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Sustainable Tourism Development in Myanmar

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Win Moe Moe Kyaw²

Abstract

As a beautiful country with a long history, diverse cultural resources and natural wildlife, Myanmar has exceptional advantages to develop tourism industry. In Myanmar, the government is accelerating its economic and democratic reforms. In addition, the explosive development of tourism in Myanmar has earned more and more international interest. Despite its promising potential and financial gains, it faces many problems and challenges as it tries to grow and develop in a way that can be maintained for a long time. Therefore, this study is to provide an overview of tourism development in Myanmar, forecast future trends within the sector, and describe the necessary steps for its development. This study uses descriptive method to examine the collected data and secondary data relevant to sustainable tourism development. Based on the study's findings, it appears that there is a positive trajectory in tourism's recovery post-COVID-19, indicating a potentially improved outlook for tourism in Myanmar. As recommendations for different stakeholders, the government should invest in tourism infrastructure and promote sustainability. In addition, companies need to adapt to changing traveler preferences through technology and responsible practices. Visitors should prioritize safety and cultural respect, while communities should engage in sustainable tourism for equitable benefits and heritage preservation.

Keywords: Tourism Development, Myanmar Tourism Industry, Sustainable Practices, Future Trends

I. Introduction

With its captivating allure, Myanmar has emerged as a new and enchanting tourist destination in Southeast Asia, showcasing key attractions like Yangon, Mandalay, Bagan, and other renowned sites. The country, often hailed as the Golden Land, boasts a wealth of cultural heritage and natural wonders, including unique destinations such as Inle Lake and the Golden Rock Pagoda that enthrall visitors. Additionally, Myanmar is home to a myriad of pagodas, temples, archaeological sites, and distinct biological and plant species, making it a captivating destination for travelers seeking beauty and adventure. Moreover, from the majestic mountains of Kachin to the pristine beauty of the Myeik archipelago, Myanmar offers a diverse range of natural and cultural experiences. The country's abundant sunshine, sea, and sand, known as the 3S, contribute to its appeal as a tourist destination.

Myanmar's tourism industry has the potential to significantly increase job opportunities and drive economic growth. According to Ministry of Hotels and Tourism (MOHT), the substantial contribution of travel and tourism to Myanmar's GDP, which was 6.6% in 2017 and is projected to rise, underscores the sector's importance in creating employment (MOHT,

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2018). Tourism is widely acknowledged as a key driver of the economy in both developed and emerging nations, leading to a prioritization of tourism development (Bal et al., 2016). Factors such as higher household incomes, improved transportation services, longer paid vacations in developed countries, advancements in technology, changes in social structures due to industrialization, shifts in family dynamics, daily technological stresses, and a secure global environment all contribute to the growth of tourism (Bal et al., 2016). Emerging economies are increasingly acknowledging their incredible economic potential and making a notable impact in the vibrant tourism sector (Rasool et al., 2021). The Myanmar government implemented measures to promote tourism by extending visa durations and easing entry requirements in the early 2000s, resulting in increased global interest from tourists looking to explore the country. The combined impact of travel and tourism on Myanmar's GDP amounted to MMK 6,468.9 billion (USD 4,918.2 million), equivalent to 6.6% of GDP in 2017. This figure is expected to grow by 5.4% in 2018, creating 570,000 jobs, accounting for 2.5% of total employment in 2017 (Aung, 2019).

To ensure the sector thrives in the long run and achieves success, it is essential to prioritize sustainable tourism practices that strike a balance between reaping economic benefits and minimizing environmental and community impacts. Recognizing the influence of tourism on economic growth, Myanmar is committed to prioritizing sustainable practices for lasting prosperity. Therefore, this study aims to provide a comprehensive overview of tourism development in Myanmar, predict future trends in the industry, and outline essential steps for promoting sustainable growth in tourism.

II. Literature Review

Tourism development involves establishing and managing a tourism industry in a specific area, while sustainable tourism development focuses on incorporating considerations such as environmental, cultural, and economic sustainability into this process (Telfer & Sharpley, 2015). In the modern world, sustainable development encompasses economic, environmental, and social factors, with tourism playing a pivotal role due to its significant impact in each of these dimensions (Streimikiene et al., 2021). Tourism is widely recognized as one of the most significant economic sectors in major countries across the globe. In 2018, the travel and tourism sector experienced a growth rate of 3.9%, surpassing that of the global economy (3.2%) for the eighth consecutive year, according to the World Travel and Tourism Council (WTTC). Over the past five years, the sector has been responsible for creating one in every five jobs, establishing Travel & Tourism as a valuable partner for governments in generating employment opportunities. Consequently, tourism emerges as one of the world's largest economic sectors, supporting approximately one in ten jobs (319 million) worldwide and contributing 10.4% to global GDP (WTTC, 2018). While the tourism market relies on the well-being of the environment and public health, it also frequently exerts adverse impacts on them. Thus, the environmental aspects of tourism development demand special attention and have been the focus of several significant studies (Streimikiene et al., 2021).

Consequently, sustainable tourism holds great importance at present. Therefore, numerous guidelines have been developed to foster sustainable tourism, with a primary focus

on vital environmental aspects within the tourism industry (UNWTO, 2014). These cover a wide range of important topics, including taking action against climate change, minimizing pollution, harnessing renewable resources, implementing efficient waste management strategies, and so much more (Yang et al., 2023). The quality of life is a crucial focus of sustainable development and holds significant relevance for the tourism sector. This is evident in the provision of services for tourists, as well as the consideration of residents' quality of life in tourist destinations (Hassan, 2000; Jeon et al., 2016). By generalizing these statements, it becomes possible to establish presumptions aimed at maximizing future quality of life and preventing a potential global economic crisis (Kakoudakis et al., 2017). According to Streimikiene et al. (2021), tourism sector provides a platform for individuals to make the most of their leisure time in a purposeful and enriching manner. It means that tourism plays a crucial role in fostering social cohesion, as it encompasses various activities that promote social integration and integrity. Through tourism development, individuals have the opportunity to engage with different cultures, gain knowledge about various locations, traditions, and engage in meaningful cultural exchanges. With a focus on comprehending the significance of sustainable tourism development in Myanmar, the objective of this study is to present a thorough analysis of the tourism sector. Moreover, its aim is to proactively predict emerging trends in the field and present suggestions that foster the advancement of tourism growth.

III. Research Objectives

The objectives of this study are:

- To provide an overview of tourism development in Myanmar
- To forecast future trends within the tourism sector in Myanmar
- To describe the necessary steps for sustainable tourism development in Myanmar

IV. Research Method

The study used descriptive study. Time series analysis is also used for forecasting the number of visitors for the years 2025, 2030, and 2035 in Myanmar. The secondary data were collected from the library, internal sources, published books and data from the Ministry of Hotel and Tourism, various issue of central statistical year books, tourism statistics and previous studies about tourism and other related sources. The scope of the study is based on the tourism trends from 2001 to 2022.

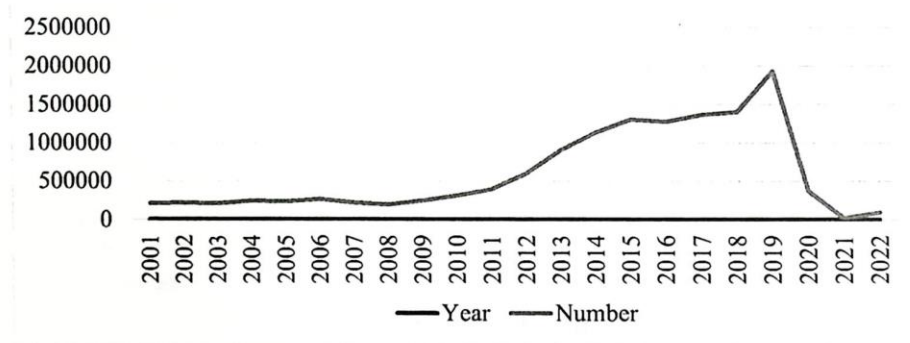
V. An Overview of Tourism Sector Development in Myanmar

The country's tourism development has the power to positively influence various sectors such as agriculture, fishing, manufacturing, construction, and handicraft production. Myanmar's tourism industry also places great importance on protecting the environment, promoting biodiversity restoration, and ensuring sustainable use of natural resources. As tourism continues to grow and more visitors, both local and international, explore Myanmar, it brings about economic, environmental, and social impacts on the country and its people (MCRB, 2015).

(1) Tourism Development in Myanmar

Myanmar experienced a remarkable increase in both tourist arrivals and revenue, which made a significant contribution to the country's economy. However, this surge had diverse impacts on both the environment and society. To provide a comprehensive overview of tourism development in Myanmar, this study highlights the significant strides made in the sector from 2001 to 2022. Figure (1) illustrates the evolution of tourism development in Myanmar between 2001 and 2022.

Figure (1) Tourism Development in Myanmar between 2001 and 2022



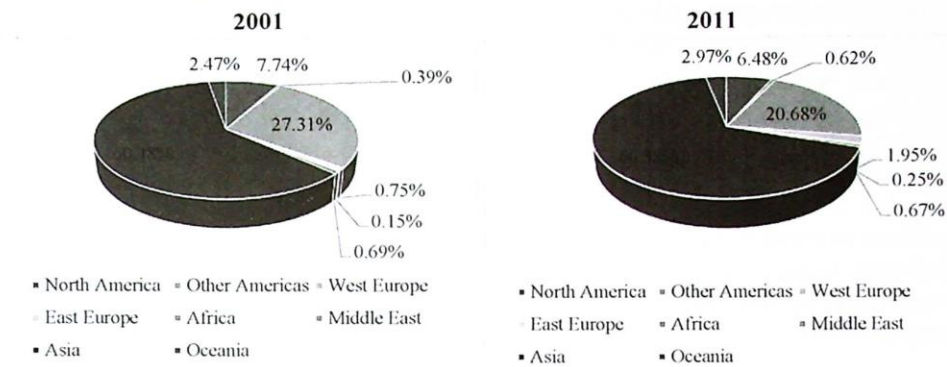
Source: Ministry of Hotels and Tourism (2022)

Myanmar welcomes visitors from around the world to experience its wealth of natural and cultural tourism assets. From the stunning mountains of Kachin to the pristine beaches of the Myeik archipelago, Myanmar's landscapes offer a diverse range of experiences. Myanmar's tourism industry experienced a steady increase in international arrivals from various nationalities. Visitors of different nationalities witnessed a steady increase from 2001 to 2016. In 2001, there were 204,862 visitors, which grew to 263,514 in 2006, and further to 391,176 by 2011. In 2016, there was a remarkable surge in the number of visitors, with tourist arrivals peaking at an impressive 1,272,596. However, in 2022, the number of tourists drastically declined to 92,025 due to the global outbreak of COVID-19. As a result, the number of visitors dropped significantly, causing a substantial decline in tourism activity.

(2) Visitors Arrivals by Nationality

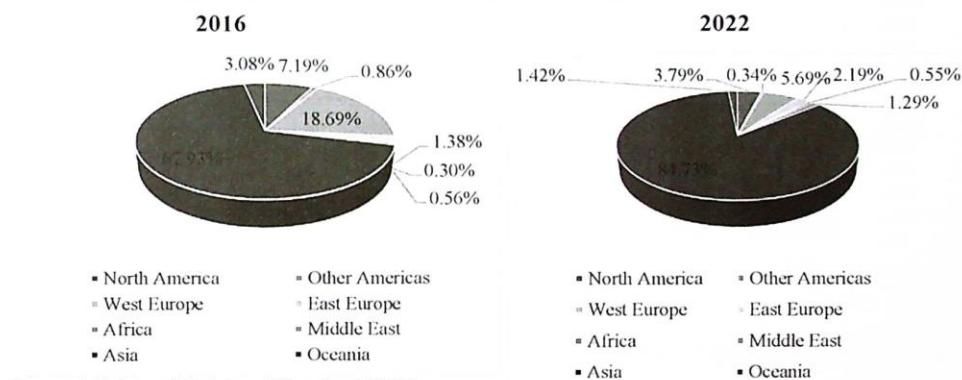
Myanmar had a lot of people from various countries, which greatly contributed to the success of its tourism industry. The country is attractive to tourists because it has a beautiful environment and a rich culture. These factors attracted a considerable number of tourists from Western nations as well. The Figures illustrate the number of visitors categorized by their nationalities in the years 2001 and 2011 (Figure 2a), as well as in 2016 and 2022 (Figure 2b).

Figure (2a) Visitor Arrivals by Nationality in 2001 and 2011



Source: Ministry of Hotels and Tourism (2012)

Figure (2b) Visitor Arrivals by Nationality in 2016 and 2022



Source: Ministry of Hotels and Tourism (2023)

The data presented in the Figures depicts the distribution of visitor arrivals by nationality in 2001, 2011, 2016, and 2022. In 2001, the majority of visitors came from Asia, accounting for 60.48% of the total, followed by West Europe with 27.31%, and North America with 7.74%. Oceania, East Europe, Africa, the Middle East, and Other Americas represented smaller proportions. By 2011, there were noticeable changes in the distribution of visitor arrivals, with Asia maintaining its dominant position at 66.38%. West Europe and North America experienced declines, while East Europe and Other Americas observed slight increases. The data suggests an increase in the proportion of visitors from Asia and relative declines in visitor arrivals from North America and West Europe.

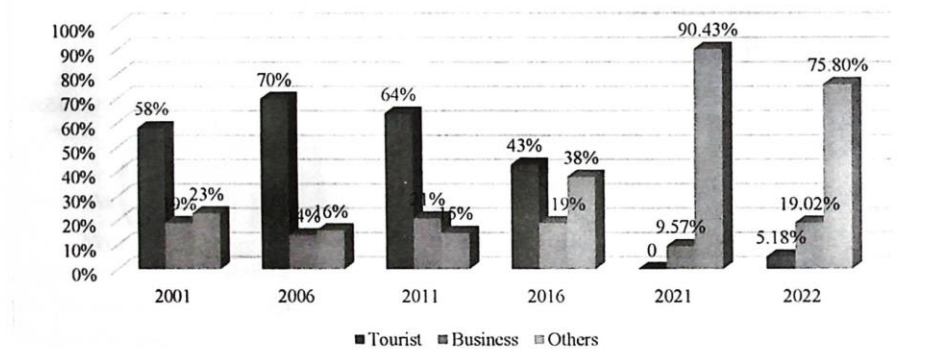
In 2016, the majority of visitors continued to come from Asia, accounting for 67.93% of the total. West Europe and North America followed with smaller percentages, while other regions represented relatively smaller proportions. By 2022, there were significant shifts in the distribution of visitor arrivals as Asia continued to dominate, accounting for 84.73%.

Substantial decreases were observed in Western Europe and North America, while East Europe and the Middle East witnessed notable increases. Overall, the data indicates a significant rise in the proportion of visitors from Asia in recent years, along with potential changes in travel patterns and emerging interest in other regions.

(3) Type of Visa in Myanmar

For the country's tourism industry, type of visa (tourist, business and other) is considered as a tool to measure the situation of tourism industry. The COVID-19 pandemic significantly impacted tourism sector in Myanmar. The number of visitors with different type of visa such as for visit, business and others has seen a sharp decline, according to arecent survey of MOHT (2021). In Figure (3), the types of visas in Myanmar are described.

Figure (3) Type of Visa in Myanmar



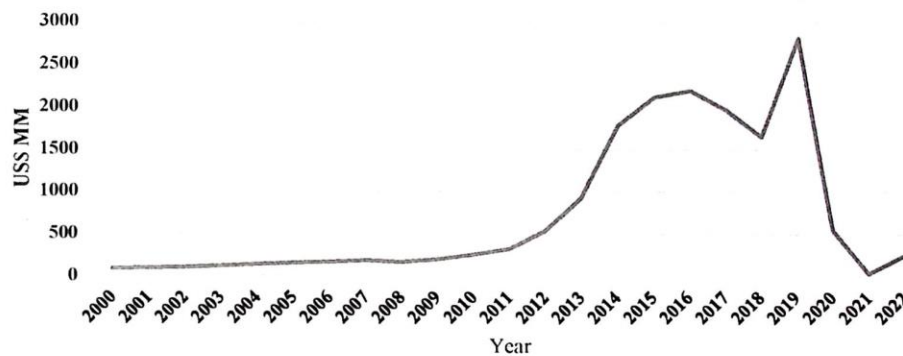
Source: Ministry of Hotels and Tourism (2022)

The data from 2001 to 2021 reveals a significant shift in the composition of visitors to the area, reflecting changing trends in the purpose of visits. In 2001, tourists constituted the majority at 58%, followed by business travelers at 19%, and other reasons at 23%. By 2006, the proportion of tourists had risen to 70%, while business travelers decreased to 14%, and others remained at 16%. However, in 2011, the trend started to shift again, with tourists at 64%, business travelers at 21%, and others at 15%. The most noticeable change occurred in 2016, where the share of tourists dropped to 43%, business travel remained at 19%, but the category of 'others' increased substantially to 38%. By 2021, tourists accounted for 0%, a striking contrast to previous years, with business travel at 10%, and a significant 90% of visitors falling into the 'others' category. This data highlights the dynamic nature of the region's visitor profile, with the decline of tourism and the rise of other visitation purposes in recent years, which could have implications for local businesses and tourism strategies.

(4) Revenue received from Tourism Sector

International tourism receipts refer to the money spent by international tourists when visiting a foreign country. This includes expenses such as payments for transportation on national carriers and any upfront payments made for goods or services in the destination country. They may also include receipts from same-day visitors, unless they are significant enough to warrant separate classification. The figures are in current US dollars. Revenue received from tourism sector is in a slowly upward trend as shown in Figure (4) because of stagnant number of tourists.

Figure (4) Revenue received from Tourism Sector



Source: Ministry of Hotels and Tourism (2022)

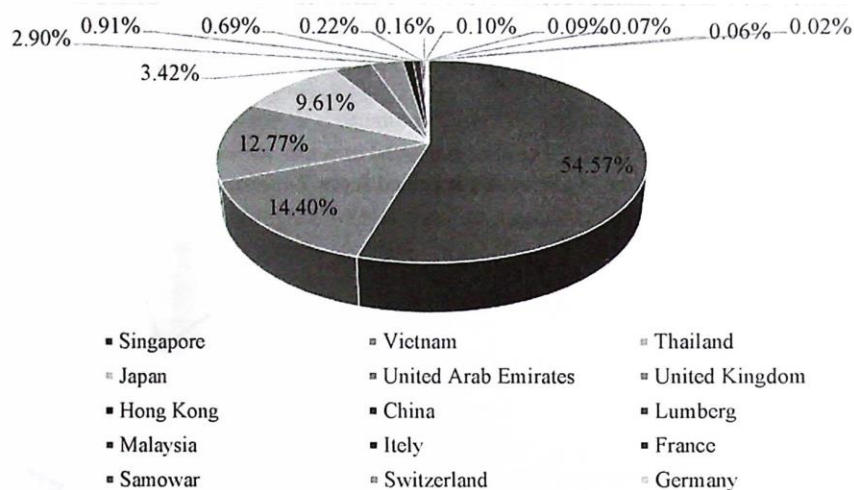
Myanmar's tourism industry experienced significant fluctuations in recent years. In 2019, tourism revenue reached a peak of 2,501 million USD, marking a remarkable 49.76% increase from the previous year. However, this surge followed a period of decline, with 2018 experiencing a 16% drop from 2017, when revenue was 1,670 million USD. The decline continued in 2017, with a 13.15% decrease from 2016, which had seen a 4.09% increase from 2015. The year 2019 stood out as the most prosperous in terms of tourism revenue, hitting 2,819 million USD in December. This industry's volatility was further highlighted in December 2021, where revenue plummeted to a mere 30 million USD. Notably, as of December 2022, Myanmar's tourism revenue showed signs of recovery, reaching 249 million USD, marking a substantial increase from the previous year's 30 million USD. These statistics reveal the industry's resilience and the potential for future growth, alongside the challenges it has faced over this period.

(5) Foreign Direct Investment in Myanmar by Countries

Myanmar is an enchanting place in Asia, situated among India, Bangladesh, Thailand, Laos, and China. It presents an unspoiled and captivating experience for travelers, with beautiful beaches, fascinating culture, and stunning natural scenery. The friendly people of the country make it even more appealing. Myanmar has vast potential, especially considering the

flourishing travel industries in nearby countries. Since becoming accessible to tourists, the nation has seen a remarkable increase in visitors and foreign investments. Figure (5) shows foreign direct investment in Myanmar by countries.

Figure (5) Foreign Direct Investment in Myanmar by Countries



Source: DICA (2022)

The distribution of Foreign Direct Investment (FDI) in Myanmar by various countries reflects a combination of strategic, economic, and geopolitical factors. As seen from the provided data, Singapore has the highest FDI percentage at 54.57%, which may be attributed to its proximity to Myanmar, strong economic ties, and a history of business collaboration. Vietnam, Thailand, and Japan also show significant investments due to their efforts to diversify their investment portfolios. The United Arab Emirates, with 3.42%, likely sees Myanmar as a promising market for its industries such as energy and infrastructure. The United Kingdom and Hong Kong may be investing in Myanmar to leverage its growing consumer base and untapped resources. China's presence at 0.69% reflects its interest in Myanmar's strategic location. Other countries like Malaysia, Italy, France, and Switzerland are likely attracted to Myanmar's potential for growth and the government's efforts to liberalize its economy. Overall, these countries are investing in Myanmar to capitalize on its emerging market opportunities, natural resources, and potential for economic development.

VI. Future Trends within the Tourism Sector

In order to identify future trends within Myanmar's tourism sector, this study also examines the impact of travel and tourism on the country's GDP and employment. By analyzing the contributions of the industry to the economy in terms of revenue generation and job creation, it can gain valuable insights into the sector's growth potential and its significance as a driver of economic development. This analysis will help stakeholders and policymakers

understand the importance of tourism in Myanmar and guide strategic decision-making to harness the sector's full potential for sustainable growth and prosperity.

(1) Travel and Tourism's Contribution to GDP and Employment

The Table (1) presents a comparative analysis of the impact of travel and tourism on GDP and employment for the years 2019, 2022, and 2033, highlighting the global perspective alongside the specific case of Myanmar.

Table (1) Economic Indicators

Year	Total GDP Contribution		Total Travel & Tourism Jobs	
	Global	Myanmar	Global	Myanmar
2019	10.4% (US\$ 10.0 TN)	6.5% (US\$ 5.1 BN)	10.3% 334 MN	7.5 % 1.30MN
2022	7.6% (US\$ 7.7 TN)	2.1% (US\$ 1.4 BN)	9.0% 295 MN	4.6 % 0.95 MN
2033	11.6% (US\$ 15.5 TN)	5.7% (US\$ 8.4 BN)	11.8% 430 MN	6.4 % 1.61 MN

Sources: WTTC (2023)

Table (1) presents information about the global and Myanmar travel and tourism sectors' economic indicators for the years 2019, 2022, and 2033. In 2019, the travel and tourism sector made up 10.4% of the global GDP, which was roughly US\$10.0 trillion. However, by 2022, this contribution decreased to 7.6% of the global GDP, equivalent to around US\$7.7 trillion. Looking ahead to 2033, it is projected that the contribution will rise to 11.6% of the global GDP, totaling approximately US\$15.5 trillion. In 2019, Myanmar's the travel and tourism sector accounted for 6.5% of the country's GDP, with an estimated value of US\$5.1 billion. Unfortunately, by 2022, this contribution decreased to 2.1% of Myanmar's GDP, which was around US\$1.4 billion. On a positive note, by 2033, the sector's contribution is expected to increase to 5.7% of Myanmar's GDP, amounting to approximately US\$8.4 billion.

When considering employment opportunities, the global travel and tourism sector employed about 334 million people worldwide in 2019. However, by 2022, the number of jobs decreased to around 295 million. Nevertheless, there is hope for the future as it is projected that by 2033, the number of jobs will increase to approximately 430 million. In Myanmar, the travel and tourism sector provided employment to about 1.30 million people in 2019. Unfortunately, by 2022, the number of jobs decreased to around 0.95 million. However, there is optimism for the future as it is projected that by 2033, the number of jobs will increase to approximately 1.61 million. Overall, these figures suggest that the global travel & tourism sector has a larger share of GDP contribution and employment compared to Myanmar, and it also experienced both more substantial losses and gains in response to the challenges posed by the COVID-19 pandemic and recovery efforts.

(2) Myanmar Rankings

The study provides an overview of Myanmar's rankings in three key aspects related to the travel and tourism sector. These aspects include the contribution of travel and tourism to Myanmar's GDP, the employment opportunities created by the sector, and the level of investment in Myanmar's travel and tourism industry. The study highlights both the absolute contribution and the percentage share of Myanmar in each of these areas. Table (2) displays the rankings for Myanmar.

Table (2) Myanmar Rankings

Absolute Contribution			% Share		
	Ranking	2022		Ranking	2022
Travel & Tourism's Total Contribution to GDP	125	1.4 (US\$ BN)	Travel & Tourism's Total Contribution to GDP	181	2.1 %
Travel & Tourism's Total Contribution to Employment	39	951.8 (,000 Jobs)	Travel & Tourism's Total Contribution to Employment	156	4.6 %
Travel& Tourism Investment	145	0.09 (US\$ BN)	Travel& Tourism Investment	182	0.5 %

Sources: WTTC (2023)

In 2022, the travel and tourism sector in Myanmar had a significant impact on the country based on its absolute contribution. Myanmar was ranked 125 among other countries in terms of its contribution. The total contribution of travel and tourism to Myanmar's GDP was noteworthy, indicating its importance to the economy. Furthermore, the sector played a crucial role in providing employment opportunities, with a ranking of 39. Additionally, there was substantial investment in the travel and tourism industry in Myanmar, with a ranking of 145. These numbers highlight the sector's significance in terms of both economic growth and job creation in Myanmar.

In terms of the percentage share of ravel & tourism's total contribution to GDP, Myanmar's ranking stands at 181. When it comes to the sector's overall contribution to employment, it accounts for a ranking of 156 in Myanmar. Additionally, the ranking for Travel & Tourism investment in Myanmar is 182. These rankings provide insights into the relative importance and impact of the Travel & Tourism industry on Myanmar's economy and job market.

(3) Forecast Future Trends within Tourism Sector

In order to predict the number of visitors for the years 2025, 2030, and 2035 in Myanmar, the study employed a technique called time series analysis. This technique involves predicting future events by examining past trends, assuming that historical patterns will continue into the future (Brockwell & Davis, 2002). By using time series forecasting, the study aimed to gain insights into the expected number of visitors to Myanmar's tourism industry in the coming years. Moreover, the use of time series forecasting allows for a detailed

examination of the potential developments and changes that can be anticipated in the tourism sector of Myanmar. Table (3) displays the projected number of visitors for the years 2025, 2030, and 2035.

Table (3) The Projected Number of Visitors

Year	t	Visitor Forecast ($Y_t=a+bt$)
2025	25	1,151,216
2030	30	1,357,091
2035	35	1,562,966

Source: Ministry of Hotels and Tourism (2023)

Based on the analysis, a significant increase in visitors is anticipated by 2025, with an estimated 1,151,216 people expected to visit. Looking ahead to 2030, this number is projected to rise to an impressive 1,357,091 visitors. Fast forwarding to 2035, an even greater surge in popularity is foreseen, with an estimated 1,562,965 visitors. These forecasts indicate a positive trend, suggesting that the destination will continue to attract a growing number of visitors over time.

VII. Policies of Sustainable Tourism Development in Myanmar

Countries can reshape tourism growth to ensure fair distribution of benefits, tackle inequalities, and enhance economic resilience by adopting coherent and comprehensive approaches to tourism policy making (OECD, 2017). To achieve sustainable and inclusive tourism growth, it is imperative to prioritize long-term strategies and policies that focus on quality employment, job creation, skills development, entrepreneurship, innovation, effective investment, and integrated regional development. Moreover, it is crucial to consider both the current and future economic, social, and environmental impacts, while effectively addressing the needs of visitors, the industry, the environment, and host communities.

(1) Policies of the Ministry of Hotels and Tourism

For sustainable tourism, the Ministry of Hotels and Tourism in Myanmar has created six guidelines. These guidelines have specific goals, which can be outlined as follows. Firstly, their aim is to boost tourism as a major contributor to the country's economy. Secondly, they seek to protect and conserve the natural environment, cultural heritage, and local traditions, thereby ensuring long-term growth in tourism. Thirdly, the guidelines strive to promote socio-economic progress for both the local community and private businesses through tourism projects. Fourthly, they emphasize the importance of abiding by regional and international agreements that are advantageous to the country's interests. Additionally, the guidelines aim to support the peace process by encouraging development in the tourism industry. Lastly, they aim to support sustainable and inclusive tourism practices.

(2) Seven Crosscutting Themes

Promoting responsible and holistic tourism practices is important for sustainable tourism development. One way to achieve this is by including crosscutting themes in strategies and projects for sustainable tourism. To ensure sustainable tourism, key themes including integrated destination planning, gender equality, private sector development, environmental sustainability, partnerships, universal access, and community participation must be prioritized (Asian Development Bank, 2005). These themes are important because they help foster sustainable tourism by promoting responsible and holistic practices, benefiting destinations, communities, and the environment in the long term.

Integrated destination planning plays a crucial role in aligning tourism with sustainable development goals, while simultaneously balancing economic growth and sustainability. To achieve this, effective stakeholder coordination, consideration of local objectives, and the provision of incentives for sustainable practices are essential. Moreover, gender equality holds a high priority in the tourism industry. It involves ensuring equal access to resources, opportunities, education, and decision-making for all individuals. This approach strives to create a more equitable and inclusive tourism sector. In addition, the development of the private sector is of utmost importance. This entails promoting investment, providing policy predictability, and fostering fair competition for both domestic and international investors. By doing so, the tourism industry can thrive and contribute to overall economic growth. Environmental sustainability is a key factor that must be integrated into destination planning and management. This involves implementing safeguards, strategies for climate change mitigation, and effective disaster risk management. Such measures are crucial to preserve natural resources and minimize the industry's ecological footprint. Partnerships also play a pivotal role in driving tourism development. By fostering collaborations between various stakeholders, these partnerships enhance marketing efforts, improve the visitor experience, and encourage the adoption of sustainable practices throughout the industry. Furthermore, universal access is vital to ensure inclusion for people with disabilities and older travelers in tourism. By removing physical and societal barriers, the industry can provide equal opportunities for all individuals to engage in travel and tourism activities. Lastly, community participation is essential in destination planning and management. By actively involving local communities, their needs, culture, and aspirations can be reflected in tourism development. This approach creates meaningful experiences for visitors and empowers local communities to actively participate in and benefit from the tourism industry.

(3) Reasons for Sustainable Tourism Development

According to Twining-Ward et al (2017), there are various reasons for pursuing sustainable tourism development. These include promoting economic growth, efficient resource usage, environmental conservation, cultural preservation, social inclusivity, job creation, poverty alleviation, and fostering peace and security through mutual understanding. **Sustainable Economic Growth:** Sustainable tourism development can contribute to sustainable economic growth in various ways. By attracting tourists and generating revenue, tourism stimulates GDP growth and increases international investment in the country.

Additionally, the development of tourism infrastructure, such as hotels and transportation network, drives overall infrastructure development, benefiting the local economy and communities. Sustainable tourism also has the potential to support low-income economies by providing opportunities for local businesses and entrepreneurs to thrive.

Resource Efficiency, Environmental Protection, and Climate: Sustainable tourism practices promote resource efficiency, environmental protection, and climate awareness. By promoting conservation of natural resources and ecosystems, sustainable tourism helps to preserve the environment for future generations. It also raises awareness about climate change and its impact on vulnerable ecosystems and communities. Furthermore, sustainable tourism can propel the concept of the blue economy, promoting sustainable use of ocean resources and marine conservation efforts.

Cultural Values, Diversity, and Heritage: Sustainable tourism development plays a crucial role in protecting cultural values, diversity, and heritage. By preserving and promoting cultural sites and heritage landmarks, sustainable tourism helps to safeguard important aspects of a country's identity and history. It also ensures the sustainability of intangible cultural heritage such as traditional crafts, rituals, and languages, contributing to the diversity and richness of a destination's cultural landscape.

Social Inclusiveness, Employment, and Poverty Reduction: One of the key benefits of sustainable tourism development is its promotion of social inclusiveness, employment opportunities, and poverty reduction. Sustainable tourism promotes inclusive growth by ensuring that the benefits of tourism are shared among various sectors of society, including marginalized communities. It strengthens rural communities by providing alternative sources of income through tourism-related activities and revitalizes urban areas by attracting visitors and investment. Additionally, sustainable tourism creates jobs efficiently and improves access to income through the utilization of travel technology and online platforms.

Mutual Understanding, Peace, and Security: Sustainable tourism development also plays a crucial role in fostering mutual understanding, peace, and security. By promoting intercultural exchange and dialogue, sustainable tourism cultivates a greater appreciation and respect for diverse cultures and traditions. In regions affected by conflict, tourism can aid in post-conflict recovery by creating opportunities for economic development and social reconciliation. By promoting peaceful interactions between tourists and local communities, sustainable tourism contributes to building trust and cooperation, ultimately enhancing mutual understanding and fostering a sense of security and stability.

(4) Principles for Sustainable Tourism

Many groups have made guidelines or rules for sustainable tourism and ecotourism because ecotourism is “a sustainable version of tourism in natural areas” (Kiper, 2013). In addition to following the rules of sustainable tourism, ecotourism has its own specific rules. First, it helps to protect natural and cultural heritage. Second, it involves local communities in planning and doing activities, so they can participate and benefit from it. Third, it gives visitors detailed and interesting information about the natural and cultural resources. Lastly, it mainly focuses on individual visitors, but also welcomes small groups (Bansal & Kumar, 2013). Xinbo (2017) suggests that sustainable tourism effectively demonstrates the interconnectedness of ecotourism and sustainable development across various dimensions.

Adhering to sustainable resource management, waste reduction, and biodiversity conservation, the tourism industry can establish a strong foundation for future growth while avoiding lasting environmental damage. Integrating tourism into planning structures, supporting local economies, engaging local communities, and consulting with stakeholders and the public are crucial to ensuring that tourism projects are sustainable and beneficial for all involved (Dangi & Jamal, 2016).

Through staff training in sustainable practices, responsible tourism marketing, and research initiatives, the industry can enhance the quality of tourism offerings, improve customer satisfaction, and protect the natural, social, and cultural environments of destinations. In incorporating tourism effectively into planning frameworks, supporting local economies, involving local communities, and engaging with stakeholders and the public, the industry can progress towards sustainable tourism (Kiper, 2013). Responsible marketing strategies that offer detailed information to tourists enhance their understanding and respect for destination environments. Undertaking research and monitoring efforts is essential in addressing challenges and delivering benefits to destinations, the industry, and tourists, ultimately securing the long-term sustainability and success of sustainable tourism initiatives (Dolnicar & Leisch, 2008).

In terms of upholding the principles and guidelines for sustainable tourism, the industry can contribute significantly to environmental preservation, community support, and the lasting sustainability of tourism practices. The conservation and sustainable utilization of resources, whether natural, social, or cultural, is foundational to sustainable tourism and offers long-term economic benefits. Reducing overconsumption and waste is critical in avoiding the costs associated with long-term environmental damage, and maintaining biodiversity is essential for the continued sustainability of tourism.

VIII. Recommendations

To improve the social and environmental impact of the tourism sector in Myanmar, several recommendations have been proposed for key stakeholders in the industry, including the government, companies, investors, and visitors, aiming to enhance the social and environmental influence of the tourism sector in Myanmar.

For the government of Myanmar, it is recommended to strengthen the regulatory and policy framework related to social and environmental issues, adopt better regulations for the tourism sector, build the capacity of regulatory authorities, raise awareness of relevant frameworks, increase transparency, adopt a zonal planning framework for tourist destinations, encourage community participation in development, and strengthen processes for legal and non-legal remedies.

For companies in the tourism sector, it is recommended to support the principles of the Tourism Master Plan. Firstly, they should adopt international standards for social, environmental, and human rights. Secondly, it is essential to practice thorough human rights due diligence and prioritize the rights of vulnerable groups. Additionally, ensuring community participation is crucial. Moreover, establishing effective mechanisms to address complaints and grievances is necessary. Furthermore, taking collective action on environmental and social concerns is vital. Lastly, strengthening the governance of industry organizations, such as the Myanmar Tourism Federation, is recommended.

To ensure adherence to international standards and effectively manage risks, institutional investors operating within Myanmar's tourism sector are recommended to undertake thorough due diligence on their portfolio companies. It is further advised that these investors actively engage with their investee companies to foster compliance with international standards, while also encouraging transparent reporting on risk management practices and their associated impacts. Lastly, tourists are encouraged to respect local culture, traditions, and rights, support responsible tourism development, and be mindful of the environmental and social impact of their travel choices.

Overall, implementing these recommendations will help to foster sustainable and responsible tourism practices in Myanmar, benefiting both the local communities and the environment. It is essential for all stakeholders to work together towards a shared goal of promoting ethical and sustainable tourism in the country.

IX. Conclusion

In conclusion, Myanmar's tourism industry holds great potential for sustainable development, given the country's rich cultural heritage, natural resources, and recent economic and democratic reforms. While the sector has already shown significant growth and generated substantial revenue, there are challenges that must be addressed to ensure long-term sustainability. Through the implementation of the recommendations outlined in this study, such as investing in infrastructure, promoting sustainability, adopting responsible practices, and prioritizing safety and cultural respect, stakeholders in Myanmar's tourism sector can work together to foster ethical and sustainable tourism practices. By doing so, not only will the local community's benefit, but the environment will also be preserved for future generations. It is crucial for all involved parties to collaborate towards the common goal of promoting sustainable tourism in Myanmar for the overall well-being of the country.

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Hedonic Pricing Model for Apartment Market in Yangon City

Zin Zin Shwe¹

Abstract

This study employs the hedonic pricing model to analyze the determinants of apartment prices in Yangon City, Myanmar. Investigating five townships, the research identifies key variables influencing housing prices, including locational attributes, structural features, and neighborhood characteristics. Through a comprehensive analysis of 150 sample units, the study evaluates the impact of these variables on apartment prices. The findings offer insights for housing producers, consumers, local authorities, and city planners. Recommendations include targeted incentives for sustainable development and strategic infrastructure investments in high-demand areas. Future researchers are encouraged to explore variable selection and innovative measurement methods for a more nuanced understanding of housing market dynamics.

I. Introduction

Yangon City has significant potential to emerge as a flourishing ideal city among ASEAN cities. Yangon experienced a swift expansion of urban built-up land from 1990 to 2000. This growth decelerated from 2000 to 2010 but regained momentum from 2010 to 2020. In both the periods of 1990–2000 and 2010–2020, the majority of the newly added urban built-up land seems to have been converted from farmland and green areas. Having a metropolitan population of 7.4 million (with 5.2 million in the urban population) as per the 2014 census, Yangon stands as Myanmar's most extensive city and serves as the economic and transportation hub for the nation. The Ministry of Construction is actively engaged in public rental housing initiatives in densely populated cities like Yangon, Mandalay, and Nay Pyi Taw. These projects aim to enhance the socio-economic conditions of the residents and create employment opportunities within the construction sector.

Housing constitutes a crucial element of household wealth on a global scale, with investments in housing consistently representing a significant aspect of individuals' lives. The housing market plays a pivotal role in the urban economy, and evaluating the significance of goods in society is often done through their prices. Consumer preferences are primarily elucidated by prices in this context. Properties that encompass a greater number of characteristics desired by buyers tend to command higher prices, while those with fewer features generally have lower prices (Robinson, 1979; Sheppard, 1999). House price prediction, or residential property valuation, is indeed a challenging task due to the multifaceted nature of real estate valuations. Unlike other commodities, the value of residential properties is not solely determined by their physical characteristics but also by factors such as location, neighborhood quality, and the subjective perceptions of potential buyers. The complexity deepens when considering that the market price of a house is driven by the willingness of buyers to pay. This introduces a subjective element that varies from person to person based on individual preferences, financial capacity, and market conditions. As a result, determining an objective

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and accurate price for a residential property becomes intricate due to the subjective nature of value and the interplay of various factors.

In addressing this complexity, predictive models and valuation techniques often incorporate a wide range of variables, including both physical attributes and locational factors, to provide more accurate estimations of house prices. Machine learning algorithms, hedonic pricing models, and statistical analyses are some of the tools employed to navigate the intricate landscape of residential property valuation. A notable feature of the real estate market is its inherent heterogeneity, making direct comparisons between its units challenging or sometimes impractical. This complexity suggests the adoption of models for price calculation. Property valuation employs various methods, with the comparative method, rooted in regression analysis, emerging as a preferred option due to its ability to provide precise and objective assessments (Appraisal Institute, 200; Pagourtzi et al., 2003).

This study concentrated on the urban housing market of Yangon. The research employed the hedonic pricing model. In Yangon, the prevailing housing type is apartment, where households cohabitate within a single building, each owning individual housing units. This arrangement facilitates the sharing of public green spaces and communal facilities. Notably, in recent housing transactions are relatively slowed down, the property prices are not expected to fall from their current levels as the dollar prices goes up contributing to a relatively stable transacted price during that period. This study selects the sample apartment units from Panpedan, Kyauktada, Sanchanung, Kamayut and Thingangyun townships which are to be transacted during 2023 and January 2024, as the cross-section data.

The primary objective of this study is to introduce hedonic pricing models tailored for the housing market in five townships within Yangon City. Such pricing models find applications in various areas, including tax valuations, aimed at calculating property taxes, sales taxes, and capital gain taxes. To construct these models, it is imperative to delineate the market area under investigation, specify the variables to be incorporated in the model, acquire a reliable and substantial data sample, and subject the data to rigorous statistical analyses (Appraisal Institute, 2001). It is noteworthy that, as of now, more or less populated townships have not widely adopted regression-based models for property valuation, potentially due to the perceived complexity of equation building. It is crucial to demonstrate that the development of straightforward price models is feasible without requiring an extensive staff or incurring high costs for data collection and analysis.

This study aims to answer the following research questions:

1. What are the characteristics of the apartment units that commonly influence housing prices in Yangon?
2. How do these characteristics impact on the apartment price in Yangon?
3. Which characteristic is most significant for the apartment price in Yangon?

II. Theory and Literature Review

2.1 The Theoretical Background

The application of hedonic pricing theory in the housing market can be traced back to Alonso's theoretical framework, which serves as a fundamental cornerstone in modern housing theory. Lancaster introduced a new perspective in product research, and Rosen further

integrated Lancaster's approach to explore the hedonic model from both the consumer's and producer's perspectives. According to basic consumer theory, consumers aim to maximize the utility of goods, while sellers strive for profit maximization. The market price of goods is established when consumers' willingness to pay (WTP) aligns with the producer's willingness to accept (WTA), leading to market equilibrium.

Rosen's (1974) theory integrated Lancaster's approach with utility and competition theory, specifically applying it to heterogeneous product markets such as housing. The theory posits that housing prices are determined by a combination of numerous attributes associated with housing units. In this market, consumers aim to maximize the utility of the product, while producers seek profit maximization. Equilibrium in the market occurs when the price derived from consumers' willingness to pay (WTP) aligns with the producer's willingness to accept (WTA).

Rosen introduced the concept that housing prices represent the sum of prices for individual housing attributes. Each housing characteristic possesses its implicit price. Rosen measured the quantity of the n th characteristic in each good, where Z_n is represented by a real-valued vector $Z = (Z_1, Z_2, \dots, Z_n)$. Notably, a price function $P(Z) = P(Z_1, Z_2, \dots, Z_n)$ is defined at each point on the plane. This price guides both consumers and producers in making location choices concerning packages of characteristics bought and sold.

In Rosen's (1974) development of the hedonic function, a key summary is that consumers strive for utility maximization, producers aim for profit maximization, and the housing price is determined as the sum of each characteristic parameter multiplied by their respective implicit prices. This approach reflects the interplay between consumer preferences and producer considerations in shaping housing prices based on the diverse attributes of the housing units.

In essence, the hedonic pricing model posits that a commodity can be viewed as a combination of individual components or attributes, and the price of the marketed good is derived from the value of these associated characteristics or services it offers. While the value of these characteristics may not be directly observable, they significantly contribute to the market price of the commodity. In the context of the housing market, the price of a house is determined by factors such as locational attributes, structural characteristics, and neighborhood attributes. These elements collectively shape the perceived value and, consequently, the market price of the property.

2.2 Literature Review

Housing remains a perennial topic of concern for people worldwide. Numerous studies investigate the housing market using the hedonic pricing model, spanning across both developing and developed countries. This model offers a valuable framework for understanding the intricate dynamics of housing markets and has been widely employed to analyze various factors influencing property prices in diverse economic and geographic contexts.

Hai-zhen Wen et al. (2005) conducted an analysis of housing prices in Hangzhou, categorizing housing characteristics into structure, neighborhood, and location using the

hedonic pricing model. The study utilized 18 independent variables, adopting a linear functional form for the hedonic price model. This emphasizes the significance of structural features and underscores the applicability and effectiveness of the hedonic model in the Chinese residential housing market.

Lin (2005), focusing on household preferences, identified 17 key variables in the housing market of Stellenbosch, South Africa. These variables comprised three continuous factors: housing price, size of plot, and overall size of the building; three discrete factors: number of bedrooms, number of bathrooms, and garages; and 11 dummy variables. Among the dummy variables, nine were associated with housing locations, while the remaining two variables identified the availability of a swimming pool and an alarm system. This comprehensive set of variables aimed to capture diverse aspects of housing preferences and characteristics in the Stellenbosch housing market. The regression results revealed that several factors significantly contribute to residential housing prices in Stellenbosch. Specifically, the size of the building, the number of bedrooms, the number of bathrooms, the amount of garage spaces, the availability of a swimming pool, and the availability of an alarm system were identified as significant determinants with positive impacts on housing prices. Moreover, six locational dummy variables exhibited significance, but with a negative impact on residential house prices. This suggests that houses located in these areas have lower prices compared to those situated in the center of town. The study also highlighted the positive and significant relationship between the availability of a swimming pool or an alarm system and residential housing prices in Stellenbosch. This implies that the presence of these amenities contributes positively to the overall value of residential properties in the area.

In Andres Jauregui's essay (2006), the focus was on seven major metropolitan statistical areas (MSAs) in Ohio: Akron, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown. The study employed the hedonic pricing model and selected 36 characteristics related to housing prices as independent variables. The findings indicated that several factors positively influenced house prices, including an increasing number of rooms, larger house and lot sizes, and a greater number of full and half bathrooms. Additionally, houses equipped with garages and pools tended to have higher selling prices. However, housing age had a negative impact on house prices. The distance from the closest hazard variable was found to have a positive and significant impact in all areas, while the square of this distance had a negative effect. This suggests that housing prices increase at a decreasing rate as the distance to the source of environmental risk decreases. Residents, in this context, showed a preference for better environmental quality around condominiums. Furthermore, the study noted that the total emissions in the air from all industries were significant in only three areas, demonstrating inconsistency across the various regions under examination.

Monika Bazyl (2009) conducted a study measuring the impact of specific location characteristics on housing prices in the Warsaw housing market using the hedonic pricing model. The study included a total of 2300 observations. The results, based on the estimation from the hedonic pricing model, revealed that green areas positively influenced flat prices when located within a one-kilometer distance. Similarly, new metro stations within a one-kilometer distance were associated with increased flat prices. On the other hand, industrial areas within one kilometer decreased flat prices. This highlights that flat prices are influenced by their

characteristics, as assumed in the hedonic pricing model, and are not significantly impacted by neighboring flats. However, these effects are expressed as 'implicit prices' and do not explicitly consider the influence of neighboring flat prices.

In a related study, Chihiro Shimizu et al. (2010) applied various variations of the Hedonic Model. Their observation data comprised 211,179 samples collected between January 1986 and September 2006. The results indicated that the signs of each coefficient were consistent, and the findings were similar to previous studies, reaffirming the reliability and consistency of the Hedonic Model in assessing housing prices. Among the property characteristics specific to condominiums, certain variables such as FS (floor space), BS (balcony space), and NU (number of room units) exhibit positive values, indicating a positive influence on housing prices. Consumers show a strong preference for larger floor space in the entire condominium, as evidenced by the increase in unit price with increasing floor space. This trend is similarly observed for balcony space (BS) and the number of room units (NU). Conversely, variables like Age (age of the building), TS (time to nearest station), and TT (travel time to CBD) have negative values, suggesting a negative impact on housing prices. With an increase in the age of the building, there is a perceived deterioration in housing quality compared to newer condominiums with improved facilities. Additionally, as the time to the nearest station (TS) and travel time to the central business district (TT) increase, convenience decreases due to the greater distance from populated and flourishing areas, resulting in a decrease in housing prices. These findings highlight the importance of various property characteristics in influencing condominium prices.

III. Research Method

3.1. Hedonic Method

The Hedonic method, also known as the utility valuation method, has been a long-standing approach applied to construct housing price indices. The formal contributions to hedonic price theory are often attributed to Court in 1941, although some earlier informal studies had been conducted. The term "hedonics" is derived from the Greek word "hedonikos," which translates to pleasure. In an economic context, it pertains to the utility or pleasure that consumers derive from goods and services. The Hedonic method focuses on analyzing and quantifying the various attributes or characteristics of a product or service, such as housing, to understand their influence on the overall price or value perceived by consumers.

In order to construct pricing models, the first step involves the collection of relevant data in the area of interest. Subsequently, the corresponding models are generated through regression analyses. Regression analysis is a statistical technique used to establish relationships between independent variables and a dependent variable, which in this context is the market price. The primary goal is to formulate a numerical model that captures the underlying patterns in the data.

The hedonic pricing model is indeed based on several key assumptions to facilitate its application. These assumptions include:

Heterogeneous Goods: The assumption that goods are heterogeneous implies that each product possesses a unique combination of various characteristics. In the context of real estate, this would mean that houses, for example, differ in terms of location, size, amenities, and other attributes.

Perfect Competition Market: The model assumes that the market operates under perfect competition, where there are numerous buyers and sellers. In such a market, individual buyers or sellers have a negligible impact on overall market conditions, allowing for simplified modeling.

Perfect Information: Buyers and sellers are assumed to have perfect information about the goods being exchanged. This implies that all relevant information about the characteristics and attributes of the goods, as well as market conditions, is readily available to participants.

Market Equilibrium: The assumption of market equilibrium suggests that the market is in a stable state, with no significant inter-correlations between the various characteristics of the goods. In this scenario, the prices are determined at a point where the willingness to pay from buyers aligns with the willingness to accept from sellers.

The hedonic pricing model is employed to estimate how the different attributes of a property contribute to its overall market price. Through statistical analysis, researchers can quantify the impact of each attribute on the property's price, providing valuable insights into the factors that influence real estate values in a given market. Typically, housing attributes are categorized into three main types: locational attributes (L), structural attributes (S), and neighborhood attributes (N). Each of these attributes encompasses various characteristics of the property, and these characteristics are measured using both quantitative and qualitative methods (Chin Tung Leong, 2003). This classification allows for a comprehensive analysis of the diverse factors that contribute to the overall value and pricing of a property. Locational attributes consider the property's geographical position and surroundings, structural attributes focus on the physical features of the property itself, and neighborhood attributes involve factors related to the community or area in which the property is situated.

A hedonic price function can be proposed in a general form, often represented as Equation 1, in mathematical terms: where the market price (P) of a property is a function (f) of its locational attributes (Li), structural attributes (Sj), and neighborhood attributes (Nk).

$$P = f(Li, Sj, Nk) \quad (1)$$

3.2 Studied variables

In this paper, 12 housing characteristics have been chosen as independent variables, measured through both quantitative and qualitative methods. Table 1 provide details on the

measurement of these characteristics and indicates the anticipated direction of the relationship between housing prices and these specific attributes.

