

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF COMMERCE**

**FACTORS INFLUENCING CAREER CHOICE OF
BTHM STUDENTS AT NMDC**

NANN NANDAR OO

DECEMBER, 2020

**FACTORS INFLUENCING CAREER CHOICE OF
BTHM STUDENTS AT NMDC**

**This thesis is submitted to the Board of Examiners in Partial Fulfillment of the
Requirement for Degree of Master of Commerce (M.Com)**

Supervised by

Dr. Tin Tin Htwe
Professor
Department of Commerce
Yangon University of Economics

Submitted by

Nann Nandar Oo
M.Com – 28
(2019-2020)

ABSTRACT

The purpose of the study was to identify the career choice of BTHM students and to analyze the factors influencing BTHM students' career choice in National Management Degree College. Primary data were collected by interviewing with the BTHM students through the use of structured questionnaires. Secondary data were obtained from relevant books, journals, previous studies and internet websites. The survey includes the sample of 160 students which were randomly selected. This study observes influencing factors such as environment factors, opportunity factors and personal factors. According to multiple regression analysis, environment factors and personal factors have significant influence on career choice. This study recommends that teachers and parents should provide positive suggestions with pros and cons to the students so that they choose the right career path. This study suggests that students should develop their own skills that required for their interested and valued career by attending training courses.

ACKNOWLEDGEMENTS

Firstly, I would like to express my deep gratitude to Prof. Dr. Tin Win, Rector, Yangon University of Economics, and Pro-rector Prof Dr. Ni Lar Myint Htoo, Yangon University of Economics, for giving me the opportunity to undertake this thesis.

And I also would like to express deepest gratitude and give my truthful & hearty thanks to Prof. Dr. Soe Thu, Head of Commerce Department, Yangon University of Economics for permission to undertake the study.

Especially, I appreciate Prof. Dr. Tin Tin Htwe, Department of Commerce, Yangon University of Economics, for providing valuable guidance, suggestions, comments and useful guidelines to prepare this paper. I convey special acknowledgements to all teachers for sharing their knowledge and experience.

Moreover, I would like to extend my appreciation to BTHM students from National Management College for giving their valuable time in answering to this research survey question. Finally, my special thank also go to my parents and friends who helped and supported me to accomplish my thesis.

TABLE OF CONTENTS

	Page
ABSTRAT	i
ACKNOWLEDEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
LIST OF ABBREVIATIONS	vii
CHAPTER I INTRODUCTION	1
1.1 Rationale of the Study	2
1.2 Objectives of the Study	3
1.3 Scope and Methods of the Study	3
1.4 Organization of the Study	3
CHAPTER II THEORETICAL BACKGROUND	4
2.1 Concepts of Career Choice	4
2.2 Theories for Career Choice	4
2.3 Factors Influencing on Career Choice	5
2.4 Previous Research Studies	10
2.5 Conceptual Framework of the Study	12
2.6 Working Definitions	13
CHAPTER III OVERVIEW OF NATIONAL MANAGEMENT COLLEGE	14
3.1 Higher Education in Myanmar	14
3.2 National Management Degree College	14
3.3 Bachelor of Tourism and Hospitality Management	17
CHAPTER IV ANALYSIS OF FACTORS INFLUENCING ON CAREER CHOICE OF BTHM STUDENTS AT NMDC	18
4.1 Research Design	18
4.2 Demographic Profile of Respondents	18

4.3	Reliability Analysis	20
4.4	Factors Influencing on Career Choice	20
4.5	Career Choice	24
4.5	Analysis on Factors Influencing on Career Choice	25
CHAPTER V	CONCLUSION	27
5.1	Findings and Discussion	27
5.2	Suggestions and Recommendations	28
5.3	Needs for Further Research	29
REFERENCES		
APPENDIX		

LIST OF TABLES

Table No.	Description	Page
4.1	Profile of Respondents	19
4.2	Reliability Analysis	20
4.3	Environment Factors on Career Choice	21
4.4	Opportunity Factors on Career Choice	22
4.5	Personal Factors on Career Choice	23
4.6	Career Choice	24
4.7	Regression Results of Influencing Factors and Career Choice	26

LIST OF FIGURES

Figure No.	Description	Page
2.1	Strategic Factors that Influence Students' Career Choice in Kenyan Universities	11
2.2	Conceptual Framework of the Study	12

LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
BTHM	Bachelor of Tourism and Hospitality Management
MTHM	Master of Tourism and Hospitality Management
NMDC	National Management Degree College
SPSS	Statistical Package for Social Scientists

CHAPTER I

INTRODUCTION

Career is a word related embraced for a critical time of an individual's life and with opportunities for progress. Career was generally connected with paid employment and referred to a single occupation. In today's world of work, the term career is viewed as a continuous process of learning and advancement. A career is a pattern of occupation related experiences acquired during one's working life. A career comprises of the adjustments in qualities, precatives and an inspiration that happens as a person grows older.

