					

33	This programme provides sufficient access to up-to-date legal texts and case law.					
34	The university's learning management system is easy to use and supports my learning needs.					
35	I believe in the programme's ability to deliver high-quality educational facilities in a distance learning format.					
36	The university has sufficient library and facilities.					
37	The university provides better quality of teaching.					
38	The university has extracurricular activities (e.g. court trip, field trip, volunteer work, community service, etc.,).					
Students' Choice Decision		1	2	3	4	5
39	The chance of studying for my further education at public university is high.					
40	I decided to choose this program because I am interested about the subjects of the program.					
41	I feel certain that I will complete my study.					
42	I feel certain that I have chosen the right program.					
43	I would prefer to enroll at public university rather than private university.					
44	I will recommend the program (I chose) to my friend in the future.					
Employment Opportunities		1	2	3	4	5
45	I believe this diploma will help me qualify for positions in the legal field.					
46	This programme is ensure to get better job opportunities.					

47	This programme will support a current or existing job.					
48	This programme provides adequate career support and guidance.					
49	This programme provides personal development.					
50	This programme will give a chance to move to a new working area.					