Table 1. Variable Description

Attributes	Variables	Measurement	Sign
Location	Township Dummies (X1, X2, X3, X4)	Categorized by Kyauttadar = 1, Panpedan = 2, Sanchaung = 3, Kamaryut = 4, Thingankyun (Based)	?
Structure	Floor area (X5)	Total floor area of the apartment (square metre)	+
	Floor level (X6)		-
	Bedroom (X7)	The floor level of the apartment	+
	Bathroom (X8)	Number of bedroom	+
	Orientation (X9)	Number of bathroom	+
	(dummy)	Apartment facing direction (the south/East facing apartment set as 1 and otherwise 0)	-
	Apartment Age (X10)	Age of housing units	-
Neighborhood	Market (X11)	Proximity to market (Yes=1; otherwise=0)	+
	Car Park (X12)	Availability of car park (Yes=1; otherwise=0)	+

Source: Author' creation

In the context of the hedonic pricing model, the property price (P) is the dependent variable. Indeed, location is often regarded as a pivotal and influential housing attribute. The significance of location stems from its direct impact on various aspects that affect the desirability and value of housing unit. Proximity to the central business area (CBA) is a critical factor in determining the convenience and accessibility of a housing unit. Properties located closer to the CBA often have better access to employment opportunities, public services, cultural amenities, and entertainment options, making them more desirable and potentially commanding higher prices.

The structural attributes contribute to the overall quality and characteristics of a housing unit. The structural attributes can be a breakdown as floor area, floor level, housing orientation, housing quality and age or housing. In the hedonic pricing model, these structural attributes are considered influential factors that can affect the market price of a property. Neighborhood attributes encompass characteristics of the surrounding area in which a housing unit is located. These attributes can significantly influence the desirability and market price of a property.

3.3 Data Collection

Yangon City

Yangon is situated in the southern part of Myanmar, along the eastern shore of the Yangon River and the Andaman Sea. It serves as the gateway to the country and has a strategic location for trade. According to the 2014 census, Yangon has a significant population, making it the most populous city in Myanmar. The city is a melting pot of various ethnicities and cultures. Yangon is the economic center of Myanmar, hosting a variety of industries including finance, trade, manufacturing and services. The city plays a crucial role in the country's

economic activities. The city has a rich history and is known for its colonial-era architecture, including the iconic Shwedagon Pagoda, a major religious and cultural landmark. In addition to the Shwedagon Pagoda, Yangon is home to various temples, markets, and parks. The city offers a blend of traditional and modern attractions. The city's infrastructure is evolving to meet the demands of its growing population and economic activities. While Naypyidaw is the official capital of Myanmar, Yangon remains an important political and economic center.

Administratively, Yangon Region is subdivided in 45 townships and one sub-township. Among these, thirty-three townships, encompassing less than 10 percent of the total land area but hosting over 70 percent of the population in the Region, collectively constitute the urban area of Yangon city. This paper focuses on the urban area and the housing type of apartment to be sure the homogeneity of the housing samples. This study selects 150 apartments from five townships (Kyauktada, Pabedan, Sanchaung, Kamaryut, Thingangyun) in Yangon City based on the active housing market, population dynamics, and social status. These apartments transactions are relatively active between August 2023 and January 2024. This information is obtained from the website of ShweProperty, which provides real estate service. The characteristics of townships have been gathered from the reports provided by the administrative department.

IV. Empirical Results

This paper focuses on housing units in Yangon City that have been involved in transactions between August 2023 and January 2024 within the real estate services of ShweProperty. A total of 150 sample units have been selected for analysis. The characteristics of these sample housing units are outlined as follows.

4.1. The Descriptive of the Sample Housing Units

The study has defined housing price as the dependent variable, and it considers 12 housing characteristics as independent variables. These characteristics include township apartment located (TSP1, TSP2, TSP3, TSP4, TSP5), housing floor area (FA), housing floor level (FLOOR), number of bedrooms (NBED), number of bathroom (NBATH), orientation of the housing units (ORIE), housing age (AGE), proximity to market (MKT), availability of car park (CARPK). Descriptive statistics for these variables are provided in Table 2.

In Table 2, the total price (PRICE) of the sample apartments ranges from 44 million Kyat to 2500 million Kyat with a mean price of 235.49 million Kyat. The floor area (FA) of apartment ranges from 540 to 5000 square feet, the average floor area is 978.233 square feet. The age (AGE) of the apartment differs from 2 years to 26 years, the newest had been built two year while the oldest had been built 26 years. The apartment orientation (ORIE) is defined as the dummy variable, the south or east facing set as 1 and other direction set as 0. Since mean value is 0.427, 42.7 percent of the sample apartments are facing the south or east. The floor level of the apartments (FLOOR) ranges from the 0 level to the eighth floor, the mean of the floor level is 2.8, which indicates that most of the sample apartment are between second floor and third floor. Number of bed rooms varies from 0 to 7 with mean value of 1.45. It means that in average the sample apartments have about 2 bedrooms. The number of bathrooms differs from 0 to 3 and in average the sample apartments have one bathroom.

Table 2 The Characteristics of the Sample Apartments

Characteristics (unit)	Minimum	Maximum	Mean	Std. Deviation	Variance
PRICE ('000,000 Kyat)	44	2500	235.490	2789.058	7778844.000
FA (square feet)	540	5000	978.233	449.308	201877.200
FLOOR (level)	0	8	2.800	2.017	4.067
NBED (number)	0	7	1.453	1.090	1.189
NBATH (number)	0	3	1.280	0.532	0.283
ORIE	0	1	0.427	0.496	0.246
AGE (year)	2	26	7.467	4.001	16.009
MKT	0	1	0.693	0.463	0.215
CARPK	0	1	0.180	0.385	0.149
TSP1(Kyauktadar)	0	1	0.153	0.362	0.131
TSP2 (Pabedan)	0	1	0.087	0.282	0.080
TSP3 (Sanchaung)	0	1	0.247	0.433	0.187
TSP4(Kamaryut)	0	1	0.247	0.433	0.187

Source: Author's Calculation

Since the sample apartments are from five different townships, there are four township dummies for Kyauktadar, Pabedan, Sanchaung and Kamaryut, setting Thingangyun as the base. 24% of the sample apartments are located in downtown, while Sanchaung and Kamaryut has 25% each. Thus the rests (26%) of the sample apartments are in Thingangyun. And out of 67% are approximate to markets and only 18% are convenience for car park.

4.2 The Regression of the Hedonic Pricing Model

This study applied multiple regression with Ordinary Least Squares (OLS) to estimate the hedonic pricing model in linear functional form:

$$Price = \beta_0 + \sum_{i=1}^{n=12} \beta_i Z_i + \varepsilon \quad (i = 1, 2, 3, \dots, n) \quad (2)$$

The regression result of the model can be summarized in table 3.

Table 3 The Regression Coefficients of the Hedonic Pricing Model

Variables	Coefficient	Std. Error	t-value
FA	0.1246**	0.560	2.22
FLOOR	-25.4691**	104.558	-2.44
NBED	-37.4190*	206.897	-1.81
NBATH	61.5863*	428.073	1.44
AGE	-2.7402	55.971	-0.49
MKT	53.1478	515.741	1.03
CARPK	33.9930	557.909	0.61
ORIEN	61.9692	416.385	1.49
KTDTSPT	280.8220***	729.154	3.85
PBDTSPT	231.4664**	879.935	2.63
SCGTSP	41.4888	627.611	0.66
KMYTSP	-7.5152	617.027	-0.12
_cons	40.0137	733.631	0.55
R-squared	0.435		
F-test (P-Value)	0.000		
Observation	150		

Source: Author's Calculation

***Significance level at 0.01; ** significance level at 0.05; * significance level at 0.1

In table 3, the regression result indicate that R-squared value is 0.435, suggesting that the model accounts for 43.5% of the variability in housing prices. The overall F-test with p-value less than 0.01 indicates that the model as a whole is statistically significant in explaining the housing prices.

It is noteworthy that except for the variable "number of bedrooms (NBED)," all other variables exhibit the expected signs, implying a consistent relationship between the independent variables and housing prices as hypothesized in the model. It appears that there is a positive relationship between the total squared feet of the apartment and the apartment price, and this relationship is statistically significant at the 0.05 level of significance. The positive sign indicates that, on average, as the total squared feet of the apartment increases by one square feet, the apartment price tends to increase by 0.124 million Kyat as well, and this relationship is considered statistically meaningful.

The coefficient of floor level (FLOOR) is statistically significant at the 0.05 level with a value of -25.6491. This result suggests that the floor level variable has a significant impact on the apartment price. The negative sign of the coefficient indicates that, on average, as the floor level increases by 1, the apartment price tends to decrease 25.469 million Kyat, holding other variables constants.

The coefficients of number of bedrooms and number of bathrooms are -37.41 and 61.58, respectively. These coefficients are statistically significant at the 0.05 level. For the number of bedrooms, the negative coefficient (-37.41) suggests that, on average, an increase in the number of bedrooms is associated with a decrease in the apartment price, holding other variables

constant. The negative relationship between the number of bedrooms and apartment price might be attributed to several factors. In some housing markets, there might be an oversupply of larger apartments with more bedrooms. If the demand for such larger units is not proportionate to the supply, it can lead to lower prices for apartments with more bedrooms. If there's a prevailing trend or preference for smaller, more efficiently designed apartments, larger units with more bedrooms might be less desirable, leading to lower prices. On the other hand, the positive coefficient (61.58) for the number of bathrooms indicates that, on average, an increase in the number of bathrooms is associated with an increase in the apartment price, holding other variables constant.

The coefficient of apartment age being -2.7402 indicates a negative relationship between the age of the apartment and its price. The coefficients for the dummies representing proximity to market, availability of car park, and the orientation of the apartment are 53.147, 33.993, and 61.969, respectively. These coefficients suggest the average change in the apartment price associated with each of these variables when compared to their reference categories. For the dummy variable representing proximity to market (MKT), the coefficient of 53.147 indicates that, on average, apartments in proximity to the market have a higher price compared to those not in proximity, holding other variables constant. The coefficient of 33.993 for the dummy variable representing the availability of a car park (CARPK) suggests that, on average, apartments with available car parks have a higher price compared to those without car parks, holding other variables constant. The coefficient of 61.969 for the dummy variable representing the orientation of the apartment (ORIEN) indicates that, on average, apartments with a specific orientation have a higher price compared to apartments with the reference orientation, holding other variables constant. However, the key point here is that these coefficients are not statistically significant. When a coefficient is not statistically significant, it means that there is not enough evidence to conclude that the variable (in this case, apartment age) has a meaningful impact on the dependent variable (apartment price) in the population. In other words, the observed relationship might be due to random variation, and it's not strong enough to make reliable predictions or draw conclusions about the entire population.

The coefficients for the location dummies of KTDTS (Kyauktada), PBDTS (Pabedan), SCGTSP (Sanchaung), and KMYTSP (representing another location, possibly a township) are 280.8, 231.464, 41.489, and -7.5152, respectively. These coefficients represent the average change in the apartment price for apartments located in each of these townships compared to a reference location (which is likely the baseline or omitted category). The coefficient of 280.8 suggests that, on average, apartments located in Kyauktada have a higher price compared to the reference location, holding other variables constant. The coefficient of 231.464 indicates that, on average, apartments located in Pabedan have a higher price compared to the reference location, holding other variables constant. The coefficient of 41.489 suggests that, on average, apartments located in Sanchaung have a higher price compared to the reference location, holding other variables constant. The coefficient of -7.5152 indicates that, on average, apartments located in this specific location have a lower price compared to the reference location, holding other variables constant. These coefficients provide insights into the location-specific impact on apartment prices, as captured by the dummies for each township.

V. Conclusion

The hedonic pricing model has indeed been widely employed in numerous studies to understand the intricate relationship between house values and their associated characteristics. The selection of variables in hedonic pricing models is a crucial aspect and varies across studies due to the localized preferences and unique features of each housing market. Geographical factors, cultural nuances, and regional preferences play significant roles in determining which characteristics are considered important and influential in a particular location. The adaptability of the hedonic pricing model allows researchers and practitioners to tailor their analyses based on the specific dynamics of each real estate market. This flexibility is essential for capturing the diverse array of factors that contribute to the value of a property in different regions, ensuring that the model reflects the intricacies of each local housing market.

In conclusion, this study applied the hedonic pricing model to investigate the intricate relationship between apartment prices and various associated characteristics in Yangon City. The analysis considered a comprehensive set of variables, encompassing locational, structural, and neighborhood attributes, to discern the factors influencing housing prices in this dynamic urban environment.

Key findings include that all other variables exhibit the expected signs, implying a consistent relationship between the independent variables and housing prices as hypothesized in the model, except for the variable number of bedrooms. The model demonstrated a comprehensive understanding of the factors influencing apartment prices in Yangon, considering a wide range of locational, structural, and neighborhood attributes, in capturing the complexity of Yangon's real estate market, showcasing the adaptability of the hedonic pricing model to diverse geographical and cultural contexts. On the other hand, effectiveness of the model is contingent on the availability and accuracy of data. Limitations in data quality or missing variables may impact the precision of the results. And the model assumes homogeneity in the impact of certain variables across different locations, which might oversimplify the real-world scenario where preferences and influences can vary widely.

It is noteworthy that the significance of certain variables, such as floor area, level of floor and some location dummies, underscores the nuanced nature of the local housing market. The positive relationships observed between specific characteristics and apartment prices provide valuable insights for both researchers and stakeholders in the real estate industry. However, it is essential to interpret these results with consideration for some limitations. Further studies could delve, conducting a longitudinal study to capture the dynamic nature of Yangon's real estate market. This would help in understanding how trends evolve over time, considering economic fluctuations and policy changes, enhancing our understanding of the unique dynamics shaping apartment prices in Yangon City.

In summary, the application of the hedonic pricing model in this study contributes to the growing body of knowledge in real estate economics, offering valuable insights into the factors influencing apartment prices in Yangon. As the real estate landscape continues to evolve, the findings from this study can inform policymakers, developers, and investors, facilitating informed decision-making and sustainable development in the housing market.

VI. Recommendations

The empirical results derived from the study can offer valuable insights and guidance to various stakeholders in Yangon City, including housing producers, consumers, local governments, and city planners.

For housing producers, they can apply the findings to strategically plan and design housing projects that align with the preferences and priorities of potential buyers, analyzing population growth, employment opportunities, and other factors influencing housing demand to pinpoint priority locations. In order to meet the growing demand for environmentally conscious living, they should encourage the incorporation of sustainable and eco-friendly elements in housing projects.

For consumers, information on the factors influencing housing prices can enable consumers to make informed decisions based on their preferences. Understanding the implicit prices of various housing characteristics could support consumers in budgeting for properties that align with their desired features.

The local governors could inform the formulation of housing and urban development policies by considering the identified factors influencing apartment prices. The governors implement targeted incentive programs to encourage sustainable development practices and address specific community preferences. Using the findings, the governors can adjust zoning regulations that contribute to balanced and well-planned urban development.

City planners could make plan for infrastructure development in line with the preferences identified in the study, focusing on areas with high housing demand. City planner should prioritize the creation of public spaces and amenities that enhance the overall livability of neighborhoods, contributing to urban well-being.

Finally, suggestion to the future researchers could be concluded form the variable selection and measurement methods. By focusing on these aspects, future researchers can contribute to the ongoing advancement of hedonic pricing models in the housing market, ensuring a nuanced understanding of the complex relationships between housing characteristics and prices. The flexibility to adapt variable selection and measurement methods allows for a more comprehensive exploration of the factors influencing housing prices in diverse urban context.

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A Study on the Employability Skills Level of Banking Staff in Myanmar: A Case of Four Types of Banks

Htay Htay¹

Abstract

The objectives of this study are to identify the level of employable abilities possessed by banking staff and ascertain managers' opinions regarding the importance of employability skills across four different bank types in Myanmar. State-owned, semi-government, commercial, and foreign branch banks were the four types of banks that this study analyzed. It did, however, have two banks of each type. As a result, eight banks in Yangon were surveyed for this study. Both primary and secondary data were utilized in this study, which applied the descriptive research technique. By using a simple random sampling technique, 294 respondents in the surveyed banks were distributed standardized questionnaires in order to gather primary data. The Career EDGE Model—career development learning, experience, degree subject knowledge, emotional intelligence, and generic skills—formed the basis of the questionnaires. The survey demonstrates how important it is for banks and employees to understand the employability skills required by a globally competitive economy and to prepare for them. All surveyed banking staff have medium-low core employability skills. Among employability skills, at the current level, their generic skills scores are medium-high, while at the entrance level, their core scores are medium-low. However, in order to advance their existing job position and career development, they must improve their employees' employability skills including generic skills. On the other hand, managers said that the important level of generic skills is currently medium-low. It demonstrates the need for managers to reevaluate their views on the necessary skill set and the significance of generic skills. The employability skills of their staff members at all levels and in all functional areas need to be reviewed and reconsidered by HR managers and other managers. Then, together with the boss and the management team, they should improve the employability skills of their staff members through HRD programs.

Key words: Employability, Employability Skills, Banking employees

I. Introduction

Nowadays, Myanmar's banking industry has made a major contribution to the development of economic progress. In the Myanmar economy, banks are responsible for a range of tasks. Myanmar's banks are also being impacted concurrently by globalization. The competitive landscape is becoming dominated by globalization, which calls for new abilities and methods of approaching companies. It is essential to have both a global perspective and local commitment (Halli & Vadana, 2012). If banks want to accept this situation and keep their position, they need to concentrate on enhancing the abilities and talents of their staff. Moreover, banks are service-oriented, labor-intensive businesses. The main priorities of the banking personnel who supply the services are to deliver superior financial services, obtain a competitive advantage over other banking establishments, increase customer satisfaction, and loyalty. Employee training will be a key process in the banking sector. Their prosperity and position

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could be destroyed if this procedure is disregarded because it pertains to banking. Consequently, banks need to reconsider and update their approaches to human resource management, particularly with regard to hiring, training, and creating procedures that consider a global viewpoint.

In the latter case, banks must raise the employability skill level of their employees. Employability abilities, according to Yorke & Knight (2006), are a collection of accomplishments—skills, knowledge, and personal traits—that increase graduates' chances of getting a job and succeeding in their chosen fields, which benefits the workforce, the community, and the economy. According to Romlee (1999), employers in the field of work expressed dissatisfaction with technical graduates' interpersonal, communication, critical thinking, problem-solving, and entrepreneurial skills, even though they believe the graduates have enough technical capabilities. Banks must undertake acceptance competency evaluations to determine the employable abilities that are most valued in order to adjust to changing employment demands. At that time, they have to get ready to execute human resource development programs in order to improve the necessary knowledge and abilities. To guarantee the systematic and planned growth of personnel abilities, enthusiasm, motivation, and effectiveness, a continuous process is required (Rao, 1990).

In contrast, banking employees must constantly assess their employability skills and have a learning mindset in order to acquire new information and abilities and adapt to shifting job demands. Subsequently, they must determine which abilities need to be modified and enhanced in order to meet both their own and organizational objectives. In order to do this, a performance evaluation system is a crucial tool for banks and their employees to understand the present state of employable skills. Additionally, they should constantly carry out research to determine what abilities will be required and how to adapt and improve them in order to survive and thrive in the current competitive climate.

II. The Objectives of the Study

This study seeks to identify the level of employability skills possessed by banking staff and ascertain managers' opinions regarding the importance of employability skills across four different bank types in Myanmar. Consequently, this research will be helpful to bankers and banking staff, serving as a guide to improve employees' employability skills across all business sectors, including the banking sector.

III. Scope and Method of the Study

This study focuses on four different types of banks: foreign branch banks, state-owned banks, private banks, and semi-government banks. The study also comprised two banks of each kind. As a result, eight banks in Yangon were surveyed for this study. This study uses primary and secondary data, and it follows the methodology of descriptive research. The researcher used structured questionnaires to collect the primary data. The questionnaires were based on the Career EDGE Model, which has five lower-tier components: career development learning,

experience, degree subject knowledge, emotional intelligence, and generic skills. These components are crucial for both technical and personality traits, and they also provide information on what should be included and considered in regard. The secondary data came from books, research articles, the internet, and information gathered from surveyed banks. Using the simple random sampling method, the study distributed structured questionnaires to 294 respondents—188 banking staff members and 106 managers—from the studied banks in order to gather primary data. To find out how the respondents perceived, descriptive statistics were computed for each of the variables under examination, including frequency, percentage, mean, and standard deviation.

IV. Literature Review

1. The Concept of Employability

There are a number of ways to define "employability," including what it isn't, can be, and should be. Employers and educators use the term "employability" in different contexts. However, it's obvious that employability has been a major concern in developed countries for many years (Poropat, 2011). In 1997, employability was designated as one of the four foundational policy pillars of the European Employment Strategy. It continues to be a major goal and is expected to be essential to fulfilling EUROPE 2020's goals for employment, social progress, and education. Employability is a long-standing yet divisive issue that has just recently come to light in local, regional, national, and worldwide theoretical and policy discussions (Gazier, & European Commission, 1999)

The definition of employability is as follows:

- According to Hills and Pollard (1988), employability is defined as the ability to secure first employment, sustain employability, and secure employment when needed.
- Dacre Pool & Seweel, (2007) and (2012) state that having a mix of skills, knowledge, understanding, and personal qualities boosts a person's chances of choosing and obtaining a good job.
- Schreuder & Coetzec, (2011) define employability as a person's capacity to excel in a range of roles and their ability to become and remain in demand in the job market.
- Employability is the abilities needed to reach one's potential and successfully contribute to an organization's strategic orientations are not only necessary for securing employment, but also for career advancement within a company (Australian Chamber of Commerce and Industry and Business Council of Australia, 2002).
- Moreland (2006) states a set of skills, information, and personal qualities that improve an individual's prospects of locating and thriving in their chosen areas, so helping the labor force, the economy, the community, and the individual themselves.

2. Definition of Employability Skills

Employability skills are defined in the following illustrations:

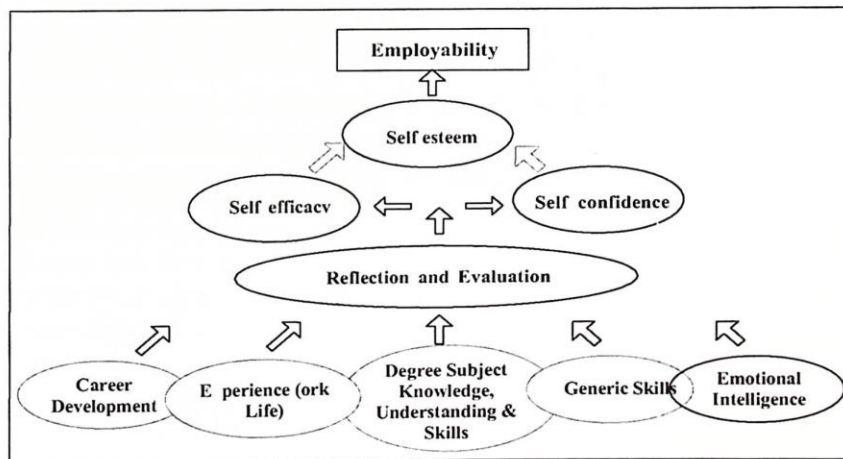
- the abilities needed to reach one's potential and successfully contribute to an organization's strategic orientations are not only necessary for securing employment, but also for career advancement within a company (Australian Chamber of Commerce and Industry and Business Council of Australia, 2002).
- a set of skills, information, and personal qualities that improve an individual's prospects of locating and thriving in their chosen areas, so helping the labor force, the economy, the community, and the individual themselves (Moreland, 2006).
- the skills that almost everyone needs for almost any career. These are the skills necessary for an individual to use the more specialized knowledge and technical skills that their specific workplaces will require (UK Commission for Employment and Skills, 1990)
- According to McQuaid & Lindsay (2005) and Harvey (2001), employability skills are directly related to landing and keeping a job.

Numerous scholars from diverse countries have developed a range of employability skill models. Various academics developed a number of employability models in Australia in 2000, the UK in the 1980s, and Europe in the 1990s. There are employability models in the latter, including the Career EDGE model (Pool & Sewell, 2007), the USEM account of the employability model (Yoke & Knight, 2004), and the DOTS employability model (Law & Watts, 1977). The Career EDGE model was selected for this study's investigation of the examined banks' current employability abilities among the models previously discussed.

3. The Career EDGE Model

The Career EDGE model, which is shown in Figure (1), provides an illustration of the fundamental parts of employability as well as a suggestion for how these factors interact.

Figure (1) The Essential Components of Employability



Source:Dacre Pool &Sweell, 2007

National Management Degree College

The Career EDGE concept was first presented in 2007 by Dacre Pool & Sewcell. Since then, it has received nothing but praise from both domestic and international sources. Nevertheless, practitioners felt that previous employability models were too complicated to be practically applicable. The Career EDGE model provides a clear framework for employability development, making it useful for academic staff, career staff, and any other practitioners participating in employability activities. It provides a framework for the crucial components of developing employability. The five elements on the lower layer of the Career EDGE model—career development learning, experience, degree topic knowledge, abilities and understanding, generic skills, and emotional intelligence—can be easily remembered with the help of the model. The Career EDGE model's examined elements are described in the sections that follow.

(a) Career Development Learning

People who graduate need to receive some career development learning instruction in order to give themselves the best chance of securing prosperous and meaningful occupations. They must also learn how to sell themselves to employers, research the job market to find out what opportunities are out there, and choose a career that they are knowledgeable about. They will need guidance and support on how to best communicate to potential employers about their successes and how they will benefit them in application forms, resumes, and interviews after acquiring a vast amount of knowledge, comprehension, and skill in college.

(b) Experience (work and life)

One other element from the Career EDGE model's bottom layer is "experience". This includes experience in the workplace, but for many people, other life experiences are just as important. The following significant findings about work experience opportunities in higher education were made by the government-appointed Work Experience Group in 2002:

- People of all ages can improve their employability and acquire critical competencies and abilities by using the experiences they have had in the workforce, provided they receive the right supervision.
- People with work experience, the capacity to reflect on that experience, and the ability to articulate and apply what they have learned are highly valued by employers.
- Employers and academic institutions working together can improve the quantity and quality of work-related learning opportunities.

Researchers at the Pedagogy for Employability Group (2004) found that graduates with work experience were more likely to secure employment than those without. It's critical to consider the wider range of life experiences that many students—particularly the more mature ones—bring to higher education. In order to increase their employability, students must be given this knowledge and direction on how to apply their life experience and work-related experience, whether they have gained it through volunteer work, part-time employment, or coursework.

(c) Degree Subject Knowledge, Understanding, and Skills

This has to be the model's central idea. Most people believe that attending college is a good method to gain a degree, study a subject in-depth, become more qualified, and eventually find a better career. In actuality, there are still a lot more work possibilities available to those with higher qualifications (Johnes, 2006). Perhaps because this is the only criteria available to them, employers and companies will evaluate graduates according to the quality of their degree program (i.e., degree classification). This particular aspect of graduate employability must be acknowledged for its crucial importance, since it usually applies whether or not graduates are going into fields directly connected to their degree. While subject-specific knowledge, comprehension, and skills remain important in many contexts, they will not guarantee graduates successful and satisfying jobs after graduation.

(d) Emotional Intelligence

Moynagh and Worsley (2005) argue that emotional intelligence will become even more important in the knowledge-based economy of the future due to the predicted increase in customer-facing positions, which primarily rely on human connection.

Emotional intelligence has been defined as:

- According to Goleman (1998), emotional intelligence is the ability to identify our own feelings as well as those of others, to motivate oneself, and to effectively manage emotions in both interpersonal and personal contexts.

- As described by Mayer et al. (2004), the capacity to reason about feelings and to use feelings to enhance reasoning. It includes the following abilities: accurately recognizing emotions; producing and accessing emotions to support thought; understanding emotions and emotional knowledge; and reflectively controlling emotions to promote emotional and intellectual growth.

Research shows that people with high emotional intelligence motivate others and themselves to achieve more. They also enjoy better health, stronger interpersonal relationships, and higher levels of professional performance than those with low emotional intelligence (Cooper, 1997).

(e) Generic Skills

In the literature, academics have been deeply divided about what to call generic skills—also known as "transferable skills," "core skills," or "key skills." In addition to seeking individuals who graduate with needed subject-specific knowledge, abilities, and readability, employers also value graduates with strong generic skills across a variety of domains (Harvey et al., 1997). Employers should anticipate that graduates have developed the following generic skills, according to a list provided by the Pedagogy for Employability Group (2004), which is based on research conducted over the last 25 years: working in a team, imagination/creativity, adaptability/flexibility, willingness to learn, autonomous working/independent working, ability to manage others, ability to work under pressure, numeracy, attention to detail, time

management, assumption of responsibility and for making decisions, planning, coordinating, and organizing ability, and ability to use new technologies.

V. Analyzing and Findings

1. Profile of Staff and Manager Respondents

This section presents the profiles of staff and manager respondents who deal with the surveyed banks in Table (1). This presentation covers the age, gender, education, and service years of respondents.

According to Table (1), 69% of the 188 banking staff respondents are under 30 years old. This is the largest age group. With 23% of the respondents, the second-largest age group is those between the ages of 31 and 40. Furthermore, 7% of the respondents are between the ages of 41 and 50, and 1% are 51 years of age or older. There are 49 men (26%), and 139 women (74%), making up the gender composition. The banking staff members are categorized into three divisions based on their educational backgrounds: undergrad, bachelor, and master. As per the survey results, all of them possess a bachelor degree. There aren't any undergraduates or master's degree holders. Consequently, every member of the banking staff that responded is a graduate. 78% of banking staff respondents have been employed for one to five years, 12% have been employed for six to ten years, 4.7% have been employed for eleven to fifteen years, and 5.3% have been employed for sixteen to twenty years. It showed that most banking employees who responded have between one and five years of service.

Table (1) Profile of Staff and Manager Respondents

Description	Employee		Manager	
	No.	Percentage	No.	Percentage
Age (Years)				
Under 30	130	69%	15	14%
31-40	44	23%	48	45%
41-50	13	7%	32	30%
51 and above	1	1%	11	11%
Gender				
Male	49	26%	20	19%
Female	139	74%	86	81%
Education				
Under Graduate	0	0%	90	85%
Bachelor Degree	188	100%	16	15%
Master Degree	0	0%	0	0%

Service Years				
1-5	146	78%	86	81%
6-10	23	12%		
11-15	9	4.7%	12	12%
16-20	10	5.3%		
20 and above			8	8%
Total	188	100%	106	100%

Source: Surveyed data, 2017

Additionally, Table (1) shows the demographic characteristics of 106 managers who participated in the study from eight different banks. In terms of age, 14% of management respondents were under 30, 45% were between the ages of 31 and 40, 30% were between the ages of 41 and 50, and 11% were beyond the age of 51. 81% of the manager respondents were female, and the remaining 19% were male. There were three stages of study in the field: bachelor, master, and doctoral. Of the management responses, 85% had a bachelor degree, and 15% had a master. No Ph.D. holders existed. 81% of manager respondents had worked for one to ten years, 12% for eleven to thirty years, and 8% for twenty-one to thirty years. The majority of manager respondents to this question had worked there for less than ten years.

2. Analysis on the Employability Skills Level of Banking Staff

The Career EDGE model's skill set served as the foundation for the survey design. As a result, this study discussed how each of the following elements of the Career EDGE model is perceived: emotional intelligence, generic skills, experience work, degree topic knowledge, and career development learning. The researcher created two sets of questionnaires specifically for this study in order to get information on managers' and bank workers' opinions about employability skills in the banking sector. The survey employed a 5-point Likert scale with values of 1 (none), 2 (poor), 3 (average), 4 (able), and 5 (very able) for the banking staff respondents. Respondents at the manager level assessed the generic skill's value on a 5-point rating system, with 1 being "not important" and 5 representing "very important." Based on the mean score that was produced using the Nurnaly (1978) formula, the variables were measured. As can be seen in Table (2).

Table (2) Degree of agreement level by Score means value

Score mean	Degree of agreement level
1.0 - 2.00	Low
2.0- 3.00	Medium Low
3.01 - 4.00	Medium High
4.01-5.00	High

Source: Nurnaly. J (1978)

(1) Analysis on Career Development Learning of Banking Staff

The results of career development learning skills in Table (3) showed that there were not significant differences in the studied banks' career development skills. Nevertheless, compared to the staff of the other surveyed banks, the mean values of the employees of the foreign branch banks were greater. It was a sign that they were aware of the kinds of professions that would fit their personality, what they wanted out of a career other than financial gain, where to go for information about employment that attracted their interest, and that they could effectively obtain the kind of work they desired.

Table (3) Self rating of Banking staff on Career Development Learning

No.	Description	State Owned Banks	Semi-Gov Banks	Private Banks	Foreign Branch Banks
		Mean	Mean	Mean	Mean
1	Knowing what kinds of work would suit your personality	2.83	2.87	2.92	3.13
2	Knowing what you want from working life, apart from money.	2.98	2.88	2.85	3.25
3	Knowing where to find out information about jobs that interest me.	2.68	2.92	2.92	3.00
4	Knowing what you want to do when you finish your degree.	2.55	2.93	2.83	2.88
5	Knowing what is required for you to successfully secure the sort of work you want to do.	2.86	2.98	3.05	3.25
Overall mean value of each type of banks		2.78	2.92	2.91	3.10
Overall mean vale		2.93			

Source: Survey Data (2017)

However, compared to employees at other kinds of banks, state-owned bank employees lacked career development skills. The distinction between semi-government and private banks was not significant. The average across all bank types showed that banking employees' career development skills were at a medium-low level.

(2) Analysis on Experience (work & Life) of Banking Staff

The Self-rating of banking staff's work and life experience was shown in Table (4).

Table (4) Self rating of Banking Staff on Experience (Work & life)

No.	Description	State Owned Banks	Semi-Gov Banks	Private Banks	Foreign Branch Banks
		Mean	Mean	Mean	Mean
1	Preparing to get working experience	2	2.23	2.52	3.00
2	Trying to have working experience.	2.8	2.88	2.92	3.63
3	Having some of work relevant experience before this job.	1.68	1.73	2.43	1.50
4	Explaining the value of your experience to a potential employer.	2.62	2.67	2.87	2.63
Overall mean value in each type of banks		2.28	2.38	2.68	2.69
Overall mean value		2.51			

Source: Survey Data (2017)

The analysis showed that employees of foreign branch banks had the highest mean values, followed by employees of private banks (Table 4). To sum up, the remaining three types of banking staff members' mean scores for having previous work-related experience were lower, especially compared to foreign branch banks' staff. All of the surveyed banking employees had less than average amounts of relevant work experience, despite their best efforts.

(3) Analysis on Degree Subject Knowledge of Banking Staff

The Self-rating of banking staff's degree subject knowledge was shown in Table (5).

Table (5) Self rating of Banking Staff on Degree Subject Knowledge

No.	Description	State Owned Banks	Semi Gov Banks	Private Banks	Foreign Branch Banks
		Mean	Mean	Mean	Mean
1	Feeling that the education you have received at the university has been adequate.	2.35	2.65	2.42	2.63
2	Rating the employment potential of your degree.	2.42	2.88	2.77	2.25
3	Satisfying your academic performance in your job.	2.6	2.75	2.53	2.63
4	Your academic performance in line with your career requirement.	2.25	2.57	1.08	2.38
Overall mean value in each type of banks		2.40	2.71	2.20	2.47
Overall mean value		2.45			

Source: Survey Data (2017)

It displayed the findings of a study of how banking staff in the studied banks felt about their level of subject expertise. Across all surveyed banks, the average mean value of degree subject knowledge was less than three (total mean value = 2.45). The outcome showed that their university education was of a medium-low level, which had a negative impact on their academic performance relative to their occupation requirements.

(4) Analysis on Emotional Intelligence of Banking Staff

The perceptions of banking employees regarding their emotional intelligence are shown in Table (6). Table (6) presents the results, which indicated that the overall average mean (2.69) of staff emotional intelligence was the medium-low value across all the banks studied. As a result, the banking staff of every bank that was studied needed to be better than average or had a lower average at figuring out what other people are experiencing, how they are feeling right now, and how to properly manage their emotions.

The findings showed that employees in semi-government and private banks had higher emotional intelligence than employees in state-owned and foreign branch banks. Effective emotional management had a mean score of 2.16 at state-owned banks, while attentive listening to others' reactions had a mean score of 2.18. It is demonstrating that, in comparison to foreign branch banks, its mean values are lower. Regarding emotional intelligence competencies, there is no obvious difference between semi-government and private banks.

Table (6) Self rating of Banking Staff on Emotional Intelligence

No.	Description	State Owned Banks	Semi Gov Banks	Private Banks	Foreign Branch Banks
		Mean	Mean	Mean	Mean
1	Being good at working out what other people are feeling.	2.82	2.88	2.87	2.75
2	Being good at knowing how you are feeling at a given time.	2.33	2.92	2.88	2.63
3	Managing your emotions effectively.	2.16	2.72	2.78	2.25
4	Giving attention to what others say.	2.22	2.95	3.02	2.75
5	Trying to know other side's case.	2.45	2.83	2.98	2.5
6	Listening to responses from others.	2.18	3.08	3.06	2.63
Overall mean value in each type of banks		2.36	2.90	2.93	2.59
Overall mean value		2.69			

Source: Survey Data, 2017

(5) Analysis of Generic Skills of Banking Staff

In order to evaluate the level developed through a university degree, the study on generic skills used a questionnaire that had two parts: (a) assessing generic skills at entry level and (b) evaluating generic skills at their current level in their job. Additionally, 30 skill sets were recognized as skill inventories by generic skill. The results are shown in two tables. There were fifteen skill sets related to generic skills in each table. The self-rating of banking staff members' generic skills, including those at entry, and their current level of generic skills are detailed in Appendices (A) and (B). The summary results are shown in Table (7).

Table (7) shows that there was no obvious variation in the mean value of generic skills at the entry level for banking employees among the surveyed banks. At the current level, the semi-governmental, private, and foreign branch banks had greater mean values than state-owned banks. Furthermore, the overall mean value of all examined banks had an entry-level medium-low score range (overall average mean = 2.46). Nonetheless, the generic skills' average mean value at the current level exhibited a medium-high score range (total average mean = 3.06).

Because of this, the banking staff's undergraduate degree was insufficient to meet their professional needs. Their working environment had helped them improve their generic skills after years of experience. Regardless of whether the banking staff works for a state-owned, semi-governmental, private, or foreign branch bank, these talents need to be raised from a medium-high to a high score level.

Table (7) Self rating of Banking Staff on Generic skills

Description	State Owned Banks		Semi Gov. Banks		Private Banks		Foreign Branch Banks	
	Entry	Current	Entry	Current	Entry	Current	Entry	Current
Overall mean value in each type of banks	2.42	2.85	2.41	3.23	2.40	3.03	2.61	3.12
Overall mean value of Entry level in all types of banks	2.46							
Overall mean value of Current level in all types of banks	3.06							

Source: Survey Data (2017)

5.3 Analysis of the Managers' Opinions on the Importance of Employability Skills

This analysis focuses on the managers' opinion on the importance of employability skills, especially generic skills. Table (8) shows the summary findings of the manager's opinion on 30 generic skills.

Table (8) Opinion of Bank managers on the Importance of Generic skills

Description	State Owned Banks	Semi Gov. Banks	Private Banks	Foreign Branch Banks
Overall mean value in each type of banks	3.21	2.99	3.07	2.64
Overall mean value on the importance of Generic skills	2.98			

Source: Survey Data (2017)

With the exception of foreign branch banks, the findings indicated that managers in three different types of banks—private, semi-government, and state-owned—rated the significance of generic abilities at a medium-high score level. However, employability and generic skills received a medium-low rating from foreign bank managers. It indicated a lower level of professional experience among workers of foreign branch banks. They do not understand the workings of international banks. Their familiarity with the functions and operations of foreign banks is lacking. Right now, they need to be more technically proficient. Across all of the banks under study, bank managers' opinions on the importance of generic skills were found to be average. Every manager at the surveyed banks needs to have an awareness how important employability skills are for the jobs that businesses are seeking today.

6. Suggestions

The results of this study indicated that the ability status of banking employees with regard to learning experiences, degree subject knowledge, career growth, emotional intelligence, and general abilities had a medium-low score level at the entry level. In contrast, the level of generic skills currently had at a medium-high degree. Generally, the employability skills of banking personnel were average. In order to meet the demands of their banks and maintain their bank's positions in a competitive market, they must thus enhance their employable skills. Therefore, in order to be regarded as global talent, banking employees must keep up with changes in their knowledge and awareness. Banking employees should attempt with their self-study, self-development plan, and different forms of ongoing learning initiatives. Depending on the skills they need, they will attend and study at different career training centers. Additionally, they ought to be a part of training courses for the HRD practices of their individual banks. Banking employees also need to cultivate a lifelong culture of continual learning.

Banking employees should make these efforts in order to boost their employability and bank performance, which will make them more competitive.

The study found that the managers' perceptions of the important level of employability skills, specifically generic skills, had a medium-low level in Myanmar surveyed banks. It showed that managers' perceptions of the skills required must change their understanding of the importance of generic skills. Today, banks are competing against each other in order to adapt and remain in the market, regardless of the type of bank. Consequently, banks need to employ a competitive workforce with both academic and technical skills as well as non-technical and occupational abilities like interpersonal communication, creative thinking, problem-solving, adaptability to new environments, knowledge of other cultures and customs, etc. All managers, including those in HR, need to reevaluate and assess the employability skills of their staff members across all functional areas and at all levels. Following that, they should work with the boss and higher management to improve their staff members' skills that can be utilized through HRD programs. To perform these activities, managers' assessment, commitment, and recommendation are essential combination efforts in respective banks.

7. Conclusion

The skill level and quality of the banking staff have a big influence on the overall performance of the bank because banking is a service industry. As a result, banks should prioritize personnel development. According to the study, their academic performance has not kept up with their employment requirements, and their university education has been of a medium-low quality. The banks need to improve the skills of their employees by giving them more and more chances for training and development, fostering a culture of lifelong learning, and exchanging information within the workplace. First and foremost, banks need to have an assessment system for every employee as well as a way to track and determine their needs in a continuously changing environment. Then, they must periodically throughout the year or on a regular basis assess the employability abilities of their personnel. Second, each bank needs to create a human resource development strategy that is both successful and efficient. The banking personnel will also acquire new skills, knowledge, and higher performance standards as the banks continue to do this in order to meet the difficulties posed by the quickly evolving workplace technology and growing competition. Additionally, by developing their self-efficacy, self-confidence, and self-esteem, banking employees can strengthen the bonds that connect their knowledge, comprehension, abilities, experience, character traits, and employability. Finally, banks should place a strong emphasis on taking part in university-business collaboration programs in order to hire future employees with prior work experience. Through these programs, participants can learn about the working culture, acquire useful knowledge, and practice applying what they have learnt.

8. The Need for Further Study

The study was restricted to the banking sector. Researchers should carry out further study on all of the business sector's companies as well as the remaining banks in Myanmar in order to get ready for regional and global marketplaces.

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Appendi (A)

(a)The Self rating of Banking Staffs on Generic skill at Entry and Current Level

No.	Description	State Owned Banks		Semi Gov. Banks		Private Banks		Foreign Branch Banks	
		Entry	Current	Entry	Current	Entry	Current	Entry	Current
1	Prior work experience	2.12	3.07	1.95	3.15	2.22	2.93	2.25	3.13
2	Knowing and understanding of how organization operates	2.23	3.08	2.3	3.3	2.17	3.02	2.38	3
3	Managing myself: complete work by assigned	2.27	2.95	2.18	3.28	2.27	3.02	2.38	3
4	Work well independently without helps	2.32	2.90	2.35	3.3	2.25	3.10	2.13	3
5	Oral presentation skills	2.45	2.77	2.15	3.1	2.42	3.08	2.38	3.25
6	Written communication	2.37	2.67	2.30	3.13	2.25	2.97	2.38	3.25
7	Ability to collect and organize information	2.25	2.68	2.15	3.2	2.27	3	2.13	2.63
8	Ability to find and new information	2.2	2.62	2.23	3.22	2.28	3	2.13	3
9	Ability to handle large amounts of new information	2.2	2.57	2.27	3.28	2.28	2.97	2.38	2.88
10	Identifying and solving problems	2.37	2.78	2.27	3.20	2.38	3.07	2.38	3.25
11	Decision making skills	2.33	2.87	2.28	3.27	2.28	3.07	2.43	3.5
12	Accepting responsibility for decisions	2.43	2.87	2.47	3.45	2.42	3.08	2.88	3.63
13	Work well in a team	2.6	3.23	2.7	3.43	2.52	3.2	3	3.5
14	Interpersonal skill	2.67	3.18	2.68	3.53	2.62	3.2	3	3.25
15	Meet assigned work deadline	2.57	3.15	2.52	3.43	2.58	3.17	3.13	3.5
Average mean of each type Bank		2.36	2.89	2.32	3.28	2.35	3.06	2.49	3.18
Average mean of all Banks Entry		2.38							
Average mean of all Banks Current		3.1							

Source: Survey Data (2017)

**Appendi
(B)**

(b) The Self rating of Banking Staffs on Generic Skill at Entry and Current Level

No.	Description	State Owned Banks		Semi Gov. Banks		Private Banks		Foreign Branch Banks	
		Entry	Current	Entry	Current	Entry	Current	Entry	Current
16	Time management skill: set my priorities and deadlines	2.47	3.07	2.60	3.4	2.53	3.00	2.89	3.13
17	Cash management	2.28	2.72	2.47	3.13	2.42	3.02	3.00	3.38
18	Apply Technology to task: identify the right technology and use it	2.37	2.72	2.40	3.07	2.40	2.95	2.75	2.88
19	Proficiency in English	2.5	2.52	2.35	2.88	2.23	2.70	3.00	3.25
20	skill level of Numeracy	2.67	2.83	2.63	3.30	2.33	3.00	3.00	3.13
21	Computer literacy	2.47	2.83	2.43	3.32	2.53	3.18	2.63	3.50
22	Technical ability for your job	2.33	2.80	2.30	3.05	2.38	3.05	2.5	3.00
23	Capacity for generating new ideas (creative Thinking)	2.22	2.60	2.23	3.47	2.35	2.85	2.38	3.00
24	Ethical commitment	2.97	3.22	2.85	3.47	2.73	3.15	2.75	3.38
25	Concern for Quality	2.62	3.17	2.73	3.33	2.68	2.98	2.88	3.25
26	Understanding of cultures and customs of other countries	2.23	2.48	2.38	2.85	2.48	2.97	2.63	2.75
27	Ability to work in an international context	2.27	2.40	2.27	2.83	2.28	2.88	2.25	2.63
28	Be willing to continuously learn	2.65	3.08	2.62	3.30	2.65	3.22	2.63	3.38
29	Capacity to adapt to new situations	2.65	2.95	2.65	3.17	2.52	3.27	2.88	3.13
30	Research skills	2.32	2.47	2.63	3.13	2.38	2.83	2.63	2.13
Average mean of each type Bank		2.47	2.80	2.50	3.18	2.46	3.00	2.72	3.06
Average mean of all Banks Entry		2.54							
Average mean of all Banks Current		3.01							

Source: Survey Data (2017)

ရှေးစာဆိုတို့၏ပညာရေးလမ်းညွှန်ချက်များ

နိဒါန်း

စာတမ်းအကျဉ်း

ဤစာတမ်းသည် ရှေးစာဆိုတို့၏ ပညာရေးလမ်းညွှန်ချက်များကို လေ့လာတင်ပြထားသော စာတမ်းဖြစ်ပါသည်။ ဤသို့ လေ့လာတင်ပြရာတွင် ရှေးစာဆိုတို့ ရေးသားပြုစုခဲ့ကြသော နိဒါန်း၊ ကဗျာလင်္ကာများကို အထောက်အထားပြု၍ လေ့လာတင်ပြထားပါသည်။ စာသင်သား လူငယ်တို့ ငယ်စဉ်အခါ ပညာကို ကြိုးစားသင်ယူရမည်။ ပညာမသင်ယူခြင်း၏ အပြစ်များ၊ ပညာတတ်ခြင်း၏ အကျိုးကျေးဇူးများ၊ ပညာ၏ တန်ဖိုးများကို ဖော်ထုတ် သုတေသနပြု လေ့လာတင်ပြထားပါသည်။ လူ့ဘဝအတွက် အရေးပါဆုံးအရာမှာ အသိဉာဏ်ပညာဖြစ်ပြီး ပညာကို တန်ဖိုးထား သင်ယူရမည်။ ပညာ၏ စွမ်းအားဖြင့်သာ အရာရာကို ရင်ဆိုင်ဖြေရှင်းနိုင်မည် ဖြစ်ကြောင်းကိုလည်း လေ့လာတင်ပြထားပါသည်။

သော့ချက်ဝေါဟာရများ ။ ။ စာဆို ၊ ပညာ ၊ ပညာရေး ၊ လမ်းညွှန်ချက် ၊ ပညာရှိ ၊

ပညာမဲ့ ၊ တန်ဖိုး ၊ နိဒါန်း ၊ ကဗျာလင်္ကာ။

၁။ နိဒါန်း

ဤစာတမ်းတွင် ရှေးစာဆိုတို့၏ပညာရေးအမြင်၊ ပညာရေးလမ်းညွှန်ချက်များကို ဖော်ထုတ်တင်ပြထားပြီး ပညာ၏အရေးပါပုံနှင့် ပညာ၏တန်ဖိုးကို ပေါ်လွင်အောင် တင်ပြထားပါသည်။ လောက လူသားတို့သည် အဘယ်ကြောင့် ငယ်စဉ်အခါမှစ၍ ပညာသင်ယူကြသနည်း။ ပညာမသင်ယူခြင်း၊ ပညာမရှိခြင်းကြောင့် မည်သည့်ဆိုးကျိုးများကို ခံစားရနိုင်ပါသနည်း။ ပညာသင်ယူခြင်း၊ ပညာရှိခြင်းသည် မည်သည့်အကျိုးကျေးဇူးကို ရရှိနိုင်ပါသနည်း။ ပညာသည် လူသားတို့အတွက် တန်ဖိုးရှိသည်ဆိုခြင်းမှာ မှန်ကန်ပါသလား။ ဟူသော သုတေသနပြုသနာမေးခွန်းများကို အဖြေရှာနိုင်ရန် ရည်ရွယ်၍ ဤစာတမ်းကို လေ့လာတင်ပြရခြင်းဖြစ်ပါသည်။ ထို့ပြင် ပညာ၏တန်ဖိုးကို ပေါ်လွင်ထင်ရှားစေချင်သော၊ လူတိုင်း အရာရာကို အသိဉာဏ်ပညာဖြင့် ဆင်ခြင်ဆုံးဖြတ်စေချင်သော၊ ပညာကို တန်ဖိုးထား သင်ယူစေချင်သော စေတနာဖြင့်လည်း ဤစာတမ်းကို ပြုစုရေးသားရခြင်း ဖြစ်ပါသည်။

ဤစာတမ်းတွင် ရှေးစာဆိုတို့၏ ပညာရေးဖွင့်ဆို လမ်းညွှန်ချက်များကို အဓိကထားကိုးကား၍ ပညာရပ်ဆိုင်ရာ နည်းနာသီအိုရီများ၊ သုတေသနနည်းနာများနှင့် ပေါင်းစပ်အဖြေရှာလေ့လာတင် ပြထားပါသည်။ ဤသို့လေ့လာတင်ပြရာတွင် ငယ်စဉ်အခါ ပညာရှာ၊ ပညာမဲ့ခြင်း၏အပြစ်နှင့် ပညာ ရှိခြင်း၏အကျိုး၊ ပညာ၏ တန်ဖိုး၊ သုံးသပ်ချက် စသည့်ခေါင်းစဉ်ငယ်များခွဲ၍ လေ့လာတင်ပြထားပါ သည်။

*ဒေါက်တာ၊ တွဲဖက်ပါမောက္ခ၊ မြန်မာစာဌာန၊ အမျိုးသားစီမံခန့်ခွဲမှုပညာဒီဂရီကောလိပ်

လောကလူသားတို့သည် ငယ်စဉ်အခါမှာ ပညာကို ကြိုးစားရှာဖွေသင့်သည်။ ပညာမသင် ယူခဲ့ မတတ်မြောက်ခဲ့လျှင် ပညာမဲ့ပြီး အဆင်မပြေမှု၊ နောင်တရမှုများနှင့် ကြုံတွေ့ရတတ်ပါ သည်။ ပညာကို သတိ၊ ဝီရိယနှင့် ကြိုးစားရှာဖွေသင်ယူခဲ့သော် ပညာ၏အကျိုးကျေးဇူးကို ခံစား ရပြီး လောကအလယ်တွင် ပျော်ရွှင်အောင်မြင်သူတစ်ဦး ဖြစ်လာမည်မှာ အမှန်ပင်ဖြစ်ပါသည်။