Career choice is a process that describes or explains the decisions that a person makes when selecting a particular career. The career choice and development consider the various stages a person pass through from youth to mature adulthood. Career choice should be a well thought of, informed and planned process. Career has many different choices that students need to decide to the best career they can pursue. Finding the right career is the most important step for achieving success in students' life. Other individual and their family's socio-economic status really impact on making their career (Stebleton, 2007). The environment, personality and opportunity factors of students determines how they make career choices (Splaver, 1977).. The logical variables such as social support, which incorporates friends, family and family member, influence the career choice of a person.

For each approaching university student, choosing the best course can be expected a difficult decision as well as thinking about their future career. Some students know precisely what course to handbag while others do not know which one will get them there. The significance of choosing a degree as well as course available is essential and basic part for every student as it is the structure square of future success. Students should be educated about the career path they will be taking to assist them prepare for their career path. However, career choice has become a complex science with the advent of information technology, the emergence of post industrial revolution and job competition.

Today the tourism industry is becoming a major attraction for the people for their career. The employment and tourism are intrinsically co-related to each other as it has industry create employment opportunities in different areas like accommodations,

transportation and in attractions sites. Environment, opportunity and personal factors assumes a great role in the university students' career choices. Therefore, factors influencing on career choice is a significant phenomenon for students.

1.1 Rationale of the Study

Tourism industry is a composite of activities and services that delivers a travel experiences to individuals and groups travelling for purpose of pleasure. Nowadays, the tourism business has played a major role in driving forward Myanmar's economic development since the start of national reforms in 2011. Moreover, the Myanmar Tourism Master Plan 2013-2020 has presented its vision to develop the tourism and hospitality sector to create career and business opportunities for the Myanmar People. The tourism industry is making job opportunities for millions of individuals in the world. The industry hires employees with a variety of educational level and skill about tourism field. Therefore, individuals who are willing to work in the tourism industry needed theoretical knowledge and skills about tourism field. National Management Degree College and Mandalay Degree College are two public universities that are lecturing about tourism and hospitality management in Myanmar. Master of Tourism and Hospitality Management (MTHM) course for people who have working experiences at executive level has been opened at Yangon University of Economics since the year 2020. Other private universities and training centers such as Myanmar Imperial University and Chindwin College are also giving training and practical knowledge about tourism industry. At National Management Degree College, course for Bachelor of Tourism Management was opened starting from the 2012-2013 academic year. In 2017-2018 academic year, the major name of Bachelor of Tourism Management was changed to Bachelor of Tourism and Hospitality Management. There has average 100 students who are graduated from BTHM course yearly. They may have career opportunities in tourism industry after graduation.

In order not to make wrong career choice among BTHM students, it is important to determine the influential factors on their career choice. Environment factors, opportunity factors and personal factors have an influence on making career choice. Students may notice which factors make them to be confused in making career choice. Perhaps, this thesis can provide guidelines on the career knowledge and self-knowledge coverage with career decision to shape career choice of BTHM students at National Management Degree College. The thesis can benefit the Tourism and Hospitality

Department of National Management Degree College in understanding the choice factors used by their students in joining the career.

1.2 Objectives of the Study

The objectives of the study are as follows –

- To identify career choice of BTHM students at National Management Degree Choice
- To analyze factors influencing on career choice of BTHM students at National Management Degree College

1.3 Scope and Methods of the Study

This study focused on environment, opportunity and personal factors influencing on career choice of BTHM students from National Management Degree College. For the primary data, a sample of 160 respondents were selected randomly from students who are attending BTHM at NMDC. Questionnaire surveying was conducted in this study.

The descriptive method and multiple regression method were applied in this study. The survey questionnaires were arranged and identified by five-point. Likert scale starting from (from one to five implying that Strongly disagree=1, Disagree=2, Neutral=3, Agree=4, strongly Agree=5). The survey questionnaires were used to identify the environment, opportunity and personal factors influencing on career choice. Secondary data are obtained from textbook, journals, research papers and literatures which are related to this thesis.

1.4 Organization of the Study

This study comprises five chapters. The chapter (1) consists of the introduction of the study, the rationale and objectives of the study, scope and method of the study, and organization of the study. Chapter (2) includes theoretical background that is interrelated with the research topics and conceptual framework. Chapter (3) presents overview of National Management Degree College. Chapter 4 analyses of the influencing factors on career choice of Bachelor of Tourism and Hospitality Management Students of National Management Degree College. Finally, the fifth chapter summarizes the conclusion, recommendation and suggestion of further study.