ပညာသည် လောကတွင် မရှိမဖြစ် အရေးပါဆုံးအရာဖြစ်ပြီး တစ်ဦးတစ်ယောက်ချင်းစီ ပညာကို တန်ဖိုးထားသင်ယူခြင်းသည် တစ်ဦးချင်းစီအကျိုးကိုသာမက မိမိတို့၏ လူ့ဘောင် လောက တစ်ခုလုံးကို အကျိုးပြုနိုင်မည်ဖြစ်ပါသည်။

၁.၁။ ပညာ၏အဓိပ္ပာယ်ဖွင့်ဆိုချက်များ

ပညာ၏အဓိပ္ပာယ်ဖွင့်ဆိုချက်ကို မြန်မာအဘိဓာန်တွင်-

ခွဲခြမ်းသိမြင်နိုင်သော အသိဉာဏ်၊ အတတ်။ (စာ ၂၀၈) ဟု အဓိပ္ပာယ်ဖွင့်ဆို ထားပါသည်။

ဦးဟုတ်စိန်၏ ပါဠိ မြန်မာအဘိဓာန်တွင်-

ပညာ [ပြဇဉာ](ပ+√ ဉာ)(ဣ)အပြားအားဖြင့်သိခြင်း။ (စာ ၅၇၂)

ပညာ ဣ[ပြဇဉာန] (ပ+√ ဉာ+ယု)(န)သိမြင်ခြင်း။ ထင်ရှားခြင်း။

ဟုလည်းကောင်း၊

ဒဂုံဦးထွန်းမြင့်၏ ပါဠိသက်ဝေါဟာရအဘိဓာန်တွင်-

ပညာ_အသိဉာဏ်။ အပြားအားဖြင့် သိတတ်သောဉာဏ်။

ဆည်းပူးယူရသော အသိဉာဏ်၊ ယင်းအသိဉာဏ်ကို ရရာ ရကြောင်း

ရှာဖွေ ဆည်းပူးတတ်သော အတတ်။ (စာ ၁၈၁) ဟုလည်းကောင်း၊

Oxford Advanced learner's Dictionary တွင်-

Wisdom/noun/အတွေ့အကြုံနှင့် အသိပညာကြောင့် ဆင်ခြင်တုံတရားရှိသော

ဆုံးဖြတ်ချက်များချနိုင်ခြင်းနှင့် အကြံဉာဏ်ကောင်းများပေးခြင်း။ (Pg-1791)

ဟု လည်းကောင်း ဖွင့်ဆိုထားပါသည်။

မြတ်စွာဘုရားကိုယ်တော်တိုင်ကပင် “ပညာသမာအာဘနတ္ထိ” လောကတွင် ပညာတည်းဟူသော အတတ်ပညာနှင့်တူညီသော အရောင်အဝါဟူသည် မရှိကြောင်း ဟောကြားတော်မူခဲ့ပါသည်။

တက်တိုး၏ လောကနီတိကျမ်း ပုဒ်ရေ(၂၃)တွင်-
လောက၌ အတတ်ပညာနှင့်တူသော အဆွေခင်ပွန်းသည် မရှိ။ (စာ-၃၉) ဟု
ဖော်ပြထားပါသည်။

ထို့ကြောင့် ပညာဆိုသည်မှာ အဆိုးအကောင်း၊ အမှားအမှန်၊ အကြောင်းအကျိုးကို ဝေဖန်
ပိုင်းခြား ဆင်ခြင်သုံးသပ်နိုင်သော အသိဉာဏ်ပညာကို ဆိုလိုပါသည်။ တနည်းအားဖြင့် နက်နဲ
စွာ ပိုင်းခြားသိမြင်နိုင်သော၊ နက်နဲစွာ ထိုးထွင်းသိမြင်နိုင်သော ဉာဏ်ပညာ၊ အတွေ့အကြုံနှင့်
အသိပညာကြောင့် ဆင်ခြင်ဆုံးဖြတ်နိုင်သော ဉာဏ်ပညာကို ဆိုလိုပါသည်။

ပညာရေးဆိုသည်မှာ သင်ယူခြင်းဖြင့် တတ်မြောက်လာသော စဉ်းစားဆင်ခြင်တတ်
သော အသိပညာကိုပေးသောအရာ၊ ကိုယ်ရည်ကိုယ်သွေးတိုးတက်ရန် ကူညီပေးသောအရာ၊
လက်တွေ့ ဘဝပြဿနာများကို ရင်ဆိုင်ဖြေရှင်းနိုင်ရန် ရရှိလာသော အသိပညာ၊ အတတ်ပညာ
တို့ကို ပေးသော အရာဖြစ်သည်။

၂။ စာပေလေ့လာဆန်းစစ်ချက်

မြန်မာစာပေတွင် ပညာရေးနှင့်ပတ်သက်၍ ခေတ်အဆက်ဆက် စာဆို၊ ပညာရှိများ၏
လမ်းညွှန်ချက်များကို နီတိကျမ်းများ၊ ပျို့ကဗျာလင်္ကာများတွင် တွေ့ရပါသည်။ ထိုပညာရေး
လမ်းညွှန်ချက်များကို မျက်မှောက်ခေတ်တွင် ဖွင့်ဆိုထားသော စာပေများ၊ သုတေသနပြုထား
သော စာတမ်းများ၊ ကျမ်းများကိုလည်း တွေ့ရပါသည်။

သုခအဓိပ္ပာယ်ဖွင့်ဆိုထားသော လောကနီတိကျမ်းတွင် အခန်း(၁)ပဏ္ဍိတကဏ္ဍ ပညာရှိ
တို့ ဆိုသောအခန်း၌ ဤလောကနီတိကျမ်းကို တတ်မြောက်သူသည် ပညာဗဟုသုတနှင့်ပြည့်စုံ
သော ပညာတတ်တစ်ဦးဖြစ်ကြောင်း၊ ပညာ၏ရန်သူသည် ပျင်းရိခြင်းဖြစ်ကြောင်း၊ ပထမ
အရွယ်တွင် ပညာသင်ယူရမည်ဖြစ်ကြောင်း၊ ပညာကို ထူးခွန်စွာသင်ယူမှသာ ထိုပညာ၏အကျိုး
ကျေးဇူးကို ခံစားရမည်ဖြစ်ကြောင်း၊ ပညာသင်ယူရာတွင် ဆရာကောင်းထံ၌ ရှိသေ့စွာ သင်ယူရ
မည်ဖြစ်ကြောင်း၊ ပညာသင်ရာတွင် သတိ၊ ဝီရိယသည် အရေးပါကြောင်းတို့ကို အဓိပ္ပာယ်ဖွင့်ဆို
ထားပါသည်။ သုခအဓိပ္ပာယ်ဖွင့်ဆိုထားသော လောကနီတိကျမ်းကို တက်တိုးကလည်း အင်္ဂလိပ်
-မြန်မာ နှစ်ဘာသာဖြင့် အဓိပ္ပာယ်ပြန်ဆို ရေးသားထားပါသည်။

ပါရဂူကျမ်းတစ်စောင်ဖြစ်သော မောင်သိန်းဇော်(၂၀၀၅)၏ အင်းဝခေတ် ဇာတကပျို့များ
၏ အပြောက်အမွမ်းကျမ်းတွင် ရှင်မဟာရဋ္ဌသာရ၏ စတုဓမ္မသာရ ကိုးခန်းပျို့၊ သံဝရပျို့တို့တွင်
ပညာရေးနှင့်ပတ်သက်၍ သုတေသီတို့၏အမြင်နှင့် ကျမ်းပြုသူ၏ သုတေသနအမြင်တို့ကို
လေ့လာ တင်ပြထားပါသည်။

မဟာဝိဇ္ဇာကျမ်းတစ်စောင်ဖြစ်သော မကြည်ကြည်ထွေး(၁၉၉၉)၏ အင်းဝခေတ် ရှင်မဟာသီလဝံသနှင့် ရှင်မဟာရဋ္ဌသာရတို့၏ လူငယ်လမ်းညွှန် စာပေလေ့လာချက်ကျမ်းတွင် ရှင်မဟာသီလဝံသ၏ ပညာရေးလမ်းညွှန်နှင့် ရှင်မဟာရဋ္ဌသာရ၏ ပညာရေးလမ်းညွှန်တို့ကို လေ့လာတင်ပြထားပါသည်။

ထို့အပြင် အင်းဝခေတ်စာဆို ရှင်မဟာရဋ္ဌသာရ၏ သံဝရပျို့၊ ဂန္ထိသာရပျို့၊ သုစိပုဘာ လင်္ကာနှင့် စတုဓမ္မသာရ ကိုးခန်းပျို့တို့တွင်လည်းကောင်း၊ အင်းဝခေတ်စာဆို ကန်တော် မင်းကျောင်း ဆရာတော်၏ လောကသာရပျို့တွင်လည်းကောင်း၊ မန်လည်ဆရာတော်ဘုရားကြီး ၏ မဟာသုတ ကာရီမဃဒေဝလင်္ကာသစ်တွင်လည်းကောင်း၊ ပညာရေးလမ်းညွှန်ချက်များကို ထည့်သွင်းဖွဲ့ဆို ရေးသားထားကြောင်း တွေ့ရပါသည်။

ဤစာတမ်းတွင် လောကနီတိကျမ်းနှင့် အင်းဝခေတ်စာဆို၊ ကုန်းဘောင်ခေတ်စာဆို တို့၏ ပျို့၊ ကဗျာ လင်္ကာများမှ ပညာရေးလမ်းညွှန်ချက်များကို စာပေရှုထောင့်မှ သုတေသနပြု လေ့လာ တင်ပြထားပါသည်။

၃။ နည်းနာ

ဤစာတမ်းတွင် ပညာရပ်ဆိုင်ရာနည်းနာနှင့်ပတ်သက်၍ စာဆို၊ ပညာရှိ၊ ပညာရေး၊ လမ်းညွှန်ချက်စသည့် ပညာရပ်ဆိုင်ရာဖွင့်ဆိုချက် သီအိုရီတို့ကိုအခြေခံ၍ သုတေသနပြုလေ့လာ တင်ပြထားပါသည်။

ပညာရှိကို မြန်မာအဘိဓာန်(၁၉၉၁)တွင်-

ဉာဏ်ပညာအကြားအမြင်ဗဟုသုတနှင့်ပြည့်စုံသူ

(စာ ၂၀၈) ဟုလည်းကောင်း၊

စာဆိုကို

န-၁၊ ကဗျာဂီတ ကိုကိုယ်တိုင်သီကုံးရွတ်ဆိုသူ၊ဖွဲ့ဆိုသူ၊ ကဝိ။(စာ ၉၄)

(၂)စာပေရေးသားပြုစုသူ (စာ ၉၄) ဟုလည်းကောင်း၊

လမ်းညွှန်ကို န-ညွှန်ပြချက်။(စာ ၃၄၅) ဟုလည်းကောင်း ၊

Oxford Advanced learner's Dictionary တွင် ပညာရေးကို -

Education/noun/ ဉာဏ်အလင်းရောင်ပေးသောအတွေ့အကြုံ။(Pg-496)

ဟုလည်းကောင်း ဖွင့်ဆိုထားပါသည်။

သုတေသနနည်းနာနှင့်ပတ်သက်၍ အချက်အလက်များကို ကောက်ယူ စုဆောင်းရာတွင် ဒေါက်တာအောင်မြင့်ဦး (၂၀၁၈)၏ သုတေသနဟူသည် စာအုပ်တွင် ဖော်ပြထားသည့်

Dr.Yogesh Kumar Singh၏ သုတေသနနည်းပညာထဲမှ ဆန်းစစ်လေ့လာနည်း၊ ခွဲခြမ်းစိတ်ဖြာ ဆန်းစစ်နည်းတို့ကို အသုံးပြုထားပါသည်။ ဤသို့ စုဆောင်းရရှိသော အချက်အလက်များကို ပညာရပ်ဆိုင်ရာ နည်းနာသီအိုရီများနှင့် ပေါင်းစပ်၍သုတေသန ပြုလေ့လာတင်ပြထားပါသည်။

၄။ ရှေးစာဆိုတို့၏ပညာရေးလမ်းညွှန်ချက်များ

လောကလူသားတို့အတွက် တန်ဖိုးအရှိဆုံးအရာသည် ပညာဖြစ်သည်။ ပညာသည် လူ့အရည်အချင်းဖြစ်သည်။ လူတစ်ယောက်အတွက် စဉ်းစားတွေးခေါ်နိုင်သော ဉာဏ်ပညာသည် အလွန်အရေးပါသည်။

လူတို့၏ စွမ်းအားငါးမျိုး(ဗလငါးတန်)တွင် ပညာစွမ်းအားသည် အကောင်းဆုံးဟုလည်း မြတ်ဗုဒ္ဓက ဟောကြားခဲ့ပါသည်။ မင်္ဂလသုတ်တော်လာ (၃၈)ဖြာမင်္ဂလာတရားတော်တွင် -

ဗာဟုသိစ္စဉ္စ၊ သိပ္ပဉ္စ၊ ဝိနယောစ သုသိက္ခိတော၊ သုဘာသိတာစ ယာဝါစ။

ဟု လောကီလူသားတို့ ဘဝရပ်တည်နိုင်ရန်အတွက် အကြားအမြင်ဗဟုသုတရှိရန်၊ လူ့ကျင့်ဝတ် များကို ကောင်းစွာ သင်ကြားတတ်မြောက်ရန် လိုအပ်ကြောင်းလမ်းညွှန်ထားပါသည်။

လူ့ဘဝကိုရရှိလာပြီဆိုလျှင် အရေးကြီးဆုံးကပညာရှာရပါမည်။ ပညာဟုဆိုရာတွင် အသိ ပညာနှင့် အတတ်ပညာဟူ၍ နှစ်မျိုးရှိပါသည်။ မိမိတို့ နေ့စဉ်စီးပွားရေးအတွက် အတတ်ပညာ တစ်ခုရှိရပါမည်။ အတတ်ပညာထက်ပို၍ အရေးပါသောအရာမှာ အသိပညာဖြစ်ပါသည်။ အသိပညာ ဆိုသည်မှာအရာရာကို ဆင်ခြင်တိုင်းထွာပြီး လုပ်ကိုင်နိုင်သည့်စွမ်းရည်ဖြစ်သည်။ လူတို့သည် ထိုအတတ်ပညာ၊ အသိပညာနှစ်မျိုးလုံးကို သင်ယူတတ်မြောက်ရပါမည်။

ရှေးပညာရှိစာဆိုတို့ကလည်း လောကတွင် ကိုယ်ကျင့်သီလနှင့် အသိပညာသည် လူ့ အရည်အချင်းဖြစ်ကြောင်း၊ ပညာကို သင်ယူတတ်မြောက်ရန်လိုအပ်ကြောင်း၊ ပညာရေးနှင့် ပတ်သက်၍ လမ်းညွှန်ဆုံးမခဲ့ကြပါသည်။

၄.၁။ ငယ်စဉ်အခါ ပညာရှာ

လူ့ဘဝတွင် လူအဖြစ်ရပ်တည်နိုင်ရန် အဓိကအရေးအပါဆုံးနှင့် တန်ဖိုးအရှိဆုံးအရာမှာ ပညာ ဖြစ်သည်။ ပညာရေးသည် လူသားတို့၏ဘဝခရီးအတွက် အလွန်အရေးပါသည်။ လူသား တို့၏ ပညာရေးအစသည် မိဘကဖြစ်သည်။ မိဘတို့သည် ပထမဆုံးသော လက်ဦးဆရာအဖြစ် သားသမီးတို့ကို သိသင့် တတ်သင့်သည်ကို သင်ပေးကြသည်။ ထို့နောက် ငယ်ရွယ်စဉ်မှာ ဆရာ တို့ထံအပ်နှံ၍ ပညာဆက်လက်သင်ကြားစေသည်။ ငယ်ရွယ်စဉ်မှာ ပညာကို သင်ကြားတတ် မြောက်ရမည်ဟု ခေတ်အဆက်ဆက် စာဆိုတို့ကလည်း လမ်းညွှန်ခဲ့ကြပါသည်။

လောကနီတိသည် လောကအကြောင်းနှင့် စပ်လျဉ်း၍ ကြီးပွားတိုးတက်စေရန် ညွှန်ကြားထားသောလမ်းညွှန်ကျမ်းဖြစ်သည်။ လောကနီတိကျမ်းကို ပင်းယခေတ်တွင် စတုရင်္ဂဗလအမတ်ကြီးက ကျမ်းအစောင်စောင်မှ သင့်နိုးရာရာကို ကောက်နုတ်ပြင်ဆင်၍ ပါဠိဘာသာဖြင့် ရေးသားပြုစုခဲ့သည်။ စတုရင်္ဂဗလအမတ်ကြီး၏ ကျမ်းရင်းကို ကုန်းဘောင်ခေတ်တွင် အုတ်ကျောင်း ဆရာတော်ဦးဗုဓ်က မြန်မာပြန်ဆိုခဲ့သည်။ စာသင်သားများအဖို့ လောကအကျိုးစီးပွား ဖြစ်စေနိုင်သည့်အတွက် ဆရာတော်တို့က ခေတ်အဆက်ဆက် သင်ပြပေးတော်မူခဲ့ကြသည်။ နီတိဆိုသည်မှာ ဆောင်ရန်၊ ရှောင်ရန်၊ လမ်းညွှန်ဟုအဓိပ္ပာယ်ရသည်။ လောကနီတိသည် လူတိုင်းအတွက် အကျိုးများ၍ ခေတ်အဆက်ဆက်က ပညာရှင်တို့သည် ထိုခေတ်ပြည်သူများ လေ့လာဖတ်ရှုနိုင်ရန် နီတိစာပေများကို ရေးသား ပြုစုခဲ့ကြသည်။

အင်းဝခေတ်စာဆိုရှင်မဟာရဋ္ဌသာရက စတုဓမ္မသာရကိုးခန်းပျို့တွင်-

သကျရုပ်၊ ကြံကြံသမျှ၊ တောင့်တရာရာ၊ တတ်ကောင်စွာသား၊

ဝိဇ္ဇာသိပ္ပ၊ လူကိစ္စကို၊ ငယ်ကမသင်၊ ပျော်ပါးလွင်မှု၊ အကြင်သူအား၊ (စာ-၂၄)

ဟု ပညာကို ငယ်စဉ်ကပင် သင်ကြားရမည်ဟူ၍ လမ်းညွှန်ဆုံးမထားပါသည်။

သုခအဓိပ္ပာယ်ဖွင့်ဆိုထားသော လောကနီတိ အပိုဒ်(၃)တွင်- ပျင်းသောသူအား အတတ်ပညာ အဘယ်မှာတတ်အံ့နည်း။ အတတ်ပညာမရှိသောသူအား ဥစ္စာအဘယ်မှာ ရအံ့နည်း။ ဥစ္စာမရှိသော သူအားအဆွေခင်ပွန်း အဘယ်မှာရအံ့နည်း။ အဆွေခင်ပွန်း မရှိသောသူအား ချမ်းသာအဘယ်မှာ ရအံ့နည်း။ ချမ်းသာမရှိသောသူအား ကောင်းမှု အဘယ်မှာ ရအံ့နည်း။ ကောင်းမှု မရှိသောသူအား နိဗ္ဗာန်အဘယ်မှာရနိုင်အံ့နည်း။ (စာ ၁၇)

ဟု ပျင်းရိခြင်းသည် ပညာ၏ရန်သူဖြစ်၍ ပညာရှာရာတွင် ပျင်းရိမှုမရှိစေရန် လမ်းညွှန်ဆုံးမထားပါသည်။

ဤစာပိုဒ်သည် ပျင်းရိခြင်း၏ မကောင်းသောအကျိုးဆက်များကို ဖော်ပြထားသည်။ ပျင်းလျှင် အတတ်ပညာမရ၊ အတတ်ပညာမရလျှင် ဥစ္စာမရ၊ ဥစ္စာမရလျှင် မိတ်ဆွေမရ၊ မိတ်ဆွေမရလျှင် ချမ်းသာခြင်းမရ၊ ချမ်းသာခြင်းမရှိလျှင် ကုသိုလ်မရ၊ ကုသိုလ်မရလျှင် နိဗ္ဗာန်ရောက်မည် မဟုတ်ဟူ၍ မကောင်းသောအကျိုးဆက်များကို ဖော်ပြလမ်းညွှန်ထားသည်။

ဤသဘောကို လောကနီတိကျမ်းအပိုဒ်(၁၆)တွင်လည်း

လောက၌၊ ပထမအရွယ်၌ကား၊ အတတ်မရတုံအံ့၊ ဒုတိယအရွယ်၌ကား၊

ဥစ္စာမရတုံအံ့၊ တတိယအရွယ်၌ကား၊ တရားမရတုံအံ့၊ စတုတ္ထအရွယ်တိုင်မှကား၊

အဘယ်ဥစ္စာရအံ့နည်း။(စာ-၃၁) ဟုလည်းဖွင့်ဆိုထားပါသည်။

ထို့ပြင်လောကနီတိအပိုဒ်(၁၇)တွင်-

ချစ်သားတို့၊ အတတ်ပညာသင်ကုန်လော့၊ အဘယ့်ကြောင့်၊ ပျင်းဘိသနည်း၊
ချစ်သားတို့၊ နေ့တိုင်းနေ့တိုင်း၊ အတတ်ပညာသင်ကုန်လော့၊ အတတ်ပညာ
မရှိသောသူသည် သူ၏ဝန်ထမ်းဖြစ်တတ်၏။ အတတ်ပညာရှိသောသူကို
လောက၌ သူတစ်ပါးတို့ ပူဇော်အပ်၏။(စာ-၃၂)

ဟု ပညာမတတ်လျှင် သူ၏ဝန်ထမ်းဖြစ်မည်။ ပညာတတ်သူကို လူအများက ရိုသေလေးစား
ကြသည်။ ဟုလမ်းညွှန်ထားပါသည်။

တစ်ဖန်လောကနီတိကျမ်း ပဏ္ဍိတအခန်း၌-

နှုတ်မှုပညာကိုလည်းကောင်း၊ လက်မှုပညာကိုလည်းကောင်း၊
ငယ်သည်ဟူ၍ မအောက်မေ့ရာ၊ ကုန်စင်အောင်တတ်မှုကား၊
တစ်ခုသောအတတ်သည်လည်း၊ အသက်မွေးကျောင်း ဖြစ်ပါသလျှင်ကတည်း”

(စာ-၃၂)

ဟု ပညာကို တတ်မြောက်အောင် သင်ယူခြင်းထက် ကျော်လွန်၍ ထူးချွန်အောင်သင်ယူရမည်
ဟုလည်း လမ်းညွှန်ထားပါသည်။ သို့မှသာ ထိုပညာရပ်၏ အကျိုးကိုခံစားရမည်ဖြစ်ကြောင်း
လမ်းညွှန်ဆုံးမထားပါသည်။

ထိုသဘောကို ကုန်းဘောင်ခေတ်တွင် အမှာတော်ရေး ဦးရှင်ကလေး၏ လောကနီတိ
(ပညာကဏ္ဍ) ကဗျာ၌-

နှုတ်မှုလက်မှု၊ အတတ်စုကို၊ ငယ်နုသောအား၊ မမေ့ငြားနှင့်။
ရင်းဖျားကုန်စင်၊ တတ်မြော်မြင်က၊ တစ်ခုမျှလျက်၊
အသက်မွေးဝမ်းကျောင်း ဖြစ်တုံရှောင်း၏။ (စာ ၄၄၃)

ဟုဖွဲ့ဆိုထားပါသည်။

ပညာသင်ယူရာတွင် အတတ်ပညာဗဟုသုတနှင့် ပြည့်စုံသော ဆရာကောင်းတို့ထံတွင်
သင်ယူရမည်ဖြစ်ကြောင်း အင်းဝခေတ် ဆရာတော်ရှင်မဟာရဋ္ဌသာရက လမ်းညွှန်ထားပါသည်။
ဆရာတော်က သံဝရပျို့တွင် -

ပဏ္ဍိတစစ်၊ အနှစ်ပြည့်မာ၊ ဆရာကောင်းထံ၊ ကျိုးနွံဆည်းကပ် (စာ ၁၄၃)

ဟုလည်းကောင်း၊

ဂမ္ဘီသာရပျို့အပိုဒ်(၃၇)တွင်-

ဗဟုသုတ၊ သိပ္ပပညာ၊ ဆည်းပူးရှာ၍၊ ဆရာကောင်းထံ၊ ထုံးစံလေ့ကျက်

(စာ ၃၅) ဟု လည်းကောင်း လမ်းညွှန်ထားပါသည်။

ကန်တော်မင်းကျောင်းဆရာတော်က လောကသာရပျို့အပိုဒ် (၁၃)တွင်-

ထုံးတီးနည်းနာ၊ အဖြာဖြာ၌၊ ပညာရှာမှီး၊ မကြီးသက်ရွယ်၊ အငယ်သော်က၊
ကြိုးလုံလလျက်၊ တုပ်ကွပုဆစ်၊ ဆရာစစ်၌၊ ကြောက်ချစ်ရိသေ၊
လုပ်ကျွေးထွေဖြင့်၊ စာပေတတ်ကြောင်း၊ တချောင်းချောင်းလျှင်၊
ခြိမ့်မောင်းသည်းခံ၊ ဆရာထံ၌၊ သင်အံကျက်လေ၊ တစ်နေ့တစ်ပါး၊
မှတ်သားလေလေ၊ ဝမ်းထဲခွေ၍၊ အထွေအထူး၊ ဂုဏ်ကျေးဇူးကို။ ။ဆည်းပူး
သန့်ရှင်းကြွယ်စေမင်း။ (စာ-၂၉)ဟု ဆရာတို့ထံ ပညာသင်ကြားရာတွင်
တပည့် ဝတ္တရားငါးပါးနှင့်အညီ ပညာသင်ယူရမည်ဟု လမ်းညွှန်ထားပါသည်။

တစ်ဖန် ရှင်မဟာရဋ္ဌသာရသည် စာသင်သားတို့ ပညာဆည်းပူးရာတွင် လိုက်နာရမည့်
စည်းကမ်းကောင်းများကို သု၊စိ၊ပု၊ဘာ လင်္ကာဖြင့် ညွှန်းပြထားပါသည်။

သု၊စိ၊ပု၊ဘာ၊ဝိ၊လိ၊သိ၊ဓာ၊ အက္ခရာစွဲသုံး၊ ဤရှစ်လုံးကို၊ သီကုံးပန်းသွင်၊
နေ့တိုင်းဆင်လော့၊ စာသင်ပျို့နု၊ အခြေပြုတို့၊ ဥဇုဘူတ၊ လုံလပြင်းစွာ၊
သူထက်ငါဟု၊ နှုတ်မှာရွရွ၊ ကြိုးစားကလျှင်၊ သိပ္ပကျေးဇူး၊ အထူးသိမြင်၊
ပညာရှင်ဟု၊ မထင်မပေါ်၊ မကျော်စောဘဲ၊ တိမှာလွဲအံ့၊ (စာ ၂၀)

ဟုကြားနာခြင်း၊ ကြံစည်ခြင်း၊ မေးမြန်းခြင်း၊ ပြောဆိုခြင်း၊ သတိတရားဖြင့် ဆင်ခြင်ခြင်း၊
ရေးသားခြင်း၊ လုံ့လဝီရိယထုတ်ပြီး လေ့ကျင့်ခြင်း၊ နှုတ်ငုံအရဆောင်ခြင်းတို့ကို အခြေခံ၍
နေ့စဉ် နေ့တိုင်း ပညာကိုသင်ကြားရမည်ဟု လမ်းညွှန်ဆုံးမထားပါသည်။ သတိသည် ပညာ၏
အထောက်အကူဖြစ်သည်။ သင်ယူတတ်မြောက်သည့် ပညာကို သတိ၊ သမာဓိတို့ဖြင့် လုံ့လ
ဝီရိယစိုက်ထုတ်ကာ ဆက်လက် ကြိုးစားသင်ယူနေရပါမည်။ သို့မှသာ အသိဉာဏ်ပညာသည်
တဖြည်းဖြည်းရင့်သန်လာပြီး ပညာ၏ စွမ်းရည်သတ္တိများ တိုးပွားလာကာ ပညာရှင်အဖြစ်လည်း
ထင်ပေါ်ကျော်စော လာမည်မှာ အမှန်ပင် ဖြစ်ပါသည်။

ထို့ပြင် အင်းဝခေတ် စာဆိုကန်တော်မင်းကျောင်းဆရာတော်ကလည်း လောကသာရပျို့
တွင်- အသက်ရှည်စွာ၊ အနာမဲ့ကြောင်း၊ ကောင်းလှစေချင်၊ ပဲ့ပြင်နိစ္စ၊ ကွပ်ဆုံးမသား၊
မိဘဆရာ၊

စကားနာ၍၊ ကျမ်းစာသိမြင်၊ တတ်အောင်သင်လော့၊ ပေါ်လွင်မပြု၊ ကောင်းရာတုလျက်၊
ကောင်းမှုမြတ်နိုး၊ ကောင်းအောင်ကျိုး၍။ ။ ကောင်းကျိုးကိုယ်၌တည်စေမင်း။ (စာ ၄၆)

ဟု ဖွဲ့ဆိုထားပါသည်။ ပညာ၏တန်ဖိုးကို ပေါ်လွင်စေသောအဖွဲ့ ဖြစ်ပါသည်။ စာသင်သား
လူငယ်တို့သည် မိမိတို့၏အကျိုးကို အစဉ်လိုလားသော၊ ပညာကို လက်ဆင့် ကမ်းသင်ကြားပေး
သော မိဘဆရာတို့၏ စကားကို နားထောင်ပြီး ပညာကို တတ်အောင်သင်ယူပါ။ ပညာ၏ အနှစ်

ဖြစ်သော ကောင်းမှုကို မြတ်နိုးပြီး မိမိ၏စိတ်သဏ္ဌာန်တွင် အစဉ်တည်မြဲအောင် ကျင့်ကြံပါဟု တိုက်တွန်း ဖွဲ့ဆိုထားပါသည်။

ရှေးစာဆိုတို့သည် စာသင်သားလူငယ်တို့ကို ငယ်စဉ်အခါ ပညာရှာရာတွင် ပျင်းရိခြင်း မရှိရန်၊ အသက်မွေးဝမ်းကျောင်းအတွက် ပညာရပ်တစ်ခုကို ထူးချွန်စွာသင်ယူရန်၊ ဆရာကောင်း ထံတွင် ကြိုးစားသင်ယူရန်၊ ကောင်းမှုကို မြတ်နိုးရန် လမ်းညွှန်ဆုံးမထားပါသည်။

၄၂။ ပညာမဲ့ခြင်း၏အပြစ်နှင့် ပညာရှိခြင်း၏အကျိုး

ရှေးစာဆိုတို့သည် ငယ်စဉ်အခါပညာကို မသင်ယူခဲ့ခြင်းကြောင့် ရရှိခံစားရမည့် ဆိုးကျိုး များကို လမ်းညွှန်ဆုံးမထားပါသည်။ ထို့ပြင် ပညာကို ကြိုးစားသင်ယူခြင်းဖြင့် ပညာ တတ်မြောက်ခြင်း၊ ပညာရှိခြင်း၏ အကျိုးကျေးဇူးများကိုလည်း လူငယ်တို့ သိမြင်နိုင်ရန် လမ်းညွှန်ဆုံးမထားကြပါသည်။

၄၂။၁။ ပညာမဲ့ခြင်း၏အပြစ်

ပညာမသင်ယူခြင်း၊ ပညာမတတ်ခြင်းကြောင့် လူ့ဘဝတွင် အရှုံးနှင့်ရင်ဆိုင်ရခြင်း၊ ဆိုးကျိုးများ ခံစားရခြင်းကို အင်းဝခေတ်စာဆိုရှင်မဟာရဋ္ဌသာရကစတုဓမ္မသာရ ကိုးခန်းပျို့တွင် လမ်းညွှန် ဆုံးမထားပါသည်။ ပညာဗဟုသုတမရှိသောသူသည် လူဘုံအလယ်တွင် ဝင်ရောက် ဆွေးနွေးပြောဆို နိုင်ခြင်းမရှိဘဲ ပါးစပ်မပါသော သူကဲ့သို့ ညှိုးငယ်စွာ နေထိုင်ရခြင်းကို-

စကားချေတင်၊ သဘင်မပြု၊ ခံတွင်းမဲ့သို့

ချို့တဲ့ပညာ၊ ညှိုးမျက်နှာနှင့်၊ ရွံရှာလန့်ထိတ်၊ အသံဆိတ်၏။(စာ ၂၄)

ဟုလည်းကောင်း၊

တိတ်ဆိတ်မနေဘဲ ဝင်ရောက်ပြောဆိုပါလျှင်လည်း ပြေပြစ်ခြင်းမရှိ၊ အကျိုး အကြောင်း ရှေ့နောက်ညီညွတ်မှုမရှိဘဲ လွဲချော်ကာ လူများသရော်လှောင် ပြောင်ဖွယ်ရာဖြစ်ရပုံကို-

တိတ်တိတ်မနေ၊ ဆိုပါချေလည်း၊ မပြေမပြစ်၊ အထစ်ထစ်လျှင်၊

ကျစ်လျစ်မရှိ၊ အငြိငြိတည့်၊ ဟုတ်လိနိုးနိုး၊ ဆင်ကန်းတိုးသို့၊

အကျိုးအကြောင်း၊ ကောင်းကောင်းမမှန်၊ သမ္မန်ပါဌ်လျှောက်၊ ရှေ့နောက်မညီ၊

အစီအလျဉ်၊ အစဉ်မသင့်၊ တဖျင့်တပါး၊ ရယ်ဖွယ်များခဲ့၊(စာ ၂၄)

ဟုလည်းကောင်းဖွဲ့ဆိုထားပါသည်။

ထို့ပြင် မိဘဂုဏ်၊ ပစ္စည်းဂုဏ်နှင့် ပြည့်စုံပါသော်လည်း ပညာမတတ်သောကြောင့်
လောကအလယ်တွင် မတင့်တယ်ဖြစ်ရပုံကို

ဘိုးဘွားမိဘ၊ သူကြီးမရွှါ၊ မလှမညို၊ မစိုးမရိမ်၊

နတ်စည်းစိမ်သို့၊ ရွှေအိမ်ဘုံမြင့်၊ ခုနစ်ဆင့်ထက်၊ နေလင့်ကစား၊

ပြာသာဒ်ဖျားဝယ်၊ နားသည်ကျီးမျှ၊ ပမာကျလိမ့်။(စာ ၂၄)

ဟုလည်းကောင်း၊

ပစ္စည်းဥစ္စာ၊ ရုပ်ဆင်းသွင်ပြင် ပြည့်စုံပါသော်လည်း ပညာမတတ်သောသူသည် လောက
အလယ်တွင် မတင့်တယ်ပုံ၊ အဆင်းသာရှိပြီး ရနံ့မရှိသော ပေါက်ပန်းပွင့်ကို လူတို့တန်ဖိုးထား
သကဲ့သို့ လူအများ တန်ဖိုးထားမခံရပုံ၊ လူအများ၏ ကဲ့ရဲ့ခြင်းကိုခံရပုံကို-

အင်္ဂပစ္စင်၊ သွင်ပြင်ရုပ်ဝါ၊ ပြည့်စုံပါလည်း၊ နံ့သာလှိုင်ခြင်း၊ ဂုဏ်နံ့ကင်းမှု၊

အဆင်းလှဆန်း၊ လူပေါက်ပန်းဟု၊ သွမ်းမှန်းသိထွေ၊ ကဲ့ရဲ့လေအံ့၊(စာ ၂၄)

ဟုလည်းကောင်း လမ်းညွှန်ဆုံးမထားပါသည်။ လူ့ဘောင်လောကတွင် ပညာ၏ အခန်းကဏ္ဍ
အရေးပါပုံကို ရှင်မဟာရဋ္ဌသာရက သံဝရပျို့တွင်-

ယောက်ျားတကာ၊ တတ်စရာ၌၊ လိမ္မာမပွန်၊ အရွယ်လွန်မှု၊ ရွှေဟန်ဆင်းရောင်၊

ဟင်္သာဘောင်တွင်၊ အတောင်ဖြူကာ၊ ဗျိုင်းပမာသို့၊ ပညာရှိလယ်မတင့်တယ်ခွဲ။

(စာ ၃၇)ဟု ပညာမဲ့သည် ပညာရှိအလယ်တွင် မတင့်တယ်ပုံကို ဖော်ထုတ်လမ်းညွှန် ဆုံးမ
ထားပါသည်။ လောက၌ ပညာမတတ်သောသူသည် လူပုံအလယ်တွင် မျက်နှာငယ်ရပုံ၊
မတင့်တယ်ပုံ၊ လူအများ တန်ဖိုးထားခြင်း မခံရပုံတို့ကို မြင်သာအောင် တင်ပြဖွဲ့ဆို၍ ရှေး
စာဆိုတို့က လူငယ်လူရွယ်တို့ကို လမ်းညွှန်ဆုံးမထားပါသည်။

၄.၂.၂။ပညာရှိခြင်း၏အကျိုး

ရှေးစာဆိုတို့၏ ပျို့ကဗျာများတွင် ပညာရှိခြင်း၏ အကျိုးကျေးဇူးများကိုလည်း လမ်းညွှန်ရေးဖွဲ့
ခဲ့ကြသည်။ ဆရာတော်ရှင်မဟာရဋ္ဌသာရသည် ဂစ္ဆိသာရပျို့တွင် ပညာသင်ယူခြင်း၏ အကျိုး
ကျေးဇူးများကို ရေးဖွဲ့ထားပါသည်။ ပညာကို ကြိုးစားသင်ယူတတ်မြောက်သူကို အမြော်အမြင်
နှင့်ပြည့်စုံသူ၊ ပညာရှိဟု လူအများကချီးမွမ်းကြပုံကို ဂစ္ဆိသာရပျို့တွင်-

အနက်အနဲ၊ အရဲအရင့်၊ အကျင့်အဟန်၊ အမှန်အတော်၊ အမြော်အမြင်၊

ဂုဏ်အင်ထူးခြား၊ သူရည်သွားကို၊ ထောက်ထားခဲ့ခြင်း၊ သိနိုင်စွမ်းဟု၊

ချီးမွမ်းဗိုလ်လူ၊ ဆရာမူသား၊ မဇ္ဈပန်းဦး၊ ကြိုင်နံ့မြူးသို့၊ ကျေးဇူးသတင်း၊

မွေးစေမင်း။(စာ ၃၅)

ဟုရေးဖွဲ့ခဲ့ပါသည်။

ထို့ပြင် ရှင်မဟာရဋ္ဌသာရ၏ ပညာရေးလမ်းညွှန်ပျို့တစ်စောင်ဖြစ်သော စတုမ္မသာရ ကိုးခန်းပျို့တွင် ပညာတတ်မြောက်ခြင်း၏ အကျိုးကျေးဇူးကို ဖော်ထုတ်ရေးဖွဲ့ထားပါသည်။

ပထမအရွယ်၊ငယ်သော်ကတည်း၊သိပ္ပခေါင်အား၊တတ်မြောက်မြားမူ၊

တောသားရန်အောင်၊ခြင်္သေ့ယောင်သို့၊မရှောင်မညှာ၊တင်းတင်းမာ၍၊

ပညာရဲ့ရင့်၊ပွဲလယ်တင့်လိမ့်၊(စာ ၂၅)

ဟု ပညာကို ငယ်စဉ်ကတည်းက သင်ယူတတ်မြောက်သောသူသည် တောဘုရင်ခြင်္သေ့ကဲ့သို့ ယုံကြည်မှုအပြည့်နှင့် ဘဝကို ရဲရင့်ရင့်ရင့် ရင်ဆိုင်နိုင်ပုံ၊ ပညာတတ်မြောက်သောသူသည် လူပုံ အလယ်တွင် တင့်တင့်တယ်တယ်ပြောဆို နေထိုင်နိုင်ပုံတို့ကို ဖော်ပြရေးဖွဲ့ထားပါသည်။ ပညာ တတ်မြောက်သူသည် လူပုံအလယ်တွင် စကားပြောဆိုရလျှင်လည်း အကြောင်းအကျိုးဆက်စပ် ပြီး ထိထိမိမိပြောဆိုတတ်ပုံကို-

ဆိုသင့်ဆိုထိုက်၊ ဆိုလိုက်ဆိုလျော၊ ဆိုပြောဟောလည်း၊ သဘောထိထိ၊

ဆိုရိုးမိလျက်၊ တိတိမြေပြင်၊ သိန္ဓောနှင့်သို့၊ မြော်တင်းနောက်ရှေ့၊

စေ့မြေသဗ္ဗာန်။ ဟုတ်မှန်ကျိုးကြောင်း၊ ကောင်းသားစီလျှင်၊ စဉ်းသားသဒ္ဓါ၊

သာသည်စကား၊ နာဘွယ်များ၏။(စာ ၂၅)

ဟု ချီးမွမ်းဖွဲ့ဆိုထားပါသည်။

ပညာဗဟုသုတနှင့်ပြည့်စုံသူသည် မိမိကို မလိုလားသောသူတို့က မည်သို့ပင်နှိမ့်ချ ဆက် ဆံပါသော်လည်းပညာရှိ၏ ဂုဏ်ရောင်မညှိုးနွမ်းဘဲ ပို၍ ထင်ရှားလာပုံကို မဏိစစ် ပတ္တမြားကို ညွှန်တွင် စွန့်ပစ်ထားသော်လည်းပို၍ တောက်ပြောင်လာပုံနှင့်နှိုင်းနှိုင်းကာ-

ညွှန်တွင်စွန့်ပစ်၊ မဏိစစ်သို့၊ မညစ်မညူ၊ ဂုဏ်ရောင်မြူးအံ့၊(စာ ၂၆)

ဟုလည်းကောင်း၊ ပညာတတ်သူသည် ရုပ်ဆင်းမလှသော်လည်း ပညာဂုဏ်ကြောင့် တန်ဖိုးရှိပုံကို အပြင်ပန်းမှာကြမ်းတမ်းသော်လည်း အတွင်း၌ချိုမြသောကြောင့် ပိန္နသီး၏တန်ဖိုးရှိပုံနှင့် နှိုင်းနှိုင်းကာ-

အထူးပြင်လျား၊ မလှပါလည်း၊ ရသာချိုမြ၊ ပနသသို့၊(စာ ၂၆)

ဟုလည်းကောင်း ဖွဲ့ဆိုထားပါသည်။ ဆရာတော်မဟာရဋ္ဌသာရသည် ပညာတတ်မြောက်ခြင်း၏ အကျိုးကျေးဇူးများကို ကိုးခန်းပျို့တွင် နှစ်သက်စဖွယ်ဖြစ်အောင် စိကာစဉ်ကာ လမ်းညွှန်ရေးဖွဲ့ ထားပါသည်။

၄၂။ ပညာ၏တန်ဖိုး

ရှေးစာဆိုတို့ဖွဲ့ဆိုသော ပညာရေးလမ်းညွှန်ပျို့လင်္ကာများတွင် ပညာ၏ တန်ဖိုးကိုလည်း ထိမိ ပေါ်လွင်အောင် ထည့်သွင်းဖွဲ့ဆိုထားခဲ့ကြသည်။ စာသင်သားအရွယ် လူငယ်များကို ပညာ၏ တန်ဖိုးကို နားလည်သဘောပေါက်အောင် ပညာ၏ တန်ဖိုးကြောင့် ရရှိသော အကျိုးကျေးဇူးများ ကို မြင်သာအောင် လမ်းညွှန်ဖွဲ့ဆိုခဲ့ကြသည်။ ပညာကို တန်ဖိုးထား သင်ယူသင့်ကြောင်းလည်း လမ်းညွှန် ရေးသားခဲ့ကြပါသည်။

ရုပ်ဆင်းတင့်တယ်လှပပြီး ပညာဂုဏ်နှင့်လည်း ပြည့်စုံသူသည် လူပုံအလယ်တွင် ဂုဏ် သတင်း ကျော်ကြားသည်။ အကျွမ်းတဝင် ပေါင်းသင်းလိုသူများ ချီးမြှင့်ဦးထိပ်ထားလိုသူများ ပေါများကြောင်းကို ရှင်မဟာရဋ္ဌသာရက ကိုးခန်းပျို့တွင်-

ရုပ်အားလျောက်ပတ်၊ ဂုဏ်ညီညွတ်မှု၊ ဆင်းမြတ်နိုးကျော်၊
ပန်းနှင့်လျော်ဟု၊ ပေါင်းဘော်ကြချင် ၊ ကျွမ်းဝင်ကြလို၊ ကြည်ညိုကြလင့်၊
ဘုန်းတန်းပွင့်လျက်၊ ချီးမြှင့်လက်ဝါး၊ ဦးထိပ်ထား၏။”(စာ ၂၆)

ဟု ဖွဲ့ဆိုထားပါသည်။

မန်လည်ဆရာတော်ဘုရားကြီးကလည်း မဃဒေဝလင်္ကာသစ်တွင်-

လက်မှု နှုတ်မှု၊ ခုခုပ်ညာ၊ ရှိတုံပါက၊
ရောက်ရာရောက်ရာ၊ အရပ်မှာလျှင်၊
မျက်နှာရွှင်လန်း၊ လနယ်ဆန်း၍
ပန်းသို့လည်းပွင့်၊ ပွဲလယ်တင့်လိမ့်။(စာ ၁၃၁)

ဟုလက်မှုပညာ၊ နှုတ်မှုပညာတတ်မြောက်သူသည် ရောက်ရာအရပ်တွင် မျက်နှာပွင့်ပြီးလူအများ နှစ်သက်ကြကြောင်း ဖွဲ့ဆိုထားပါသည်။

ပညာတတ်မြောက်သူသည် မာန်မာနကင်းပြီး စိတ်နှလုံးဖြူစင်သူ ဖြစ်သည်။ ကိစ္စ ကြီး ငယ် ပြဿနာအရပ်ရပ်ကို ဖြေရှင်းရာတွင်လည်း လိုအပ်သလို မှန်မှန်ကန်ကန် တိတိကျကျ ဖြေရှင်းနိုင်သူဖြစ်ကြောင်းကို မဃဒေဝလင်္ကာသစ်တွင်-

ပညာပြည့်ဝ၊ နှလုံးလှသော်၊
ကိစ္စကြီးငယ်၊ ဆောက်သဖွယ်လျှင်၊
ကျဉ်းကျယ်ထွင်းဖောက်၊ ဖြတ်တောက်လိုရာပြီးနိုင်စွာ၏။ (စာ ၁၄၁)

ဟု ဖွဲ့ဆိုထားပါသည်။

၅။သုံးသပ်ချက်

လောကနီတိကျမ်းသည် ဘုရားဟောကျမ်းဂန်များမှ လောကီရေးနှင့် သက်ဆိုင်သော အဆိုအမိန့်များကို ထုတ်နုတ်ပြုစုထားသော ကျမ်းဖြစ်သည်။ ရှေးစာဆိုတို့သည် နီတိကျမ်းကို အခြေခံ၍ ပျို့ ကဗျာ လင်္ကာများရေးဖွဲ့ခဲ့ကြသည်။ ရှေးစာဆိုတို့၏ ပညာရေးလမ်းညွှန်ချက်များ သည် တစ်နည်းအားဖြင့် မြတ်ဗုဒ္ဓ၏ လမ်းညွှန်ချက်များသာဖြစ်ကြောင်းသိရှိရပါသည်။

ရှေးစာဆိုတို့၏ ငယ်စဉ်အခါ ပညာရှာရမည်ဟူသော ပညာရေးလမ်းညွှန်ချက်များအရ ပညာကို ငယ်စဉ်အခါကပင် ရှာဖွေ၍ ကောင်းစွာ သင်ကြားတတ်မြောက်ထားရမည်။ ပထမ အရွယ်တွင် ပညာမရလျှင် အရွယ်သုံးပါးလုံးဒုက္ခနှင့် ရင်ဆိုင်ရမည်။ ပျင်းရိခြင်းသည် ပညာ၏ ရန်သူဖြစ်ပြီး ပညာမတတ်လျှင် သူများ၏ နောက်လိုက်ဝန်ထမ်းဘဝကိုသာ ရရှိမည်။ ပညာကို ထူးချွန်စွာ သင်ယူတတ်မြောက်မှသာလျှင် ထိုပညာရပ်၏ အကျိုးကို ခံစားရပြီး ထိုပညာရပ်ဖြင့် အသက်မွေးဝမ်းကျောင်းပြုနိုင်မည်ဖြစ်သည်။ ပညာကို ပညာရှိဆရာကောင်းတို့ကို ရှာဖွေ၍ သင်ကြားရမည်။ ဆရာကို ရိုသေလေးစားစွာ သင်ယူရမည်။ ပညာကို ကောင်းစွာ တတ်မြောက် လိုလျှင် ပညာရှိများနှင့်သာ ပေါင်းသင်းရမည်။ ပညာသင်ယူရာတွင် တပည့်ဝတ္တရားငါးပါးနှင့် အညီ သင်ယူရမည်။ သင်ယူတတ်မြောက်သည့် ပညာကို စဉ်ဆက်မပြတ် ဆက်လက် ဆည်းပူး ရမည်။ သို့မှသာ ဉာဏ်ပညာရင့်သန်လာမည်ဖြစ်ပြီး နက်နဲစွာထိုးထွင်းသိမြင်နိုင်မည်ဖြစ် ကြောင်း လေ့လာတွေ့ရှိရပါသည်။

ထို့ကြောင့် ပညာသင်ယူရာတွင် သတိ၊ သမာဓိနှင့် လုံ့လဝီရိယတို့ အရေးကြီးပုံ၊ ပညာ မတတ်သော သူသည်လူပုံအလယ်တွင် စကားကို ကျိုးကြောင်းဆက်စပ်၍ မပြောဆိုနိုင်ပုံ၊ ပညာ သင်ယူရာတွင် ပစ္စည်းမာန်၊ အလှမာန်၊ ဆွေမျိုးမာန်တို့သည် အရေးမပါကြောင်း ထောက်ပြ ထားပုံ၊ ပညာမတတ်လျှင် မတင့်တယ်၊ လူအများတန်ဖိုးထားခြင်း မခံရပုံတို့ကို လေ့လာသိရှိ ရပါသည်။

ပညာတတ်မြောက်သောသူကို လူတကာချီးမွမ်းကြပုံ၊ ပရိသတ်အလယ်တွင် မိမိကိုယ်ကို ယုံကြည်မှုအပြည့်ဖြင့် ပြောဆိုဆက်ဆံနိုင်ပုံ၊ အဆင်းထက် ဉာဏ်ပညာကအရေးပါပုံ၊ ပညာ တတ်လျှင် လူပုံအလယ်တွင် တင့်တယ်ပုံတို့ကိုလည်း သိမြင်လာရပါသည်။ လောကအလယ်တွင် ပညာသည် တန်ဖိုးရှိပြီးအရေးပါပုံ၊ ပညာရေးကို တန်ဖိုးထားပြီးသင်ယူသင့်ပုံ၊ အလှဂုဏ်၊ ပညာ ဂုဏ်နှင့်ပါ ပြည့်စုံသူကို လူအများက ချီးမြှောက်ကြပုံ၊ ရောက်ရာအရပ်တွင် မျက်နှာပန်းလှပုံ၊ ပညာဖြင့် အရာရာကိုမှန်ကန်စွာ ဖြေရှင်းနိုင်ကြပုံ၊ ပညာကို မြတ်နိုးသူဖြစ်အောင်ကျင့်ကြံရမည် ဖြစ်ပုံတို့ကိုလည်း မှတ်သားရပါသည်။

ရှေးစာဆိုတို့၏ ပညာရေးလမ်းညွှန်ချက်များသည် စာဆိုတို့၏ မျက်မှောက်ခေတ် လူ့ဘောင် အဖွဲ့အစည်းအတွက် ရည်ရွယ်ပြီး ရေးဖွဲ့ခဲ့ကြသော်လည်း ထိုခေတ်ကို ကျော်လွန်၍ မည်သည့်ခေတ်၊ မည်သည့်စနစ်၏ လူ့အဖွဲ့အစည်းအတွက်မဆို အဝင်ခွင့်ကျဖြစ်နေသည်ကို လေ့လာတွေ့ရှိရပါ သည်။

နိဂုံး

ရှေးစာဆိုတို့၏ ပညာရေးလမ်းညွှန်ချက်များသည် လူငယ်လူရွယ်တို့ ပညာရှာဖွေရာတွင် မှန်ကန်သောလမ်းညွှန်ချက်များဖြစ်ပြီး မည်သည့်ခေတ် မည်သည့်စနစ်မဆို လူငယ်လူရွယ်တို့ စံပြလိုက်နာ စောင့်ထိန်းအပ်သော လမ်းညွှန်ချက်များဖြစ်ပါသည်။ စာသင်သားလူငယ်တို့သည် ပညာကို တန်ဖိုးထားပြီး ရှေးစာဆိုတို့၏ ပညာရေးလမ်းညွှန်ချက်များကို လေးစားလိုက်နာ ကျင့်ကြံပါက ဘဝခရီးကို အောင်အောင်မြင်မြင် ချမ်းချမ်းသာသာ ပျော်ပျော်ရွှင်ရွှင် လျှောက် လှမ်းနိုင်ကြမည် ဖြစ်ပါသည်။ ရှေးစာဆိုတို့၏ ပညာရေးလမ်းညွှန်ချက်များသည် ခေတ်အဆက် ဆက် လူ့ဘောင်အဖွဲ့အစည်းတွင် ကျင့်သုံးလိုက်နာသင့်သော ပညာရေးလမ်းညွှန်ချက်များ ဖြစ်ပါသည်။

ဤစာတမ်းသည်ပညာနှင့် ပညာရေးအမြင်ကို လေ့လာသူများ၊ ပညာ၏တန်ဖိုးကို လေ့လာ သူများ၊ သုတေသနပြုလိုသူများအတွက် အထောက်အကူပြုနိုင်သော စာတမ်းတစ်စောင် ဖြစ်လာ မည်ဟု ထင်မြင်ယူဆမိပါသည်။

ကျမ်းကိုးစာရင်း

မြန်မာဘာသာ

ကြည်ကြည်ထွေး၊မ။(၁၉၉၉)။အင်းဝခေတ်ရှင်မဟာသီလဝံသနှင့်ရှင်မဟာရဋ္ဌသာရ၏

လူငယ်လမ်းညွှန်

စာပေလေ့လာချက်၊မဟာဝိဇ္ဇာကျမ်းရန်ကုန်တက္ကသိုလ်။

ခင်စော၊ဒေါ်မဟာဝိဇ္ဇာ။(တည်းဖြတ်သူ)(၁၉၅၉)။စတုဓမ္မသာရပျို့။ဗုဒ္ဓသာသနာအဖွဲ့ပုံနှိပ်တိုက်။

ရန်ကုန်။

ထွန်းမြင့်ဦး၊ဒဂုံ။(၁၉၆၈)။ပဋိသင်္ခာတရအဘိဓာန်၊တက္ကသိုလ်များပုံနှိပ်တိုက်၊ရန်ကုန်။

မာဏဝ။ (၁၉၉၅)။ဆုံးမစာပေါင်းချုပ်ကြီး(တ-ကြိမ်)။နုလုံးလှစာပေ၊ရန်ကုန်။

မန်လည်ဆရာတော်။(၁၉၇၆)။မဟာသုတကာရီမဃဒေဝလင်္ကာသစ်နှင့်လိနတ္ထဒီပနီ(၁၀ကြိမ်)၊
မန်လည်စာပေရန်ကုန်။
မြန်မာစာအဖွဲ့။(၁၉၉၁)။မြန်မာအဘိဓာန်၊ညွှန်ကြားရေးမှူးချုပ်ထုပ်ဝေသည်။ရန်ကုန်။
မြန်မာစာအဖွဲ့။(၂၀၁၉)။မြန်မာစာလုံးပေါင်းသတ်ပုံကျမ်း(၃-ကြိမ်)
မြန်မာနိုင်ငံရင်းသားဘာသာစကား
ဦးစီးဌာန၊နေပြည်တော်။
ရဋ္ဌသာရ၊ရှင်မဟာ။(၁၉၈၅)။သံဝရပျို့၊သုခဝတီပုံနှိပ်တိုက်၊ရန်ကုန်။
သုခ။(၁၉၈၄)။လောကနီတိ၊ ပညာဗိမာန်ပုံနှိပ်တိုက်၊ရန်ကုန်။
သိန်းဇော်၊မောင်။(၂၀၀၅)။အင်းဝခေတ်စာတကပျို့များ၏အပြောက်အမွှမ်း၊ပါရဂူကျမ်း၊
ရန်ကုန်တက္ကသိုလ်။
ဟုတ်စိန်ဦး။(၁၉၅၄)။ပဋိ-မြန်မာအဘိဓာန်၊ပြည်ထောင်စု မြန်မာနိုင်ငံတော်အစိုးရစာပုံနှိပ်ရေး
နှင့်စာရေးကိရိယာဌာန၊ရန်ကုန်။
အောင်မြင့်ဦး၊ ဒေါက်တာ။ (၂၀၁၈)။ သုတေသနဟူသည်၊ ရန်ကုန်၊ ဧရာဝတီစာပေတိုက်။

အင်္ဂလိပ်ဘာသာ

Oxford Advanced Learner's Dictionary ,2020 .10th Edition, OXFORD UNIVERSITY PRESS,
OXFORD.

နောက်ဆက်တွဲ

ကိုးကားသည့်မူရင်းကောက်နုတ်ချက်များ

ကောက်နုတ်ချက်

the ability to make sensible decisions and give good advice
because of the experience and knowledge that you have
Dictionary ,2020 ,

An enlightening experience.
Learner's

ကိုးကားသည့်စာမျက်နှာ

(Oxford Advanced
Learner's

1791)

(Oxford Advanced

Dictionary ,2020, 496)

Analysis on the Perceived Benefits of Social Care Services on Aging People

(Case Study: Day Care Centre for the Aged in Yangon)

Khin Mar Kyi¹

Abstract

The demographic pyramid of Myanmar is changing rapidly, with a proportionately greater increase in the aging population. Aged care serves the needs and requirements of senior citizens who wish to age with dignity, while needing assistance with daily activities and with healthcare. This study aims to explore the perceptions, difficulties and benefits of social care services on ageing people attending in Day Care Centre for the Aged (DCCA) in Yangon and to analyze the relationship between physical, emotional, and social benefits and attitude to wardsocial care services among the ageing population attending the DCCA in Yangon. This study used the descriptive and regression methods based on combines quantitative cross-sectional survey data and qualitative in-depth interviews. The survey has included set of question naires for elderly people attending the DCCA for at least six months. These questionnaires assess attitudes towards rules and regulations, duration of attendance, daily activities, religious function, sound sleep, physical exercises and daily health care are provided by DCCA staff forphysical growth. Elderly people gained from reduced loneliness, increased happiness and engagement in dhamma discussions. In addition, the elderly people gained benefits by healthier, increased self – interest, and regular attendance at the centre, better than happiness compared to before. Mainly, rules and regulation and health care activities were strongly influenced on social growth as interaction with family members, environmental personnel, DCCA staff and communication with new friends that are with other person.

Key words: social care services, aging population, day care services for older people

Introduction

The number of elderly persons has risen in the 21st century, as well as the demand for elderly centres has been significantly increased abreast with the world demographic change. Being a developing country in Asia, Myanmar is also facing the emerging issue of growing number of elder people. It appears that the socio-economic and cultural transformation to higher individual freedom, nuclear families and materialism etc. are affecting the older generation unknowingly.

In Myanmar, elder people are primarily supported by family members. However, with changing social and economic conditions, caring for the elder people has become an issue. It goes beyond the respective family and health sector control and aiming to promote active ageing and healthy ageing. Thus, the Governmental organizations, including the Ministry of Social Welfare, Relief and Resettlement and Ministry of Health are active organizations. NGO sincluding the Myanmar Maternal and Child Welfare Association and some INGOs in Myanmarare also important. Every year, October 1st is regarded as the International Day of Older Persons.

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Ageing population occurs within a social context that ranges from the microscale of the family to the macroscale of society and exerts various constraints upon the individual. It is silently becoming a major challenge for every country. According to estimates, by the year 2050, 20% of the total population will be over the age of 60 years. The average life expectancy at the age of 60 years is also expected to increase to 30 years. Advancing age brings the threat of frailty and dependence. Thus, there is a need for providing long-term. Good - quality care services for ageing people, centered around people (day, home) properly managed with the right steps to ensure healthy lives and well-being in aging population. At the present, the difficulties aging people experience have been deepened due to the COVID-19 epidemic conditions. Thus, aging population who are the most vulnerable category of the total population have been recognized and the need for policy measures directly targeted to long run.

Objectives of the Study

To explore the perceptions of social care services on ageing people who are attending in DCCA, Yangon.

To analyze improving physical, emotional, social benefits through perceptions on social care services of ageing people who are attending in DCCA, Yangon.

Methods of Study

For this study, the survey method was used. The research design for the study involved the use of both qualitative and quantitative data collections through a survey method. The structured questionnaires were employed as research instruments, constructed by reviewing there lated literature on the study of ageing people. Primary data collection included face-to-face interviews using a structured questionnaire. The questions will be designed using a five-point Likert Scale to measure the level of satisfied or dissatisfied with the statements. Secondary data from the Department of the Social Welfare of the Ministry of Social Welfare, Relief and Resettlement, and the Ministry of Immigration and Population, obtained through the official departmental websites, were used.

Scope and Limitation of the Study

The survey covered 70 respondents who are aged 70 older and above at the DCCA in Yangon. In this study, data were collected in January, 2023. However, this study had some limitations. Aging people who are attending the DCCA in Yangon can move from home to DCCA by bus, ferry or own car with the assistance of family members.

Literature Review

Ageing population is a shift in the distribution of population towards older ages of a country. It is usually reflected an increase the proportion of the composed elderly people and a decrease in the proportion of the composed of children. The most of older age are felt

similar conditions as hearing loss, cataracts and refractive errors, back and neck pain and osteoarthritis, chronic obstructive pulmonary disease, diabetes, depression and dementia. Ageing population is wide spread and most advanced not only in the most developed countries, but it also growing faster in less developed countries. So, elderly people will be more and more concentrated in the LDCs. Some countries have accepted that senior citizens are elderly or older persons who are sixty or sixty-five and above years of chronological age.

Globally, there were 703 million elder persons aged 65 or over in 2019. According to projection, over the next three decades, elder persons are more than double and will reach over 1.5 billion in 2050. Thus, all regions in the world will become an increase in the size of older persons between 2019 and 2050. (World Population Aging, 2019)

The causes of ageing population immediately increasing are fertility declining, improving longevity, eliminating the demographic necessity of high fertility, increasing the number of survivors to older ages and increasing of health care and social care services support.

Social Care Services for the Elderly

Social care is about providing physical, emotional and social support to help people live aging's lives. There are various reasons at different stages in lives. Some people need support to develop and maintain independence, dignity and control. Social care services provide support to people with learning disabilities, physical disabilities/illnesses and mental illnesses. These supports can cover practical and physical activities, personal care and social activities work, intended to help the people receiving social care to live comfortably and convenience.

Elderly care (aged care) serves the needs and requirements of senior citizens. It encompasses assisted living adult, nursing homes, long-term care, home care and hospice care. Because of enlarge varieties of elderly care needs and cultural perspectives on the elderly, it includes a broad range of practices and institutions. For example, government-run elderly care is rarely used in many Asian countries, where younger generations often care for the elderly. Elderly care provides the social, physical and personal requirements of senior citizens with dignity while needing assistance with daily activities and daily healthcare.

Programmes to Improve the Status of Aging People

Aging populations are increasing because of falling fertility rates and increasing life expectancy. Most countries have increasing life expectancy and ageing people. Thus, it becomes a trends that first is in developed countries but are now seen in virtually all developing countries. (Wikipedia)

Care provision is obvious and care needs increase for the aging people. Availability of the care and expectations of care from family members had a great impact on the life of aging people. Traditionally women are usually primary care giver in family. Now, most of women are not being possible in many households because of who are either working outside or living far away. The traditional family care system is gradually getting eroded due to a reduction in

childbirth, engagement of more family members in jobs and migration of younger people due to rapid urbanization.

Services Provided by Adult Day Care Centres

Adult day care centres entitle seniors to socialize and enjoy planned activities in a group setting, while still receiving needed health care services. Level of care services are varying with the different facilities. One type of centre recognized mainly on social and recreation services, with a few health-related and personal care services. The second type will provide more comprehensive medical services and therapeutic services including physical, occupational, or speech therapy. A third type of facility will offer specialized services for adults with a specific health condition, such as dementia or a disability.

Adult day care becomes an important planned program of activities in a professional care setting designed for elder people who require support care and who are isolated and lonely along the day.

At the present, adult day care centres usually operate during the daytime hours, Monday to Friday. But some services may be available in the evenings or at weekends. Whatever the range of services, the intent to primarily two-fold are to provide ageing people an opportunity to get out of the house and receive both mental and social motivation and to give caregivers a much-needed break in which to work, attend to personal needs, or simply to rest and relax.

Adult day care centre's aims will focus enriching participants' lives, building upon skills and strengths, and providing lots of social relationship. Social activities are planned activities tend to be met to the participants' abilities and health conditions, but also may encompass arts and crafts, musical entertainment and singing, mental stimulation games such as bingo, other gentle exercise, discussion groups, holiday and birthday celebrations, excursion and local outings.

Nutrition is a key factor for Day Care Centres that provides seniors with nutritious meals, mainly accommodate special diets, along with snacks.

Personal care is required in Centres. Staffs of centres can help with the activities of daily living such as grooming, toilet hygiene, walking exercises, feeding and support relaxing.

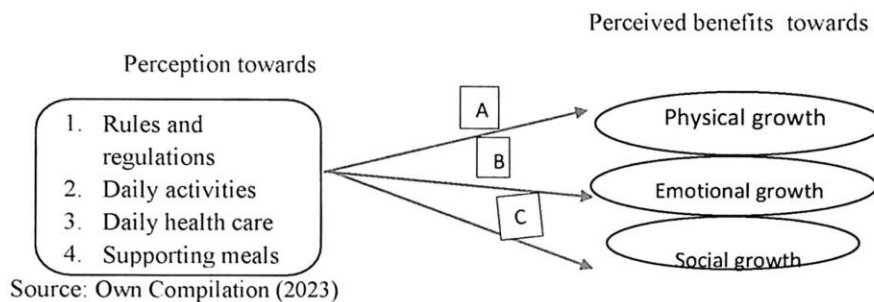
Health services is varying from medication dispensing, blood pressure monitoring, hearing checks, and vision screening.

Transportation services are very needed to attend to centre for ageing. Some adult Day Care Centres provide transportation service to and from the centre and for any local outings.

Services for caregivers are always needed factors for ageing. Some centres may provide counseling, support groups for caregivers, help for care planning, and caregiving education and training. Some centres even offer pet therapy or programs that include children.

An adult day care centre's benefits are safe, secure environment in which to spend the day or part of the day, increasing enjoyable and educational activities, appropriate physical exercise to reduce weight, social interaction to both mental and physical health, helping to prevent or delay cognitive decline, improving the quality of sleep at night and develop emotion, increasing or maintaining level of independence, offering the chance to build new friendships and enjoy peer support and social growth.

Conceptual Framework of the Study



Social Care Services for Ageing People in Myanmar

Myanmar is the largest country in terms of area in mainland Southeast Asia. Myanmar's total conventional household population was estimated at 51.1 million in 2019 (ICS, 2019). It increased in 3.2 million by compare the census count (conventional household population) of 47.9 million in 2014.

In recent years, the share of ageing population (60 and above) had continually increased in Myanmar, from 5.8% of total population in 2014 to 10.1% in 2019. Life Expectancy ratio was increased from 66.8 in 2014 to 69.4 in 2019 (ICS, 2019). The age pyramid is undergoing a change with an increase in life expectancy and reduction in birth rate.

In Myanmar, social services regarded to aging people are provided by both public and private social services. These providers are associations, foundations recognized by law, policy and planning, and also are offered on a residential or non-residential basis.

There are three social care services to fulfill the needs of the growing older people: Traditional Family Care, Institutional Based Care (Home for the Aged) and Community Based Care. Traditional Family Care of the elderly has been done by family members and it is as a noble practice. However, now it is gradually getting eroding due to a decrease in childbirth, engagement of more family members in jobs and migration of younger people due to rapid urbanization. Home for the Aged was first established in 1898 by Daw Oo Zun. She provided financial assistance and technical assistance yearly based on the levels of the home for the aged. Many homes for the aged depending on the needs of the local community in Myanmar have been established. At the present, over 70 registered homes for the aged cover over 3000 older people are being taken care.

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There are four types of caring activities for elderly people in Community Based care: home care services, older people self-help group, older people led rural development programme and day care centre for the aged.

Home care services (volunteer based care) in Myanmar is implemented by 10 partner organizations. Local partner organizations are DSW, MWAF, MMCWA, MRCS, National YWCA of Myanmar and National YMCA of Myanmar. International partner organizations are World Vision, Global Vision, Help Age International (HAI), Myanmar Baptist Churches Union(MBCU), and Caritas Thailand.

Older People Self Help Groups activities are fulfilled by the government. It aims to promote poverty reduction among older people and support the development of a vibrant civil society in vulnerable areas of Myanmar.

Older People Led Rural Development Programme was started since 2011 by HAI and Network Activities group, YWCA, Golden Plan and the Leprosy Mission International. Activities of its are livestock and small business training, water supply and sanitation, training and inputs, farming and agriculture techniques, community seed banks, health care volunteers and home care volunteers.

Day Care Centre for the Aged in Yangon (DCCA)

Day Care Centre for the Aged in Yangon is established as the first public centre on 20th November, 2013. Its activities are included physical fitness, social services, health care services, nutrition, recreation and transportation services. The centre is fully funded by government and private donors. There was 111 elderly persons from 25 townships in 2013. Nowadays, about 70 elderly persons 20 townships in 2023.

Purpose of DCCA in Yangon

- (1) To provide social services to the needy elderly
- (2) To become one of the caring services for the elderly carried out in Myanmar
- (3) To impart technique and ideas obtained to those who intend to operate the day care center for the elderly in other states and regions of the country

Eligible Criteria for Receiving Services of the Centre

The eligible Criteria for Receiving Services of this Centre are

- (1) Who is 70 years and above
- (2) Who lives at home
- (3) Who is socially isolated
- (4) Who is reasonably mobile
- (5) Who is independent in their personal hygiene?
- (6) Who lives in Yangon Region

Providing Services at the DCCA

This center provides the social services, health care services, recreational services, knowledge provision and nutritional services as a free of charge services for older people.

Social services include counseling, meeting with pre-school children, meeting with youth and sharing their experiences, religious activities and cultural activities, networking between the elderly and trips.

Health care services provide with general medical check-up, oral health care, health care by traditional medicine, physical exercises.

Recreational services provide as reading at library, computer and internet surfing, craft and meditation. Knowledge provision provide to elder people as a done by delivering of lecture by guest speaker occasionally. DCCA provides nutrition services as three times per day.

This center also provides ferry bus arrangements with rotated by township. In remaining days, elder people have to come to the DCCA by own transportation arrangement such as by bus or taxi etc.

Data Analysis and Results

Research design for the study involves the use of both qualitative and quantitative data collection using a survey method. To meet the objectives of the study, collection included face-to-face interviews using a structured questionnaire for people who are attending in the DCCA, Yangon.

Socio-Demographic/ Economic Characteristics of Respondents

Socio-demographic profile of respondents in terms of background information is related to the personal characteristics of the aging people in DCCA. Socio-demographic profile consists of gender, race, religion, age group, educational levels and marital status of the nature of the elderly people attended at the DCCA.

(a) Socio-Demographic Characteristics of Elderly Respondents

1. Gender of respondents

Among the elderly respondents, 45(64.3%) were male and the remaining 25 (35.7%) were female. Among them, there is one set of twin.

2. Race and religion of respondents

Regarding the race, most of the elderly people were Burmese 68(97.1%), only 1(1.4%) each for Rakhine and Shan. So, concerning the religion, it was found that most of them are Buddhists 67(95.7%) and only 1 (1.4%) Hindu, Islam and other.

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3. Age group of respondents

The age groups of respondents were from 70 to 80 years old 47 (67.1%) and 81 to 86 years old 23 (32.9 %) respectively.

4. Educational level of respondents

In relation to the educational levels of the respondents, post- graduate level was 1(1.4%) and graduated levels were 5 (7.1%). The most was high school passed level 17(24.3%) and the rest were 47(67.2%) at middle/ primary/ can write and read.

5. Marital status of respondents

Regarding marital status, most of the respondents were married 32(45.7%), single 9(12.9%) and the rest 25(35.7%), 2(2.9%), 2(2.9%) were widows/ widowers, divorced and separated respectively.

(b) Socio –Economic Status of the Elderly Respondents

In studying the socio-economic status of the elderly respondents, most of them 45(64.3%) received support from son or daughter while not received support were 24(34.3%) and missing is 1(1.4%).

Concerning the sufficiency of the support, just less than of half the respondents 27(38.6%) were sufficient support. In job status of the elderly respondents, just 41(58.6%) were had previous job and most of them were Government servants. Currently job was 3 respondents in part time.

Most of the elderly respondents were to meet peer and were felt lone at home. In attending to center, most of the respondents 51(72.9%) attended 5 days per week and all were at least 3 days attended per week. So, most of elderly respondents were happy to attend the DCCA.

Studying the perceived benefits of social care services for elderly respondents, divided into three factors: physical, emotional and social growth. This survey employed a 5-point Likert scale, where respondents could rate their satisfaction levels ranging from 1 (strongly dissatisfied) to 5 (strongly satisfied) for each statement.

Firstly, exploring the elderly respondents' perception towards the caring activities of DCCA were observed. These involved observing attitudes towards rules and regulations with attending time duration, daily activities, religious function, sound sleep, physical exercises, daily health care of DCCA staff for physical growth. General knowledge study, short trips, breakfast/lunch/ afternoon foods provided by DCCA, taste and clean of meals, hypertension, diabetes, heart disease, and development, being active in working, walking, daily health care and supportive meals were factors effecting to emotional growth.

Table (1) Perception towards Rules and Regulations of DCCA

Items	Mean	Std. Deviation
Towards the rule and regulation of DCCA	4.56	.528
Attending time duration in DCCA	4.63	.516
Daily activities of DCCA	4.60	.522

Source: Survey data, 2023

Exploring the elderly respondents' perception towards the rules and regulations of DCCA were observed. Above three items' Mean was around 4.5 and 0.5 standard deviation. It is founded that these items are effective on perception towards rules and regulations. Determination of attending time duration was reasonable.

Table (2) Perception towards Daily Activities of DCCA

Items	Mean	Std. Deviation
Religious functions	4.70	.462
General Knowledge study	4.63	.543
Physical exercises	4.61	.572

Source: Survey data, 2023

Regarding the elderly respondents' perception towards daily activities of DCCA, three items' Mean was around 4.6 and 0.5 standard deviation in general knowledge study and physical exercises. It is concluded that these two items are satisfied on perception towards daily activities. However, Religious functions was 0.462 standard deviation and a little satisfied.

Table (3) Perception towards Daily Health Care of DCCA

Items	Mean	Std. Deviation
Daily Health Care of Staffs within DCCA	4.27	.700
Physical Exercises of DCCA	4.54	.530
Short trip	4.10	.995

Source: Survey data, 2023

In highlight of the elderly respondents' perception towards daily health care of DCCA, were observed. Above three items' Mean was around 4.5. Physical exercise was 0.5 standard deviation. It is founded that this item is effective on perception towards daily health care. However, 0.70 standard deviation was daily health care of staffs within DCCA. Thus, care of staff is more and more needed. Moreover, 0.995 standard deviation was short trip. It is concluded that elderly respondents want to outgoing and visiting pagoda.

Table (4) Perception towards Supporting Meals of DCCA

Items	Mean	Std Deviation
Breakfast – foods catering by DCCA	4.44	.555
Lunch -	4.47	.531
Afternoon (Tea/ light food)	4.46	.557
Taste and clean of meals	4.66	.508

Source: Survey data, 2023

Exploring the elderly respondents' perception towards supporting meals of DCCA were observed. According table (4), four items' Mean was around 4.5 and 0.5 standard deviation. It is concluded that these items are adequate on perception towards supporting meals of DCCA.

Perceived Benefits of Social Care Services on Aging People

The benefits gained from caring elderly people and perception towards caring elderly people, difficulties while caring elderly people and suggestions for improving day care center for the aged were present.

(A) Perceived Benefits to Physical Growth for Elderly Respondents

In studying physical growth through perception towards rules and regulations, health care activities, supporting meals and health care for elderly respondents, 70 numbers were accepted.

Table (5): Regression of Perceived Benefits to Physical Growth

Category	Standardized Coefficients	Significant
Rules and Regulations	0.349	0.020**
Health care activities	0.115	0.356
Supporting Meals	0.273	0.70
Health Care	-0.027	0.851

Source: Survey data, 2023.

** significant at 5% level

The table shows that the regression analysis between perceived benefits to physical growth and four independent variables. According to the result, rules and regulations factor is statistically significant at 5% level and positive relationship. However, standard coefficient of health care is negative. Respondents may express need to health care. Particularly, respondents need part time doctor for medical services in DCCA.

(B) Perceived Benefits to Emotional Growth for Elderly Respondents

In studying perceived benefits to emotional growth through perception towards rules and regulations, health care activities, supporting meals and health care for elderly respondents, 70 numbers were accepted.

Table (6): Regression Perceived Benefits to Emotional Growth

Category	Standardized Coefficients	Significant
Rules and Regulations	0.394	0.010*
Health care activities	0.319	0.013**
Supporting Meals	0.078	0.602
Health Care	-0.144	0.320

Source: Survey data, 2023

** significant at 5% level

* significant at 1% level

Above table express that the regression analysis between perceived benefits to emotional growth and four independent variables. According to the result, rules and regulations factor is statistically significant at 1% level and health care activities is statistically significant at 5% level and positive relationship. However, standard coefficient of health care is negative. Respondents may suggest that need to effective health care. Particularly, respondents need to part time doctor for effective medical services in DCCA.

(C) Perceived Benefits to Social Growth for Elderly Respondents

Table (7): Perceived Benefits to Social Growth

Category	Standardized Coefficients	Significant
Rules and Regulations	0.427	0.002*
Health care activities	0.350	0.002*
Supporting Meals	0.097	0.461
Health Care	-0.070	0.580

Source: Survey data

* significant at 1% level

In the regarding of above table, rules and regulations and health care activities are less than 0.01. So, these two factors are significant and benefit to social growth in communication with DCCA staff, interaction with family members, interaction with their environmental person and interaction with new friends that are with other person. Among two, standardized coefficients of rules and regulations is more than health care activities. Therefore, rules and regulation factor strongly influences on social growth. By changing reasonable plan, elderly people more and more gain relationship between new friends or family members.

Conclusion

Findings

Regarding the finding on the perceptions of the elderly people in relation to the rules and regulations is strongly satisfied. Assessing the supporting meals/food catered by the center strongly satisfied for breakfast and lunch.

This research has provided the findings for improving of physical, emotional and social growth of aging people. One important finding is the benefits gained by the elderly people of the DCCA services. Centre attendance, rules and participation in interventions within them impacted positively on older people's mental health, social contacts, physical growth.

According to the findings of this study, DCCA services provided for the aging people and these are reasonably sufficient and the perceived benefits towards physical growth. Most of the elderly people in relation to the rules and regulations determined by DCCA and the services provided by the center are strongly satisfied. Health condition, active in working, walking and sound sleep were better than before.

According to the perceived benefits towards emotional growth, elderly people were gained by eliminate lonely, better happiness and dhamma discussion. The benefits gained by the elderly people as well as gained by healthier, self - interest increase, daily attending to centre, better than happiness before.

According to the perceived benefits towards social growth, elderly people were gained relationship to DCCA staff, interaction with family members, interaction with their environmental person and communication with new friends that are with other person.

Moreover, elderly people gained from the advantages of the DCCA and activities of day care programme. These are suitable for Myanmar ageing people.

Suggestions

There are some points to provide suggestion for improvement of the DCCA services.

1. The elderly people's suggestions should be requested and changing the center's daily activities and plan accordingly.
2. Financial support by the government should be arranged more than before.
3. Sufficient ferry services for the attending elderly people should provide to come to the center and return home with safely and conveniently.
4. Again, about the centre information to the public should be disseminated extensively.
5. To employ part time doctor in centre for health care services to take treatment and Medicare well.
6. To arrange short trip as the outgoing for elderly people to take a relax time.

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A Study on Employment Opportunities of Graduates in University of Co-operative and Management, Thanlyin

Nay Kyar Lin¹

Abstract

This paper is concerned with employment opportunities of Graduates in University of Co-operative and Management, Thanlyin. The objectives of this paper are to explore the employment opportunities of university graduates and to examine the relationship between the graduate's employment opportunities and influencing factors on it. The variables under consideration were the employment opportunities as a dependent variable and the employability skills, academic skills, personal management skills and teamwork skills were the independent variables. The sample size of the research is determined by 307 graduates from University of Co-operative and Management, Thanlyin using the stratified random sampling technique. The Multiple linear regression model and descriptive analysis were used. This study revealed that the majority of employment opportunities found that the public sector (government department), private sector and financial institutions (eg. Banks, MFI) In addition, it was found that the employability skills including communication skills, positive attitudes and behaviors, and critical and creative thinking skills; academic skills (eg. ability to apply specialized knowledge from various fields) and academic performance (i.e lecture, presentation, passing exams, GPA); personal management skills; and teamwork skills significantly influence the employment opportunities.

Key words: graduates, employability skill, employment opportunities.

1. INTRODUCTION

Education is the main criterion to measure the development of the country. One of the major objectives of education is to generate a talented student for pursuing different careers in a country. Higher education has taken considerable place in education. University education is the core of higher education and it generates graduates who are most intellectually valued human capital in the world. Higher education is increasingly regarded as a core component of national policies to capture global market shares, and universities are a pool for productive human resources to facilitate national growth (Hinchiffe & Jolly, 2011).

An ideal learning environment for higher education institutions is one in which its students acquire a high-quality general and professional education, and meaningful field of studies and specialization programs. In addressing the emerging and complex nature and challenges of the 21st century, human resources and skilled labor from universities in higher education is an important task to fulfill the needs of labor market. One of the indicators to measure that university delivers quality education is through its employment graduates. The success of an institution depends on the quality of its graduates.

Since the government implements various programs, projects and services to increase

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the employment rate in the country, the competition for qualified graduates from University is now a concern. According to Hartini, Bhakti and Hartanto(), the quality of graduates is dependent on the educators, facilities, and policy implement in higher education. Nunez, Caelian, and Madrigal (Nunez et al, 2022) believed that the global demand for high-skilled professionals emphasized the role of higher education in career advancement. University preparation has greatly aided the employment of graduates (Cornillez et al, 2021). Structuring curricular changes aim to develop higher education programs responsive and relevant to the need of the time. To produce graduates competently ready to go out to the real world and capable of rendering jobs in the workplace is one of higher education institutions mandates.

It is therefore imperative for higher education institutions to hold tracer studies in order to generate valuable data and information as a basis for evaluating the quality of training and education obtained by students in a particular learning institution. It can be utilized to raise the educational standards of the institution as the results are used to develop curricular reforms and enhancement of job training programs. It is with these premises that this study is conducted to assess the employment opportunities of the graduates in University of Co-operative and Management, Thanlyin.

1.1 Objectives of the Study

This study focused on the following objectives:

- To explore the employment opportunities of university graduates.
- To analyze the relationship between the graduate's employment opportunities and influencing factors on it.

1.2 Scope and limitations of the Study

This study only focuses the total number of (1322) graduates of University of Co-operative and Management, Thanlyin from 2017-2018 academic year to 2021-2022 academic year. As samples size of 307 graduates are selected from 1322 graduates by conducting stratified random sampling method. According to the Yamane sample size formula, the number of respondents who were selected from various specialization majors are determined as (67) accounting and finance graduates, (60) applied statistics graduates, (72) marketing management graduates, (59) regional development graduates and (49) social enterprise management graduates respectively.

1.3 Research Methodology

The required data and information are collected from primary as well as secondary data. The Primary data were collected from 307 graduates from University of Co-operative and Management, Thanlyin with structured questionnaire by stratified random sampling method. The secondary data refers to information collected from the Student Affairs of University of Co-operative and Management, Thanlyin and internet, reference books. Both quantitative and qualitative approaches are used in order to achieve the overall objective of the study. In order to explore the employment opportunities of university graduates, descriptive analysis method

are used. In order to analyze the relationship between the graduate's employment opportunities and influencing factors on it, multiple regression analysis was applied in this study.

2. LITERATURE REVIEW

A graduate can be defined as a person who has completed a course of study or training, especially a person who has been awarded an undergraduate or first academic degree (English Oxford Living Dictionaries, 2017).

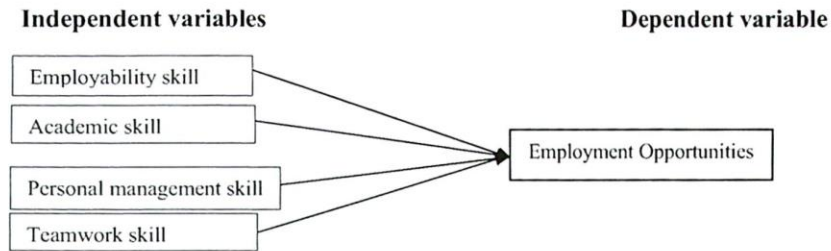
Employability skills are most valuable to almost every job. The acquirable and transferable skills necessary for a graduate to gain employment are called employability skill. Most desirable employability skills include communication, problem solving, positive attitudes and behaviors, analytical knowledge, team spirit, flexibility, adaptability, time management, leadership spirit and pre-graduation work experience (Mainga et al, 2022).

Academic skills are the abilities, strategies and habits that can help learners' successes in an academic setting. Developing academic skills may help improve the ability to learn, take tests, interact with other students. Academic skills are awareness of the importance of continuous life-long learning, competence in specialized subject area (i.e your major), ability to apply specialized knowledge from various fields, academic performance (i.e, passing exams, GPA), decision-making skills and IT literacy skills.

Personal management or self-management skills are abilities that allow people to control their thoughts, feeling and action. Personal management skills can better manage your career path (Jennifer Herrity, 2023).

Teamwork skills are the qualities and abilities that allow you to work well with others during conversations projects, meetings or other collaborations (SK Mamun Ferdoush, 2023).

The traditional conceptualization of graduate employability has often focused on acquiring knowledge, skills, attributes, and behaviors that are valued by employers. The most common employability skills identified as important to employers are: flexibility, critical thinking, time management, willingness to learn (learning skills), oral and written communication skills, problem solving, interpersonal skills, teamwork skills, numeracy, creativity, leadership skills, conflict management, ethical awareness, self-confidence, positive attitudes and behaviors, work experience, enthusiasm and motivation, self-management, working under pressure, independent working, organization and planning, initiative, ICT literacy, perseverance, and others (Mainga et al. 2022; Chhinzer and Russo 2018; Osmani et al. 2019).

Figure 2.1 Conceptual framework for the Study

Source: Adapted from literature

According to previous studies, there are many factors which influence employment opportunities. However, in this research, influencing factors of the employability skill, academic skill, personal management skill and teamwork skill are used for analyzing employment opportunities.

3. DATA ANALYSIS OF EMPLOYMENT OPPORTUNITIES FOR GRADUATES

This section presents the empirical findings from the collected data. It provides the demographic characteristics of the respondents and it is also statistically analyzed, interpreted and discussed.

3.1 Demographic Characteristics of the Respondents

In this section, the data was analyzed by demographic analysis of respondents. The demographic characteristics of respondents are shown in Table (3.1). The data were collected from 307 graduate students from the University of Co-operative and Management, Thanlyin,

Table (3.1) Demographic Characteristics

Variables	Categories	Frequency	Percentage
Gender	Male	78	25.4
	Female	229	74.6
	Total	307	100%
Age	20-22 years	66	21
	23-25years	119	39
	26-28 years	69	22
	29-31 years	36	12
	32 years above	17	6
	Total	307	100%

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Variables	Categories	Frequency	Percentage
Specialized Major	Accounting and Finance major	288	67
	Applied Statistics major	258	60
	Marketing Management major	309	72
	Regional Development major	254	59
	Social Enterprise Management major	213	49
	Total	1322	307

Source: Survey Data (2023)

According to table (3.1), it can be noted that the majority of the respondents were female with 74.6% and 25.4% were male respondents. The percentage of female is normally higher than male population in Myanmar. Also, the majority of students in the University of Co-operative and Management, Thanlyin are female students. It means that the percentage of female students is normally higher than male students. In terms of age, 21% were between 20-22 years, 39% were between 23-25 years old, 22% were between 26-28 years, 12% between 29-31 years and 6% was above 32 years. According to survey data, it is concluded that most of the respondents who are 23-25 years old get job.

3.2 Respondents by Graduates

In table (3.2) show that the 307 graduates of respondent based on with the specialization from UCMT subject and academic year.

Table (3.2) Respondents by Graduates

Academic year	AF Graduates		AS Graduates		MM Graduates		RD Graduates		SEM Graduates	
	Number	%	Number	%	Number	%	Number	%	Number	%
2017-2018	11	16.4	14	23.3	9	12.5	13	22	4	8.2
2018-2019	17	25.4	12	20.0	14	19.4	6	10.2	11	22.4
2019-2020	5	7.5	14	23.3	16	22.2	12	20.3	12	24.5
2021-2022	34	50.7	20	33.3	33	45.8	28	47.5	22	44.9
Total	67	100	60	100	72	100	59	100	49	100

Source: Survey Data (2023)

Regarding the 67 respondents in Accounting and Finance Major, it is found that the most students involved in the survey are 50.7% graduates from 2021-2022 academic year, 25.4% from 2018-2019, 16.4% from 2017-2018 and followed by 7.5% graduates from 2019-2020 respectively.

Among 60 respondents in Applied Statistics Major, it is found that the most students covered in the survey are 33.3% graduates from 2021-2022 academic year, followed by 23.3% graduates from 2017-2018, 23.3% from 2019-2020 and 20% from 2018-2019 respectively.

Concerning with the 72 respondents in Marketing Management Major, it is found that the most students covered in the survey are 45.8% graduates from 2021-2022 graduation year, followed by 22.2% graduates from 2019-2020, 19.4% from 2018-2019 and 12.5% from 2017-2018 respectively.

Regarding the 59 respondents in Regional Development Major, it is found that the most students involved in the survey are 47.5% graduates from 2021-2022 academic year, followed by 22% graduates from 2017-2018, 20.3% graduates from 2019-2020 and 10.2% from 2018-2019 respectively.

Concerning with the 49 respondents in Social Enterprise Management Major, it is found that the most students contributed to the survey are 44.9% graduates from 2021-2022 academic year, followed by 24.5% graduates from 2019-2020, 22.4% from 2018-2019 and 8.2% from 2017-2018 respectively.

3.3 Information Source of Employment Opportunities

Table (3.3), presents the information source of employment opportunities. This includes the information related to the type of getting the job and employment opportunities by graduates of University of Co-operative and Management, Thanlyin as well as how to get the job and information of employment opportunities.

Table (3.3) Information source of employment opportunities

Particular	Categories	Number	Percentage
How to get the job	Internship, job fair from University	100	33
	Newspapers, Internet	84	27
	Families, Relative and friends	78	25.4
	Agency	15	4.8
	Other	30	9.8
	Total	307	100%

Source: Survey Data (2023)

The above table, 33% graduates got the employment opportunities from internship, job fair from University, 27% newspapers and internet, 25.4% families, relative and friends, 4.8% agency and 9.8% other.

3.4 Employment Status by Graduates

In table (3.4), the employment status is classified as public sector (government department), private sector (company), financial institutions (e.g. Banks, Microfinance and Insurance), NGOs, INGOs, own businesses, overseas, seeking job and attending the training.

Table (3.4) Employment Status by Graduates

Employment Type	AF Graduate		AS Graduate		MM Graduate		RD Graduate		SEM Graduate		Total Graduate	
	No:	%	No:	%	No:	%	No:	%	No:	%	No:	%
Public sector (government department)	22	32.8	31	51.7	29	40.3	29	49.2	23	46.9	134	43.6
Private sector (Company)	21	31.3	14	23.3	23	31.9	14	23.7	12	24.5	84	27.4
Financial Institution (eg Banks, MFI)	8	11.9	8	13.3	9	12.5	5	8.5	7	14.3	37	12.1
NGO, INGO	2	3.0	-	-	1	1.4	5	8.5	-	-	8	2.6
Own Business	8	11.9	5	8.3	5	6.9	3	5.1	2	4.1	23	7.5
Overseas	6	9.0	2	3.3	5	6.9	3	5.1	5	10.2	21	6.8
Seeking job			-	-	-	-	-	-	-	-	-	-
Attending the training	-	-	-	-	-	-	-	-	-	-	-	-
Total	67	100	60	100	72	100	59	100	49	100	307	100

Source: Survey Data (2023)

According to Table (3.4) it can be found that out of 67 respondents in Accounting and Finance Major, the majority of the current by employment (32.8%) are employing at public sector (government department), 31.3% are working at private sector, 11.9% of graduates are employing at financial institutions (e.g Banks, Microfinance and Insurance) and own business, followed by 9% of graduates are working at overseas and 3% of graduate are working at NGOs, INGOs respectively.

Regarding the 60 respondents in Applied Statistics Major, it is found that the most students covered in the survey, 51.7% of the current by employment are employing at public sector (government department), 23.3% are working at private sector, 13.3% graduates are employing at financial institutions (e.g. Banks, Microfinance and Insurance) and 8.3% graduate are employing at own business, followed by 3.3% graduates are working at overseas respectively.

Concerning with 72 respondents in Marketing Management Major, it is found that 40.3% of the current by employment are employing at public sector (government department), 31.9% graduates are working at private sector, 12.5% graduates are employing at financial institution (e.g Banks, Microfinance and Insurance), 6.9% graduate are employing at own

business ,followed by 6.9% graduates are working at overseas and 1.4 %graduate are working at NGO,INGO respectively.

Regarding 59 respondents in Reginal Development Major, it is found that 49.2% of the current by employment is employing at public sector (government department), 23.7% graduates are working at private sector after graduation, 8.5% graduates are employing at financial institution (e.g. Banks, Microfinance and Insurance) and NGO, INGO, followed by 5.1%graduate are working at own business and overseas respectively as seen in Table 3.4.

Concerning with 49 respondents in Social Enterprise Management Major, it is found that 46.9% of the current by employment is employing at public sector (government department), 24.5% graduates are working at private sector after graduation, 14.3% graduates are employing at financial institution (e.g. Banks, Microfinance and Insurance), followed by 10.2% graduates are working at overseas and 4.1%graduate are employing at own business respectively.

The majority of the employment status for five majors are dependent on employing at public sector (government department), followed by working at private sector after graduation and financial institutions (e.g. Banks, Microfinance and Insurance), own business and overseas as seen in Table 3.4. According to survey data, there are 100% employment opportunities for graduates of University of Co-operative and Management (Thanlyin) after graduation. Therefore, it can be concluded that they are employed in the respective area.

3.5 Income level of Graduates

Table (3.5) shows that the majority of the graduates in the five majors receive a monthly salary of 200000-350000 kyats. In the same manner, most of graduates are employed in government department and their monthly salary of 360000-450000 kyats.

Table (3.5) Income level of Graduates

Monthly Income (Kyats)	AF Graduate		AS Graduate		MM Graduate		RD Graduate		SEM Graduate		Total Graduate	
	No:	%	No:	%	No:	%	No:	%	No:	%	No:	%
below 200,000	2	3.0	3	5.0	4	5.6	5	8.5	1	2	15	4.9
200000-350000	24	35.8	37	61.7	32	44.4	32	54.2	30	61.2	155	50.5
360000-450000	17	25.4	12	20.0	14	19.4	8	13.6	11	22.4	62	20.2
460000-550000	8	11.9	2	3.3	12	16.7	5	8.5	2	4.1	29	9.4
560000 above	16	23.9	6	10.0	10	13.9	9	15.3	5	10.2	46	15
Total	67	100	60	100	72	100	59	100	49	100	307	100

Source: Survey Data (2023)

3.6 Reliability tests for variables

Table (3.6), Cronbach's Alpha value for each variable are calculated to measure the internal consistency of the questions and the reliability of the instrument used for the study. As Nunnally (1978) noted the most commonly cited minimum threshold was 0.70. and Slater (1995) suggested the reliability coefficients (Cronbach's alpha) as low as 0.06 were acceptable. Since 5 Likert questions are used in the study. The calculated Cronbach's Alpha coefficients values the independent variables and dependent variable are all 0.8, used in the study presents can be accepted the internal consistency reliability. In this research the reliability of all five variables has at least 0.8 therefore the survey data is reliable to measure all factors consistently and free from random error.

Table (3.6) Reliability tests for variables

Sr.No.	Indicators	Cronbach's Alpha value	No. of Items
1.	Employment opportunities	0.84	8
2.	Employability skills	0.80	13
3.	Academic skills	0.84	6
4.	Personal Management Skill	0.84	7
5.	Teamwork Skill	0.80	7

Source: Survey Data (2023)

3.7 Analysis of Relationship Among the Variables

In this study, establishing the relationship among the five variables namely employment opportunities, employability skill, academic skill, personal management skill and teamwork skill in order to measure the multiple linear regression and correlation analysis are used. As the probability is lower than the 0.01 and 0.05 level, the correlation coefficient is relation at 95 percent confident interval. Table (3.11) provides the results of the analysis. These results indicate that there is positively correlated between five variables. Hence these findings that increase the employment opportunities of graduates are able to increase greatly employability skill, academic skill, personal management skill and teamwork skill.

Table (3.7) Correlation Matrix Summary

		Employment opportunities	Employability Skill	Academic Skill	Personal Management Skill	Teamwork Skill
Employment opportunities	Pearson Correlation Sig. (2-tailed)	1				
Employability Skill	Pearson Correlation Sig. (2-tailed)	.666** .000	1			
Academic Skill	Pearson Correlation Sig. (2-tailed)	.661** .000	.734** .000	1		
Personal Management Skill	Pearson Correlation Sig. (2-tailed)	.567** .000	.558** .000	.697** .000	1	
Teamwork Skill	Pearson Correlation Sig. (2-tailed)	.694** .000	.697** .000	.763** .000	.740** .000	1

Source: Survey Data (2023)

3.8 Multiple Regression Analysis Between Different Variables Related to Employment Opportunities

Regression is a quantitative expression of the basic nature of the relationship between the dependent and independent variables. The linear regression equation is

$$Y = \beta_0 + \beta_1 X_1 + e$$

Multiple Regression involves the use to two or more independent variables. The multiple regression model is

$$Y = \beta + \beta_1 X_1 + \dots + \beta_k X_k + e$$

In this study, the multiple regression performed the relationship between different variables related to employment opportunities. The regression line is

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Y = Employment opportunities

X_1 = Employability skills

X_2 = Academic skills

X_3 = Personal management skill

X_4 = Teamwork skill

And $\beta_1, \beta_2, \beta_3$ and β_4 are coefficients to estimate and e is the error term.

Table (3.8) Results of regression analysis

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	0.354	0.212		1.672	0.096		
Employability skill	0.374***	0.066	0.339	5.646	0.000	0.439	2.277
Academic Skill	0.234**	0.075	0.216	3.111	0.002	0.328	3.047
Personal Management skill	0.125**	0.064	0.115	1.949	0.052	0.455	2.199
Teamwork skill	0.182**	0.061	0.165	2.994	0.003	0.523	1.911
R	0.722						
R ²	0.521						
Adjusted R ²	0.515						
F value	82.094						
Durbin-Watson	1.945						

Source: Survey Data (2023)

Dependent variable: employment opportunities.*****, **, * statistically significant at (1%) level and (5%) level respectively.**

According to table (3.12), the value of the F test, the model is highly significant at a 1% level. The adjusted R² is 0.515, which means that 51.5% of the variation in the employment opportunities explained by the independent variables. According to coefficient analysis results for the independent and dependent variables show a positive correlation. The value of correlation coefficient, R is 0.722 that the employability skill, academic skill, personal management skill and teamwork skills indicate that those variables have a positive impact and significant predictions to influence on the employment opportunities. Therefore, it can be concluded that the employment opportunities are significantly positive co-relation with all independent variables.

The value of R² is 0.521 that represents four predictor variables that can account for 52% of the variation in employment opportunities. It means that 48% of the variation in employment opportunities cannot explain by these four predictor variables alone. Therefore, it can be concluded that this regression model reasonably fit the data. However, there should be other variables, which influence employment opportunities. According to the findings from this study, the explanatory variables (independent variables) are not significantly suspected of

having a multi-collinearity problem since all of the variance inflation factor (VIF) values are less than 10.

4. Conclusion

4.1 Findings

In this research paper points out the importance of capturing students views about their employment opportunities and employability at the time of graduation. This study also found that the most of the five majors graduates receive a monthly salary of 200000-350000 kyats. Because the most of graduates are employed in government department. Universities play an important role for nurturing the educated persons to support the national socio-economic development. Therefore, University of Co-operative and Management, Thanlyin are implementing with the aim to nurture the educated person for building modern developed nation. The research found that there are employment opportunities for the majority of graduate students on public Sector (government department).

The research found that graduate students perceived the important employability skills: communication skills, positive attitudes and behaviors, and Critical and creative thinking skills, academic skills (eg ability to apply specialized knowledge from various fields) and academic performance (i.e., lecture, presentation, passing exams, GPA), personal management skill and teamwork skill are the most important learning method used to acquire employment opportunities. Lecturing is a time-honored method that has been used to transmit concepts, theories and technical knowledge to students. However, one of the major limitations of lectures is that they do not automatically promote students active learning participation in their own learning. Most graduate students perceived a combination of lectures, presentation, assignment, group work, internship/industry job placement, job fair, workshop and collaborative dialogic students centered learning techniques as important in facilitating their acquisition of employment opportunities. It has been observed that the internship programme and job fair provide by the University help to obtain employment opportunities.

Additionally, the research found that the employment opportunities show a significant positive co-relation with all the independent variables. Therefore, the importance of employability skill and academic skills, personal management skills and teamwork skills are related in getting their employment opportunities.

4.2 Recommendation

It is recommended that the internship and work experience for students are particularly effective method of employment opportunities, hence the university should provide more. University should be conducted employer's skill requirements surveys to identify real needs, in order to strengthening their graduate's skills. All stakeholder such as the government, the university system administrators, employers and graduates themselves must be actively involved in the process should be find the way enhancing this skill. The university are incorporating extracurricular activities into their study programme and changing their subject to develop specific skills. Overall, the study suggests that curriculum developers and stakeholders need to unite to improve the reputation of universities and to be recognized as a regional and international quality assurance university. The work-based curriculum for

students should be reviewed and properly designed to help employment opportunities. It is recommended that students used a combination of traditional and student-centered learning methods pedagogies to acquire employability skills, personal management skill and teamwork skill.