CHAPTER II

THEORITICAL BACKGROUND

This chapter reviews the literature that described the students career choice process. There are six sections in this chapter. This includes concepts of career choice, theories for career choice, factors influencing on career choice, pervious research study, conceptual of the study and working definitions.

2.1 Concepts of Career Choice

Career choice is one of the fundamental significant decisions a student will have to take his or her life. The choice of decision will determine on the throughout of their lives. Career plays an extremely basic and huge part in the life of the individual because it decides the pattern of his or her income, impacts the individual's character and idea of life.

(Bandura, Barbarnelli, Caprara, & Pastorelli, 2001) expresses that a few factors including the background of their lives, their personal aptitudes, social contacts and educational satisfaction affected each individual. (Hewitt, 2010), states that parts of impacting on career choice can be extrinsic, intrinsic or both. (Hewitt, 2010) further expresses that the best majority of decisions on career choice are impacted by the family factors, through there are students who settle on career choice relied exclusively upon on their own cravings or who basically pick a career because it pays more compensation. People need to create their personal income; they need work fulfillment, security, regard and accomplishment.

2.2 Theories for Career Choice

There are various career choice theories and models, no single one is enough to describe the broad field of career development. Career theories can be categorized as one of three categories which can be a valuable type of classification. First category is theory of process. Theory of process identify with collaboration and change over time. This can be described by theories in which there are a progression of stages through which individual pass. Theory of content is second category. Theory of content identify with the attributes of the individual and the setting they live in. The effects on career choice are believed to be either intrinsic to the individual or begin from the setting in

which the individual lives. The third category is theory of content and process. Theories of content and process have been framed because of a requirement for theory to consider both of these key areas. These theories incorporate both the qualities of individuals and their specific situation, and the development and associates between them.

Career are determined by a connection between personality and the environment in John Holland's Theory of Career Choice (Holland, 1985) keeps up that in choosing a career, individual incline towards jobs where they can be associate with other people who are assemble them. They look for conditions that will allow them to utilize their aptitudes and capacities and express their mentalities and qualities, while taking on agreeable problems and roles. Behavior is controlled by a connection between personality and environment.

Frank Parsons initiated the trait and factor theory in 1908. The trait and factor theory work under reason that it is possible to measure both individual abilities and the properties needed in specifically jobs. It also accepts that individual may be coordinated to an occupation that's a good fit.

(Krumholtz, D.J & AIS,L, 2010) states that indecision is desirable and sensible, as it allows the opportunity for people to benefit from unplanned events. This theory is called planned happenstance. This arising theory explicitly addresses the requirement for individuals to deal with in the quickly changing labor market. Managing life advances is viewed as a basic career management skill. At the core of this theory is the way that unpredictable social components are significance influences on individual lives.

2.3 Factors Influencing on Career Choice

The environment, opportunity and personal factors of students that determine how they make their career choices. Environment, opportunity and personal factors play a major role in choosing career. Environment factor is that the first factor in choosing a career. Parent's instructive foundation may also impact students' perspectives on whether or not to proceed their education.

Opportunity factor is the second factor that influence in choosing a career. According to the (Perrone, Zanardelli, Wothington, & Chartrand, 2001), the opportunity of students influencing on the career choice. Opportunity factors can affect how students view their future in a specific career area and in a particular career field.

A few careers request that individual have the personality to coordinate the characteristics off the occupation (Bassili, 2008). The personality of a student should be self-motivated to explore profession potentials from childhood, and not the type of postponing that delays until they are compelled to decide (Splaver, 1977).

This clearly shows that students' career choice is influenced by environment, personal and personal factors. Students of universities and college will settle career choice depending on either the environment, opportunities or personal or combination of two of all the three factors (Stebbleton, 2007). This research aims to find out how these factors influence BTHM students' career choices in the NMDC.

2.3.1 Environment Factors

Career theorist (Krumholtz, D.J & AI S,L, 2010) studied that environment factors affect career decision making. An individual look to endure with the environment factors all through a career, with individual objectives, through simultaneously consolidated into the environment (Kroll, Dinklage, Lee, Morley, & Wilson, Development in Career, 1970).

Career choice is the harmonizing of identified and meeting needs of one's self whereas responding to the realities of life and environment forces at the same time. As a person in a career has continuously evenhanded one's aspirations and how they suite into the reality of the workplace. According to (Kroll, Dinklage, Lee, Morley, & Wilson, 1970), much of the informal and formal knowledge given through civilization and surroundings has been aimed at gaining, retention and utilization of information concerning the world. It is concluded that both the environment and individual as important factors in the construct.

(a) Socio-economic Status

Socio-economics is often estimated as a combination of instruction, pay and occupation. Assessments of socio-economic status frequently reveal inequities in admittance to resources, in addition to issues identified with advantage, force and control. Social status is passed down from age to generation, they may not benefit from numerous opportunities or on the other hand they may not be able to perceive all the opportunities to them (Hooley, 2012). High aspiration and motivation to accomplish will assist individual to reach their objectives. A positive connection exists between the socio-economic status of the family and one's goals. Individual with higher socio-

economic status were bound to be competent and to settle on professional occupations (Sellers, Satcher, & Comas, 2009).