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Representation of Communicative Competence in the Tasks of *Life* student's book (pre-intermediate level 2A)

Swan Yi Htet¹

Abstract

In the context of the growing global demand for English proficiency, language coursebooks play a crucial role in education. This study focuses on analyzing the representation of communicative competence in the tasks of *Life* student's book (pre-intermediate level 2 A) for the second-year non-English specialization students. Celce-Murcia's communicative competence model guides the investigation, covering sociocultural, discourse, linguistic, formulaic, interactional, and strategic competence. Employing content analysis, 261 tasks from *Life* student's book (pre-intermediate level 2 A) are categorized and quantified based on the components of Celce-Murcia's model. The result shows that *Life* student's book (pre-intermediate level 2 A) places explicit emphasis on linguistic competence (94), discourse competence (72), and interactional competence (70). While sociocultural competence (7) and formulaic competence (18) are also addressed, strategic competence appears to be less prominently featured (0) in the tasks. In the tasks of *Life* student's book (pre-intermediate level 2 A), coherence within discourse competence is most prominently emphasized, with a substantial focus evident in 57 tasks. Additionally, syntactic aspect receives 44 tasks and lexical aspect receives 38 tasks. Descriptive quantitative analysis indicates that certain sub-components receive comparatively less attention in the tasks of *Life* student's book (pre-intermediate level 2 A). These include deixis, entirely absent in the discourse competence section, morphological aspects within linguistic competence, routines and idioms within formulaic competence, and conversational and non-verbal competences within interactional competence. Additionally, achievement strategies, stalling or time gaining, self-monitoring, interacting, and social strategies, related to strategic competence, are conspicuously absent in the tasks. This study offers a thorough evaluation of communicative competence in *Life* student's book (pre-intermediate level 2 A), providing insights crucial for curriculum development. Addressing specific competences needing attention, the study contributes to enhancing English teaching materials, ensuring that second-year non-English specialization students are better equipped for effective real-world communication.

Keywords: communicative competence, socio-cultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence and strategic competence

Introduction

Coursebooks play a crucial role in facilitating language instruction for teachers in Myanmar. The primary goal of language instruction is to build learners' communicative

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competence. Language teaching goes beyond teaching linguistic competence: pronunciation, vocabulary, and grammar. Therefore, the contents of EFL coursebooks need to cover the components of communicative competence: sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence. That's why this study is conducted to analyze *Life* student's book (pre-intermediate level 2 A) used for the second-year non-English specialization students.

2.Literature Review

In this chapter, the concept of communicative competence, Celce-Murcia, Dornyei, and Thurrell's Model, communicative competence in textbooks will be mentioned.

2.1 The Concept of Communicative Competence

After Chomsky (1965, p.3) had proposed the difference between competence and performance, the performance of language was emphasized, in addition to the structural knowledge of the language, by language educators. The competence is a person's knowledge of language while the performance is the use of language in a social context. Bachman & Palmer, (1996), Canale & Swain, (1980), Canale, (1983), Hymes, (1972), and Savignon, (1972) considered sociolinguistic perspective in language use and proposed the notion of communicative competence. Communicative competence was defined as an inherent grammatical competence as well as the ability to use grammatical competence in a variety of communicative situations by Hymes (1972), who is considered as the father of the notion, (Bagarić & Mihaljević-Djigunović, 2007; Cazden, 1996). Communicative competence is the ability of learners to interact with other speakers in meaningful way and the ability to perform their grammatical knowledge on classroom activities (Savignon 2002, p. 3). Moreover, according to Hall & Pekarek Dochler, (2011), communicative competence indicates the target language use and achieving communicative tasks with effectiveness and fluency in a culturally appropriate manner to understand and express messages in social, extended interaction. In other words, the communicative competence means "knowing when and how to say what to whom" (Larsen-Freeman, 2000, p.121). In the context of language instruction, developing learners' communicative competence needs to be primarily focused so that learners can confidently use the target language in real situations.

2.2 Celce-Murcia, Dornyei, and Thurrell's Model

With the aim of language teaching, Celce-Murcia, Dornyei, and Thurrell develop their own theoretical model of communicative competence. The model of Celce-Murcia, Dornyei and Thurrell includes sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence. Sociocultural competence is the ability of language users to use language appropriately in different social and cultural contexts. In this competence, three important socio-cultural variables are discussed such as, social contextual factors, stylistic appropriateness and cultural factors. "Discourse competence concerns the selection, sequencing, and arrangement

of words, structures, sentences and utterances to achieve a unified spoken or written text” (Celce-Murcia, Dornyei, and Thurrell, 13). Cohesion, deixis, coherence, and generic structure are included in discourse competence. Linguistic competence represents how to pronounce words, knowledge of vocabulary, and sentence formation. Formulaic competence according to Celce-Murica (2007) refers to “those fixed and prefabricated chunks of language that speakers use heavily in everyday interactions” (47). This competence includes fixed phrases, collocations, idioms and lexical frames. The interactional competence of Celce-Murica covers three sub areas: actional competence, conversational competence, and non-verbal/paralinguistic competence. Actional competence refers to understanding speech acts and speech acts sets when exchanging information, expressing opinions and feeling, etc. Conversational competence contains skills like opening and closing conversation, changing topics, etc. Non-verbal/paralinguistic competence includes the kinesics behavior, proxemics, haptic behavior and non-linguistic utterances with interactional import. Strategic competence is defined as a language user’s ability to overcome his difficulties during his conversation with others and ability to create communicative strategies for keeping the communication stream going on. This strategic competence includes achievement strategies, stalling or time gaining, self-monitoring, interacting, and social strategies.

2.3 Communicative competence in textbooks

In the realm of language education, there has been a lot of discussion over the inclusion of communicative competence in textbooks. Since the aim of language instruction is to develop learners’ use of language in real communication, Hedge (2000) believes that teaching materials must incorporate authentic language use in practice. The representation of communicative competence in EFL textbooks can provide learners with “real-world relevance which can help them link what they learn at school and how to use the language in practical communication” (Ozverir, I., Herrington, J., & Osam, 2016); (Chan, 2013). That is why, balancing all aspects of communicative competence in EFL course books is important to fulfill learners’ needs in communication.

As Wiemann, J., & Backlund, (1980) and Canale, M., & Swain, (1980), it is true that the constituent of real language use in EFL contents is necessary to provide learners with the minimal communication skills of receiving, understanding, and applying the substances of received lessons. Textbooks used in language teaching can be regarded as the EFL environment where learners can have exposure to the target language. In reality, however, EFL materials are “not yet developed systematically with reference to any well-defined and comprehensive communicative construct” (Celce-Murcia, M., Dörnyei, Z., & Thurrell, 1995). In 2011, Gilmore claimed that representation of target language in textbooks is still insufficient to meet learners’ communicative needs although the quality of textbooks appears better than those in the past.

3. RESEARCH METHODOLOGY

This section explained how the data were collected and how the analysis was structured.

3.1 Survey Design

This study employs a content analysis approach to investigate the representation of communicative competence in the tasks of *Life* student's book (pre-intermediate level 2 A) used in the first semester of the second year non-English specialisations. The primary goal is to explore which components of communicative competence the tasks in *Life* student's book (pre-intermediate level 2 A) explicitly emphasize to facilitate language practice and the extent to which they address various sub-components of communicative competence.

The research questions guiding this investigation are as follows:

1. Which components of communicative competence are explicitly emphasized in the tasks of *Life* student's book (pre-intermediate level 2 A)?
2. Which sub-components of communicative competence is most prominently emphasized in the tasks of *Life* student's book (pre-intermediate 2 A)?
3. Which sub-components of communicative competence receive comparatively less attention in the tasks of *Life* student's book (pre-intermediate level 2 A)?

3.2 Theoretical Framework

This study is based on Celce-Murcia's model of communicative competence (2007), which identifies six key components: sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence. Each competence encapsulates various sub-skills and aspects crucial for effective communication. This framework is utilised to analyze the tasks in *Life* student's book (pre-intermediate level 2 A).

3.3 Data collection

All 261 tasks from *Life* student's book (pre-intermediate level 2 A) are collected. The tasks are designed under the contents of *Life* student's book—grammar, vocabulary, real life functions, pronunciation, and listening, speaking, reading and writing skills. *Life* student's book (pre-intermediate 2 A) contains four units and 68 tasks are included in unit 9; 68 tasks, in unit 10; 63 tasks, in unit 11 and 62 tasks, in unit 12. A coding checklist is constructed, aligning with Celce-Murcia's communicative competence components. For each component, specific criteria are defined to systematically categorize the tasks. The checklist serves as a practical tool to facilitate the content analysis process and ensures consistency in the identification and classification of communicative competence components within each task. All the tasks are systematically coded into the sub-components of communicative competence.

3.4 Data Analysis

Descriptive quantitative analysis is used in this study. The analysis is based on two aspects: which communicative competence the tasks explicitly emphasize and the proportion of sub-components from each competence. At the first stage, all the tasks are analyzed if they

explicitly focus on six competences: sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence. Then, they are marked for any evidence indicating each sub-component of competence, and unmarked for the absence of evidence. The scores are accumulated and converted into proportional percentages according to the number of tasks.

The areas of analysis consist of six areas of competence including their sub-components (Celce-Murcia, 2007). The first is sociocultural competence where the focus of analysis is on three variables including social contextual factors, stylistic appropriateness, and cultural factors. Afterwards, the discourse competence consists of four components of cohesion, deixis, coherence, and generic structure. The next is linguistic competence with the focus of the analysis on four areas of phonological, lexical, morphological and syntactical aspects. Another aspect for analysis is the formulaic competence which focuses on routine expressions, collocations, idioms, and lexical frames. For the interactional competence, the actional, conversational, and non-verbal/paralinguistic competences are taken into account for analysis. The final analysis is the strategic competence which focuses on achievement, stalling or time gaining, self-monitoring, and social strategies (Celce-Murcia, 2007). Although some tasks are implicitly related to more than one component of communicative competence, only one component of explicit emphasis of each task is taken into account.

4. Findings and Discussion

The total 261 tasks of four units are collected and each task is categorized into the component of communicative competence by Celce-Murcia and investigated to ensure which components of communicative competence each task explicitly focuses on.

4.1 Total components of communicative competence

Table 4.1: The total components of communicative competence in the 261 tasks of all four units in *Life* student's book (pre-intermediate level 2 A)

No.	Component	Task	Percentage
1	Sociocultural competence	7	3%
2	Discourse competence	72	27%
3	Linguistic competence	94	36%
4	Formulaic competence	18	7%
5	Interactional competence	70	27%
6	Strategic competence	0	0%
7	Total	261	100%

The table presents a descriptive quantitative analysis of the tasks across various components of communicative competence within *Life* student's book (pre-intermediate level 2 A). Each row corresponds to a specific component, following Celce-Murcia's model, and indicates the number of tasks associated with each. Among the 261 tasks in all four units of *Life* students' book, linguistic competence emerges as the most prominently featured

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component, with a substantial 94 tasks (36%). Discourse competence follows closely with 72 tasks (27%) while interactional competence is well-represented with 70 tasks (27%). Formulaic competence is reflected in 18 tasks (7%) and sociocultural competence is represented by 7 tasks (3%). Notably, there are no specific tasks (0%) for strategic competence in *Life* student's book (pre-intermediate level 2 A). The total of 261 tasks provides an overview of *Life* students' book's explicit emphasis on the components of communicative competence, revealing the pedagogical priorities and strengths of the instructional material.

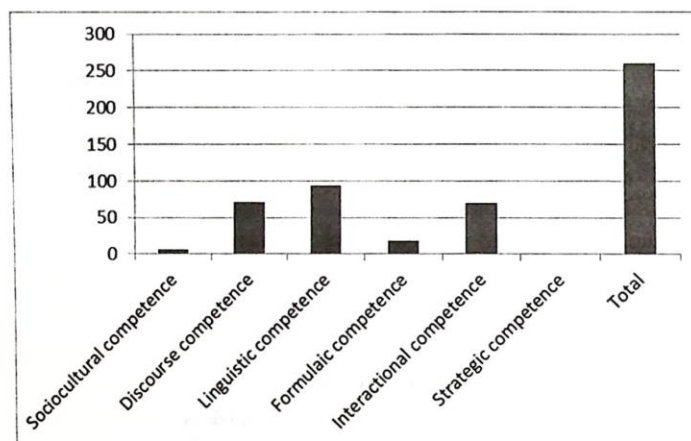


Figure 1: Representation of communicative competence in *Life* student's book (pre-intermediate level 2 A)

To answer the second and third research questions, "Which sub-components of communicative competence is most prominently emphasized in the tasks of *Life* student's book (pre-intermediate level 2 A)" and "Which sub-components of communicative competence receive less attention in the tasks of *Life* student's book (pre-intermediate level 2 A)?" each task is categorized into specific sub-components of each communicative competence.

4.2 Sub-components of sociocultural competence

Table 2: The sub-components of sociocultural competence in the tasks of *Life* student's book (pre-intermediate level 2 A)

No.	Sub-component	Task	Percentage
1	Social contextual factor	2	28.6%
2	Stylistic appropriateness	4	57.12%
3	Cultural factor	1	14.28%
4	Total	7	100%

The table presents the analysis of sociocultural competence within *Life* student's book (pre-intermediate level 2 A) by categorizing the tasks into specific sub-components. In this analysis, the sociocultural competence is divided into three sub-components: social contextual factors, stylistic appropriateness, and cultural factors. The data reveals that *Life* student's book places particular emphasis on stylistic appropriateness, with four tasks designed to enhance learners' awareness of formal and informal language registers. Social contextual factors are addressed in two tasks, indicating a consideration of varied social contexts in language use. Moreover, the inclusion of one task under cultural factors suggests an effort to integrate cultural elements into language learning, fostering cultural competence among learners. This analysis of tasks under sociocultural competence highlights *Life* student's book's intentional approach to equipping learners with the necessary skills to navigate diverse sociocultural aspects of language use effectively.

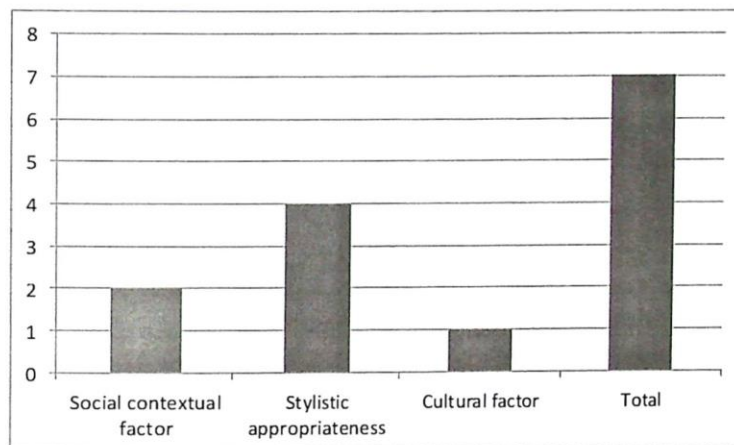


Figure 2: Representation of sociocultural competence in *Life* student's book (pre-intermediate level 2 A)

4.3 Sub-components of discourse competence

Table 4.3: The sub-components of discourse competence in the tasks of *Life* student's book (pre-intermediate level 2 A)

No	Sub-component	Task	Percentage
1	Cohesion	2	2.8%
2	Deixis	0	0%
3	Coherence	57	79.2%
4	Generic structure	13	18%
5	Total	72	100%

Among the total of 261 tasks in *Life* student's book (pre-intermediate level 2 A), 72 tasks emphasize on discourse competence and the table above provides a detailed analysis of tasks related to discourse competence. The sub-components of discourse competence, namely cohesion, deixis, coherence, and generic structure, are individually specified along with the corresponding number of tasks. Notably, coherence stands out prominently with 57 tasks (79.2%), indicating a substantial emphasis on fostering learners' ability to create logically connected and organized discourse. Generic Structure follows with 13 tasks (18%), reflecting attention to the development of learners' understanding of various text types and structures. Cohesion is represented by 2 tasks (2.8%), suggesting a focus on the interconnectedness of elements within a text. Surprisingly, there are no tasks that emphasize on deixis. This analysis underscores the significant weight given to coherence and generic structure within the discourse activities of *Life* student's book (pre-intermediate level 2 A), providing valuable insights into the instructional priorities of the material in enhancing learners' discourse competence.

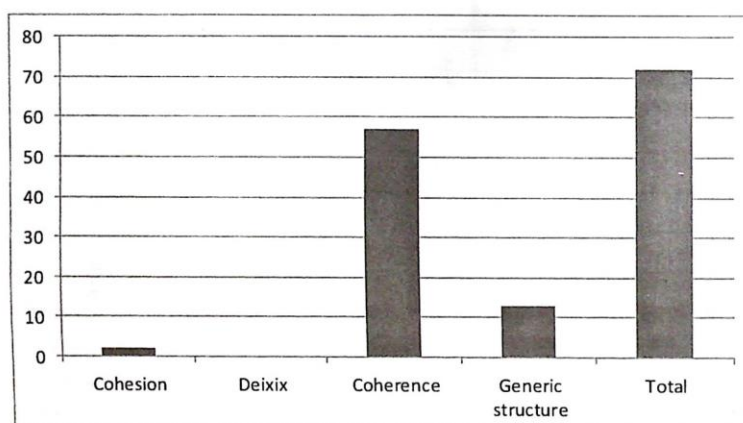


Figure 3: Representation of discourse competence in *Life* student's book (pre- intermediate level 2 A)

4.4 Sub-components of linguistic competence

Table 4.4: The sub-components of linguistic competence in the tasks of *Life* student's book (pre-intermediate level 2 A)

No.	Sub-component	Task	Percentage
1	Phonological	12	12.8%
2	Lexical	38	40.4%
3	Morphological	0	0%
4	Syntatic	44	46.8%
5	Total	94	100%

The table offers a detailed analysis of tasks related to linguistic competence within *Life* student's book (pre-intermediate level 2 A), accounting for 94 tasks within the total of 261 tasks. Each row represents a specific sub-component of linguistic competence, including phonological, lexical, morphological, and syntactic aspects, accompanied by the corresponding number of tasks. Notably, a substantial focus is observed in the areas of lexical and syntactic aspects, with 38 tasks (40.4%) and 44 tasks (46.8%), respectively. This suggests a comprehensive emphasis on building learners' vocabulary and syntactic skills. Phonological tasks, numbering 12 (12.8%), indicate attention to the sound patterns of language, while morphological tasks are absent in the students' book. Overall, this analysis provides insights into the distribution of linguistic components, underscoring an emphasis on vocabulary development and syntactic structures in *Life* student's book (pre-intermediate level 2 A), contributing to learners' linguistic competence.

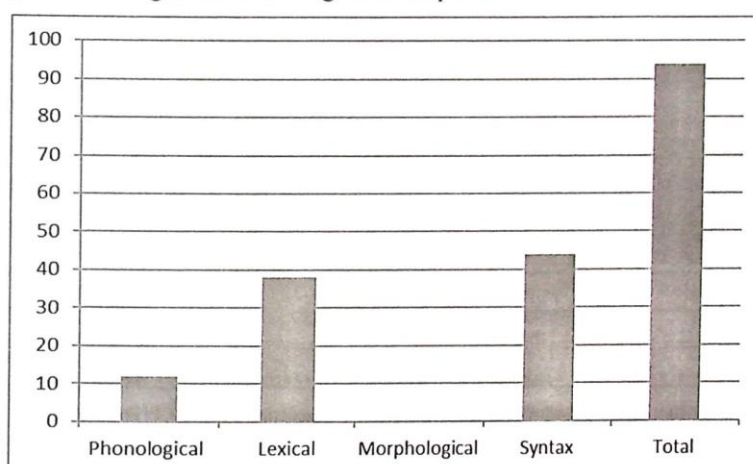


Figure 4: Representation of linguistic competence in *Life* student's book (pre- intermediate level 2 A)

4.5 Sub-components of formulaic competence

Table 4.5: The sub-components of formulaic competence in the tasks of *Life* student's book (pre-intermediate level 2 A)

No.	Sub-component	Task	Percentage
1	Routines	0	0%
2	Collocations	3	17%
3	Idioms	0	0%
4	Lexical frames	15	83%
5	Total	18	100%

The table above analyzes the tasks related to formulaic competence within *Life* student's book (pre-intermediate level 2 A), encompassing four specific sub-components: routines, collocations, idioms, and lexical frames, along with the corresponding number of tasks. Notably, lexical frames stand out with 15 tasks (83%), indicating a significant focus on providing learners with structured frameworks. Collocations are represented by 3 tasks (17%), highlighting attention to word combinations that frequently co-occur. However, *Life* student's book lacks the tasks that focus on routines and idioms, suggesting potential areas for enhancement in incorporating everyday language routines and idiomatic expressions. Overall, the analysis indicates that *Life* student's book (pre-intermediate level 2 A) emphasizes lexical frames and collocations, providing learners with structured frameworks for effective language use.

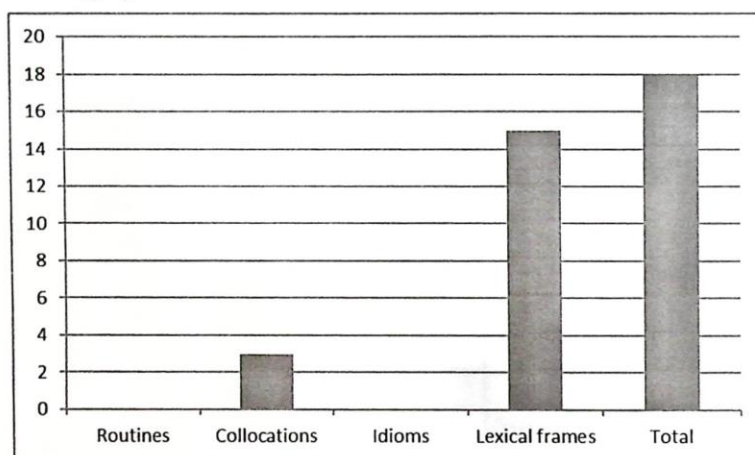


Figure 5: Representation of formulaic competence in *Life* student's book (pre-intermediate level 2 A)

4.6 Sub-components of interactional competence

Table 4.6: The sub-components of interactional competence in the tasks of *Life* student's book (pre-intermediate level 2 A)

No.	Sub-component	Task	Percentage
1	Actional	70	100%
2	Conversational	0	0%
3	Non-verbal	0	0%
4	Total	70	100%

The table presents the analysis of tasks related to interactional competence within *Life* student's book (pre-intermediate level 2 A), comprising three distinct sub-components:

actional competence, conversational competence, and non-verbal competence, along with the corresponding number of tasks. Remarkably, the majority of tasks fall under actional competence, with 70 tasks (100%). This suggests a substantial emphasis on providing learners with opportunities to develop practical language skills for effective communication in various contexts, such as information exchanges, interpersonal exchanges, and expression of opinion and feelings. However, both conversational competence and non-verbal competence do not receive attention in the tasks.

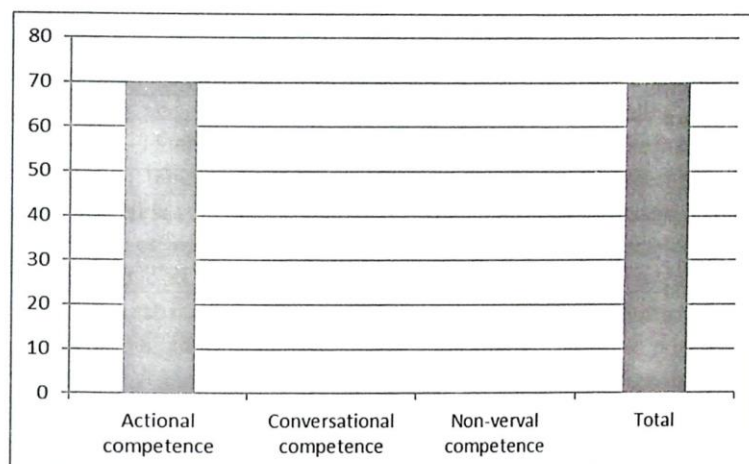


Figure 6: Representation of interactional competence in *Life* student's book (pre-intermediate level 2 A)

4.7 Sub-components of strategic competence

Table 4.7: The sub-components of strategic competence in the tasks of *Life* student's book (pre-intermediate level 2 A)

No.	Sub-component	Task	Percentage
1	Achievement	0	0%
2	Stalling or time gaining	0	0%
3	Self-monitoring	0	0%
4	Interacting	0	0%
5	Social	0	0%
6	Total	0	0%

The table above indicates that there are no tasks associated with any of the sub-components under strategic competence within *Life* student's book (pre-intermediate level 2 A), resulting in a total of 0 tasks. This suggests that *Life* student's book does not explicitly incorporate activities or exercises aimed at developing learners' skills in strategic language

use. Sub-components such as achievement strategies, stalling or time gaining, self-monitoring, interacting, and social competence are not represented in the tasks. The absence of tasks in these areas may indicate a potential gap in addressing strategic language use, including learners' abilities to set and achieve communicative goals, manage communication challenges, and navigate social aspects of language use. While *Life* student's book may prioritize other aspects of communicative competence, this finding highlights an area where future revisions or supplementary materials could enhance the development of learners' strategic language competencies.

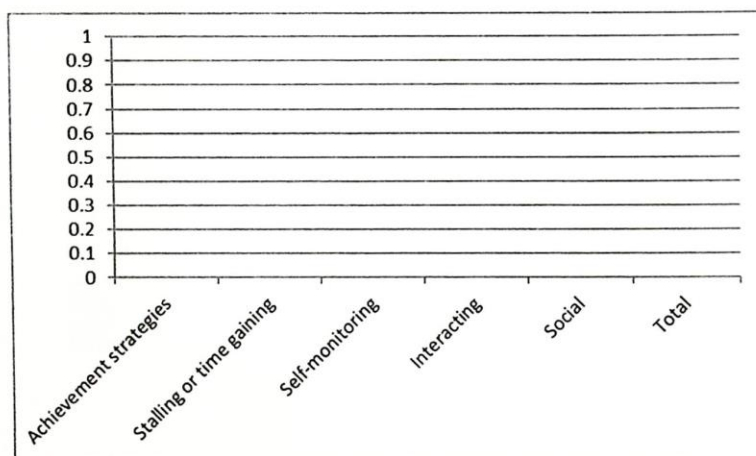


Figure 7. Representation of strategic competence in *Life* student's book (pre-intermediate 2 A)

4.8 Discussion

The study's findings shed light on the notable strengths and potential areas for improvement within *Life* student's book (pre-intermediate level 2 A) concerning communicative competence. The explicit emphasis on linguistic, discourse, and interactional competences aligns well with the essential components of effective communication. Although the tasks address sociocultural competence and formulaic competence, the amount of tasks is not sufficient.

However, the limited attention to strategic competence, as indicated by its absence in the tasks, raises important considerations for real-life language use. Strategic competence, encompassing skills like achievement strategies, stalling, self-monitoring, and social skills, plays a pivotal role in navigating diverse communication scenarios. Language learners need to practise these strategies for the ability to get one's meaning across successfully to communicative partners, especially when problems arise in the communication process. The absence of these strategic elements in the tasks suggests inadequacy in preparing students for real-world language interactions.

Moreover, the analysis brings to light lack of specific sub-components, such as deixis in discourse competence, morphological aspects in linguistic competence, routines, and idioms in formulaic competence, and conversational, and non-verbal competences in interactional competence, which are integral for effective communication. In discourse competence, understanding deixis is crucial for effective communication because it helps speakers and listeners navigate the shared context of a conversation. Without a proper grasp of deixis, there can be confusion or misinterpretation of the intended meaning. Morphology deals with the structure and formation of words. Morphological aspects include the study of word forms, prefixes, suffixes, and how they convey grammatical and semantic information. This is important for constructing grammatically correct sentences, conveying precise meanings. Routines and idioms are fixed expressions or phrases that have a specific meaning. Incorporating routines and idioms enhances communication by adding fluency and naturalness to speech. It also helps convey cultural nuances and facilitates smoother interactions by using language that is commonly accepted in specific situations. Conversational competence is also essential for real communication. Language learners need to obtain the knowledge of how to open and close conversations, how to establish and change topics, how to get, hold, and relinquish the floor, how to interrupt, how to collaborate and backchannel, etc. Non-verbal competence is important for learners to understand the use and interpretation of gestures, body language, facial expressions, and other non-verbal cues during communication. Addressing these gaps becomes paramount for ensuring that *Life student's* book equips students with a well-rounded set of language skills necessary for successful communication in authentic linguistic and cultural contexts. Enhancements in these aspects would contribute significantly to the practical utility and overall effectiveness of *Life student's* book (pre-intermediate level 2 A) in preparing students for real-life language encounters. Moreover, most of the tasks in *Life student's* book (pre-intermediate level 2 A) focus on students' critical thinking. This study suggests that *Life student's* book (pre-intermediate level 2 A) should include more tasks to mirror authentic real-world language use. Incorporating tasks that simulate authentic communication situations can better prepare students for practical language interactions outside the classroom.

5.Conclusion

In conclusion, the content analysis of *Life student's* book (pre-intermediate level 2 A) has provided valuable insights into the strengths and weaknesses for improving students' communicative competence. The study has highlighted the commendable emphasis on linguistic, discourse, and interactional competences, aligning effectively with the fundamental components of successful communication. The heightened focus on linguistic competence, discourse competence and interactional competence underscores the student's book's strength to develop students' language skills essential for practical communication.

However, a critical observation emerged regarding the limited attention given to strategic competence, evidenced by its absence in the tasks. Strategic competence, encompassing skills such as achievement strategies, stalling, self-monitoring, interacting, and social skills, holds significant importance in real-life language use. The absence of these

strategic elements in the tasks is the student's book's weakness in preparing students for keeping communication going on smoothly without breakdown.

Furthermore, the content analysis has shed light on *Life* student's book's inadequacy of specific sub-components, including deixis in discourse competence, morphological aspects in linguistic competence, and routines and idioms in formulaic competence, and conversational, and non-verbal competences in interactional competence. These elements are integral for effective communication and addressing these identified gaps is crucial to ensure that the coursebook equips students with a well-rounded set of language skills necessary for successful communication in authentic linguistic and cultural contexts.

In conclusion, it is imperative to consider enhancements in strategic competence within the coursebook to better prepare students for the challenges of real-world language interactions. Additionally, addressing specific sub-components identified in the analysis, such as deixis, morphological aspects, and the inclusion of routines, idioms, conversational, and non-verbal competences, will contribute significantly to the practical utility and overall effectiveness of the coursebook. By incorporating these improvements, *Life* student's book (pre-intermediate level 2 A) can better fulfill its role in preparing the second-year non-English specialization students for diverse and authentic language encounters.

Acknowledgement

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**A Study on Strategies for Vocabulary Acquisition
Among First Year Students in Yangon University of
Economics (Ywa Tha Gyi Campus)**

Phyo Thu Htike ¹

Abstract

Vocabulary is crucial in learning a foreign language as it forms the foundation for developing speaking, listening, reading, and writing skills. To communicate effectively in a foreign language, learners must acquire an adequate number of words and understand their accurate usage. This research aims to explore the highest and lowest frequent use of vocabulary learning strategies used by first year students at Yangon University of Economics (Ywa Tha Gyi). In this research, systematic sampling was used and one hundred students participated in the study. Vocabulary Learning Strategies were measured with 15 items. The mean score of vocabulary learning strategies shows that the most frequent strategy used for vocabulary learning is using a bilingual dictionary (3.91), the least frequent strategy used for vocabulary learning is memorizing words from English magazines (2.46). According to the Pearson's correlation analysis, there is a positive relationship between years of studying English and vocabulary learning strategies. Regarding the results of multiple regression analysis, gender and years of studying English influence vocabulary learning strategies. It is found that female students used vocabulary learning strategies more than male students. It is hoped that this paper will be helpful for those who would like to do research on that field to certain extent.

Keywords: vocabulary learning strategies, frequency use, systematic sampling, Pearson's correlation analysis, multiple regression analysis

1. Introduction

In this chapter, background of the study, aim and objectives of the study, scope of the study and organization of the study will be stated.

1.1 Rationale of the Study

To communicate with each other in English very well, vocabulary functions as a cornerstone. Unless there is a well-functioning mental lexicon, communication will break down. Knowing more vocabularies means variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary as well as grammatical patterns, idioms, and fixed expressions.

According to Richards (1976) and Nation (2001), it is not enough for learners to know

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just one meaning for a word. Learners need to know different aspects of a word: spoken and written forms, parts of words (prefix, suffix and 'root' form), grammatical forms, collocations, associations (words that are similar or opposite in meaning), connotations and frequency.

In learning a foreign language, vocabulary plays an important role. It is one of the fundamental elements in learning four skills: speaking, listening, reading and writing. In order to communicate well in a foreign language, learners should acquire an adequate number of words and should know how to use them accurately. Even though learners realize the importance of vocabulary when learning a language, most Myanmar learners of English learn vocabulary passively due to several factors. First, they learn vocabulary for meaning or definition, pronunciation, spelling and grammatical functions. Second, they only think of vocabulary learning as knowing the primary meaning of a new word. Therefore, they ignore all other aspects of the words such as collocation, connotation and contextual meaning. Third, students usually acquire new vocabulary through new words in their textbooks or when given by teachers during the lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and their use. Fourth, many Myanmar learners do not want to use the vocabulary that they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly. To solve the problems mentioned above, using interactive activities in teaching vocabulary in the classroom may be effective for learners.

1.2 Aim and Objectives of the Study

The aim of the study is to investigate the vocabulary learning strategies of first year students from Yangon University of Economics (Ywa Tha Gyi).

The specific objectives are:

- (i) To examine the factors which influence vocabulary learning strategies
- (ii) To observe the highest and lowest frequent use of vocabulary learning strategies of first year students.
- (iii) To overview the socio-demographic characteristics of first year students

1.3 Method of Study

In this study, primary data were used. One hundred were selected by using descriptive statistics and systematic sampling methods. The descriptive statistics are used to describe the socio-demographic characteristics of the respondents and the vocabulary learning strategies. The vocabulary learning strategies were measured by 5 points Likert Scale including 15 items in the questionnaire. Multiple regression analysis is used to analyze the influencing factors of vocabulary learning strategies of the respondents.

1.4 Scope of the Study

This study especially focuses on first year students from Yangon University of Economics (Ywa Tha Gyi). The data were collected from these students based on their vocabulary learning strategies. Although there are eight specializations at the University, only four specializations such as commerce, accounting, public administration and development studies were studied.

1.5 Organization of the Study

This study consists of five main chapters. Chapter 1 is the introduction, which describes rationale of the study, aim and objectives of the research, scope and limitation of the study, method and organization of the study. Chapter 2 is about the literature review concerning the main topics. Chapter 3 gives information about the research methodology applied in this study. Findings based on that survey data are mentioned in chapter 4. In chapter 5, the last chapter of the study, findings, limitations of the study are discussed and implication and suggestions for further research are given.

2. Literature Review

In this chapter, the definition of vocabulary, teaching vocabulary, different aspects of vocabulary, factors to be considered in teaching vocabulary, techniques in vocabulary teaching and so on will be mentioned.

2.1 What is Vocabulary?

Vocabulary can be defined, roughly, as "the words the teachers teach in the foreign language". However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary items rather than words.

All languages consist of words. Historically, languages emerge first as words when first and any subsequent languages are learnt. Vocabulary is still widening because the learners are continually learning new words and the meanings of old words, even in their native language. For example, the use of the post office or letters was popular but nowadays emails are used. Some words can be entirely new to them. The learners come across completely new words that are made up according to new technologies and the needs of real life. For example, a verb "to google" is most frequently used a lot. Learners of a foreign language experience something similar. Thornbury (1988) states that words that are totally unfamiliar or being used in ways that are novel and possibly obscure can be observed. To find the right word to fit the meaning can be very frustrating, especially if the store of words is limited.

2.2 Teaching Vocabulary

Teaching vocabulary is an important area worthy of effort and investigation because it is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". (Harmer, 1993).

Although vocabulary is not a syllabus, it is a list of words that teachers prepare for their learners to memorize or learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Language learners need to learn the vocabulary of the target language in another way. If the teacher really wants to teach students what words mean and how they are used, he needs to show them together with context. Words do not just exist on their own; they live together and they depend upon each other. Therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary section, word knowledge and techniques.

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. Teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English.

2.2.1 Different Aspects of Vocabulary

According to Harmer (1993), learners need to know the form of the word, its meaning, grammar, verb form, word formation, when to use, connotation, contextual meaning and collocation. Therefore, learners need to know the form of the word and one or more of its meanings. Besides knowing the form of the word, learners also need to be familiar with its grammar. For example, learners need to know irregular forms of verbs or plural nouns, the position of adjectives, etc. Another aspect in teaching vocabulary is the word formation. Learners should know how to change a word form and when to use it (gerund, the past form).

Teaching the meaning includes mainly connecting a word with its equivalent in the real world. It is called denotation. Apart from denotation, connotation of the word (associations and feelings, which arise when the word is heard) should be taught. Many vocabulary items have several meanings depending on context. Word meaning is frequently stretched through the use of metaphor and idiom. Furthermore, learners need to be provided with the sense relations to other words. There are various relationships such as synonyms, antonyms, hyponyms etc.

Another challenge the learner will face when learning a new item is collocation. That means he or she needs to know which words can be used in connection with each other and how. For example, when learning the word "picture", the learner should be informed that one can take a picture, not make a picture. Thus, students need to acquire the ability to recognize when it is appropriate to use a particular word - speaking or writing, informal conversation with a friend or formal polite conversation.

It is not enough for learners to learn just the form and its denotation of a new vocabulary item. In order to be able to understand properly and to use a new item of vocabulary in a given language correctly, the learner must be familiar with the word connotation, grammar and formation as well as its collocation and the right way and appropriateness of use.

2.2.2 Factors to be Considered in Teaching Vocabulary

Every language teacher must make a choice with a great effort on what and how much vocabulary to teach depending on the level and age of the students. Furthermore, they must consider what vocabulary items to teach first (during early stages of the course) and what vocabulary to leave later on. The teacher's choice of vocabulary is influenced to some extent by the course book and supplementary materials they use. However, the teacher decides an emphasis given to individual items.

When making a decision about what vocabulary to teach preferentially, mainly the usefulness of the words and interests of the learners should be taken into consideration. Moreover, the learner's needs frequency, coverage, range and learnability are to be considered.

In the first place, the teacher should consider the learner's needs. Allen (1983) points out that it is useful to provide the learner with words for 'classroom language' just at the early stages of the course. She continues to say that it is important for the teacher to predict what words the student needs to know for talking about everyday life, people and things surrounding them. "When such words are learnt, the new language can immediately be put to use."

One of the criteria affecting the choice of the teacher is the frequency in which the particular item is used in common language. In general, the words which are most commonly used are the ones the teacher should teach first. However, most frequent words do not usually convey much information but to be able to communicate, learners need to know a considerable number of words bearing some meaning that are ambiguous (McCarthy, 1992).

Another aspect to consider is coverage. Harmer (1993) states that the words covering more things are likely to be taught before words with only one specific meaning. For example, the word 'book' will be taught before words 'notebook or exercise book'.

McCarthy (1992) also speculates on the range of an item. It is generally advisable to avoid the vocabulary with a restricted range, since the wider range an item has, the more useful it is likely to be. Generally, concrete things are more learnable than abstract ones, therefore they are always taught first.

"Learnability" is another factor influencing the order in which chosen vocabulary will be taught. There are a lot of reasons why words might be easy or difficult to learn. If it is difficult to remember the spelling, pronunciation or meaning of a word, the students will not learn it easily.

2.2.3 Techniques in Vocabulary Teaching

According to Harmer (1993), learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. A lot of vocabulary is automatically absorbed. Harmer (1993) also suggests sense relations, definition and direct translation of words might function as another helpful tool for clarifying the meaning.

Besides this incidental acquisition, Thornbury (2004) states that there are "pre-planned lesson stages in which learners are taught pre-selected vocabulary items". Various techniques

and activities are aimed directly at learning vocabulary, which is usually put into sets of related words, often by topic or meaning.

As McCarty (1992) suggests, before presenting new language, pre-teaching activities might be beneficial "to activate existing knowledge to make the encounter with new words more meaningful". Pre-teaching activities often arouse students' attention and desire to explore a particular topic or subject in greater detail.

Both McCarthy (1992) and Thornbury (2004) suggest two general possibilities of arranging vocabulary presentation. The teacher provides the learners with the meaning of the words and then progresses to introduction of their forms or vice versa — the form is introduced first, followed up with illustration of the meaning.

In the latter, forms are often presented in text or another form of context, and students are encouraged to discover meanings and other properties of words themselves. This type of activity is called the discovery technique (Harmer; 1993). There are many possibilities of how to explain or illustrate the meaning of words. In the first place, it is necessary to mention techniques typical for 'Direct Method' which Thornbury specifies them "using real objects (called *realia*) or pictures or mime".

The same author continues to say that these means are especially appropriate for teaching elementary levels, where many concrete objects are taught. These types of presentation are usually supplemented with the use of TPR (Total physical response), which is a technique where the teacher gives commands and students perform the actions. In TPR, "the intention is to replicate the experience of learning one's mother tongue" (Thornbury 2004).

Thornbury (2004) listed these options as well and furthermore included an idea of clarifying the meaning such as "providing an example situation" or "giving several example sentences".

All these techniques are more or less useful for a particular situation, level and vocabulary, the best way would be in many cases to combine them and use several together.

Besides explaining the meaning in vocabulary presentation, it is also important to focus on forms, since the sound of words is one of the aspects influencing the organization of the mental lexicon (Thornbury 2004; McCarthy, 1992).

This is arranged by various drilling activities. From experience, songs and chants are very suitable for drills, providing rhythm, catchy rhymes and an element of fun. As Thornbury (2004) suggests, introducing the written form of the word should follow not long after the presentation of the pronunciation.

After presentation, learners should be provided with plenty of opportunities to practise the newly gained language in accordance with the above-mentioned principles since it is crucial for successful remembering. This is done by various forms of practice activities. In the first stage, usually mechanical practice is applied "in the form of some of kind of oral repetition" (Thornbury; 2004). Furthermore, as Thornbury (2003) claims, it is necessary to integrate new vocabulary into existing knowledge in the mental lexicon, which is done by types of activities, where students make judgments about words, e.g., matching, comparing etc. This mechanical practice is then followed by more open and communicative activities "where

learners are required to incorporate the newly studied words into some kind of speaking or writing activity". This is often provided by various pair work or group work activities.

3. RESEARCH METHODOLOGY

This section explained how the data were collected and how the analysis was structured.

3.1 Survey Design

In this research, respondents are first year students from Yangon University of Economics (Ywa Tha Gyi Campus). The study is emphasized on four specializations such as Commerce, Accounting, Public Administration and Development Studies. The population size is 800 students. Twenty-five students from each specialization are selected by systematic sampling. The sample size is 100 students. The survey was conducted through questionnaire and Likert scale was used. The data were collected by systematic sampling method. From the questionnaire, the highest and lowest frequent use of vocabulary learning strategies used by first year students can be observed.

3.2 Pearson's Product Moment Correlation Coefficient

The Pearson's correlation coefficient tells us two aspects of the relationship between two variables. The sign (- or +) for r identifies the kind of relationship between the two quantitative variables, and the magnitude of r describes the strength of relationship.

The mathematical formula for the Pearson's correlation coefficient r is as follows.

$$r = \frac{n \sum X_i Y_i - \sum X_i \sum Y_i}{\sqrt{[n \sum X_i^2 - (\sum X_i)^2][n \sum Y_i^2 - (\sum Y_i)^2]}}$$

where r = correlation coefficient

n = number of observations

$\sum xy$ = sum of the product of x and y

$\sum x^2$ = sum of squares of values of variable x

$(\sum x)^2$ = square of the sum of all the values of variable x

The magnitude of the correlation lies between -1 and 1 this means that $-1 \leq r \leq 1$. The value of correlation coefficient that is close to -1 indicates that the two variables have a strong negative relationship. Negative relationship means that an increase in one variable causes another variable to decrease, and vice versa. On the other hand, a value that is close to 1 indicates that the two variables have a strong positive relationship. Positive relationship means an increase in one variable will cause the other variable to increase, and vice versa.

3.3 Multiple Linear Regression Model

Linear regression attempts to model the relationship between two variables by fitting a linear equation to observe data. One variable is an explanatory variable, and the other dependent variable. Before attempting to fit a linear model to observe data, a model should first

determine whether or not there is a relationship between the variables of interest. The equation can be interpreted as prediction equation if the independent variable precedes the dependent variable. Multiple regression models take the following form;

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \dots + \beta_k X_{ki} + e_i; i=1,2,\dots,n \quad (3.10)$$

where;

Y_i = value of the dependent variable in the i th trial

β_0 = constant in the regression equation

$\beta_1, \dots, \beta_k$ = regression coefficients associated with each of the X_k independent variable

X_{ji} = value of the j th independent variable in the i th trail

e_i = the random error in the i th trail or observation

3.3.1 Assumptions of the Multiple Linear Regression Model

The following are the assumptions of multiple regression models

- (i) Multiple linear regression needs the relationship between the dependent variable and independent variables to be linear. It is also important to check outliers since multiple linear regression is sensitive to outlier effects.
- (ii) (ii) The multiple linear regression analysis requires that the error between observed and predicted values (i.e., the residuals of the regression) should be normally distributed.
- (iii) (iii) The error of the mean is uncorrelated; that the standard mean error of the dependent variable is independent from the independent variables.
- (iv) (iv) The multiple linear regression analysis makes homoscedasticity.
- (v) (v) There is no multicollinearity, i.e., there is no linear relationship among the independent variables.

3.3.2 Test for Significance of Overall Multiple Regression Model

The F test is used to determine whether there exists a significant relationship between the dependent variable and the entire set of independent variables in the model. The ANOVA procedure tests the null hypothesis that all the β values are zero against the alternative while at least one β is not zero.

Ho: $\beta_1 = \beta_2 = \beta_3 = \dots = \beta_k = 0$

Ha: At least one β_i is not zero.

Table (3.1) provides the format for an ANOV table for multiple regression.

Table (3.1) ANOVA Table

Source of Variation	Sum of Squares	Degree of Freedom (df)	Mean Square	F- value
Between samples (treatment)	SSR	K	$\frac{SSR}{k}$	$F = \frac{MSR}{MSE}$
Within samples (error)	SSE	n-k-1	$\frac{SSE}{n-k-1}$	
Total variation	SST	n-1		

where,

SSR = regression sum of square

SSE = the errors sum of squares

SST = total sum of square

If the null is not rejected, then there is no linear relationship between Y-variable and any of the independent variables. On the other hand, if the null is rejected, then at least one independent variable is linearly related to Y.

3.3.3 Testing Individual Partial Regression Coefficients

The next logical step is to test each coefficient individually to determine which one (or ones) is significant.

$$H_0: \beta_i = 0$$

$$H_a: \beta_i \neq 0$$

The t-test statistic is

$$t = \frac{b_i - 0}{s_{bi}}$$

where b_i is the individual coefficient being tested

s_{bi} is the standard error of b_i

If P-value is less than the significant level, null hypothesis is rejected.

3.4 The Coefficient of Multiple Determination (R^2)

The coefficient of determination can be calculated by using the errors sum of squares (SSE) and regression sum of square (SSR), and total sum of square (SST). The coefficient of multiple determinations is defined as;

$$R^2 = \frac{SSR}{SST} = 1 - \frac{SSE}{SST}$$

The R^2 that measures the variation in Y is explained by the independent variable X in the simple linear regression model. In multiple regression, the coefficient of multiple determination represents the proportion of the variation in Y that is explained by the set of independent variables. The value of coefficient of multiple determinations will be between zero and one.

A common practice in multiple regression and correlation analysis is used to report the adjusted coefficient of determination. Symbolized as $\bar{R}^2$, this statistic adjusts the measure of explanatory power for the number of degrees of freedom.

4. Findings and Discussion

4.1 Socio - demographic Characteristics of Respondents

In this part, respondents mention their gender, age, getting vocabulary, and social media usage.

4.1.1 Respondents' Gender

In table (4.1), respondents are answered their gender status.

Table (4.1) Frequency Distribution of Respondents' Gender

Gender	Frequency	Percent
Male	20	20.0
Female	80	80.0
Total	100	100.0

Data Source: Survey Data (May, 2023)

The data presented shows the distribution of gender among the participants in the study. Out of the total 100 participants, 20 individuals are identified as males, representing 20% of the sample. On the other hand, 80 participants are identified as females, accounting for 80% of the sample. These percentages provide insights into the gender composition of the participants and indicate that the majority of the participants are females.

4.1.2 Respondents' Age

In table (4.2), respondents are answered their age.

Table (4.2) Frequency Distribution of Respondents' Age

Age	Frequency	Percent
17	5	5.0
18	51	51.0
19	24	24.0

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20	16	16.0
21	4	4.0
Total	100	100.0

Data Source: Survey Data (May, 2023)

The data provided represents the distribution of ages among the participants in the study. It can be seen that 5 participants (5%) reported an age of 17 years, 51 participants (51%) reported an age of 18 years, 24 participants (24%) reported an age of 19 years, 16 participants (16%) reported an age of 20 years and 4 participants (4 %) reported an age of 21 years.

These percentages indicate the proportion of participants within each age group. It is evident that the majority of participants fell into the 18-year-old, comprising 51% of the sample. The age composition of the participants is essential to consider when interpreting the research findings, as different age groups may exhibit various characteristics, perspectives, and responses.

4.1.3 Respondents' Years of Studying English

In table (4.3), respondents are answered their years of studying English.

Table (4.3) Frequency Distribution of Years of Studying English Among Respondents

Years of Studying English	Frequency	Percent
Below 5 years	48	48.0
5 years and above	52	52.0
Total	100	100.0

Data Source: Survey Data (May, 2023)

The data provided represents the distribution of the number of years participants have been studying English. It is found that 48% of respondents are studying English below 5 years while 52% of respondents are studying English more than 5 years.

The distribution of years of studying provides insights into the participants' level of experience and dedication to learning the foreign language. It is important to consider these different levels of experience when interpreting the research findings, as participants with various years of studying may exhibit different language proficiency levels, understanding, and learning strategies.

4.1.4 Ways of Getting their Vocabulary

In table (4.4), respondents answered their ways of getting vocabulary.

Table (4.4) Frequency distribution of “Ways of Getting their Vocabulary”

Ways of Getting their Vocabulary	Frequency	Percent
Smart Phone	95	95.0
Tablet	1	1.0
Laptop	4	4.0
Total	100	100.0

Data Source: Survey Data (May, 2023)

The data provided represents the distribution of tools used for enhancing vocabulary among the participants. The following tools were reported: 95 participants (95%) reported using a Smart Phone for enhancing vocabulary. 1 participant (1%) reported using a Tablet for enhancing vocabulary. 4 participants (4%) reported using a laptop for enhancing vocabulary. The percentages indicate the proportion of participants who reported using each tool.

The data highlights the prevalence of using Smart Phones as the primary tool for enhancing vocabulary among the participants, with 95% of participants using this device.

This information suggests that Smart Phones are the preferred choice among the participants for accessing vocabulary-enhancing resources, likely due to their portability, convenience, and availability of mobile applications specifically designed for language learning. Considering the dominant use of Smart Phones, it would be essential to ensure the compatibility and optimization of vocabulary-enhancing tools for mobile platforms, as they are the most widely used device in this context.

Tablets were reported by only 1% of participants, while 4% of participants reported using Laptops. The limited use of Tablets and Laptops may be attributed to their less frequent use or the participants' preference for the versatility of Smart Phones.

4.1.5 Social Media Usage

In table (4.5), respondents answered their social media usage.

Table (4.5) Frequency Distribution of “Social Media Usage”

Social Media Usage	Frequency	Percent
Facebook	94	94.0
Instagram	2	2.0
TikTok	1	1.0
Other	3	3.0
Total	100	100.0

Data Source: Survey Data (May, 2023)

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The data provided represents the distribution of social media platforms used by the participants. The following social media platforms were reported:

94 participants (94%) reported using Facebook and the data reveals that Facebook is the most widely used social media platform among the participants. 2 participants (2%) reported using Instagram, 1 participant (1%) reported using TikTok and 3 participants (3%) reported using other social media platforms. Instagram and TikTok are used by only a small percentage of participants, with 2% and 1% respectively. Additionally, 3% of participants reported using other social media platforms.

The dominant use of Facebook suggests its popularity and prevalence as a social media platform among the participants. This information can be useful in considering the potential integration of vocabulary-enhancing activities or resources on Facebook to cater to the preferences and habits of the participants. It is also worth noting that a small portion of participants engages with other social media platforms, indicating a diversity of preferences in social media usage.

4.2 Descriptive Statistics of Vocabulary Learning Strategies

Table (4.6) represents descriptive statistics of vocabulary learning strategies used by students.

Table (4.6): Descriptive Statistics of the Respondents' Vocabulary Learning Strategies

Items used in Vocabulary Learning Strategies	Mean	Std. Deviation
I use bilingual dictionary to help me translate English words into Myanmar.	3.91	0.905
I use picture illustrated in the textbook to find the meanings of word	2.77	0.993
I learn meaning of a word by identifying its part of speech.	3.48	1.068
I ask the teacher to translate the words into Myanmar.	2.71	1.047
I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.	2.67	1.129
I ask my classmates for meaning.	3.51	1.159
I write down new words in sentences so I can remember them.	3.41	1.190
I study the spelling of new words.	3.84	0.972
I repeatedly practice new words.	3.57	1.103
I learn vocabulary from English soundtrack and movies.	3.82	1.104
When I try to remember a word, I write or say it repeatedly.	3.53	1.176

I watch English channels and news to improve my vocabulary.	3.20	1.054
I memorize words from English magazines.	2.46	1.077
I do not worry very much about the difficult words found when reading or listening, I pass them.	3.05	0.947
I use online exercises to test my vocabulary knowledge.	3.69	0.961

The descriptive statistics reveals the average ratings and the variability in participants' responses regarding different vocabulary enhancement strategies. According to the participants reported the highest mean for using a bilingual dictionary (3.91), students often used this strategy. On the other hand, using picture illustrations in textbooks (2.77) and asking the teacher to translate words (2.71) received lower mean ratings, it is found that students sometimes used these strategies. According to the strategies of asking classmates for meaning (3.51), writing down new words in sentences (3.41), studying spelling (3.84), repeatedly practicing (3.57), learning from English soundtracks and movies (3.82), and writing/saying words repeatedly (3.53), it can be assumed that students frequently use these strategies. Watching English channels and news (3.20) and using online exercises (3.69) also revealed that students mostly use these ways also.

Memorizing words from English magazines (2.46) and not worrying about difficult words (3.05) had lower mean ratings. Overall, the standard deviations for these strategies indicate variability in participants' opinions, suggesting differences in preferences and experiences among the participants.

4.3 Multiple Regression Analysis of Vocabulary Learning Strategies

In the study, dependent variable is vocabulary learning strategies, and independent variables are gender, age, years of studying English, getting vocabulary and social media usage. Gender, getting vocabulary and social media usage are qualitative variables. Gender is classified as male and female. Getting vocabulary is classified as smart phone and tablet/laptop, and social media usage is classified as Facebook and Instagram/ Snapchat/ Tiktok. This study examined that gender, age, years of studying English, getting vocabulary and social media usage are related to vocabulary learning strategies. The results of multiple linear regression analysis for vocabulary learning strategies are described in Table (4.7).

Table (4.7) Results of Multiple Linear Regression Model of Vocabulary Learning Strategies

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.118**	.931		2.276	.025
Gender (Male, Female)	.658***	.106	.445	6.184	.000
Age	.017	.047	.027	.369	.713
Years of Studying English (Below 5 years = 0, 5 years and above = 1)	.073***	.010	.585	7.661	.000
Smartphone	-.111	.130	-.063	-.858	.393
Facebook	.091	.181	.037	.504	.615
R	0.725				
R2	0.525				
Adjusted R2	0.500				
F (P-value)	20.82*** (P-value=0.000)				

** and *** denote coefficient is significant at the 0.05 and 0.01 level

According to multiple regression model, the R2 value and adjusted R2 are 0.525 and 0.5, respectively. The value of adjusted R2 (0.5) represents as 50% of the variation in the vocabulary learning strategies explained by gender, age, years of studying English, getting vocabulary, and social media usage.

Regarding the results of multiple regression analysis, this model is significant at 1% level. It can be seen that there is a relationship between gender, age, years of studying English, getting vocabulary, and social media usage and vocabulary learning strategies. The coefficient of female is significant at 1% level and its value is 0.658. It can be seen that female students are learning vocabulary more than male students. The coefficient of years of studying English is significant at 1% level and its value is 0.073. It can be seen that an increases in students' years of studying English will lead to an increase in the vocabulary learning strategies.

5. Conclusion

The aim of the research is to explore the highest and lowest frequent use of vocabulary learning strategies used by first year students at Yangon University of Economics (Ywa Tha Gyi). Systematic sampling was used and one hundred students were observed as participants in the study. Vocabulary Learning Strategies were measured with 15 items by a questionnaire.

The analysis of the socio-demographic characteristics of the respondents provides valuable insights into the composition of the study. The majority of participants identified as female (80%) indicates a gender imbalance in the study. In terms of age, participants predominantly fell into the 18-year-old category (51%). The distribution of years of studying revealed varying levels of experience, with a significant portion of participants (38%) reporting studying for three years. The data also highlighted the prevalent use of smartphones (95%) as the primary tool for enhancing vocabulary among the participants. In terms of social media usage, Facebook was the most widely used platform (94%), followed by Instagram (2%) and TikTok (1%). These demographic characteristics provide essential contextual information for interpreting the research findings and considering potential variations based on age, gender, experience, and regional differences.

The descriptive statistics of the attitudinal statements revealed participants' average ratings and the variability in their responses regarding different vocabulary enhancement strategies. The highest mean rating was observed for using a bilingual dictionary (3.91), indicating students most frequently used that approach. On the other hand, strategies such as using picture illustrations in textbooks (2.77) and asking the teacher to translate words (2.71) received lower mean ratings, indicating students frequently used these approaches.

Regarding the strategies such as asking classmates for meaning (3.51), writing new words in sentences (3.41), studying spelling (3.84), repeatedly practising (3.57), learning from English soundtracks and movies (3.82), and writing/saying words repeatedly (3.53), students frequently used strategies involving watching English channels and news (3.20) and using online exercises (3.69) also received moderate use of these strategies.

However, memorizing words from English magazines (2.46) had lower mean ratings. The standard deviations indicated variability in participants' opinions, suggesting differences in preferences and experiences. According to the correlation analysis results, vocabulary learning strategies and gender are a moderately positive relationship at 1% significance level. In addition, vocabulary learning strategies and years of studying English are moderately positive relationship at 1% significance level, and vocabulary learning strategies and getting vocabulary are low negative relationship at 1% significance level.

Regarding the results of multiple regression analysis, this model is significant at 1% level. It can be seen that there is a relationship between gender, age, years of studying English, getting vocabulary, and social media usage and vocabulary learning strategies. The coefficient of gender is significant at 1% level and its value is 0.658. It can also be learnt that female students are learning more vocabulary than male students. The coefficient of years of studying English is significant at 1% level and its value is 0.073. It is clear that an increase in student's years of studying English will lead to an increase in the vocabulary learning strategies.

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Analysis on Program Production and Broadcasting in Myanmar's Television Sector during the COVID-19 pandemic

Cho Yi Mon Tun¹

ABSTRACT

The world's crisis disease, coronavirus, is a serious respiratory disease that emerged in December 2019 and rapidly spread to entire parts of the world in 2020, causing widespread illness and death. Besides, the COVID-19 pandemic devastated the various sectors of business, education, tourism, media, and entertainment as well. Among these sectors, the media sector was one of the most badly hit by the COVID-19 epidemic in the last four years. With the persistence and increasing rate of COVID-19 cases and deaths, the media sector has experienced these challenging issues during the pandemic, such as the loss of advertisements, the financial crisis, declining newspaper circulation, a decrease in the production of television programs, etc. In Myanmar, the first wave of the COVID-19 pandemic began in March 2020, with significant disruption in every sector of the country. Like the other sectors, Myanmar's television sector has severely suffered from challenges and difficulties in program production and broadcasting as a result of COVID-19's long-term impacts. Therefore, this study is conducted to analyze the impact of COVID-19 on television program production and broadcasting in Myanmar and to examine how the sector reacted to the challenges and problems and what the possible solutions are to overcome these challenges. In this paper, the type of research method applied is a qualitative approach through in-depth interviews.

Keywords: Program Production, TV Broadcasting, Television Sector, COVID-19, Myanmar

1. INTRODUCTION

COVID-19 (Coronavirus Disease 2019) is a newly emerging disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) (Xuetao Cao, 2020). The virus is obviously transmittable between humans and has caused pandemics worldwide. Besides, it can easily spread from an infected person's mouth or nose in small liquid particles when they cough, sneeze, speak, sing, or breathe. As of February 2023, according to the report of the World Health Organization, there had been 757,264,511 confirmed cases of COVID-19, including 6,850,594 deaths, all over the world (World Health Organization, 2023). Due to this enormous magnitude and high range of impacts, the World Health Organization (WHO) declared COVID-19 a global pandemic on March 11, 2020 (World Health Organization, 2020).

Myanmar is one of the developing countries in Southeast Asia, requiring significant development in every sector. However, the country also encountered numerous challenges and issues during the COVID-19 pandemic, like other developing and developed countries around the world. At the beginning of the COVID-19 pandemic in Myanmar, a returnee from the United States was diagnosed as the first laboratory-confirmed coronavirus disease 2019

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(COVID-19) patient in Myanmar on March 23, 2020. During the first wave of the COVID-19 pandemic, there were 379 confirmed cases, 359 recovered cases (94.7%) and 6 deaths (2.4%) (Ministry of Health, Myanmar, 2021). However, these numbers are changing rapidly day by day. Therefore, the government and the Ministry of Health adopted containment measures to flatten the peak of the epidemic and to suppress the disease transmission since April 18, 2020. The strictly containment measures involve social distancing, stay-at-home restrictions, school closure, work from home and office closure (Ye Min Htun, Tun Tun Win, & Kyaw Myo Tun, 2022). Due to social distancing and stay-at-home policies, TV programs have stopped being produced, and all the television channels have relied on repeating programs to be aired. Moreover, the work activities have changed, and the workload has become a challenge for the television employees with the increase in infected people in the workplace. In this condition, there were no new TV programs, no variety shows, and no TV advertisements on every television channel due to the consequences of COVID-19. During the pandemic, repeated and low-quality programs, decreasing productivity of television programs, declining the rate of TV advertisements to zero became the major challenges for the TV program production.

1.1. Brief History of Myanmar Television Sector

Television, as both a technology and a tool for cultural storytelling, remains as important today as ever. When going back in history, television played an important role in people's daily lives. Television has sat in every home for more than sixty years, and every person knows it as a sort of "window on the world" or "cultural heart" that has gathered families, told stories, and offered glimpses of a world beyond the everyday (Amanda D. Lotz, 2014). Television service in Myanmar was first introduced in June 1979 as a test trial in Yangon. Then, the Burma Broadcasting Service (BBS) was first launched on June 3, 1980, followed by regular television service in 1981 (Thant Myint-U, 2006). Later, the Burma Broadcasting Service (BBS) was renamed as Myanmar Radio and Television (MRTV) in 1997. MRTV mainly broadcasts local news and undertakes these three main duties: to inform, educate, and entertain the public (Myanmar Radio and Television, 2018). In 2008, MRTV had 211 television relay stations all around the country that broadcast television programs to nationwide audiences (Kyaw Kyaw Tun & Win Lwin, 2008). Nowadays, 52 television channels broadcast regularly in Myanmar. Among these channels, there are three free-to-air channels in the public television sector: MRTV, MWD, and MITV. MRTV and MWD are the two state-owned television channels that broadcast news and entertainment in the Burmese language. Myanmar International Television (MITV) is an English-language channel, available 24 hours a day and covers a wide range of aspects of Myanmar's unique traditions, culture, history, tourist attractions, way of life, goods, and clothing (Myanmar International Television, 2010).

In addition to the private television channels, MRTV- 4, Channel 7, Channel 9, 5 Plus, MNTV, MITV (formerly known as MRTV-3 and jointly operated with the government), Fortune TV, Channel K, YTV and Up to Date are popular among the viewers. MRTV- 4 is operated by the private media company, Forever Group and started broadcasting news and entertainment in 2004. It is the most popular channel in both rural and urban areas of Myanmar. Meanwhile, Channel 7 broadcasts news, entertainment, variety shows, and game shows.

Because of its popular game shows, Channel 7 has the second-highest viewership in the Myanmar television sector. In comparison to the private free-to-air channels, there are only two pay television services in Myanmar: Canal+ and Sky Net DTH.

1.2. Research Method

In order to get the perspectives, feelings, and experiences of the participants, this study uses a qualitative method approach through in-depth interviews. Besides, as part of the qualitative rapid assessment, in-depth interviews were conducted with participants from Myanmar. These participants include (1) television employees both in the private and state-owned television sectors; (2) experts and professionals in the broadcast media. Moreover, the different participants were asked different questions based on their work and sector.

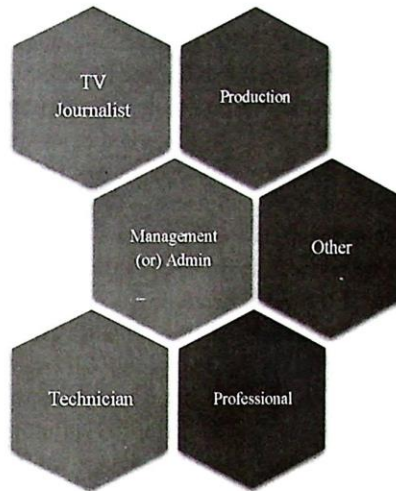
Furthermore, this research uses an appropriate sampling technique, such as purposive sampling, to achieve the goals of the research in collecting the data from the participants in Myanmar. The sample size is focused on the different genders, ages (from 25 to 95), positions, and fields to analyze the data from different perspectives, as shown in Figure 1. The data is analyzed using the comparative analysis method in order to compare TV program production and broadcasting before and during the pandemic. This study is actually based on the period from March 2020 to April 2023, especially from the first wave of COVID-19 in Myanmar to the current situation. This study selected 25 participants, and their details are given below in Table 1.

Table 1 Demographic description of sample

No	Gender	Age	Sector/Field	Number of Samples
1.	Male	(25-95)	Private Television Sector	4
2.	Female	(25-95)	Private Television Sector	11
3.	Male	(25-95)	State-owned Television Sector	4
4.	Female	(25-95)	State-owned Television Sector	1
5.	Male	(25-95)	Other Professionals/Experts	4
6.	Female	(25-95)	Other Professionals/Experts	1
Total Respondents				25

Source: Survey (2023)

Figure 1 Working fields of total respondent



Source: Survey (2023)

The specific objectives of the study are to analyze the problems and challenges of TV program production and broadcasting in Myanmar during the pandemic and also inform the government and policymakers about these issues and potential solutions.

In completing the research objectives of the study, the following research questions are carried out;

- (1) What impacts does the COVID-19 pandemic have on program production and broadcasting in Myanmar's television sector during the outbreak?
- (2) How has the television sector in Myanmar reacted to the challenges and difficulties of the COVID-19 pandemic in TV program production and broadcasting?

2. LITERATURE REVIEW

The television industry has been considered an essential service to the population during the world crisis caused by COVID-19. Information on the evolution and impact of the pandemic has become a priority concern, together with the interest in broadcasting the norms and the need to promote health education campaigns to change society's habits and align them with behaviors that can help avoid contagion. The entertainment content of the television industry has also been essential at a time when business activity came to a halt, generating an increase in free time that confinement forced us to occupy without leaving the house (Miguel, Martin, & Cesar, 2020). Moreover, the television industry played an important role in disseminating information during the pandemic. It means that the role of the television industry is not only to disseminate information (early warning system) but also to provide information on how to deal with the pandemic (Masduki, 2007). However, the sectors most hardly hit by COVID-19 are those that rely on social gatherings of people, like the television and entertainment sectors. Due to the effects of COVID-19, the work pattern and productivity of

TV programs in the television industry around the world were forced to change. The authors, Tenerman, Anang, and Puji, also mentioned the management changes in the television industry during the pandemic. They described how each television channel initially imposed different rules on its employees during the COVID-19 pandemic. Changes in television management change the patterns of work activity, production, and broadcasting (Tenerman, Anang, & Puji, 2022). In the previous research study, "Communicating with the Masses from Isolation: What Happened When Local Television Journalists Worked from Home", the author discussed how the television channels decided to have employees work from home (WFH) or from the field rather than from the studio during the outbreaks of COVID-19. From a review of research on work from home, possible impacts of work from home on employees' effectiveness are conceptualized as including output, individual growth and well-being, and group viability. In this paper, the study found that work-from-home employees could successfully create a program, albeit with some concerns about story quality. However, work from home did not seem to satisfy employees individually or as a group. Lifting restrictions on gatherings might mitigate some of the problems experienced, but the two authors, Keren and Raghav, expected to see continued challenges to TV employees' informal learning. This study also examined how such emerging technological capabilities might change the work practices of the television industry and how technology might enable TV employees to work remotely during the COVID-19 pandemic. In response to the public health crisis, many television channels required staff (i.e., presenters, cameramen, producers, and editors) to work from home (WFH) or from the field rather than from the studio. Moreover, this study's findings also revealed that information technology played an important role in TV employees' responses to the challenges of working from home (Keren, Raghav, & Kevin, 2022).

Additionally, the author, Michael, shared his opinion regarding the trend of technological adaptation and digital streaming in the television industry that will be met in the post-COVID-19 era. The economic conditions have influenced the television industry's technological adaptation and innovation, and the industry will capitalize upon this current pandemic as a motivator to adopt streaming platforms as the new preferred distribution mechanism of entertainment long after COVID-19 is a memory. This qualitative research also examined the technological adaptations employed by these entertainment conglomerates to analyze (1) how the transition to streaming video on demand has occurred and evaluate (2) what the adoption of these survival strategies means for the industry's long-term economic future and survival in a digitally competitive marketplace (Michael Johnson, 2021). The author, Freedman, also said "while no one can foretell the future, I believe the evidence offered here establishes that the transition to all digital on-demand streaming will continue to escalate well into the future after our current circumstances for home quarantine have ended." He also stated that all the evidence seems to indicate this, and the only question that's really left to ask is who will be standing and how much diversity will remain in the film and television products offered to us for consumption (Freedman D, 2014).

In this paper, Strategic Management Theory is applied as a theoretical framework as it has much to contribute to the understanding of the crisis and can explain how the television sector managed its organization and how the television sector reacted to the challenges and issues during the pandemic. Therefore, it can be seen that strategic management theory is relevant to this study while examining the impacts of COVID-19 on the television sector and

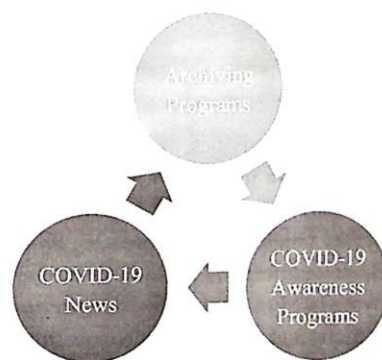
its employees and, in addition, the reactions of the sector to the difficulties and problems they faced during the pandemic.

3. FINDINGS AND ANALYSIS

Myanmar has never experienced such a serious and dreadful disease as COVID-19 in the last few decades. Therefore, the government and television sector had not prepared well for how to confront a pandemic and manage the sector until the first COVID-19 cases were reported in Myanmar. Moreover, it is clear that the television sector lacked systematic management under the prevention and control measures of the COVID-19 policy in the beginning of the pandemic. In this condition, entertainment-based television channels have stopped their variety shows and live broadcast events because of the rules and orders of the COVID-19 prevention policy set by the Myanmar government. Meanwhile, news channels have mostly delayed their news programs as the Myanmar government implemented several measures, including a stay-at-home order, which halted the production and shooting of television programs.

In the early stages of the pandemic, the government made an announcement to reduce the enclosure of contact in order to control the increasing rate of infected people in Myanmar. Therefore, schools and a lot of public and recreation areas, such as cinemas, restaurants, and parks, as well as work places like companies and factories that pose a high risk to the health and safety of the public, have been closed. At first, according to the government's announcement for the COVID-19 prevention and control policy, all television channels decided to close their offices and let their employees stay at home and work from home during the pandemic. Therefore, almost all new TV programs and reality shows were immediately postponed, and regularly scheduled programs to air on their channels were delayed. However, Myanmar's television sector didn't stop completely. The archiving programs, the latest COVID-19 news, and programs aimed at raising awareness of COVID-19 were still airing on both news channels and entertainment-based channels as illustrated in Figure 2.

Figure 2 On-air TV programs at the beginning of the COVID-19 crisis



Source: Survey (2023)

On the other side, the viewers showed no interest in watching the archived and repeated programs on television channels, and they had more desire to watch the new and fresh TV programs. Because of this, most people simply used their smart phones and social media instead of watching television while they stayed at home during the pandemic. Therefore, in order to catch the viewers' attention, the television channels managed to change their program production and broadcasting style. As a first move, they transformed the sector's work activities during the period of COVID-19 outbreaks. Thus, the terms "work from home," "camp," and the combination of "work from home and camp" have emerged and become popular in the television sector during the COVID-19 pandemic.

As shown in Figure 3, regarding the different work activities in the television sector, some television channels allowed their employees to fully work from home. However, some employees, such as technicians, engineers, and team members from the program production, were assigned to work in the office for 24 hours as a group A, B, or C, rotating, and this camping work activity took a month or three months to stay and work in the office during the outbreaks of COVID-19. Meanwhile, some employees were assigned to a combination of work activities; they were allowed to work in the office for a week or three weeks, and then they were assigned to work from home for another week or three weeks. However, some employees who are not essential members of the production team were told to stay at home while the pandemic was going on; they didn't need to go to work or work from home.

Figure 3 TV employees' different work activities and duration in the pandemic

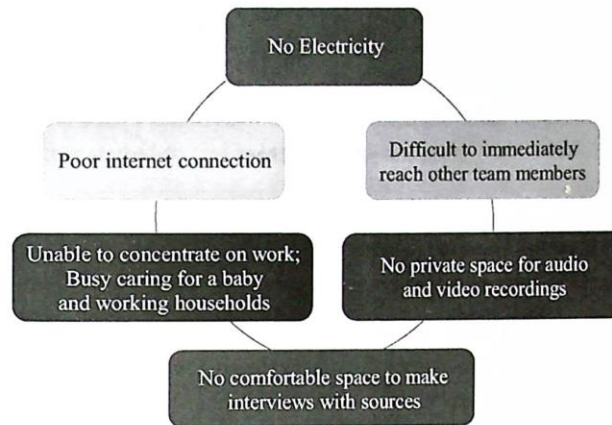


Source: Survey (2023)

Among these different work activities, working from home was not as simple or easy as the employees expected. As shown in Figure 4, working from home during the COVID-19 pandemic had a number of disadvantages as well as advantages. According to the analysis, it can be said that the low-quality programs and decreasing productivity of TV programs in the television sector are the negative effects of working from home. When working from home, the majority of TV employees in Myanmar's television sector mostly faced these challenges, including the cutoff of electricity and slow internet connections when downloading video files from social media platforms or transferring them to other team members. Meanwhile, some

employees had no WIFI in their homes and used only mobile data for downloading and transferring video files, even though they knew the cost of using mobile internet data is very high in Myanmar.

Figure 4 Challenges of working from home

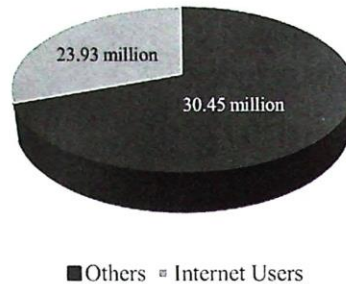


Source: Survey (2023)

Furthermore, in Myanmar, for the TV presenters and journalists, there is no private space or room in their houses where they can record audio and video or conduct interviews with the sources. As a result, the quality of TV programs during the pandemic was below standard. Although the program contents, presentation style, and editing skills were good enough, the viewers were not willing to watch these programs despite their quality. Aside from that, the employees occasionally found it difficult to get in touch with each other when there was an unexpected error in their programs. Some employees were busy with personal family matters, such as caring for a baby or making household arrangements, at the time when they had to work from home. In this research interview, most of the TV employees discussed how working from home made it difficult for them to fully focus on their work and that their time was wasted by working from home. When working from home, they must take at least two days to complete a program, whereas at the workplace, they can create and produce one or two programs per day. Therefore, all of the employees prefer to work in the office rather than working from home, while those who are working as translators, content writers, and researchers prefer working from home.

Additionally, according to the data in the Digital 2023 Report (We Are Social & Meltwater, 2023), 23.93 million of the population in Myanmar (44%) are Internet users, out of 54.38 million of the total population which is shown in Figure 5.

Figure 5 Population of Internet users in Myanmar



Source: Digital 2023 Report

Despite the fact that many people in Myanmar, including the employees from the television sector, are literally unaware of the most effective ways to use digital technology in their work, even though they are widely using smart phones and social media platforms. Therefore, when they needed to apply technological transformation to their work during the pandemic, the production team members mostly faced these challenging difficulties, such as technical problems and software errors, in their broadcasting. Likewise, most of the interviewees are not familiar with digital technology or social media platforms. Therefore, some interviewees were nervous and afraid of participating in virtual broadcasting. Moreover, some participants are not aware of using these social media platforms, and because of this, the television employees were feeling stressed and depressed as they needed to explain to the interviewees how to use the social media platforms during their virtual broadcasting. Thus, a few employees from the private television sector mentioned the difficulties they faced in their daily virtual broadcasts, as below.

“The production stage was really too long during the pandemic. Even though we took three hours for rehearsals before the virtual broadcast, there were still some problems and errors in our production team. Sometimes, the whole team felt stressed and exhausted while broadcasting.” (Participant 1)

“The lack of knowledge about using social media and digital technology makes me depressed. But, luckily, we can learn a lot from our mistakes.” (Participant 2)

A few members of the production team, however, were still in charge of outdoor programs, such as a program about COVID-19 centers the health care system’s performances and challenging issues in Myanmar during the pandemic. When the team members went out for the outdoor programs, they necessarily put on the masks, face shields, gloves, and occasionally personal protective equipment (PPE) as well, in order to protect themselves and to prevent virus transmission to their team members. As a result, they were not able to focus or concentrate on the targets to record while wearing PPE, gloves, masks, and face shields. The

outdoor program teams encountered these difficulties every day, and this is also one of the reasons for the low-quality program.

According to the in-depth interviews, another issue in TV program production impacted by COVID-19 is the decreasing workload in productivity due to the infected team members in the workplace. It is not possible for the television employees, especially those who are tasked with collecting information and recording the audio and videos among the crowded people, to prevent the transmission of COVID-19 during the pandemic. As a result of the ongoing COVID-19 cases in Myanmar, the television employees were infected with COVID-19 as well. In particular, 80% of the employees in the television sector were infected, mostly in the second and third waves of COVID-19 in Myanmar. At that time, the other 20% of television employees in the television sector started to feel pressured and stressed by their workloads.

4. DISCUSSION

After analyzing this research study, it can be said that the COVID-19 pandemic has been a significant disruption to the television sector in Myanmar, leading to the challenges and difficulties in the productivity of the television programs, work activities and program quality. However, the sector was able to manage itself strategically and systematically during the outbreaks of COVID-19. Moreover, the sector managed the issues of program production and broadcasting during the pandemic by deciding to make changes in its work activities and applying digital technology and social media platforms to virtual broadcasts. On the other hand, the television sector collaborated with the government and arranged to provide for at least two doses of the COVID-19 vaccination to be given to all of their employees during COVID-19 outbreaks. According to the in-depth interviews and analysis, it can be said that the television sector itself is also finding ways to overcome the challenges and manage the problems caused by the pandemic. Consequently, by switching to virtual broadcasting, the sector has solved the issue of program production and broadcasting during the pandemic. Although most of the problems and challenges have been effectively managed by the television sector during the pandemic, there are still some problems to be solved in the post-pandemic period, such as program quality. Furthermore, it can be seen that the sector is left behind in utilizing digital technology when compared to other countries. It is therefore essential to provide financial and technical support to the television sector and its employees. Moreover, regarding the television sector, it is vital for the government and other key players in the television sector in Myanmar to collaborate and create measures that can manage the negative effects of the COVID-19 pandemic and revive the television sector rapidly in the post-pandemic era.

5. CONCLUSION

The novel COVID-19 disease has rapidly spread across the globe since its outbreak in late 2019. Because of this disease, numerous sectors and businesses around the world, including Myanmar's television sector, have experienced never-before-seen impacts from the dreadful COVID-19 epidemic. The impact of the disease led to significant declines in industry growth in the television sector, especially in television advertisement and program production.

Moreover, the sector has undergone a drastic shift in program production and broadcasting due to the COVID-19 pandemic.

At the early stages of the COVID-19 outbreaks in Myanmar, most of the television channels struggled to produce TV programs and new contents such as talk shows, reality shows, and current affairs due to the restrictions imposed by the government in response to the prevention and measures of the pandemic. Besides, the pandemic has led to the cancellation of many production schedules, resulting in financial losses for the television channels. Moreover, COVID-19 prevention and control measures, such as lockdown and social distancing, have resulted in a decrease in the number of people who can participate in the production process, leading to a disruption in production pipelines. As a result, the television channels have had to rely more on repeated broadcasts and archived programs. Furthermore, the program quality was below standard due to the technical errors in virtual broadcasting and the difficulties of working from home.

Therefore, this research study gathered data from credible sources and structured it in a well-organized manner, resulting in this detailed analysis of the impacts of COVID-19 on television program production and broadcasting. This study also examines the organizational management of the television sector in Myanmar during the pandemic and how the sector survived and reacted to the ongoing challenges and issues in program production and broadcasting while adapting to the pandemic. To conclude, as the pandemic is nearly over, the television sector can look forward to a brighter future. However, in the post-COVID era, it is necessary for the Myanmar government and the key players to consider measures to support and revive the television sector, saving it from dying.

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The Effect of Teacher's Personality on Students' Achievement In University of Co-Operative and Management, thanlyin

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Abstract

Teachers' personality plays a significant role in accomplishing students' achievement. Teaching and learning have a major part in creating a friendly and encouraging learning environment for students. The study purpose is to examine the factors on teachers' personality and students' achievement and to analyze the relationship between teacher's personality and students' achievement in University of Co-operative and Management, Thanlyin (UCMT). A sample of 297 were determined with 95% confidence level and margin of error 5% from target population 1160 students. The scope of this study is to examine the effect of teachers' personality on students' achievement in UCMT. In this study are the relationship between the influencing factors of teachers' personality and students' achievement are analyzed by using multiple regression analysis and correlation analysis. The results showed that there is a very strong relationship between students' achievement and teachers' personality. It is also found that the major factors of teacher's personality effecting student's achievement include extroversion, conscientiousness and openness.

Key words: student achievement, extroversion, conscientiousness, openness, multiple regression, Pearson correlation

I. INTRODUCTION

To be developed society we need to build education system nationwide. People in any society shape their identity and reform their trends and customs by educating youth. Education is commonly misinterpreted as a formal schooling whereas it is all about knowing and adopting new behaviors which is result of learning. Among the many leading factors, learning, teacher and teaching are the most important leading factors. The nature of teachers includes values, habits, attitudes, ethics, and belief.

The term "Personality" comes from the Latin word 'persona' which means 'mask' that people wear. Its definition differs from one researcher to another. Personality consists of various kinds of characteristics, beliefs, states of mind that distinguish one person from another. Analyzing teacher's personality means to deal with two kinds of personalities; introvert and extrovert. For instance, an introvert teacher is more defensive and keeps a low profile. The engagement with on the outside of the world is the extroversion. Extrovert people celebrate being with other people, experience positive emotions are full of energy.

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Chak & Pandey, 2016, wrote that professional teacher needs to classify his personality, knowledge, communication and management skills when the teaching in the class-room. Students' achievement depends upon their teacher. The different aspects of professional attitudes of teachers may affect the student's achievement. Personality is also among the aspects of teachers' professional attitude affecting the students' achievement.

Rationale of Study

Teachers' personality such as teachers' extroversion, conscientiousness and openness affect student performance. In terms of teacher's conscientiousness, the teacher will instill in the student's virtue and standard, a clear sense of right and wrong. With regards to teacher's openness, such as communication in the classroom, teachers who have good rapport with their students, and who engage students in interaction within class, achieve the best results. Also, when teachers are extroverts, it helps students to be opened to the teachers hence the students can easily voice the challenges confronting their achievement. Therefore, this study will analyze the relationship between the teachers' personality and students' achievements.

Research Questions

1. What are the influencing factors of teachers' personality on students' achievement in University of Co-operative and Management, Thanlyin (UCMT)?
2. How do the relationship between teachers' personality and students' achievement in University of Co-operative and Management, Thanlyin (UCMT)?

Objectives of Study

- To explore the influencing factors of teachers' personality on students' achievement in UCMT.
- To analyze the relationship between teacher's personality and students' achievement in UCMT.

Method of Study

This study used the primary and secondary data. The survey was conducted in University of Co-operative and Management, Thanlyin. The required data were collected using structural questionnaires with simple random sampling method. The multiple regression analysis is used to analyze the relationship between teachers' personality and students' achievement.

Sample Size Determination

The number of students included in this study to reflect a population is referred to as sample size in research. The target population included in this study is 1160 students. The sample size was calculated by using Yamane formula with 95% confidence level and margin of error 5%. The required sample size is

$$\begin{aligned}n &= \frac{N}{1+N(e^2)} \\&= \frac{1160}{1+1160(0.05^2)} \\&= 297\end{aligned}$$

where,

n = the sample size

N = the population size

e = the margin of error

Scope and Limitations

In this study, sample survey was conducted in University of Co-operative and Management, Thanlyin. A number of factors of personality such as extroversion, conscientiousness and openness were chosen to analyze the students' achievement. A sample of 297 students from the target population of 1160 students were selected based on a 95% confidence level and margin of error 5% in this sample survey. The scope of this study is to examine the effect of teachers' personality on students' achievement in UCMT.

II. LITERATURE REVIEW

Mohammad, Abraham, & Singh, 2011 expressed that teacher is considered as a role model for students. According to Chek, & Pandey (2016), if teacher maintain their personality, update knowledge, maintain class management, and adopt good communication skills during the lecture rather than only helping it not only helps the students to learn well, it will improve overall academic performance of the students. The present study is to investigate that how teacher personality or professional attitude of teacher affects the students' academic performance. Teacher is making an allowance for a key model for students because of their personality. Good personality is affecting as a key factor in the students' performance.

The teacher who supports students' social activities, appreciates, approves of, and compliments them for activities he or she finds valuable will make the students feel that the teacher is working for their good. As a result of viewing the teacher as a role model, students of such a teacher will also be considerate of others, willing to assist others and maintain positive relationships and attitudes (Basaran, 1994). The term "teacher's behaviors refers to the

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behavioral manifestation of the act of teaching done to facilitate a student's or group's learning. As a result, it encompasses all of a teacher's nonverbal and verbal actions to influence education in an academic setting.

Mkpanang (2015) recognized teachers as the most critical part of the learning process. The competent teacher surely influences the educational progress of his/her students in several manners. Demir (2016) views that competency incorporates the states of mind, knowledge and aptitudes and teacher must have these skills. Teachers' competency depends upon the points mentioned above. They also mention various common features of teachers' quality with respect to students' individual identities. Equality, social collaboration, appreciate of students, professional enthusiasm, motivation, positive state of mind and reflective connection are some of them.

According to Canto-Herrera and Salazar-Carballo (2010), students' academic performance depends on the delivery of instruction. Juvova (2015) states that teacher needs great skills and unique abilities which directly impact on students' achievements. Teachers' commitment is also an important aspect to increase school students' motivation and performance (Berry 2016).

Extroversion

Bozionelos (2004) stated extroversion is characterized by sociability, assertiveness, social dominance, ambition, tendencies towards action, sensation-seeking and the experience of positive affect. Extroversion is defined as a behavior where someone enjoys being around people more than being alone.

Conscientiousness

Judge et. al (2002) mentioned that conscientiousness focus on how people approach their work. People in high conscientiousness have sense of duty and obligation to their work and have high job performance, career success, motivation and job satisfaction.

Openness

Barrick and Mount (1991) stated that openness is characterized by imagination, culture, curiosity, broad-mindedness and creativity.

Impact of Teacher' Personality on Students' Achievements

According to Rosas and West (2009), teachers are required to present a number of activities throughout the day in order to meet the dire needs of students. These activities include, differentiating instruction, meeting students' emotional and social needs and managing student's behavior. Effective classroom management is important in order to create successful academic environment by teachers. A study conducted by Shook (2012) with the tool of interviews that show that teachers are the best source to gain insight knowledge into which kind of classroom management techniques are work efficiently and what are the effects of these techniques. The findings of the study show that there are three types of techniques that can be

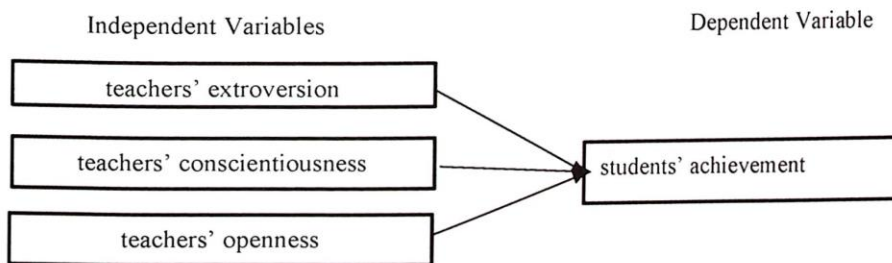
used by teachers. Teachers should make optimal learning atmosphere in order to get academic success of students (Bobek, B. L. 2002). The term optimal learning environment refers to the way in which classroom setup by teachers should provide academic opportunity, social growth and interaction and provide physical space. Researchers have been discussed about the techniques of effective classroom management and explain that it is essential to know how researchers have defined effective classroom management. Two elements have been determined by researchers to measure if the approach of classroom management is successful. The first element is the lack of ineffective behavior. The second element is to be aware of whether the students are on task or not.

According to Goldberg, L. R. (1992), the achievements of students effected by teachers' practices. The effectiveness of teachers is directly related the success of his/her students. Ferguson (1991) stated that teachers play a vital role in the achievement of students. One of the aspects is the ability of teachers to manage the classroom effectively. According to Ferguson (1991) if the teacher is not effective in managing the classroom, then this will directly impact on the achievements of students. By increasing the quality of teachers, the chances of student's achievement will increase. A study conducted by Freiberg, Huzinec and Templeton (2009) on the impact of classroom management on students' academics in 15 city elementary schools. The researchers concluded that when pupils are self-disciplined then the teachers will be able to use more interactive teaching that involve cooperative learning, research projects and attractive content. These techniques increase the learning of students and allow them to retain and understand information. It can be said that even though teachers' personality is seen as one of the essential elements that impact learning of students (Freiberg, Huzinec and Templeton 2009).

Conceptual Framework of the Study

In this study it is assumed that the students' achievement is mainly affected by students' perception of teachers' extroversion, students' perception of teachers' conscientiousness students' perception of teachers' openness. Figure 1 shows the conceptual framework for the research.

Figure (1) Conceptual Framework



Source: Own Combination

III. RESEARCH METHODOLOGY

Research Design

Research design was conducted to investigate the relationship between teachers' personality on students' achievement in University of Co-operative and Management, Thanlyin. A sample of 297 are chosen from target population of 1160 students based on a simple random sampling with 95% confidence level.

Descriptive Analysis

Descriptive analysis is a sort of data research that aids in describing, demonstrating, or helpfully summarizing data points and these are developed that satisfy all of conditions of the data.

Multiple Regression

The concept of multiple regression model is very similar to the concept in simple regression analysis. The equation which describes how the dependent variable Y is related to the independent variables $X_1, X_2, \dots, X_k$ and an error term ε_i is called the multiple linear regression model.

Multiple regression model take the following form;

The estimated multiple regression model is

$$\hat{Y} = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + \varepsilon_i$$

where,

$\hat{Y}$ = estimated students' achievement

X_1 = teachers' extroversion

X_2 = teachers' conscientiousness

X_3 = teachers' openness

ε_i = error term

Correlation Analysis

Pearson correlation was used for analyzing the strength of relationship between two variables. According to Evans (1996), the size of the value of Pearson correlation (r) can be ranged from -1.00 to 1.00.

IV. DATA ANALYSIS AND DISCUSSION

This section describes the results and findings on the relationship between the students' achievement and its related variables by using multiple regression model and correlation analysis.

Demographic Characteristics of Respondents

This section deals with the demographic characteristics of the students who were involved in the study. The demographic characteristics of the students, which were considered in this study, included; gender, age, education level and major specialization. The results are presented in

Table 4.1: Demographic Characteristics of Respondents

Variable	Sub-scale	N	Percentage
Gender	Male	104	35%
	Female	193	65%
Total		297	100%
Age	16-18	35	12%
	19-21	209	70%
	22-24	47	16%
	25 and above	6	2%
Total		297	100%
Education Level	First Year	97	33%
	Second Year	70	24%
	Third Year	70	24%
	Fourth Year	51	16%
	PGD and Master	9	3%
Total		297	100%
Major Specialization	First Year	97	32.70%
	Accounting and Finance	40	13.46%
	Marketing Management	40	13.46%
	Applied Statistics	40	13.46%
	Regional Development	40	13.46%
	Social Enterprise Management	40	13.46%
Total		297	100%

Source: Survey Results, 2023.

Table 4.1 shows that the demographic characteristics of the students who involved in the study. In the table, 35% of the respondents were males while 65% were females. This means that more females contributed in the study than males. According to the age distribution of the respondent, the results shows that most answers (70%) were come from the students with the ages between the ages of 19 and 20 while 2% were from the students with the ages of 25 and above. Regarding the education level, the study found that 33% of the sampled students were first year students and second year, third year, fourth year and post graduate (PGD) and master students represent 24%, 24%, 16% and 3% respectively.

Table (4.2) Reliability of variables

Scale	Type of Scale	No. of Items	Cronbach's Alpha
students' achievement	5 – point Likert	3	0.892
teachers' extroversion	5 – point Likert	9	0.775
teachers' conscientiousness	5 – point Likert	4	0.793
teachers' openness	5 – point Likert	5	0.848

Source: Survey Data, 2023

Generally, the results of the Cronbach's alpha value above 0.6 suggested that there are very good internal consistency and reliability for the scale with the sample. In this study, Cronbach's alpha for all scale dimensions is ranged between 0.775 to 0.892 as described in Table (4.2), which indicates a high level of internal consistency for studies scale with this specific sample.

Table 4.3: Teachers' Extroversion on Students' Achievement

Statement	Mean	SD
When the teacher is lively in teaching, it motivates me to learn hard	4.26	0.534
A teacher that shows interest in teaching encourages me to learn and pass well	4.22	0.509
An active teacher makes me pay attention in class and this helps me to perform well	4.26	0.580
I understand the lesson when the teacher involves the class in the teaching	4.22	0.518
A teacher who encourages group interaction helps us to solve problems in groups and assist each other	4.14	0.619
I am able to understand the lesson very well when the teacher takes his time to explain points in class	4.18	0.550
A confident teacher helps us to clear our doubt or confusion about a particular topic or lesson	4.21	0.574
I perform well when the teacher is sociable and engages us throughout the lesson	4.16	0.566
The teacher instructs us to help each other and helps us to be able to solve the problems accruable from the discussion of group by group.	4.04	0.571
Mean of Means/Average Standard Deviations	4.18	0.39

Source: Survey Data, 2023

Table (4.3) presents the teachers' extroversion on their students' achievement. The mean of means = 4.18, SD = 0.39 shows that, students recognize that teachers' extroversion has effective on students' achievement.

Table 4.4: Teachers' Conscientiousness on Students' Achievement

Statement	Mean	SD
A teacher who is attentive makes me concentrate in class and enables me to learn hard	4.16	0.523
Teachers who make good use of teaching and learning resources at the appropriate time enable us to perform well	4.18	0.492
Teachers who are regular, punctual and make effective use of instructional periods are able to complete their syllabus on time and enable us to prepare adequately for exams	4.20	0.566
I am able to do well in my exams when the teacher finishes the syllabus on time	4.13	0.535
Mean of Means/Average Standard Deviation	4.16	0.43

Source: Survey Results, 2023.

Table (4.4) presented the responses of students with regards to their teachers' conscientiousness and its effect on students' achievement. From the table, the mean of means = 4.16, SD = 0.43 shows that, students perceive that teachers' conscientiousness has effective on the students' achievement.

Table 4.5: Teachers' Openness on Students' Achievement

Statement	Mean	SD
I am able to learn and pass when the teacher comes up with new and creative ideas in class	4.13	0.567
I am able to learn and perform better when the teacher allows us to express our opinions	4.17	0.531
Teachers who encourage us to take initiatives help us to do well in our academics	4.13	0.513
I am able to learn and perform well when the teacher is always excited	4.23	0.534

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A teacher who accepts students from diverse backgrounds encourages me to learn harder	4.20	0.513
Mean of Means/Average Standard Deviation	4.17	0.419

Source: Survey Results, 2023

Table (4.5) founds the teachers' openness on the students' achievement. The mean of means = 4.17, SD = 0.419 shows that, students perceive that teachers' openness has effective on the students' achievement.

Table 4.6: Students' Achievement

Statement	Mean	SD
The teacher's instruction and teaching help us to do well in exam.	4.23	0.483
The teacher's instruction and teaching make us support to pass the exam well.	4.22	0.540
Being taught by discussion and consulting with teachers friendly gives us good habits of teamwork.	4.24	0.491
Mean of Means/Average Standard Deviation	4.22	0.44

Source: Survey Results, 2023.

Table (4.6) shows the teachers' effectiveness on the students' achievement. The mean of means = 4.22, SD = 0.44 shows that, students' achievement is influenced by teachers' effectiveness.

The effect of Teacher's Personality on Students' Achievement in UCMT

In this section, the effect of teacher's personality on students' achievement are identified by using multiple regression analysis. In multiple linear regression model, teachers' extroversion (X_1), teachers' conscientiousness (X_2) and teachers' openness (X_3) are used as independent variables and students' achievement is used as dependent variable. Adjusted R square, F value, unstandardized and standardized coefficients, t value, significant value and VIF are measured and presented in (4.1).

Table (4.7) Significant Parameter Estimates and Summary Statistics

Variables	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.	VIF
Constant	0.346	0.188		1.844	0.056	
X_1	0.242***	0.061	0.214	3.977	0.000	2.161
X_2	0.172**	0.056	0.170	2.931	0.004	2.524
X_3	0.515***	0.055	0.489	9.396	0.000	2.024
R^2	0.609					
Adj R^2	0.605					
F value	151.816					
DW	2.008					

Source: Survey Results, 2023

*** , significant at 1 % level and ** , significant at 5 % level

The estimated multiple regression model is

$$\hat{Y} = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + \varepsilon_i$$

where,

$\hat{Y}$ = the estimated students' achievement in UCMT

X_1 = teachers' extroversion

X_2 = teachers' conscientiousness

X_3 = teachers' openness

ε_i = error term

According to the table (4.7), the estimated multiple linear regression model can be described as follows:

$$\hat{Y} = 0.346 + 0.242(X_1) + 0.172 (X_2) + 0.515 (X_3)$$

T-statistics (3.977, 2.931, 9.396)

$R^2 = 0.609$, Adj $R^2 = 0.605$, SE = 0.188, DW = 2.008, F value = 151.81

The adjusted R^2 of the model is 0.605. This value indicates that 61% of the total variance in students' achievement can be explained from the independent variables. This is an overall

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measure of the strength of association, and does not reflect the extent to which any particular independent variable is associated with the dependent variable. The Durbin-Watson (DW) statistic is a test for autocorrelation in the residuals from a regression analysis. The Durbin-Watson (DW) statistic will always have a value ranging between 0 and 4. A value of 2 indicates there is no autocorrelation detected in the sample. Values from 0 to less than 2 points to positive autocorrelation and values from 2 to 4 means negative autocorrelation. So, there is no autocorrelation in this model because the value of calculated Durbin-Watson was 2.008.

The constant is significant at the 1% level. The coefficient for X_1 (0.242) is statistically significant using $\alpha = 0.05$ because its p-value is 0.000 which is smaller than 0.01. The coefficient for X_2 (0.172) is statistically significant because p-value (0.004) is less than 0.05. The coefficient for X_3 (0.515) is statistically significant because its p-value (0.000) is less than 0.01. Therefore, it is also statistically significant. This shows that teachers' extroversion, teachers' conscientiousness and teachers' openness factors are influenced on students' achievement. According to the results, it is found that that teachers' extroversion and openness are more influence than teachers' conscientiousness.

Also, the values of VIF are 2.161, 2.525 and 2.024 respectively. It can be concluded that there is no multicollinearity problem because the single of VIF is less than 10 in this study.

Pearson Correlations

		teachers' extroversion	teachers' conscientiousness	teachers' openness	students' achievement
teachers' extroversion	Pearson Correlation	1			
	Sig. (2-tailed)				
teachers' conscientious ness	Pearson Correlation	.637**	1		
	Sig. (2-tailed)	.000			
teachers' openness	Pearson Correlation	.658**	.711**	1	
	Sig. (2-tailed)	.000	.000		
students' achievement	Pearson Correlation	.738**	.619**	.687**	1
	Sig. (2-tailed)	.000	.000	.000	

Source: Survey Results, 2023

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

The Pearson correlation measures the strength of the linear relationship between two variables. It has a value between -1 to 1, with a value of -1 meaning a total negative linear

correlation, 0 being no correlation and +1 meaning a total positive correlation. When the value lies below 0.3, then it to be a weakly correlation. If the value lies between 0.3 and 0.5, then it is said to be a moderately correlation. If the coefficient value lies between 0.5 and 1, then it is said to be a strongly correlation. Therefore, the relationship between teachers' extroversion and students' achievement are strong correlation because the values is 0.738.

V. Findings and Conclusion

The findings of the effects of teachers' personality on students' achievement of University of Co-operative and Management, Thanlyin are expressed as below. In the result, Cronbach's alpha for all variables is above 0.775; and hence, the reliability results are very good situation. Teachers' extroversion ($b = 0.242$, $t = 3.977$, $p\text{-value} = 0.01$), teachers' conscientiousness ($b = 0.172$, $t = 2.931$, $p\text{-value} = 0.05$) and teachers' openness ($b = 0.515$, $t = 9.396$, $p\text{-value} = 0.01$) estimated the students' achievement. Therefore, it can be concluded that there is a very strongly relationship between students' achievement and related variables. And then, the Pearson correlation analysis was used to measure the linear relationship between two variables. From the results, there is a statistically significance with $p\text{-value} = 0.05$ and r value is above 0.6. Thus, there is a strongly correlation. Therefore, it is indicated that student's achievement is largely dependent on the factors of teacher's personality such as extroversion, conscientiousness and openness. Hence, the teacher should be need to professional and excellent both inside and outside the classroom. Moreover, teachers are required to be able to create learning and remain conducive for students so that they will get create learning very well.

Suggestion and Recommendations

The study identified the influencing factors of teacher's personality on the students' achievement including extroversion, conscientiousness and openness. It is suggested that teachers need to interest in teaching, confident and sociable. Conscientiousness is the most effective and consistent correlate of job performance across all types of jobs and occupations. Teachers who are creative, accept students to express their opinions, encourages students to take initiatives and embraces students from various backgrounds. Finally, the findings suggest that teachers who have these personality traits effect the students' achievement.

Needs for Further Study

This study focused on selected group of students in the UCMT. If the study is focus on other comparison with universities, the result will be more interested. The study should be conducted on the other aspects of teachers' personality such as agreeableness and knowledgeable.

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Students' Psychological Factors, Social Factors, Advertisings Usage in Selecting University and Students' Satisfied with University

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Abstract

Selecting university is a vital decision for students who compliance for their life plans and carriers' opportunities. In our country, students have to make selecting university when high school level is accomplished. The purpose of this research was to examine the students' behavior towards selecting university based on the advertisement. The data for the study is collected from 224 first year students of University of Co-operative and Management, Thanlyin, via self-administered questionnaire. The study is conducted using descriptive statistics and linear regression method with the aid of SPSS.

INTRODUCTION

Selecting university is essential factor of decision making for most of students that affects their continuity of learning and personal development to accomplish their goals. Students' selecting university can determine their success or failure, satisfaction or dissatisfaction. Advertising is one of the most important factor that aware knowledge of the students for selecting university. Thus, selecting correct university can help their carrier goals and life plans after graduation. For some students, selecting university lead to job opportunities and they get information of university from advertisements and seniors.

In Myanmar, there are a lot of universities that develop website; therefore, students can get information from this website. Universities' website upload various discipline that enhance students' interest, carrier and social status. Among them, University of Co-operative and Management, Thanlyin is one of the popular universities in Myanmar based on job opportunities and degrees that provide. Advertising is vital for universities to attract students, build cohesive brands and convey their unique messaging and offerings. The vision and value of universities express the way that students will recognize and associate with universities. Thus, the study explored effects of advertising on students' behavior towards selecting university.

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Rationale of the Study

University advertisement is popular topic among students to select the university in today. Many universities including University of Co-operative and Management, Thanlyin make announcements through advertising channel such as television, radio, newspaper, website and social media. Selecting university is one of the most important factors that affected the employments opportunities and national development that can reflect greater gross domestic product and gross national product.

Objectives of the Study

To measure “The Effect of advertising on students’ behavior towards selecting university” the two main objectives are developed. They are;

- 1) To examine effect of advertising on students’ behavior towards selecting University of Co-operative and Management, Thanlyin
- 2) To examine effect of psychological and, social and culture factors on students’ behavior towards selecting University of Co-operative and Management, Thanlyin

Research Methodology

This study is designed to observe the importance of students’ behavior towards selecting University of Co-operative and Management, Thanlyin. The population of the study is 472 first year students in academic year 2022-2023. The study use simple random sampling method and Raosoft sample size calculator, the result of sample size is 213. In academic year 2022-2023, first year student divided into eight section. Therefore, the study totally 224 students were chosen (28 students from each eight section). The primary data is collected through direct administration of self-completion questionnaire which includes closed-end questions and five point Likert scale questions. The questionnaire is developed based on previous researches. In this research, only first year students are chosen because they have already selected University of Co-operative and Management, Thanlyin and they have experience in current advertising channels of universities. Dependent variable in this research is selecting University and independent variables are psychological factors, culture and social factors, television channel, print media, social media and public relation. The study applies descriptive statistics and multiple linear regressions by using the SPSS.

LITERATURE REVIEW

Advertising Channel

An advertising channel is any outlet used by a company to advertise their products and services or alert the public .The amount of channels available to marketers has grown enormously with the advent of internet technology to embellish traditional media advertising. As a result, television, radio, and print advertising are now used in concert with technology-based advertising like e-mails and websites. Marketers choose their advertising channel

depending on the budgets they have at their disposal and on which will provide the most effective and efficient adverting for their company.

Advertisements assist consumers in becoming acquainted with the product and the brand as a whole. Most advertisements do not create an instant purchase decision but leave an impression in the consumer's mind about the brand. This impact helps the consumer make better purchase decisions in the future.

Consumer Behavior

Consumer behavior is the actions and decision, process of people who purchase goods and services for personal consumption. (Engel, Blackwell and Mansard) Consumer behavior refers to the actions taken by consumers before buying a product or service. This process may include consulting search engines, engaging with social media posts, or a variety of other actions. It is valuable for businesses to understand this process because it helps them better tailor their marketing initiatives to the marketing efforts that have successfully influenced consumers to buy in the past.

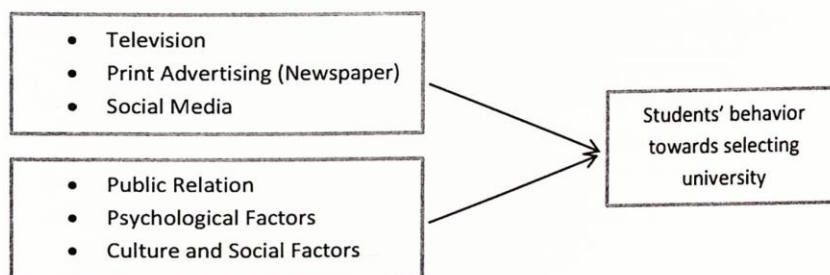
Culture and Social Factors

A variety of factors go into the consumer buyer behavior process, including cultural, social and psychological factors. Taken separately, they may not result in a purchase. When put together in any number of combinations, the likelihood increases that someone will connect with a brand and make a purchase. Cultural factors not always defined by a person's nationality. It can also be defined by their associations, their religious beliefs or even their location. Social Factors is elements in a person's environment that impact the way they see products.

Psychological Factors

Psychological Factors - A person's state of mind when they are approached with a product will often determine how they feel not only about the item itself but the brand as a whole. The conceptual framework for the current research was developed as show in Figure 1.

Figure 1: Conceptual Framework of the Study



Source: Own Complication (2023)

DATA ANALYSIS

In this section describe demographic profile of respondents and influencing factors on students' behavior towards selecting university.

Demographic Profile of Respondents

In this study, 224 students are surveyed to analyze effect of advertising on students' behavior towards selecting university.

Table 1: Demographic Profile of Respondents

Sr. No	Demographic Factors	Number	Percentage
1	Gender		
	Male	38	17
	Female	186	83
	Total	224	100
2	States and Division		
	Yangon	154	69
	Ayeyarwaddy	23	10.2
	Bago	20	9
	Nay Pyi Taw	9	4
	Rakhine	7	3
	Magway	4	1.8
	Shan	3	1.3
	Mon	2	0.9
	Theninthary	1	0.4
	Mandalay	1	0.4
	Total	224	100
3	Residence Style		
	Urban	154	68
	Rural	72	32
	Total	224	100
4	Matriculation Exam Marks		
	499 marks- 400 marks	23	10.2
	399 marks- 300 marks	124	55.4
	299 marks- 260 marks	77	34.4
	Total	224	100

Source: Survey Data (August, 2023)

Demographic profile of the respondents covered in the survey is parented in this section. It has been constructed based on Students' gender, state and division, residence style and matriculation exam marks. The demographic profile of respondents is presented in Table 1. According to gender difference, the percentage of the female respondents is higher than the male respondents. In term of state and division of respondents, majority of respondents live in Yangon Division, Ayeyarwaddy Division play second most, students live in Bago Division is 9%, Nay Pyi Taw is 4%, Rakhine is 3%, Magway is 1.8%, Shan is 1.3%, Mon 0.9%, Teninthary is 0.4% and Mandalay is also 0.4% respectively. According to survey result, students live in Urban is 68% and Rural is 32%. Urban area is higher than rural. Matriculation exam marks between 399-300 marks is 55.4% and that is the largest portion according to Table 1.

Television

The result from the analysis on students' behavior towards Television which is one of the most popular advertising channels is shown in Table 2.

Table 2: Television

Sr. No	Statements	Mean	Std. Deviation
1	I know the knowledges about university from the program of television.	3.6	1.134
2	I watch television program for university entrance application form.	3.4	1.086
3	I choose this university from the program of television that relate with university.	2.7	1.259
4	I watch teaching program on television which is deliver from University of Distance Education.	2.7	0.833
5	I watch universities' anniversary program, songs and activities on television.	3.0	0.951
	Overall Mean	3.1	

Source: Survey Data (August, 2023)

As shown in Table 2, the total mean score of advertising channel, television is under the neutral level. That indicates students have few usage of television for advertising channel. Some students view television for university program and entrance application form. Entertainment relate with university transmit on television is less viewers. As a result, students' behavior changes not depend on television advertising channel.

Print Advertising (Newspaper)

Print advertising are printed media such as newspapers, magazines, direct mail and billboards. In this study, print advertising only focus on newspaper as shown in Table 3.

Table 3: Print Advertising (Newspaper)

Sr. No	Statements	Mean	Std. Deviation
1	I have newspaper reading habit.	3.1	1.018
2	I read announcement and advertisement about education on newspaper.	3.3	1.045
3	I get information of universities from reading article, poem and novel.	3.3	1.181
4	I read the announcement of opening date of university from newspaper.	3.5	1.164
5	I read the news of universities from newspaper.	3.5	1.190
	Overall Mean	3.3	

Source: Survey Data (August, 2023)

As shown in Table 3, the overall mean score of print advertising is 3.3 that slightly under the 3.5 mean score. Students do not have newspaper reading habit. The highest mean score is 3.5 students read announcement of opening date of university on newspaper and students read universities' news on newspaper. Reading advertisement about education, article, poem and novel is at low level.

Social Media

Nowadays, students spend more time on social media and social media become effective advertising tools. The results of data are shown in Table 4, effect of students' behavior towards social media advertising on selecting university.

Table 4: Social Media

Sr. No	Statements	Mean	Std. Deviation
1	I search and browse websites and Facebook pages of universities.	4.1	0.968
2	I watch university welcome program and other activities through social media.	3.9	1.008
3	I observe history of universities from their websites.	3.4	1.259
4	I watch the video and live streaming of social influencer that share knowledge and information of universities.	4.0	1.216
5	I think social media can give a lot of information about universities.	3.9	1.148
	Overall Mean	3.9	

Source: Survey Data (August, 2023)

Table 4: show that the result of total mean score is 3.9, as overall mean score is greater than 3.5; social media advertising affect the students' behavior of selecting university. Students search and browse websites and Facebook pages of university; the mean score is 4.1 that is acceptable level. Social influencer gives the information of university towards selecting. Students use social media for advertising channel, watching activities of university and getting information. In this research, students' usage of website is slightly lower.

Public Relation

The result of analysis on the effect of students' behavior towards selecting university based on public relation as shown in Table 5.

Table 5: Public Relation

Sr. No	Statements	Mean	Std. Deviation
1	I ask sibling, family members and friends about universities they attended and then I make a decision.	3.5	1.295
2	I discuss with my parents for selecting university.	3.8	1.151
3	I make a group discussion with my friends for selecting university.	3.0	1.372
4	I family members are alumni of University of Co-operative and Management, Thanlyin.	2.2	1.366
5	I attend university graduation ceremony of family members, relatives and friends.	2.9	1.587
	Overall Mean	3.1	

Source: Survey Data (August, 2023)

As the result, the total mean score is 3.1 which is less than 3.5. Therefore public relation is not affecting the students' behavior toward selecting university. Parents are vital role for students 'university selecting because the mean score is highest. Student discuss about family members and friends is moderate range that above the neutral. Students' family members are not alumni of University of Co-operative and Management, Thanlyin.

Psychological Factors

The result from the analysis on effect of advertising on students' behavior towards selecting university with individual influencing factors, psychological factors are shown Table 6.

Table 6: Psychological Factors

Sr. No	Statements	Mean	Std. Deviation
1	I like the subjects that relate with business.	4.5	0.642
2	My family members attend as students at University of Co-operative and Management, Thanlyin.	2.4	1.446
3	I think, I will get great job opportunities when I graduated from University of Co-operative and Management, Thanlyin.	4.4	0.727
4	My parents push me to attend University of Co-operative and Management, Thanlyin.	4.4	0.721
5	I make my own decision to attend University of Co-operative and Management, Thanlyin.	4.1	1.193
	Overall Mean	4.0	

Source: Survey Data (August, 2023)

As shown in Table 6, the overall mean score is 4.0 psychological factor can demonstrate at the acceptable level because the mean score above the neutral level. Most of all students like subjects that relate with business. Students consider job opportunities when they get degree. Parents of the students know about University of Co-operative and Management, Thanlyin and they want their children to attend it. Some students make the own decision for selecting university. Family members of a few students attend at University of Co-operative and Management, Thanlyin because the mean score is lower than neutral level.

Culture and Social Factors

The result from the analysis on effect of advertising on students' behavior towards selecting university with individual influencing factors, culture and social factors are shown Table 7.

Table 7: Culture and Social Factors

Sr. No	Statements	Mean	Std. Deviation
1	In our country, Bachelor and Master degrees these relate with Business fields are popular.	4.1	0.902
2	I attend or visit through social media seminar and awareness these give from university.	3.8	0.936
3	The matriculation exam marks are important for selecting university.	4.3	0.887
4	I search and browse national and international university through social media.	3.9	0.865
5	I remember slogan and motto of economist and university.	3.2	0.924
	Overall Mean	3.9	

Source: Survey Data (August, 2023)

As shown in Table 7, the overall mean score is 3.9, students' attitude seem that moderate influence with culture and social factors in selecting university. Students know matriculation exam marks is one factor to consider selecting university. Students want to get the degree relate with business because that are popular in our country, its mean score is above the neutral level. Students have much knowledge about seminar; therefore mean score is moderate level. A few students remember slogan and motto of economist and university.

Students' Behavior towards Selecting University

Selecting a university can be difficult process and it is one of the most important decisions of students will make, the result are shown in Table 8.

Table 8: Students' Behavior towards Selecting University

Sr. No	Statements	Mean	Std. Deviation
1	I satisfied for selecting University of Co-operative and Management, Thanlyin.	4.1	1.040
2	I like subjects that I learn from University of Co-operative and Management, Thanlyin.	4.2	0.888
3	I make an involvement in activities of University such as welcome ceremony, essay writing competition, sports competition and so on.	3.9	1.297
4	I like teaching method of University of Co-operative and Management, Thanlyin.	4.2	0.844
5	I know the information about University hostel that female students can live in there.	3.9	1.080
	Overall Mean	4.6	

Source: Survey Data (August, 2023)

Table 8 shows that the result of total mean score is 4.6, as the overall mean is above the neutral level that indicates selecting university is important for student. Students have much knowledge about University of Co-operative and Management, Thanlyin. They like both the subject which they learn and teaching method. They also satisfied for attending university. They know about university hostel and they make involvement in activities of university.

Summary Table

Overall independent factors of students' behavior towards selecting university are as shown in Table 9.

Table 9: Summary Table of Students' Behavior towards Selecting University

Sr. No	Statements	Mean
1	Television	3.1
2	Print Advertising (Newspaper)	3.3
3	Social Media	3.9
4	Public Relation	3.1
5	Psychological Factors	4.0
6	Culture and Social Factors	3.9

Source: Survey Data (August, 2023)

Psychological factor influence upon the students' behavior towards selecting university, the mean score is 4.0, the highest. Social media and culture and social factors obtain both the second highest mean and the mean score is above the neutral level. Reading newspaper advertising is poor. Television and public relation play less influence role that the mean is under the moderate level. Therefore, students' behavior can influence on psychological factor, culture and social factors. The most effective media channel is social media.

Effect of Influencing Factors on Selecting University

The effect of influencing factors is used to test the impact of independent variables (television, print advertising (newspaper), social media and public relations, psychological factors, culture and social factors,) on single dependent variable (students' behavior towards selecting university) is analyzed by multiple regression method.

Table 10: Effect of Influencing Factors on Students' Behavior towards Selecting University

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.489	.366		1.335	.183
Television	.191***	.045	.015	4.231	.000
Print Advertising (Newspaper)	.149**	.050	.013	3.001	.003
Social Media	.106*	.042	.009	2.496	.013
R	0.649				
R square	0.421				
Adjusted R square	0.406				
F value	545174.877***				

Source: Survey Data (August, 2023)

Note: *** significant at 1% level, ** significant at 5% level, * significant at 10% level

In table 10, the R square is 0.421 which means that the independent variable (television, print advertising and social media) are explain 42% of the variation in dependent variable (students' behavior towards selecting university). Therefore, the power of model to explain in considered as strong. The F value, the overall significant of models, came out highly significant at 1% level.

According to Table 10, television, print advertising (newspaper) and social media have positive effect on the students' behavior towards selecting university. Television has the expected positive sign in coefficient with highly significant at 1% level. Print advertising has significant at 5% level and Public relation has significant at 10% level.

Table 11: Effect of Influencing Factors on Students' Behavior towards Selecting University

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	39.913	1.482		26.930	.000
Psychological Factors	1.006***	.356	.100	2.824	.000
Culture and Social Factors	9.311	.367	.896	25.393	.239
Public Relations	1.853***	.002	1.012	784.222	.000
R	0.561				
R square	0.315				
Adjusted R square	0.189				
F value	545174.877***				

Source: Survey Data (August, 2023)

Note: *** significant at 1% level, ** significant at 5% level, * significant at 10% level

In table 11, the R square is 0.315 which means that the independent variable (psychological factors, culture and social factors and public relations) are explain 32% of the variation in dependent variable (students' behavior towards selecting university). Therefore, the power of model to explain in considered as strong. The F value, the overall significant of models, came out highly significant at 1% level.

According to Table 11, psychological factors, culture and social factors have positive effect on the students' behavior towards selecting university. Psychological factor and public relations have the expected positive sign in coefficient with highly significant at 1% level. Culture and social factors is not significant.

CONCLUSION

This research is the first attempt to get information as to how students at University of Co-operative and Management, Thanlyin selecting university and which factors are the highest effective. This study is enriches to the advertising channel to promote selecting university. It also provides for the university and develops students' behavior towards selecting university. This study could provide some knowledge for student idea for university select. For parent of the students, the study enlightens them the role of them to select their children university when pass the matriculation exam. For teacher and student affair office members, the study highlights the students' behavior changes upon advertising channels and attitude.

Finding and Discussion

This study firstly explored the effect of advertising on students, behavior towards selecting university. According to the study result students want to attend the university that teaches the subjects relate with business. Parents have also knowledge about selecting university. The second highest mean score is culture and social factors, and social media; thus, the students' behaviors depend on seminar, workshop and using social media advertising. Newspaper plays third, student read university announcement date and entrance through newspaper. Both public relation and television is under the neutral level, therefore, students have poor watching television habit. This study also consider about psychological factor and social factors. In first part of the result, the mean score of psychological factors is the highest mean score.

The second part of study is influencing factors on the effect of advertising on students' behavior toward selecting university. Most of the factors are influence upon the students' behavior toward selecting university. Moreover, advertising channel can influence on selecting university. The improvement and making awareness through advertising channel can explored the selecting university and well known of university effectively. One factor is not significant which is culture and social factors.

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The effects of Social Media on Consumer Behavior in Local Travelling: A Case Study in University of Co-operative and Management, Thanlyin

Moh Moh May Phoo Ngon¹

Abstract

The main purpose of the study is to examine the effects of social media on consumer behavior in local travelling: A Case Study in University of Co-operative and Management, Thanlyin. To accomplish this study, it was made interviews with 290 respondents who are studying in University of Co-operative and Management, Thanlyin by using simple random sampling method. The findings of this study shows that all of the respondent used social media. The reason of the respondents to use the social media is fair easy in using the social media. Most of the respondents like in travelling and they have experienced to travel using social media. But most of the respondents don't believe sources of internet than traditional information. In this study, social media and consumer behavior is positively significant relationship. Moreover, consumer behavior and behavioral intention is also positively significant relationship. This study found that suggestion of travelling from social media influence on most of the respondents. Most of the respondents use social media for acquiring advice from other to implement actual travel planning. According to the result, most of respondents use social media for providing self-reliance and freedom. Many respondents shared their travel experience, comments, reviews and other activities to their friends and relatives through the social media.

Keywords: Social Media, Consumer Behavior, Behavioral Intention, Travelling.

Introduction

Social Media is all about facilitating people to express and share ideas, thoughts, and opinions with others. Social media has greatly improved consumers' ability to acquire information and knowledge about public events, products, and services. In addition, social media improves information exchange, reduces uncertainty, and brings users a sense of belonging, fundamentally changing individual travel plans and consumption patterns of travel and leisure. Travelling has become one of the most important economic and business activities in world economics and business. Many countries have come to realize the impact of travelling on the lives of their people and the country's economy. With the advent of technology, travelling has seen a massive shift in terms of its definition, application, and consumption. The availability of information has seen a rise in travelling consumption through the social media platforms that have informed the way people make decisions about their travel arrangements. In the modern era the using of social networking websites has extensively effect on the consumers in various ways. There are many online networking sites

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which affect consumer behavior (Google, Facebook, YouTube etc). Nowadays social media is used by almost all the ages of consumers like college students, working class and even old age people too. In this study, consumer referred to university students. The study has also undertaken to analyze the effect of social media on consumer behavior in local travelling in case study of university of co-operative and management, Thanlyin.

1.1 Rationale of the study

Nowadays, people have become accustomed to accessing information at any time and from a multiplicity of electronic devices and a growing quantity of the internet traffic worldwide comes from tablets and mobile phones (Adams, 2015, Mercadal, 2017.)

These days, an expansive number of students utilize social media in education training and in other life angles. Group-working has now turned out to be immovably settled in advanced education as well as is utilized over various controls for an assortment of purposes. Among the advantages of utilizing the group-work within advanced education are the open doors for ability exchange and additionally different types of associate learning, through the sharing of information, thoughts as well as encounters (Hamid 2015). Moreover, the web-based social networking devices as well as those online courses, are giving understudies a better learning chance in order to upgrade their educational performance (Waheed 2015).

The students nowadays failed to resist any temptation from the outside world. There have same situations where it is happened when they were seeing their friends get to a fantastic vacation and shared through the social networking will make some of them wanting to follow the trend. However go for a vacation is not always that easy when comes to the financial problem. As a student, there is only limit pocket money which they will be get from their parents. The amount of the allowance that a kid will be received as its timing and the frequency not only depend on the family's income but also on the family's philosophy, values, age as well as the maturity of their kids. Hence, this will make them have to request more than usual. This will burden their parents as well as the whole family as if the family economically not sound. In short, they just wanted to show off what they possess through the social networking these days without considering other people situation such as parents.

Therefore, this research aims to find out how many students use social media not only for their education but also for vacation travel. So, I decided to study the effects of social media on consumer behavior in local travelling: A Case study in University of Co-operative and Management, Thanlyin.

1.2 Objectives of the study

The main objective of this study is to examine the effects of social media on consumer behavior in local travelling: A Case Study in University of Co-operative and Management, Thanlyin.

The specific objectives are:

- (1) To explore the impact of social media act on consumer behavior.
- (2) To examine the effect of consumer behavior on behavioral intention.

1.3 Design and Method of the study

This study is descriptive research type. This research studied in University of Co-operative and Management, Thanlyin. The design of the survey has been based in simple random sampling. Respondents were chosen by using simple random sampling method. To implement research objectives, both primary and secondary data were used. This study consists of 290 respondents from University of Co-operative and Management, Thanlyin. Questionnaires were developed based on previous empirical research. The secondary data were collected from previous research papers, internet, website, and text books. The obtained data were processed and analyzed with the Statistical Package for Social Science (SPSS) version 25. To meet the objectives, descriptive and inferential statistics were employed.

1.4 Scope and limitation of the study

This study was designed to assess the effects of social media on consumer behavior in local travelling: A Case Study in University of Co-operative and Management, Thanlyin. This research collects primary data from our students of University of Co-operative and Management, Thanlyin. There were various ways to measure the effect from the point of social media such as customer's engagement, buying decision, consumer behavior, and purchase intention. But only consumer behavior was selected to analyze the effect of social media on consumer behavior in local travelling due to financial constraints and time limitation. Moreover, it focuses on respondents in University of Co-operative and Management, Thanlyin. Thus, it cannot represent the whole population and other university students.

1.5 Organization of the study

This study is organized into five chapters. Chapter one include introduction, rationale of the study, objectives of the study, research questions, design and method of the study, scope and limitation of the study as well as organization of the study. Chapter two describes the literature review of the study and conceptual framework of the study. Chapter three conclude research methodology. In chapter 4 comprises analysis the effects of social media on consumer behavior in local travelling: A case study in University of Co-operative and Management, Thanlyin. Chapter 5 explain findings, recommendations and need for further study.

2. Theoretical Background

2.1 Social Media

Social media is a 21st century idea that utilized to different technologies or arranged gadgets that feature the social parts of the Internet as a way for correspondence, participation and creative expression (Hamid 2015). Consumer of social media are interfacing with each other regardless of religion, culture or national limits within fields and crosswise over enterprises. It is supporting shaping the close individual relationships and business contacts in order to scatter the messages quickly around the world (Sahin & Sengun 2015). The young people is the mass consumers of the up and coming era. The time being occupy online for individuals also increasing. As of July 2023, there are 5.19 billion internet users worldwide, which amounted to 64.6 percent of the global population, were social media users.

Myanmar is a country in Southeast Asia with a population of approximately 54 million people. Social Media is a daily usage for the people in Myanmar Facebook, Instagram, and LinkedIn are popular platforms among users. According to a report by "We Are Social" and "Hootsuite", there were approximately 25 million social media users in Myanmar in 2022, representing approximately 46% of the country's population. According to the statistics of social media in Myanmar from Sept 2022- Sept 2023, Facebook has 85.15%, Twitter has 4.66%, Pinterest has 4.52%, YouTube has 3.52% and Instagram has 1.11%. In Myanmar, social media is used for a variety of purposes, including staying in touch with friends and family, sharing news and information, and connecting with others who have similar interests. It is also used as a marketing tool by businesses and organizations for reaching a wider audience and promote their products and services.

2.2 Social Media in Travelling

Tourism is an information-intensive industry and hence it is critical to understand the changes in technologies that impact the distribution and accessibility of travel-related information (Xiang and Gretzel, 2010). Today with social media, customers have more information sources such as blogs, tweets which can be having positive and negative, leaving an impression of the product in the reader's mind (Subramani and Rajagopabn 2003) and research has also suggested that customers believe information that comes from personal sources rather than commercial sources (Hu and Wei, 2013). Social media have been widely adopted by travellers to search, organize, share, and annotate their travel stories and experiences through social media in a collaborative way (Leung et al., 2013, Xiang and Gretzel, 2010). Research has also revealed that more than 85% of leisure travelers use the Internet as a planning source in recent years (Leung et al., 2013).

Milano et al. (2011) explain that the formation of travel experiences of tourism customers in social media platforms are composed of three stages of experiences as pre-travel, on the travel and post-travel. For these stages, before buying holiday services, customers can use the social media, ask questions about the destinations where to visit and stay, reading the previous customer's comments. Consequently, social media is becoming very effective communication and recommendation tool for travellers.

2.3 Consumer Behavior

According to Simsek (1990) they are basically five stages of consumer buying decisions in the travelling industry. These stages can be named as needs recognition, information search, alternatives evaluation, buying decisions and post-purchase behavior, Kotler (1999). Kutuk (2016) argues that the first stage in the buying decision process is to recognize the need to buy a product, thus a problem must be identified first which will then induce the feeling and need to buy. In travelling industry, Kutuk (2016) postulated that the need recognition stage in the buying decision process starts with the willingness and or need to travel which will lead in evaluating the feasibility thereof.

Once the need to travel has been recognized then the customer will engage in the second stage of information search. Kutuk (2016) citing Bovee and Thill (1992) postulated that the scope of information search solely depends on the characteristics of an individual such as attitudes, knowledge and motivations as well as market characteristics and situational characteristics. Nowadays with the high increase in the use of Social Media buyers tend to search for information about a touristic product via social media. This may be done through asking friends on social media, visiting hotel pages and websites as well as following information from word of mouth by other tourists commending on a product. This study provides for hotels and tourism agency to effectively use social media in marketing their products and services to enable for buyers to readily find the information they require in the buying decision process.

The third stage according to Kotler (1999) is the evaluation of alternatives. Thus, it can be noted that buyers are exposed to a number of options which they get in the second stage of information search. Most customers tend to be indecisive on which option to follow in cases where several options seem good. Therefore, in the case of tourists willing to buy touristic products and services having been faced with many options they tend to evaluate and find the best option to follow. Kutuk (2016) argued that customer will always go for an alternative that is less risk. The selection criteria according to Kutuk (2016) play a pivotal role in evaluation stage and it differs from individual to individual. Thus Uygur (2007) postulated that marketing managers will have to strive and develop the appropriate strategies which in turn will create positive attitudes and good company image.

One alternatives have been evaluated and a choice has been made then the customer will do the buying. Kutuk (2016) postulated that the act of buying can only be done if and only if the decision is positive otherwise the customer will not buy. Kutuk (2016) also argues that the act of buying is not complete until the customer has acted and benefitted from the product. In other cases the buying process is delayed in cases where the customer consults friends and family after the evaluation process and they say otherwise or if the customer does not have sufficient money to act, Kutuk(2016). Kutuk(2016) argues that when the act of buying the product has been done this does not mean that the buying process is completed. It is the post-purchase behavior of customers that marks the end of the buying process. Customers after consuming the product or service tend to make some evaluations and this is what is very significant to in the buying process (Kutuk,2016). A satisfied consumer tends to buy more and

more of the product while the unsatisfied one will influence others not to buy the product and this gives rise to the word of mouth which very influential.

2.4 Behavioral Intention

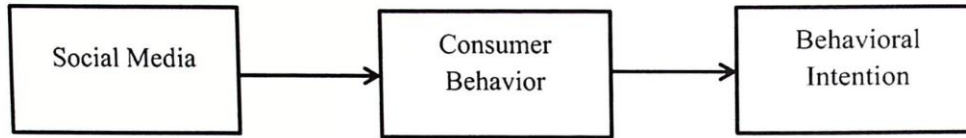
Behavioral intention is considered a post-purchase action experience by a consumer after consuming the product or service (Al Amin et al.,2023; Uddin,2013). In the field of consumer behavior, it is not always possible to measure whether the consumers actually perform their purchasing behavior. Behavioral intentions are measured through four dimensions which are introduced by Zeithaml, Berry and Parasuraman (1996) and Bloemer, De Ruyter and Wetzels (1999). The dimensions are specified as repurchase intention, word of mouth, willingness to pay more and complaining intention. Repurchase intention is defined as an intention to repeatedly use products in the future, and based on previous experiences and expectations for future (Oliver,1997; Kim et al; 2011). Consumer word of mouth transmissions consist of informal communication directed at other consumers about the ownership, usage of characteristics of particular products and services and their companies (Westbrook,1987). Willingness to pay more is defined as continuing to do business with the company even if its prices increase somewhat or to pay a higher price than competitors charge for the benefits that are currently received from the company (Zeithaml, Berry and Parasuraman,1996). Finally complaining intention is described as an intention of the customer to provide negative feedback about the product, service or the company (Bell, Menguc and Stefani,2004).

2.5 Empirical Literature Review

This study is going to examine the results that were found by other researchers. These results will help match, and do a critical analysis with the findings of this study. To begin with in a study by Kaplan and Haenlein (2010) investigated the challenges and opportunities experienced in marketing through social media. The study indicated that the social media could be used as an opportunity in understanding the consumer decision making process. In addition to that another study was carried out by Zivkovic et al. (2014). The study explained that the travelers are heavily influenced by social media and they transform information obtained from social media into the travel decision making process. Kavoura and Stavrianea (2014) studied the economic and social aspects of social media in tourism; and Sotiriadis (2017), Lee and Paris (2013) and Okazaki et al. (2017) explained that the importance of sharing tourism experiences and knowledge of travelers in social media. Similarly, most of the studies show that social media have been widely embraced by travelers in order to search, organize, share, and declare their travel stories and experiences through blogs, online communities, media sharing sites, social bookmarking sites, social knowledge sharing sites, and other tools in a collaborative way (Hays et al.,2013). This studies clearly show that social media is an effective tool for consumer behavior especially in the field of local travelling and consumer behavior is directly linked to behavioral intention.

2.6 Conceptual Framework of Study

This research framework is designed in order to support with the objective of this study which derive from literature review and preliminary finding from other researches. The research has a plan to study the effects of social media on consumer behavior in local travelling. The framework is as presented below.



Source: Adapted from Bay Sheue Wen(2018)

3. Research Design

The research design is concerned with the practical arrangements of getting information for the research question from external source. In a survey, data can be collected by using different type of approaches (Sekaran & Bougie, 2010). In a research design, deductive nature has been used to answer the research questions and objectives. In order to analyze the relationship between several variables, a quantitative study is the most appropriate. In a given the timeframe and the use of quantitative methods, a cross-sectional design was the most appropriate design to perform this study. A cross-sectional design involves data collection at one set moment in which all the variables have been collected (Ritchie & Lewis, 2023).

This study is a quantitative research because it is predetermined and having a large number of respondents. Besides, this study addresses the research objective by empirical assessments using numerical measurement and analysis. Moreover, this study applies mathematical and statistical method to test the relationship among all of the variables. In addition, sources of information are collected from the response of respondents through questionnaire that are distributed to them.

3.1 Data Collection Methods

Data collection is very important in a research projects. According to C.R Kothari (2004), data collection methods can be classified into primary data and secondary data. Primary data is defined as the collected data in the first times and originally collected data without going through any process (C.R Kothari, 2004). The data can be obtained from observation, direct communication with the respondent, through questionnaire survey. This study use questionnaire survey method as the main sources of data collection method for the study. Secondary data is defined as the data which had been collected by other researchers and it is not a firsthand data and already available (C.R.Kothari, 2004) .

3.2 Sampling Design

Sampling method is a method for investigating a whole population and it includes the probability sample. Probability samples are selected to be representative of the population. There are four types of probability sampling techniques; one of them is simple random sampling. This study uses the sampling technique in the study. Sampling size is the targeted number of respondents which had been used for the study. The greater sample size is more accurate the result from the data obtained for the study. As the sample size in this study, 303 respondents are collected and 290 questionnaires were used from the students of the University of Co-operative and Management, Thanlyin because 13 questionnaires are concluded in errors.

3.3 Research Questionnaire Instrument

The questionnaire is designed in fixed-alternative which takes less time and easier to answer (G.Zikmund, Babin, Carr, & Griffin, 2010). This questionnaire is using types of fixed-alternative which are simply-dichotomy question and determinant- choice question. The questionnaire involves six sections. The first section contain the questions about student's demographic. The second section discusses the demographic of social media and the third section are related to travelling. The fourth section concentrates on social media as a mechanism for travelling. The fifth section include understanding consumer and the last section contained questions about behavioral intention.

3.4 Pilot test

A pilot test had been conducted on a small group of respondents to examine the potential problem of the research method or the design prior to the main research. The questionnaire were distributed to the 40 students in the University of Co-operative and Management, Thanlyin. The SPSS program test on the reliability of the questionnaires had also run before the actual survey being conducted. This is a very important step so that researchers can make any adjustment in the questionnaire in order to improve the reliability of the test. The purpose of Pilot testing is to make sure that everyone in the research sample not only understands the questions, but understands by themselves in the same way.

3.5 Data Analysis

Data Analysis is the process to entering those data collected properly or coded correctly into the data set. Descriptive statistics provide a summary of data in the form of mean, median and mode. Descriptive statistics are brief descriptive coefficients that summarize a given data set which can be either a representation of the entire or a sample of a population. Descriptive statistics are broken down into measures of central tendency and measure of variability. Measure of central tendency include the standard deviation, variance, the median and maximum variables and the kurtosis and skewness.

Inferential analysis refers to make inferences from samples which they have been drawn within population. (Hossein,1996). Besides, if any inferred conclusion has been drawn, it must be shown the probabilistic term. Inferential statistics can also be explained a phenomenon or check the validity of a claim. This study will focus on techniques which are Pearson correlation coefficient analysis, simple linear regression and multiple regression.

Pearson correlation coefficient indicates the significance, direction, strength and significance of the bivariate relationship among all the variables that were measured at an interval or ratio level (Sekaran, 2003).

4. Data Analysis

In this section, students' demographic distribution of the sample, demographic of social media, demographic of travelling, consumer behavior and behavioral intention are analyzed and presented. The data were analyzed by using Statistical Package for Social Science (SPSS version 25). Totally, 290 out of 303 respondents used it because the answer sheets of the respondents contain errors that cannot be used. So, 290 respondents participated in the current study.

4.1 Respondents' Demographic Profile and Demographic factors of Social Media and Travelling

Table (4.1) Demographic distribution of the Sample

Measure	Category	Frequency	Percentage (%)
Gender	Male	47	16.2
	Female	243	83.8
	Total	290	100
Age	18-22	262	90.3
	23-27	28	9.7
	28-32	0	0
	33 and above	0	0
	Total	290	100
Education	Undergraduate	274	94.5
	Postgraduate	3	1
	Master	13	4.5
	Total	290	100

Source: Survey Data (2023)

From the students' demographic distribution of the sample (Table 4.1), it can be noted that majority of the respondents were females which was presented by 83.8% of the total respondents while 16.2% of the respondents are males. The highest group of respondent which is nearly 90.3% for this survey are from 18-22 years old, followed by from the aged 23 until

27 years old which is about 9.7% of the respondents. The age of from 28 to 32 and the age of 33 and above don't have respondent. The respondents' education level was classified into three groups. Undergraduate level respondents contain 94.5% of the whole respondents whereas Postgraduate respondents contain which contribute to 1% of the total respondents. The respondents hold for Master are 4.5% out of 100% from the total respondents.

Table (4.2) Frequency Allocation for Respondents

Are you active social media?				
		Frequency	Percent	Valid Percent
Valid	Yes	290	100.0	100.0

Source: Survey Data, 2023

Table (4.2) shows that, there are 290 respondents are the active user of the social media which is 100% out of the total respondents.

Table (4.3) Frequency Allocation for Respondent

Which social media account do you have?				
		Frequency	Percent	Valid Percent
Valid	Facebook	286	24.44	24.44
	Instagram	235	20.09	20.09
	Twitter	58	4.96	4.96
	YouTube	242	20.68	20.68
	Titok	217	18.55	18.55
	Others	132	11.28	11.28
Total		1170	100.0	100.0

Source: Survey Data, 2023

The table (4.3) above shows that the information regarding to the amount of respondents as well as the percentage for the statement "Which social media account do you have". This is a statement can be chosen more than 1 decision. So, the greatest percentage of this statement is Facebook that contain 24.44% and the lowest percentage is Twitter which is 4.96%. YouTube is the second highest among the choices which contain 20.68% whereas Instagram is the third highest that consist 20.09%. Next, Titok and Others consist 18.55% and 11.28% respectively.

Table (4.4) Frequency Allocation for Respondent

How frequently do you login to the social media?				
		Frequency	Percent	Valid Percent
Valid	Always	57	19.7	19.7
	Often	200	69.0	69.0
	Sometimes	31	10.7	10.7
	Seldom	2	.7	.7
	Total	290	100.0	100.0

Source: Survey Data, 2023

Table (4.4) indicates that the greatest percentage of this statement is Often that contain 69% and lowest percentage is Seldom which is 0.7%. Always is the second highest among the choices which contain 19.7% whereas Sometimes is the third highest that consist 10.7% respectively.

Table (4.5) Frequency Allocation for Respondent

Why for use the function of social media?				
		Frequency	Percent	Valid Percent
Valid	Contacting with others	227	25.53	25.53
	To gain informative advertising	156	17.55	17.55
	Refer opinion from experts	124	13.95	13.95
	Collect opinion about product or services	94	10.57	10.57
	Purchase goods	116	13.05	13.05
	Connecting among University friends	172	19.35	19.35
	Total	889	100.00	100.00

Source: Survey Data, 2023

Table(4.5) above shows that the information regarding to why for use the function of social media. This is a statement that can be chosen more than 1 decision. So, the greatest percentage of this statement is Contacting with others that contain 25.53% and lowest percentage is Collect opinion about product or services which is 10.57%. Connecting among University friends is the second highest among the choices which contain 19.35% whereas To gain informative advertising is the third highest that consist 17.55%. Next, Refer opinion from experts and Purchase goods consist 13.95% and 13.05% respectively.

Table (4.6) Frequency Allocation for Respondent

What do you think the social media facilitate in your university life?				
		Frequency	Percent	Valid Percent
Valid	As a main platform of e-learning	135	15.52	15.52
	Knowledge-sharing with friends	175	20.11	20.11
	Communication	176	20.23	20.23
	Collect information	147	16.90	16.90
	Entertainment	171	19.66	19.66
	Others	66	7.59	7.59
	Total	870	100.00	100.00

Source: Survey Data, 2023

The table (4.6) above describe that the information regarding to what is social media play as in universities. This is a statement that can be chosen more than 1 decision. So, the greatest percentage of this statement is Communication that contains 20.23% and lowest percentage is Others which is 7.59%. Knowledge-sharing with friends is the second largest among the choices which contain 20.11% whereas Entertainment is the third highest that consist 19.66%. It follows by Collect information and As a main platform of e-learning which obtain 16.9% and 15.52% respectively.

Table (4.7) Frequency Allocation for Respondent

Which device do you use to login to the social media?				
		Frequency	Percent	Valid Percent
Valid	Desktop Computer	13	3.44	3.44
	Laptop	80	21.16	21.16
	Smart Phone	285	75.40	75.40
	Total	378	100.00	100.00

Source: Survey Data, 2023

The table (4.7) above mention that the information regarding to which device do you use to login to the social media. This is a statement that can be chosen more than 1 decision. According to the table, most of the respondents 75.4% use Smart phone to login to social media. And the second largest choice of the respondents is Laptop which is 21.16%. It then follows by Desktop computer which contain 3.44% respectively.

Table (4.8) Frequency Allocation for Respondent

What is the experience that you have through social media?				
		Frequency	Percent	Valid Percent
Valid	Effortless communication	198	28.09	28.09
	Get a sense of belonging	176	24.96	24.96
	Socializing	127	18.01	18.01

	Allows interactivity with other online users	140	19.86	19.86
	Others	64	9.08	9.08
	Total	705	100.00	100.00

Source: Survey Data, 2023

The table (4.8) shows the information the experienced gained by the respondents through social media. The results show that Effortless communication obtained 28.09% as the highest variable whereas Others as the lowest which only have 9.08%. Subsequently, Get a sense of belonging and Allows interactivity with other online users gained 24.96% and 19.86% respectively. For Socializing have only 18.01% out of 290 respondents.

Table (4.9) Frequency Allocation for Respondent

What are the reasons to use social media to search for information?				
		Frequency	Percent	Valid Percent
Valid	Easy	223	36.92	36.92
	Reliable	49	8.11	8.11
	Get distinct solutions	133	22.02	22.02
	Higher level of trust in responses	51	8.44	8.44
	Get replies from people with similar interests	94	15.56	15.56
	Others	54	8.94	8.94
	Total	604	100.00	100.00

Source: Survey Data, 2023

The table (4.9) shows that the information the reason to use the social media from the respondents. The result show that Easy obtained 36.92% as the highest variable whereas Reliable as the lowest which only have 8.11%. Subsequently, the Get distinct solutions and Get replies from people with similar interests gained 22.02% and 15.56% respectively. For Others and Higher level of trust in responses have only 8.94% and 8.44% out of 290 respondents.

Table (4.10) Frequency Allocation for Respondents

Do you like to travel?				
		Frequency	Percent	Valid Percent
Valid	Yes	280	96.6	96.6
	No	10	3.4	3.4
	Total	290	100.0	100.0

Source: Survey Data, 2023

The table (4.10) indicates that the information for the amount of respondents and percentage for the statement as "Do you like to travel". In addition, there is 96.6% out of total respondents like to travel, whereas the 3.4% do not like to travel.

Table (4.11) Frequency Allocation for Respondents

Do you have travel experience using social media?				
		Frequency	Percent	Valid Percent
Valid	Yes	197	67.9	67.9
	No	93	32.1	32.1
	Total	290	100.0	100.0

Source: Survey Data, 2023

The table (4.11) indicates that the information for the amount of respondents and percentage for the statement as "Do you have travel experience using social media". There is 67.9% out of total respondents have experienced to travel using social media, whereas the 32.1% do not have experienced to travel using the social media.

Table (4.12) Frequency Allocation for Respondent

How often do you travel for holidays?				
		Frequency	Percent	Valid Percent
Valid	Once per year	130	44.8	44.8
	Twice per year	71	24.5	24.5
	More than twice per year	33	11.4	11.4
	Once in two years	33	11.4	11.4
	Never	23	7.9	7.9
	Total	290	100	100

Source: Survey Data, 2023

The table (4.12) shows that the information regarding how often the respondents travel for holidays. The results show that the Once per year obtained 44.8% as the highest variable whereas Never as the lowest which only have 7.9%. Twice per year is the second largest choice of the respondents which contain 24.5%. For More than twice per year and Once in two years is the same result that is 11.4% respectively.

Table (4.13) Frequency Allocation for Respondent

The days of trip planning				
		Frequency	Percent	Valid Percent
Valid	2-3 days	114	39.3	39.3
	4-7 days	104	35.9	35.9
	8-14 days	20	6.9	6.9
	15-30 days	22	7.6	7.6
	More than 30 days	20	6.9	6.9
	Never	10	3.4	3.4
	Total	290	100	100

Source: Survey Data, 2023

The table (4.13) shows the information regarding how many days the respondents make for the trip. The results show that the 2-3 days obtained 39.3% as the highest variable whereas Never as the lowest which only have 3.4%. And then, the 4-7 days and 15-30 days gained 35.9% and 7.6% respectively. It follows by 8-14 days and More than 30 days consist of 6.9% out of 290 respondents.

Table (4.14) Frequency Allocation for Respondent

How the respondents obtaining the sources of information?				
		Frequency	Percent	Valid Percent
Valid	Friends' suggestion	120	23.21	23.21
	Advertisements and Promotions	40	7.74	7.74
	Information from Internet	141	27.27	27.27
	Notice it through social media	32	6.19	6.19
	On your own	151	29.21	29.21
	Others	33	6.38	6.38
Total		517	100.00	100.00

Source: Survey Data, 2023

According to the table (4.14), the results show that On your own obtained 29.21% as the highest variable whereas Notice it through social media as the lowest which only have 6.19%. Subsequently, Information from Internet and the Friends suggestion gained 27.27% and 23.21% respectively. For the Advertisements and Promotions and Others have only 7.74% and 6.38% out of 290 respondents.

Table (4.15) Frequency Allocation for Respondents

Do you think the information searched through social media is more authentic compared to information gained through traditional media?				
		Frequency	Percent	Valid Percent
Valid	Yes	134	46.2	46.2
	No	156	53.8	53.8
	Total	290	100	100

Source: Survey Data, 2023

The table (4.15) indicated that the information for the amount of respondents and percentage for the statement as "Do you think the information searched through social media is more authentic compared to information gained through traditional media". In addition, there is 53.8% out of the total respondents agree that respondents do not think the information searched through social media is more authentic compared to information gained through media, whereas the 46.2% think that the information searched through social media is more authentic compared to information gained through traditional media.

Table (4.16) Frequency Allocation for Respondents

Do you use social media to search about places you intend to visit?				
		Frequency	Percent	Valid Percent
Valid	Yes	280	96.6	96.6
	No	10	3.4	3.4
	Total	290	100	100

Source: Survey Data, 2023

The table (4.16) indicated that the information for the amount of respondents and percentage for the statement as “Do you use social media to search about places you intend to visit”. In addition, there is 96.6% out of total respondents agree to use social media to search about places the respondents intend to visit whereas 3.4% do not use social media to search about places the respondents intend to visit.

Table (4.17) Frequency Allocation for Respondents

Does information gathered through social media support you to make your decision?				
		Frequency	Percent	Valid Percent
Valid	Yes	278	95.9	95.9
	No	12	4.1	4.1
	Total	290	100	100

Source: Survey Data, 2023

The table (4.17) shows that the information for the amount of respondents and percentage for the statement as “Does information gathered through social media support you to make your decision”. In addition, there is 95.9% out of total respondents agree that information gathered through social media support respondents to make decision visit whereas 4.1% disagree the information gathered through social media support respondents to make decision.

Table (4.18) Frequency Allocation for Respondents

Do you generally satisfied with the information gathered using social media?				
		Frequency	Percent	Valid Percent
Valid	Yes	268	92.4	92.4
	No	22	7.6	7.6
	Total	290	100	100

Source: Survey Data, 2023

According to Table (4.18), the information for the amount of respondents and percentage for the statement as “Do you generally satisfied with the information gathered using social media”. The result is 92.4% generally satisfied with the information gathered using social media whereas 7.6% unsatisfied with the information gathered using social media.

4.2 Reliability Test

The reliability is reproducibility of an assessment's result or the degree of consistency under dissimilar situations or circumstances and assuming that random mistake will constantly affects scores which expressed by Chatterji, 2003. The Cronbach's alpha test was used to calculate the variables individually in order to observe the reliability of the research appliances empirically which was used for this research. An internal consistency which is greater than 0.70 is reasonable and reliable stated by Nunnally and Berstein, 1994. On the others hand, the alpha coefficients for scales with six or less items can be much smaller which is 0.6 or greater and it's still consider to be acceptable which was pointed out by Cortina, 1993.

Table (4.19) Reliability Statistics

Variables	Cronbach's Alpha Value	Results of Reliability	Number of Items
Social Media	0.856	Excellent	13
Consumer Behavior	0.786	Good	8
Behavioral Intention	0.685	Good	4
Overall Reliability	0.748	Good	3

Source: Survey Data, 2023

According to the results, Cronbach's Alpha value of all variables is 0.7 and above, implies that they were good internal consistency and reliability.

4.3 Pearson Correlation Analysis

Correlation is a statistical measurement of the relationship between two variables. Possible correlations range from +1 to -1. A zero correlation indicates that there is no relationship between the variables. A correlation of -1 indicates a perfect negative correlation, meaning that as one variables goes up, the other goes down. A correlation of +1 indicates a perfect positive correlation, meaning the both variables move in the same direction together (Kendra Cherry, 2016).

Table (4.20) Pearson Correlation Analysis for Variables

	AVGCB	AVGSM
Consumer Behavior	1	
Social Media	.562**	1

Source: Survey Data, 2023

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

According to the table (4.20) shows that how independent variables and dependent variables are positively correlated with each other. The test indicates that there is a positive relationship between independent variable and dependent variable. In detail, there is a moderate association between social media and consumer behavior.

Table (4.21) Pearson Correlation Analysis for Variables

	AVGBI	AVGCB
Behavioral Intention	1	
Consumer Behavior	.396**	1

Source: Survey Data, 2023

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

Table (4.21), the result show that there is a positive relationship between independent variable and dependent variable. In detail, there is a moderate association between consumer behavior and behavioral intention loyalty.

4.4 Multiple Regression Analysis

Multiple regression analysis was used to assess the relationship between one dependent variable and several independent variables. Social media is the independent variable for this study. Dependent variable in this study are Consumer behavior and Behavioral intention.

Table (4.22) Linear Regression Model Summary

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.674 ^a	.454	.428	.32989	.454	17.633	13	276	.000	1.690

b. Dependent Variable: AVGUCB

Source: Survey Data, 2023

According to the table (4.22), the R^2 is 0.454, which is 45.4 percent. This means that 45.4% of the dependent variable of consumer behavior can be explained by the independent variable of social media. In other words, 54.6 % of dependent variable of consumer behavior is explained by other factors that have not been considered in this study. This study indicates that the model is fitness.

Table (4.23) Effect of Social Media on Consumer Behavior

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.385	.138		17.275	.000
	AVGSM	.448	.039	.562	11.529	.000

Source: Survey Data, 2023

Dependent Variable: Consumer Behavior

According to the result, social media have a significantly positive influence on consumer behavior. Social media unstandardized beta is equal to 0.448, $p < 0.05$ two tail, is significant and present positive association. The positive association means that if social media increase by 1 unit, consumer behavior will increase 0.448.

Table (4.24) Linear Regression Model Summary

Source: Survey Data, 2023

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin - Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.396 ^a	.157	.154	.58346	.157	53.517	1	288	.000	1.742
b. Dependent Variable: AVGBI										

According to the table (4.24), the R^2 is 0.157 percent. This means that 15.7% of the dependent variable of behavioral intention can be explained by the independent variable of consumer behavior. In other words, 84.3% of dependent variable of behavioral intention is explained by other potential factors that have not been considered in this study.

Table (4.25) Effect of Consumer Behavior on Behavioral Intention

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.369	.313		4.370	.000
	AVGUCB	.576	.079	.396	7.316	.000

Source: Survey Data, 2023

Dependent Variable: Behavioral Intention

According to the result, consumer behavior is positively influence on behavioral intention. Consumer Behavior unstandardized beta=0.576, $p < 0.01$ two tail, is significant and presents a positive association, is supported by the statistical regression.

5. Conclusion

5.1 Findings

In this study the number of female respondents is greater than male respondents. Age of the total respondents were being classified into four categories which were 18-22, 23-27, 28-32 and 33 and above. Majority of the respondents are the ages of 18-22 years with 90.3%. Education level is divided into three categories which consists of undergraduate, postgraduate

and Master. Majority of respondent is undergraduate (94.5%). All of the respondent use social media. The greatest percentage of the respondent is using Facebook. This study found that 68.6% of the total respondents often log into the social media. Most of the respondents use social media for contacting with others. The largest percentage of the respondents use social media for sharing knowledge with friends in their student life. Most of the respondents are using phone to login into the social media. The highest percentage of the respondents experienced gained through social media is effortless communication. The reason of the respondents to use the social media is easy in using the social media. Most of the respondents like in travelling and they have experienced to travel using social media. 69.3% of the respondents are doing travelling twice per year and they need the day of planning is 4-7 days. Most of the respondents obtain sources of information from Internet. But most of the respondents don't believe sources of internet than traditional information. The largest percentage of respondents use social media to search about places intent to visit. 92.4% of respondents agree that information gathered through social media support respondents to make decision visit.

Based on the Pearson least, there is positively significant relationship between social media and consumer behavior because the value of the correlation coefficient is 0.562. Moreover, there is a positively significant relationship between consumer behavior and behavioral intention because the value of correlation coefficient is 0.396.

The social media have a positive influence on the consumer behavior because $p=0.00$ and $B=0.448$ according to the result of simple linear regression analysis. The finding that social media positively influence on consumer behavior. This process is consistent with finding of Li et al, 2016. This study found that suggestion of travelling from social media influence on most of the respondents. Review concerning with travel agencies through social media is also influence the respondents. Most of the respondents use social media for acquiring advice from other to implement actual travel planning. This study found that many respondents feel happy and satisfied for finding information through social media.

According to the obtained data consumer behavior have a positively influence on behavioral intention. Logically, its p -value is equal to the 0.000 and B is 0.576 according to the linear regression analysis. Therefore it is also accepted as a significant construct for this study. According to the result, most of respondents use social media for providing self-reliance and freedom. Many respondents shared their travel experience, comments, reviews and other activities to their friends and relatives through the social media.

Finally, the study showed that 45.4% of total variance of consumer behavior is explained by social media. Moreover, the result of this study showed that 15.7% of total variance of behavioral intention is explained by consumer behavior.

Regarding the reliability of the scales used in the questionnaire, it is found that all the scales have Cronbach's Alpha value 0.7 and above, suggesting very good internal consistency and reliability for the scale with this sample.

5.2 Recommendations and Suggestions

This study is basically focused on the effects of social media on consumer behavior in local travelling. More specifically the investigation examined how people use social media for their purchase in local travelling such as buying services online, and how their purchasing behaviors are influenced by social media.

The results of this study indicates that, as individuals knowledge about travelling services increases through social media, their acts of buying them also increase knowledge about travelling services is also an important determinant for buying services through social media that motivates the intention to share individual experiences. In other words, the more knowledge the people, the more inclined to share their experiences online.

One of the important findings is the fact that university students don't believe sources of information from social media, despite their intensive use of social media. This is an important signal for travelling agencies and hotel services that target this group as a key market and they can have an opportunity to develop their services with more real information sources. They do strong long-term strategic decisions. Hence, the results provide tourism and hospitality marketers with a frame of a reference to determine what they need to know and how to implement actions through social media as an effective marketing tool.

Tourism marketers can facilitate the process of information flow through social media and this influence provides a noteworthy contribution to their marketing and sales efforts. Marketers should take social media users into consideration as a part of their marketing information system (MIS). Innovative social media strategies, including consumer-friendly interaction and complaints should be developed for pre-travel, on the travel and past-travel stages of the customers. Instant access will always be open to this community. Nowadays, young people especially students are more using social media than other aged group. So accessibility of tourism and hospitality services through social media could increase the number of people who want to buy these services, creating a unique opportunity for marketers to reach more consumer groups than ever before. Integrating tourism and hospitality services into the individual social media accounts by establishing an online feedback system can be designed as an extension of marketing intelligence at a lowest cost.

5.3 Needs for Further Study

First of all, this study is conducted to identify the effect of social media on consumer behavior in local travelling: A Case Study in University of Co-operative of Management, Thanlyin. Therefore, respondents in University of Co-operative and Management, Thanlyin are the main assets for the study and play an important role. There are many limitations in this study. This study used simple random sampling to conduct study and there are only 290 respondents were chosen. Therefore, the obtained data from the 290 respondents are not reliable to represent the whole students in University of Co-operative and Management, Thanlyin. Given that this study is limited only University of Co-operative and Management, Thanlyin, the findings of this study would need to be validated by further research. Future research should apply other measurement instruments and scales in other Co-operative

Universities and Colleges, other higher education institutions. Future research with more student respondents from all universities in Myanmar and other public could be done to know the interrelationship between consumer behavior and behavioral intention and social media. Finally, future research could include more the effect of social media on consumer behavior and further analysis of the mediating and moderating effects of these antecedents.

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Analysis of Domestic Travelers' Preferences in Myanmar: Post Pandemic Scenario

Theint Eaindray Nway Nway¹

Abstract

The research paper aims to discover the new travel behaviors of Myanmar native tourists after COVID-19 pandemic. The study considers three vital categories to analyze the new travel preferences of domestic travelers: choice of destination, use of travel services and perception of domestic travelers on health and hygiene status. For this purpose, this study used survey questionnaires to gather the data. The data collected were analyzed by using the quantitative research approach. Finally, key findings of this study and recommendation are described for the stakeholders based on the travelers' behavioral changes that emerged as a result of this pandemic.

Keywords: COVID-19, Travel behaviors, Travel preferences, Domestic travelers, Health, Choice of destination, Travel services, Hygiene status

I. Introduction

The travel and tourism industry plays a crucial role in countries' development strategies due to its significant contribution to socio-economic development and job creation (WTTC, 2020). The 2019 annual research, which was conducted by The World Travel and Tourism Council, covers 185 countries globally reveals that the total contribution of the tourism industry to the world's GDP is US \$8.9 trillion and it is 10.3 percent of global GDP. The research also states that one in four new jobs were made by the tourism sector and spread benefits by the means of direct, indirect and induced contributions to the world economy.

Looking at the development of tourism sector in Myanmar before pandemic, there has been a significant growth since 2011. According to the report which was released by Yangon Stock Exchange (2018), the number of tourists visiting to Myanmar grew 1.1 million in 2011 in comparison to the previous year when it was only at 0.8 million. Starting from 2011, international arrivals increase dramatically to 4.7 million in 2015. Tourist expenditure won major growth from 930 million dollars to 1.79 billion dollars during those years. Total domestic expenditure of foreign tourists grew dramatically, expanding by 6 times from 320 million dollars (0.5% of GDP) to 1 billion 970 million dollars (2.9% of GDP). Hotels and other tourism related facilities have attracted foreign direct investment, growing 3.8 times from 1.14 billion dollars in 2011 to 4.37 billion dollars in 2017.

Tourism is a notable sector that can support the country's economy; however, it is also the most sensitive and vulnerable sector to internal and external crises such as political

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instabilities, economic recessions, natural disasters, and pandemics (Sönmez, Apostolopoulos, & Tarlow, 1999). Many unexpected events such as natural disasters, socio-political changes and economic crises can threaten the development of tourism. Many tourist sites have faced the risks such as terrorist attacks and wars, natural incidents, health crises in the last decade (Tejan, 2018). However, COVID-19 is not like the previous health crisis; the impact is bigger and wider than others. Despite international tourism recovered 63% of pre-pandemic levels in 2022, still 37% fewer than in 2019 (UNWTO, 2023).

Likewise, Myanmar tourism industry was extremely affected by the pandemic due to travel restrictions. The World Bank (2020) addressed that international tourism declined by 40 to 50 percent by the end of financial year 2019/2020 while the frequency of scheduled flights which fly locally fell by 64% during mid-April and mid-May. In the third quarter of FY19/20, there was a brief increase in domestic tourism, supported by stimulatory measures from government, but this recovery was curtailed by a resumption of restrictions in the subsequent quarter. Domestic flights stopped for the second time in the year compounding the decline in tourism-related earnings from hotels, restaurants, the rental market, overland transportation and other services (World Bank, 2020).

This condition results in the closure of hotels and tourism related businesses, and more than half of a million of employees were put on furlough. The ILO (2020) estimates that 94% of hotels and restaurant enterprises stopped their operations due to the pandemic. According to a survey which is conducted by a tourism business in August and September 2020, more than 50% of tourism businesses loss their earnings in excess of 10,000 USD and approximately 33% of businesses have reduced their staff by more than half (MOHT, UNWTO, & LuxDev, 2020).

The number of travelers who are willing to travel abroad significantly fall due to the physical difficulties and psychological anxiety about traveling outside of the country after the COVID-19 outbreak, the demand for domestic travel has naturally increased. To support this, the Organization for Economic Co-operation and Development (OECD) has announced that domestic tourism will play a significant role in the current and future post-COVID-19 recovery phases (2020). In Myanmar, the number of domestic travelers increased and domestic travel services are back in operation almost as usual due to the ease of travel restrictions in April 2022.

Domestic tourism was the major contributor for the recovery of hospitality and tourism sector in the short to medium term not only in Myanmar but also globally. Many countries including UK, US, China, Hong Kong, Singapore, South Korea, and Japan have also experienced increases in demand for domestic holidays and staycations. Similarly, domestic tourism rose since the vaccine rates increased and health restrictions eased in Europe (Misrahi, Royds, Jus, & Sun, 2021). In addition, livelihood diversification, ecosystem regeneration, cultural revitalization, and domestic tourism has been identified as four ongoing tourism resiliency trends in Southeast Asia. The context of tourism becomes quality for the

environment and health (Adams, Choe, Mostafanezhad, & Phi, 2021). COVID-19 has altered the way we live, work and travel, and shifted traveler requirements, expectations, and preferences in the process (Misrahi, Royds, Jus, & Sun, 2021).

From this background, a question arises: in the post pandemic era, what are the new trends in domestic travel? In other words, what are the preferences of domestic travelers which emerged from the consumer behaviors that is adapted by the experience of Covid-19 pandemic? Thus, the key considerations of the study include what new tourism products are demanding and what challenges might experience in the time of new reality after the crisis. Hence, quantitative methodology is used in this paper for identifying new behaviors of travelers.

Aims and Objectives

The purpose of the study is to offer a holistic view of emerging consumer trends in Myanmar after the pandemic, helping stakeholders in order to make informed decisions and adapt to the changing landscape of the tourism industry. Thus, the study aims to find out the new travel behaviors of Myanmar native tourists for the purpose of suggesting feasible solutions and recommendations for the tourism industry, which can help in tailoring tourism products to attract and satisfy domestic travelers and designing marketing campaigns. As for the objective, identifying the new travel preferences of domestic travelers which emerged as a result of pandemic, in the context of destination choice, use of travel services, and health & safety matters.

II. Literature Review

Domestic Tourism

Domestic tourism is one of the forms of tourism. UNWTO (2008) defined that "domestic tourism comprises the activities of a resident visitor within the country of reference either as part of a domestic tourism trip or part of an outbound tourism trip." South-East Asia's economy has gradually developed by leading to an expansion of the tourism industry over the last several decades (Hitchcock, King, & Parnwell, 2018). In the current context of globalization, Asian societies have been deeply reshaped: better transportation, emergence of a middle class, valuing of leisure, and new relationship to time, space, culture, self and/ or even body, etc. It has also reformulated tourism practices: structuration and systematization of all-inclusive pilgrimage tours by travel agencies or mass organizations, as well as increasing contact with foreign cultures and tourists' practices.

A study by Martin Michalon (2018) shows that domestic tourism in Myanmar is also going through such deep changes. Likewise, tourism research which are related to domestic tourism in South-East Asia has increasingly been recognized (Singh, 2009 as cited in Michalon, 2018). Aramberri (2015) argue that domestic tourism is a rather new and long-

neglected subject especially for developing countries, where it remained a blind spot of research for a long time.

Myanmar domestic tourism market after Covid-19

In April 2022, Myanmar government has eased restrictions on travel after suspension for over two years, both domestic and international air travel increased. The number of domestic flights from Yangon International Airport from January to October 2022 was twice as high as the same period in 2021 (World Bank, 2023). Total air traffic movement growth by 61 and 91 percent at the Yangon and Mandalay International Airports, respectively in this year. Passenger traffic at domestic airports also increased significantly, particularly in the top five destinations including Mandalay, Sittwe, Tachilek, Myitkyina, and Lashio. International tourist arrivals increased fourfold in the first half of 2023 compared to the same period of last year. However, international tourist arrivals amount to only about 20 percent of its pre-pandemic level in sharp contrast to the rest of the ASEAN region (World Bank, 2023).

During Thingyan holiday in April 2022, Rakhine State, Chaungtha Beach, Ngapali Beach, Bagan, Taunggyi, and Inlay were the most crowded areas, with 16,000 local/international tourists in Rakhine State and 15,000 tourists per day in Bagan, according to the Ministry of Hotels and Tourism. Several evidences shows that the amount of local people who travel in the country in 2023 rose sharply compared to the last year 2022. Local pilgrimage to the Bagan Ancient Cultural Territory is about three times more than in the previous year (Eleven Media, 2023).

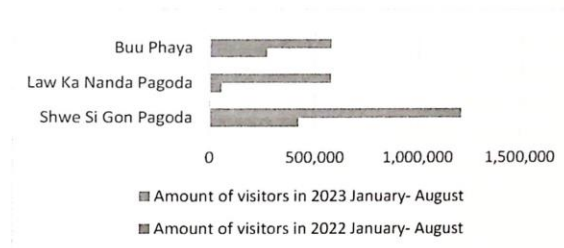


Figure 1: the number of visitors to the attractions in Bagan in 2022 and 2023

Source: Eleven media, 2023

Consumer Behavior in Tourism

Consumer behavior is one of the most researched area in the field of tourism since the understanding of the factors which influence the tourists' decision-making process such as attitude, perceptions, motivation to travel and external factors is the key to develop new tourism products and marketing strategies (Horner & Swarbrooke, 2016). Furthermore, studying tourists' behavior plays an important role in order to understand the reason why

travelers choose a tourism product, service or destination instead of another. The knowledge of tourists' motivations brings to destination managers useful information about tourist needs and wants, and helps them with destination planning and marketing (Andrades, Dimanche, & Ilkevich, 2015). According to Andrades, Dimanche & Ilkevich (2015), tourism organizations can design products and strategies which make their clients satisfy when they understand tourists' behaviors. In addition, firms' revenues or destination economies increase as a result of satisfied and loyal customers.

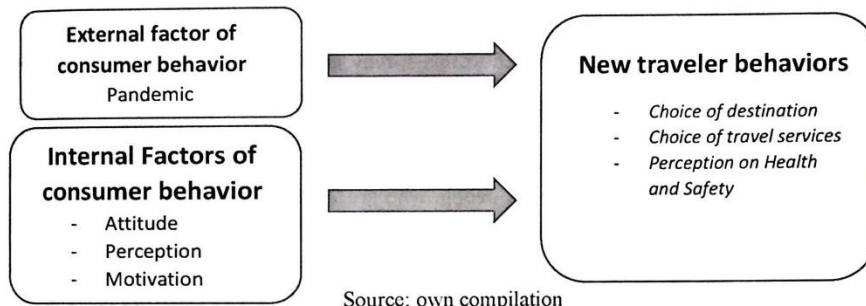
Consumer behaviors can be described as 'activities people under-take when obtaining, consuming, and disposing of products and services' (Blackwell, Miniard, & Engel, 2006; as cited in Andrades & Dimanche, 2015). Tourist behavior is the combination of interactions between internal factors (motivation, attitudes, perceptions, etc.) and external factors (economic environment, security, socio-cultural environment, etc) (Andrades, Dimanche, & Ilkevich, 2015). The authors also agree that tourism behavior results from the processing of stimuli, which are evaluated according to personal preferences and internal characteristics. Additionally, external variables modulate perceptions and decisions.

Psychological factors; attitude and preference influence the buying decision of consumer, which are also related to psychological reasons such as perception and new attitude preference to travel (Riestyaningrum, Ferdaos, & Bayramov, 2020). Consumer attitude towards a particular brand influences purchases intention decision (Bagozzi & Dholakia, 1999; as cited in Riestyaningrum, Ferdaos, & Bayramov, 2020). Philip Kotler and et al. (2017) state that attitude is a person's judgments, emotions, and action tendencies toward an object or an idea. It stimulates people to like or dislike something and choosing or not choosing the things. Bagozzi and Dholakia (1999) also agree that Consumer attitude towards a particular brand influences purchases intention decision.

During the SARS pandemic period, Wen & Kavanaugh (2008) measured changes in consumer behavior particularly in three vital areas; general impacts, attitude and preferences, and safety and hygiene. Likewise, in Covid-19 era, Ferdaos and et al. (2020) studies impact of Covid 19 to international tourists' behavior by addressing these three dimensions. The results of previous researches described that the attitude towards tourism inclination, and the fact that public hygiene and safety are now greatly considered by travelers. In addition to this, Yuni (2020) analyze Indonesia domestic tourist's travel preferences post-covid-19 pandemic. In Yuni's study, traveler's preferences concern with the choice of destination and use of travel services are mainly discussed.

Additionally, tourists' purchase decision on tourism products is heavily influenced by the tourist experiences which can be changed due to external factors or crisis such as weather, strikes, war and disease outbreaks (Horner & Swarbrooke, 2016). As the tourists are sensitive to crisis, there is an increase in fear, tension and/or confusion at the time of each crisis end (Bodosca, Gheorghe, & Nistoreanu, 2014). Regarding the relationship between traveler behaviors and crises, Scott et al 2010; Perriman, et al (2010) clarify that the preferences and the attitude of tourists after the crisis will likely to change.

Figure 2.1 Conceptual Framework of the Study



Source; own compilation

III. Methodology

Research method

The main purpose of this study is to understand the new behaviors of domestic travelers after the COVID-19 pandemic, particularly in three contexts; choice of destination, use of travel services and perception on health and safety. Positivistic methodology was used for this study, mainly selecting descriptive survey methods by using questionnaires. Research instruments used were questionnaires. The method of distribution was via the Internet (social networks) and in person data collection. The questionnaire was divided into four sections. The questionnaires were based on (1) socio demographic factors (2) new behaviors in choosing destination (3) new behavior in use of travel services (4) perception on health and safety. For the last section, Likert rating scale will be used, 5-point Likert rating scale was used, where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree.

In addition, this research also collects data through literature study using literature or documents published by other parties. Respondents are individuals who answered a questionnaire consisting of 100 respondents collected and the sampling technique used was purposive random sampling. It is a sampling technique with certain considerations to achieve data which can represent the population (Sugiyono, 2010). In this project, data were collected mainly from travelers from the four regions; Mandalay region, Yangon region, Shan state and Naypyidaw territory. SPSS software was used to analyze quantitative data. The data analysis applied was quantitative descriptive analysis, which is done by classifying a variable data based on their respective groups.

Limitation

In this research, only the external factor, limited to the health risks caused by Covid-19, is taken into account for new tourism behavior. Only three psychological factors; motivation, attitude and perception of travelers that have adapted to new normal situation considered. This research is also limited due to the limited number of respondents and time.

IV. Results and Discussion

4.1 Respondent Characteristics

Majority of people who responded to this survey are from Mandalay region account for 72% of the participants. The respondents who are from Naypyitaw are in 11 % follow by the portion of participants from Shan state. 7 % is from Yangon Region. 63 % is female, 37 % is male in 100 respondents. Out of 100 respondents, the largest portion is in the age of 11 to 26 years old with 64 %. The group of people who are 27-42 is at the 33 %, followed by the oldest generation group of people who are in the age of 43-58 account for 3 % of the participants. The people who respond to surveys are well educated as 71 % of respondents complete a Bachelor degree and 16 percent have a Master degree. The group of respondents who completed the PhD degree and high school students are also in the same amount at 2 percent. 36 % of respondents are students and a quarter of the respondents are working in the public sector at 25% follow by the number of respondents who are working as self-employees at 24%. The group of participants who are working at private sector is 15 %. Over half of the people have under 300,000 Kyats monthly incomes. 31 percent of respondents can earn 300,000 to 500,000 Kyats monthly. Among the rest of the people, 10 % can earn 500,000 to 1,000,000 USD monthly followed by the group who have over 1,000,000 Kyats at 6 %. Over half of respondents travel at least 2times after pandemic by 67%. The second largest group is the participants who travel 5 times at 25%, followed by the group of people who travel above 5 times at 8 %.

Table 1: Statistics of the sampled domestic traveler's characteristics

Respondent Profile	Category	Percentage
Area of Origin	Mandalay Region	72.0 %
	Naypyitaw	11.0 %
	Shan State	10.0 %
	Yangon Region	7.0 %
Gender	Female	63.0 %
	Male	37.0 %
Age	11-26	64.0 %
	27-42	33.0 %
	43-58	3.0 %
Marital Status	Married	13.0 %
	Single	87.0 %
Education	Bachelor	71.0 %
	Diploma	9.0 %
	High School	2.0 %
	Master	16.0 %

	Phd	2.0 %
Profession	Private Sector	15.0 %
	Public Sector	25.0 %
	Self-employed	24.0 %
	Student	36.0 %
Monthly income	300,000-500,000	31.0 %
	500,000-1,000,000	10.0 %
	above 1,000,000	6.0 %
	under 300,000	53.0 %

Source: Survey data (2023)

The tables below are the results of the discussion regarding the preferences of domestic tourists in traveling seen from various indicator. Particularly, the indicators in the first table show the attitude toward travelling after the pandemic the major motivation of travelling after the health crisis can be assumed as leisure according to the results from second table.

Table 2: Attitude toward travelling after pandemic

Attitude to travel	n	% of respondents (n=100)
I travel immediately	8	5.6%
I started travel after few months	44	31.0%
I started travel after several months	53	37.3%
I started travel in 2023	37	26.1%

Source: Survey data (2023)

Table 3: Reason for trips

Reason for trips	n	% of respondents (n=100)
leisure	68	43.3%
business	46	29.3%
VFR	43	27.4%

Source: Survey data (2023)

Most of the people do not travel as soon as the travel restrictions eased. They started travel again after few months or several months after the ease of travel restrictions due to Covid-19. Additionally, the major motivation to travel also come from their desire for relaxation as a number of respondents mentioned that 68 percent of the trips as leisure and the highest number of respondents expressed that they want to relax during their trips at 76%.

4.2 Choice of Destination

Majority of respondents want to travel to the places where they can relax and touch with nature. As a consequent of lock down and stay at home period, they get stress and realize the value of green environment. However, Adventure tourism still has few potential since it has chosen by only few respondents. These results show that nature-based tourism such as campaign tours, hiking, trekking will be more demanded tourism types in post

COVID-19 period. Heritage sites and cultural base tourism also has the potential as over half of participants responds that they want to go pilgrimage and want to explore at culture and heritage sites.

Table 4: Types of tour

Types of tour	n	% of respondents (n=99)
nature based	50	50.5%
adventure	7	7.1%
pilgrimage	61	61.6%
culture	30	30.3%
business	36	36.4%

Source: Survey data (2023)

Table 5: Activities during trip

Activities during trip	n	% of respondents (n=100)
nature based activities	55	55%
join festivals	27	27%
relaxation	76	76%
explore culture & heritage	46	46%
go pilgrimage	52	52%
try local food	66	66%
buy local products	52	52%

Source: Survey data (2023)

From the following table, Kalaw and Bagan are the most chosen destinations for their next trip by the respondents in the new normal era follow by Taungyi and Pyin Oo Lwin. Among the beaches, the most selected one is Ngwesaung.

Table 6: Planned destinations

Destination	n	% of respondents (n=96)
Naypyitaw	8	8.3%
Yangon	9	9.4%
Mandalay	8	8.3%
Bagan	23	24.0%
Ngwesaung	14	14.6%
Chaungthar	13	13.5%
Ngapali	7	7.3%
Pyin Oo Lwin	16	16.7%
Innlay	14	14.6%
Kalaw	24	25.0%
Taungyi	18	18.8%
no plan yet	9	9.4%

Source: Survey data (2023)

Being a low budget trip is no longer a major consideration for travelers in compare with health and safety factor. Large number of participants described that the health and safety is priority for them. Having good situation in health and safety at the destination is the most considered factor when planning trip, followed by popularity of destination and weather condition. Most respondents are likely to go to a place if it is popular, safe and having good weather condition regardless of budget. Since nature-based tourism is the popular type of trip, people mostly consider the weather situation of the destination when they travel because the weather is an important factor for outdoor recreation.

Table 7: Major consideration when planning trip

Considerations	n	% of respondents (n=99)
popularity of destination	63	63.6%
low budget	46	46.5%
Health & safety	70	70.7%
weather condition	55	55.6%

Source: Survey data (2023)

4.3 Use of travel services

Half of the respondents use private car while travel. People seems to have less worry concern with transmission since the amount of people who travel by express car is still high at 61%. People are less likely to travel by flight and hire car as these transportations are chosen by 24% of participants. Train is the least one that used by travelers.

Middle class hotels have the highest opportunity in the market after the pandemic since the majority of respondents want to stay at those types of accommodations. Respondents also express that they are more likely to stay at friends or relative's house rather than choosing cheap guest houses or motels.

Table 8: Transportation and accommodation

Travel service	Type	n	% of respondents (n=99)
Mode of transportation	private car	50	50%
	express car	61	61%
	hire car	24	24%
	train	12	12%
	flight	24	24%

Accommodation	monastery	10	10%
	friends/relative house	46	46%
	cheap guest house/motel	41	41%
	middle class hotel	50	50%
	luxury hotel	24	24%

Source: Survey data (2023)

Majority of respondents prefer to enjoy meal at local restaurants. Additionally, people also enjoy to try street food at local night markets. Fine dining is the least type of restaurants that have chosen by travelers. At the same time, tasting local foods has chosen by over half of the respondents at 66%. This survey results also suggest that culinary tourism should be consider as a potential type of tourism for domestic market in the post pandemic period.

Table 9: Food and Beverage

Restaurants	n	% of respondents (n=100)
night market (street food)	58	58%
restaurant where I can get local food	89	89%
franchise restaurant (e.g. KFC)	43	43%
fine dining	17	17%

Source: Survey data (2023)

In terms of travel arrangement, only few people use travel agents.

Table 10: Travel arrangement

Travel arrangement	n	% of respondents (n=100)
self-arrangement	98	98%
travel agent	9	9%

Source: Survey data (2023)

4.4 Perception to health and hygiene status

Health and safety condition of destination is the major consideration of travelers during their trips. Travelers in all ages have the same opinion on the importance of health and safety. The majority of the respondents strongly agree that Health & Safety is the most important part of their trip. Besides, respondents also agree that it is important to find important information regarding health and safety of the destination before the trip and to get update information during their trip. People also want to have easy access to health care

service while they are travelling. This is also one important thing for the government or the destination management organizations should be prepared. In terms of vaccination and buying travel insurance, people do not enthusiast to agree on those factors.

A noticeable finding in this research is that majority of respondents strongly agree on hygiene factor. Their expectation on the cleanliness of accommodations, restaurants, food stalls, attraction sites and stations are significantly high.

Table 11: Perception to health and safety matters

Perception to health and safety matters	Mean
Health and safety matter is important for a traveler	4.40
It is important to find information regarding health and safety of the destination before travel	4.33
It is important to get update information about health and safety during the trip	4.21
Perception to the use of health and safety related services	
It is important to get access to health service when travel	4.13
It is important to be vaccinated when travel	3.83
It is important to buy travel insurance when travel	3.14

Source: Survey data (2023)

Table 12: Perception to hygiene

Perception to hygiene	Mean
At the destination, it is important to clean at parking and stations	4.23
At the destination, it is important to clean at attraction sites	4.36
At the destination, it is important to clean at restaurant/food stall etc.	4.44
At the destination, it is important to clean at hotel/motels etc.	4.48

Source: Survey data (2023)

V. Conclusion and Recommendation

This study has revealed that the preferences of domestic travelers based on the new behaviors that are adapted by Covid-19. Findings show that leisure tourism and pilgrimage

tours continue to growth in domestic travel market. Although many people want to avoid crowded place, popular attraction sites are still in the bucket list of travelers despite virus concerns. Nature based tourism will also be more demanding types of tours by domestic travelers. In this case, sustainable tourism will also be an important role. Regardless of the budget, health and safety of the destination becomes the most considered factor by travelers when planning the trip.

People want to receive the service which prioritize the hygiene and follow the rules and regulations which are established by authorities such as of Ministry of Health and WHO. Middle class hotels, local food restaurants and night markets have the highest probability to choose by travelers. All the service providers such as accommodations, transportation and food and beverage providers, Destination Management Organization and tourism association should update their tourism products and services in line with new preferences of travelers.

Creating nature-based tourism activities which are not adventurous, updating standard operation procedures of health and hygiene, providing training to the employees about the occupational health and safety, the concept of sustainable tourism and carrying capacity of destination should be considered in this time. Additionally, providing information in time is important in the age of uncertainty. Finally, the further research should be conducted as there was some weakness in data collection and analysis in this study due to time limitation.

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Examining on the Mya Sein Yaung Microfinance in Bayet Village, Thanlyin Township, Yangon Region

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Abstract

This paper examines the effect of Mya Sein Yaung microfinance on the socio-economics conditions of households in Bayet Village. It is 10 miles from Thanlyin Township. The main objective of the paper is to analyze Mya Sein Yaung microfinance on socio-economic conditions of households in Bayet Village, Thanlyin Township. In this study, the descriptive method is used to achieve the objective. The primary data were collected from a sample of 200 respondents from the survey conducted in Bayet village. The study found that the members of Mya Sein Yaung microfinance can borrow credit without collateral with a lower interest rate. They have also received many benefits such as increasing income, increasing ownership and better housing conditions from Mya Sein Yaung project funds by receiving loans and investing in their income-generating activities. It is also found that if they can earn, their socio-economics condition will develop more.

Key Words: households, microfinance, income, lower interest rate

I. INTRODUCTION

Microfinance exists a type of financial services affecting individuals and small businesses that nonexistence access to the conventional banking and finance interrelated services. Microfinance refers to the transfer of different financial services for the poor to allow them to raise their income levels up to the development. It is a way to support economic development and construct new jobs and advance through the support of micro-entrepreneurs and small businesses. The world has been stimulated by the socio-economic impacts of microfinance on poverty alleviation, most notably in lower income countries. Microfinance plays a critical role in financial inclusion and alleviating poverty in rural areas.

Microfinance supports the rural poor to increase their productive capacity by receiving improvement in their human resources and financing. It has the unique features of supporting a large number of rural population in lower income country and reducing poverty. It can contribute to solving the problem of lacking housing and rural services as an integral part of poverty alleviation programs. Poor people in rural areas are unable to access the formal banking sector due to the lack of collateral, poor infrastructure such as transportation and communication essential to reach formal banks at township level and restricted existence of banks.

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Microfinance relieves the gap and works as a benefit for the people living in rural areas which help them to have strength with respect to their financial problems. Rural urban migrants and other poverty-stricken people living in the sub-urban area of the township need to have access to credits to invest in small business. Since they have no access to the financial sector, microfinance is the only way to access loans. The development of rural areas is very important because it affects majority of the population. The main objective of rural development is to improve the socio-economic conditions of the rural people. Microfinance plays a critical role in rural development. Microfinance is an essential part of rural economy. The worldwide accepted that microfinance is the best way to reduce rural poverty.

1.1 Objective of the Study

The objective of the study is to analyze Mya Sein Yaung Microfinance on socio-economic conditions of households in Bayet Village, Thanlyin Township.

1.2 Method of Study

In this study, descriptive method is used with quantitative and qualitative approaches. The primary data are collected by conducting personal interviews with structured questionnaire. The secondary data are collected from reports of Department of Rural Development.

1.3 Scope and Limitations of the Study

This paper focuses on the effect of the Mya Sein Yaung Microfinance Project on the socio-economic condition of households in Bayet Village in Thanlyin Township. This study collected the data from 200 respondents which is 44% of the 450 actual loan recipients out of 700 members of Mya Sein Yaung microfinance. This study only focuses on Mya Sein Yaung microfinance and does not include other microfinance.

1.4 Organization of the Study

This research is organized into five chapters; Chapter I is the introduction which includes objective of the study, method of the study and scope and limitations of the study. Chapter II presents literature review. Chapter III describes an overview of the Mya Sein Yaung Microfinance Project. Chapter IV includes background history of Bayet Village. Chapter V explains the analysis of survey data. Chapter VI concludes with findings and suggestions.

II. LITERATURE REVIEW

2.1 Definitions of Microfinance

Microfinance means providing financial assistance in the form of a loan, insurance saving, fund transfer, training entrepreneurs and small businesses, requiring access to banking and interrelated services. According to Irobi (2008), "Microfinance is an economic

development model intended to benefit the low-income part of society". Mawa (2008) confirmed that microfinance is an important step towards poverty reduction. Microfinance used to be known as microcredit. Microcredit bring up to the practice of issuing small loans without additional services. Since microcredit is offered along with a range of other services, the term microcredit has been replaced with the term microfinance.

Microfinance is an effective development tool for the improvement of the economy, since financial institutions service make it possible for poor and households whose income are low to obtain advantages of the economy. Schreiner and Colombet (2001) defined microfinance as "the attempt to improve access to small deposits and small loans for poor households neglected by banks".

2.2 Concept of Rural Development

Rural development is being considered as a plan to improve the socio-economic conditions of the rural people, by covering benefits of development to the people living in rural areas. It refers developing better physical, social and economic conditions of the people living in the rural areas. It can be just expected the progress of transformation in the economic and social of rural people and rural development means overall improvement of the living standard for rural people. Moreover, it is about reduction of poverty, increasing productivity, providing basic services such as education, health, water, sanitation and basic infrastructure, etc.

Rural development generally refers to the process of improving the quality of life which people living in relatively isolated and sparsely populated areas. Rural development should be seen as the core of any viable strategy for national development in developing countries where 75% of the population live in rural areas. Rural development is multi-sectorial, including economic, sociopolitical, environmental and cultural aspects of rural life. Education, entrepreneurship, physical and social infrastructure all play an essential role in developing rural regions.

2.3 Role of Microfinance in Rural Development

Microfinance includes a significant role in rural development. Poor groups of society can start their own small businesses and create new job opportunities with the help of microfinance. Thus, microfinance is the support of the rural economy. Microfinance services are aimed to reach excluded classes, usually poor population segments, possibly groups of a socially, marginalized or geographically more isolated group of people, and the motto is to help them to become financially self-sufficient.

Microfinance is providing micro credit to people living in utter poverty and has no reach for conventional and formal financial products. It is an assistance to participate them in productive activities and grow their tiny businesses. The improvement of rural livelihoods is the aspect of poverty reduction that microfinance institutions focus on. Most poor people manage resources to develop their businesses and their home over a time. Financial services could enable the poor to force their initiative, accelerating the process of assembling incomes, assets and economic safety.

III. OVERVIEW OF MYA SEIN YAUNG VILLAGE DEVELOPMENT PROJECT

3.1 Background History of Mya Sein Yaung Village Development Project

Myanmar is a developing country in the Southeast Asia and trying to achieving sustainable development of the country. Myanmar is comprised of 14 States and Regions, one Union Territory, which is Nay Pyi Taw Council, and two Sub-States, 73 Districts, 330 Townships and 63,899 Villages, and 70.4% of total population lives in rural areas. 29.2% of the rural population (about 10.5 million of rural people) is in grass-root level. Therefore, rural development in Myanmar is essentially critical for achieving sustainable and all-round development of the country. The government of Myanmar has set up strategic framework for rural development and it includes five strategies, which are:

- (i) Prioritizing and Implementing All-round Development Strategy;
- (ii) Synergy of Development Intervention and Multiplying Impacts Strategy;
- (iii) Good Governance Process for Progressive Rural Development Strategy;
- (iv) Sustainable Financing for Rural Development Strategy; and
- (v) Effective Collaboration Strategy, the project will be implemented via a village revolving fund mechanism.

In accordance with the rural area development strategic framework, the Department of Rural Development of the Ministry of Agriculture, Livestock and Irrigation has been implementing the Evergreen Village Development Project (Mya Sein Yaung - MSY), starting from 2014-2015 fiscal year in order to create job opportunities, to increase household income, and to ensure food and nutrition security by implementing the subsistence livestock farming.

The key objectives of Evergreen Village Development Project (Mya Sein Yaung - MSY) are:

- (1) To reduce the rural poverty by increasing job opportunities and household incomes,
- (3) To implement village development activities by rural people themselves to meet the needs of villages, spending the increased interest rate from the revolving fund,
- (4) To improve the capacity of rural community and to grow the resilient communities that can respond the unexpected disasters in strong manner.

3.2 Characteristics of Mya Sein Yaung Village Development Project

Evergreen Village Development Project (Mya Sein Yaung-MSY) has been implemented by the Department of Rural Development with the government fund in order to undertake sustainable rural development activities. The Evergreen Village Development Project (Mya Sein Yaung – MSY) provides Kyat 30 million (approximately USD 21, 000) to each project village as a revolving fund from the government budget. The implementation method of the project is to set up the revolving fund in each project village and to operate the fund sustainably by increasing the amount of fund through receiving low and affordable interest rate. For providing the villagers with the microfinances from the project revolving fund, the

village committee can set the amount of interest rate (from 0.5% to 1.5% per 100 kyat monthly) by the consensus of the village level committee's meeting. The activities to be undertaken with revolving fund include agriculture, livestock, fisheries, electrification, manufacturing, small-scale enterprises, livelihood and income generating activities.

The characteristics of Mya Sein Yaung Village Development Project are as follows:

- (1) Revolving Fund is common ownership of each project village;
- (2) Repaying the fund and its interest to the village committee;
- (3) Managing the fund by the villagers themselves and setting the interest rate;
- (4) Lending the credits to the villagers for increasing the amount of fund with its interest;
- (5) Utilizing the fund in the village development activities by the common agreement of all villagers;
- (6) Setting the period to repay the interest, based on types of the activities;
- (7) Reducing the poverty thanks to income generating activities;
- (8) Carrying out measures at village level in line with democratic practices;
- (9) Undertaking the development activities with accountability and transparency;
- (10) Nurturing good practices of gender equality;
- (11) Encouraging good practices of cooperation between the village community and the government staffs, and building their capacity.

3.3 Criteria for Selection of Villages

The selection of villages is based on the following criteria and discussion with the residents of the respective states/regions and the relevant organizations.

1. The poor villages,
2. The village has the potential to do a living that can increase income with low interest loan,
3. Governance of Law and order (Free from illicit alcoholic drinks, gambling, narcotic drugs),
4. Enthusiasm and unity of the villages
5. Smooth Transportation and Stability and Security of the village area
6. The village must at least 80 household and above.

3.4 Benefits of the Mya Sein Yaung Village Development Project

The benefits of the Mya Sein Yaung village project will equally contribute and be beneficial to both men and women as well as to the vulnerable groups. By the extension of MSY project implemented, grass-root level households in project villages will enjoy the following advantages.

- (a) Promoting Village Spirit,
- (b) Increasing rural household income,

- (c) Availability of job opportunities and technology transfer for local people,
- (d) Development of agriculture, livestock, village production and small-scale trading,
- (e) Reducing debt burdens of rural households,
- (f) Being able to implement village development activities with the interest of revolving fund,
- (g) Enhancing the capacity of local people and encouraging democratic practices on cooperation among them,
- (h) Developing good practices of transparency and accountability,
- (i) Improving wisdom and knowledge,
- (j) Increasing women's cooperation,
- (k) Implementing a national reform process, people centered development and implementation of proposals submitted by grass-root level.

IV. BACKGROUND HISTORY OF BAYET VILLAGE

The study was carried out in Bayet Village, Thanlyin Township. Bayet Village is (10) miles from Thanlyin Township. It lies between north latitudes 16° 45' and 38° and between east longitudes 96° 18' and 96° 12'. It has a total area of 14.65 square miles (13456 acres). There are (563) households, and a total population (2736), a male population (912), a female population (1824). Most of people are employed as farmer, mason, sewing, livestock, retailer and casual laborer. In addition to an economic aspect, it has good economic conditions because it has good transportation since the concrete road is connected with the village and Thanlyin Township is a concrete road. They can use cars, circles, and bicycles as transport vehicles.

The farmland in Bayet Village is silty soils, and paddy is mainly cultivated. In the dry season, some dry season crops are grown on a limited scale. In the early days, paddy and groundnut were mostly grown for economic purposes, but only paddy has been growing late since the late of 1990s because of fertility topsoil decline and economic scale. Rain-fed paddy remained the crop grown in the monsoon season (May – October), but in the dry season (November-April), green gram (Pedisein) was cultivated to the maximum in the farmlands. It is known that paddy is grown in November and gathered in April. Groundnut are marketed as seeds, but not as a seeds. Livestock and fish are not farmed in the village. Most of the households earn on living by the agricultural farms.

V. DATA ANALYSIS

This section describes demographic characteristics of respondents, information of Mya Sein Yaung microfinance loan and opinion of respondents about Mya Sein Yaung microfinance.

Table (1) Gender Distribution of the Respondents

Gender	Frequency	Percentage
Male	96	48%
Female	104	52%
Total	200	100%

Source: Survey data (July, 2023)

Table (1) shows the gender distribution of the respondents from sample households. It is found that 48% of respondents are males and 52% of respondents are females. It is found that women borrow loans more than men. And it is also found that Mya Sein Yaung microfinance institution does not cause gender discrimination. It is good for the community because gender discrimination is one of the major sources of poverty.

Table (2) Age Group of the Respondents

Age(Year)	Frequency	Percentage
18-25	34	17%
26-40	55	27.5%
41-60	68	34%
Above 60	43	21.5%
Total	200	100%

Source: Survey data (July, 2023)

According to Table (2), the majority of respondents who borrow loans from Mya Sein Yaung microfinance institution are at the age between 41 and 60 years (34% of respondents). 15% of respondents are between 26 and 40 years and 21.5% of respondents are the age above 60. 17% of respondents are the age between 18 and 25 years respectively.

Table (3) Marital Status of the Respondents

Marital Status	Frequency	Percentage
Single	27	13.5%
Married	162	81%
Divorced	3	1.5%
Widow, Widower	8	4%
Total	200	100%

Source: Survey data (July, 2023)

Table (3) shows the marital status of the respondents from sample household. It is found that 13.5% of respondents are single and married respondents are 81%. It can be seen that 4% of respondents are widows and widowers and 1.5% of respondents are divorced. It is found that married respondents borrow loans more than single, divorced and widowers respondents.

Table (4) Education Level of the Respondents

Education Level	Frequency	Percentage
Primary Level	83	41.5%
Secondary Level	88	44%
High School Level	21	10.5%
Graduate Level	8	4%
Total	200	100%

Source: Survey data (July, 2023)

According to Table (4), it is found that 41.5% of respondents are primary education level, 44% of respondents are secondary education level, 10.5% of respondents are high school level and 4% of respondents are graduate level respectively. Most of the respondents are primary level and work in their farms and borrow loans from microfinance institutions.

Table (5) Size of Family of the Respondents

Number of Family size	Frequency	Percentage
2-4	55	27.5%
4-6	107	53.5%
6-8	38	19%
Total	200	100%

Source: Survey data (July, 2023)

Table (5) shows the size of families of the respondents from sample households. It is found that 27.5% of respondents have between 2 and 4 members in their families, 53.5% of respondents have between 4 and 6 members in their families and 38% of respondents have between 6 and 8 members in their families respectively. Most respondents have many family members. Thus, they may use family expenses more than other families. That is why they borrow loans from microfinance institutions to use for their farm expenses.

Table (6) Reasons of Borrowing Loan of Respondents

Purpose	Frequency	Percentage
Agriculture	163	81.5%
Livestock and Fishery	6	3%
Trade	15	7.5%
Handicraft	5	2.5%
Others	11	5.5
Total	200	100%

Source: Survey data (July, 2023)

According to Table (6), 81.5% of respondents are the largest purpose for a loan group by agriculture and 7.5% of respondents are the second largest purpose of loan group by trade. 3% of respondents are purpose for livestock and fishery and 2.5% of respondents are purpose for handicraft. The remaining 5.5% of respondents use the Mya Sein Yaung microfinance loans for other purposes. According to the result, it is found that the main purpose of borrowing is

for agriculture. The reason is that most of the households in Bayet village are occupied as farmers and are mainly engaged in farming.

Table (7) Loan Amount of Respondents

Loan Amount (Kyat)	Frequency	Percentage
50000-100000	10	5%
100001-200000	33	16.5%
200001-400000	157	78.5%
Total	200	100%

Source: Survey data (July, 2023)

Table (7) represents the loan amount that respondents borrow from Mya Sein Yaung Microfinance. About 5% of respondents takes loans between 50000 and 100000 kyats, 16.5% of respondents takes loans between 100001 and 200000 kyats. About 78.5% of respondents takes loans between 200001 and 400000 kyats. It is found that the majority of respondents take loans between 200001 and 400000 kyats.

Table (8) Opinion of respondents about Mya Sein Yaung Microfinance

Variable	Mean	Std. Deviation
The interest rate indicted by the microfinance institution is reasonable and affordable	4.450	.5559
Your income is increased as the effect of your contribution in Mya Sein Yaung project	4.000	.0000
The number and nature of assets you have influenced increased as the result of your participation in Mya Sein Yaung project	4.000	.0000
Your saving has been value-added as the result of participating in Mya Sein Yaung project	4.000	.0000
You are able to send all your school age children to school after you have participated in the Mya Sein Yaung project	3.270	.4451
After participating in this project, you are able to catch medical and health care services in clinic or hospitals	4.000	.0000
Your financial position has been improved as the result of participating in Mya Sein Yaung project	4.000	.0000
The level of support expected from the Mya Sein Yaung project have been encouraging to run the business	4.000	.0000

Employment opportunity has been increased as the result of participating in Mya Sein Yaung project	4.450	.5559
Overall progress has been perceived in the general living standards of the family since you started participation in Mya Sein Yaung project	4.450	.5559
The loan repayment schedules are convenient for households	4.000	.0000
The loan amount provided by the microfinance is sufficient enough to run your business	4.000	.0000

Source: Survey data (July, 2023)

According to Table (8), the answers of the respondents regarding the interest rate, it can be seen that the mean value of opinion (1) is 4.450. This situation has a positive effect on the borrowers. Because interest rate is low, the repayment is not delayed, it is repaid on time. Because of the interest is low, it is found that households are taking out more often.

As for opinion (2), the mean value is 4.000, and the respondents also said that their income has increased. Due to the increase in income, they will be able to expand their businesses and create employment opportunities in their village. The mean value is opinion (3) is 4.000 and it can also be seen that the assets of households are increasing. The increase in asset possession is another indicator that the poor borrowers are benefiting from the Mya Sein Yaung microfinance program. Most of the respondents have improved their household assets after getting loans from project.

The other indicator for poverty reduction is the saving pattern of poor borrowers in which the saving pattern can contribute to smoothing the consumption, help to acquire reserves for bad times. Majority of the respondents replied that their savings had been increased because the mean value of opinion (4) is 4.000. Saving can enhance income-generating activities. Furthermore, it can support people's hope for their current and future life. They are usually use for extension in business, for donation and for the future.

It is found that the mean value of opinion (5) is 3.270. Therefore, it was observed that the borrowers claimed that they could send their school-aged children to school after receiving the loan. With regard to the poverty indicator related to access to education, all respondents accepted that they are able to send their school aged children to school. This is also another indicator whereby microfinance programs have contributed to help the poor have access to education.

Access to the health service is also another important indicator of poverty. Microfinance borrowers are able to improve their access to health services after they participate in the program because it can be seen that the mean value of opinion (6) is 4.000. Poverty is explained as deprivation of basic needs, the increase in the type of food and number of meals consumed has been considered as one of the indicators for reduction in poverty level. From this, one can understand that the poor people that participate in the microfinance program are able to secure food self-sufficiency. This suggests that a significant proportion of individual who took a

microfinance loan saw an increase in their financial position, which could have positively impacted their financial situation. According to the mean value of opinion (7) is 4.000, respondents also answered that their financial position has increased after getting loans.

Respondents were asked to evaluate the support they receive from the Mya Sein Yaung microfinance institution to run their business. They said it is totally sufficient. It can be seen that the mean value of opinion (8) is 4.000. In this regard, the microfinance institutions have to design a proper methodology to support their clients rather than just providing loans.

Majority of respondents accepted that participation in MSY microfinance improves employment opportunities because the mean value of opinion (9) is 4.000. Because of the increase employment opportunities, the income will increase and the living standards of households will also increase. Only then we will be able to narrow the different gap in living standards between urban and rural areas. Microfinance institutions should consider the harvesting time for agricultural input loans and provide sufficient time for repayment of loans given to small and micro businesses.

It found that the living standard of respondents has improved after receiving the loan according to the mean value of opinion (10) is 4.450. The loan repayment period is also much easier than other microfinances. The repayment schedule is convenient for most of respondents and then it can be seen that the mean value of opinion (11) is 4.000. The loan repayment schedule is another critical factor that can affect the borrowers' productivity. The other most important factor in supporting the poor through microfinance activity is average loan size per borrower. The respondents answered that the amount of money lent by Mya Sein Yaung microfinance is sufficient to run the business. It was also observed that the mean value of opinion (12) is 4.000.

VI. CONCLUSION

6.1 Findings

It has been observed that Bayet village is a village with development potential. Mya Sein Yaung microfinance has been providing loans to households in Bayet village since 2014. The total members of Mya Sein Yaung microfinance is 700 in Bayet village. There are 450 actual recipients. Most of the borrowers are recipients who work in agriculture. Each village had been provided 30 million as the village development funds by the government in 2014-2015. The loans were distributed to different households in these village. The genders of respondents are 48% male and 52% female. This study shows that 34% of the 41 to 60 – years-olds ages are the most village borrowers. Most of respondents are at secondary education level. 44% of respondents are married. This implies that married respondents seem to have more lent than single.

Borrowers for agriculture get the largest loan and other business borrowers get the smallest loan group. There was an increase in income before the Mya Sein Yaung project compared to incomes after the project. According to the survey, villages will improve ownership conditions after taking credit. Household assets ownership analysis projects before and after projects also increased. As a result, respondents responded to joining the project,

respondents respond better in their economy and livelihoods status. It is found that the majority of the respondents accepted that their savings have been increased. The people have received many benefits, such as increasing income, increasing ownership and better housing conditions from Mya Sein Yaung project funds by receiving loans and investing in their income-generating activities. The committee implemented the infrastructures such as rural roads in this village. The villagers can easily go from place to place. With the development of communication, the living conditions of the villagers have also increase. As there is pre-primary school, parents can leave their children safely there and do their work in peace of mind. They can save time and do more work, and the result is that they can learn their socio- economic conditions will develop more. Therefore, the respondents agreed that Mya Sein Yaung project could improve their incomes as well as their socio-economic conditions of the Bayet village.

6.2 Suggestions

In this study, farmers cannot get enough money to buy modern equipment such as tractors, ploughs and so on. The Mya Sein Yaung microfinance gives loan to farmers up to 250000 kyats. But the modern equipment is very expensive and over 900000 kyats. Therefore, the Mya Sein Yaung microfinance should lend long-term loans and the loans amount should increase. Mya Sein Yaung microfinance institutions should consider the harvesting time for agricultural input loans. The Mya Sein Yaung microfinance institution should share not only loans utilizing knowledge but also modern farming technology. Mya Sein Yaung microfinance should support the improvement of employment opportunities for the villagers in this village.

Mya Sein Yaung microfinance should use the appropriate loan size for different borrowers by considering between credit worthiness and repayment capacity and capability. Mya Sein Yaung microfinance should be encouraged to lend to inhabitants. Village leaders and local governments should monitor loan progress in order to increase income via loan. The loan officer should suggest using and taking the Mya Sein Yaung microfinance if they actually need it to set up the income raising. Mya Sein Yaung microfinance should create social loans like health care loans and education loans for their family and themselves. Finally, the necessary skill training should be provides as necessary for the township level responsible staffs who will act as responsible persons on behalf of the Ministry and for the village committees, with the cooperation of the Ministry and the local and foreign non-government organizations, in order to run the program which needs expertise. The project staff should provide the knowledge to borrowers that if they properly use their loan amount in their business, their income will also be increased for them.

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