(b) Family Member Influence

Parents and members of the family play a significant role in career choice. Parents want their children to discover happiness and achievement in daily life and career choice is one variable that affects happiness and achievement. Research also demonstrated that when students feel engorged and loved by their parents, they have more confidence in their own abilities to choose and achieve a career. According to (Kniventon, 2004), the family can directly or indirectly provide information and guidance, to influence the career choice of young person.

2.3.2 Opportunity Factors

Education and career do not synchronize the capacities to opportunities. Timing and region as opportunities are very important in fulfilling aspirations. Students demonstrate all the ambition, talent and expertise needed for a particular career but if the student has not gained at the perfect point in time in perfect region, their expectations for that beneficial career are reduced. Students generate appropriate concepts of career patterns or life processes only if there are employment opportunities available after high school. Opportunities should be introduced in order to capitalize on the abilities of most student. To investigate the requirement for students is discussed in much of the literature concerning career choice. The students must have researched, conceptualized, and attempted substitute available. The student should not have been pleased with the simplest opportunity. The constant career choice could be embraced throughout one's life as a lifelong strategy.

(a) Future Job Opportunities

Future job opportunities also include opportunity factors in making career choice. Students will feel confident when they know that the career they will choose have greater future job opportunities. If students do not know specially about opportunities about the career that they will choose, they even got conflict their career choice.

(b) Mentorship

Mentorship is a relationship in which a more experienced or more educated person assists to guide a less experienced or less educated person. It is a learning and improvement association between someone with immense experience and someone who needs to learn. Collaboration with an expert may also be important to gain capability with social tools.

Mentorship experience and relationship structure influence the amount of psychosocial support, career guidance, role demonstrating, and communication that happens in the coaching relationships in which the protégés and mentors concluded in. Research shows that students who experience great mentorship also have a more prominent difference in making sure about academic tenure-track positions, or more career advancement potential in organization or areas outside the college.

2.3.3 Personal Factors

(Splaver, 1977) encouraged students to get comfortable with their personality in order to manage their major choice. In their course decision, influencing factors decide what they might want to be and what they are. Regarding personal factor, individuals' psychological abilities, special capacities and interests are needed to be considered. (Harris & Jones, 1997) states that a career plan created included personality assessment through self-evaluation, and communication with others, another quality that was heavily dependent on personality.

When a career has been limited, personality plays a role in the acquisition and retention of jobs in the area of choice. Attitudes used in interviews have focused on the correct personality along with viable methods of working in groups alongside co-worker. Therefore, it is useful for students to consider the perceptive they hold about themselves when choosing a major (Kroll, Dinklage, Lee, Morley, & Wilson, 1970). Personality mentalities have been coordinated into coherent methods of thought, feeling and reacting to our environmental assessment. The environment, such as our proper training has assumed a significant role in the arrangement of personality constructs.

One's experience is limited by the ability to see only what the individual is able to interpret. The whole bunch of organic and mental qualities as well as sociable and physical characteristics with genetic background are combined into individual determinants. Rate of maturity is also a determinant (Kroll, Dinklage, Lee, Morley, & Wilson, 1970).

(a) Interests

Interest is defined as the things that hold one's consideration or stimulate one's curiosity (Sear and Gordon, 2002). As interest changes so does career choice of an individual change. Inventories of interest were developed to help recognize interests and relate them to career paths and profession.

(b) Values

Vales are essential and key belief that guides or inspire mentalities or activities. They are a source of motivation which can be found in one's behavior. Sears and Gordon (2002) pointed out that, the values held by a network or society play a leading role in influencing the type of career students take. They argued that students who come from social structure that is refined for certain deeply established qualities will probably not seek a career that seems to undermine these values.

(c) Skills

Skills may be normal capacities or may be procured through education and training (Sears and Gordon, 2002). (Hewitt, 2010), characterized skill as capacity to achieve something one has numerous abilities, some of which are probably underestimated.

(d) Holland's Personality Types

The Holland theory is the most popular and most broadly explored theory on this topic. It is widely used by professionals. According to (Holland, 1985) theory of Career Choice, as personalities types, all occupations can be split into six working environments (realistic, investigative, social, enterprising, artistic and conventional). Holland's six work environment are as follows;

Realistic

Individual who like to work with animal, tools or machines: generally, avoids social exercises like teaching, healing and informing others. They consider self as practical, mechanical and reasonable.

Investigative

Individual who like to study and settle math or science problems; generally, avoids leading, selling or convincing people. They are acceptable at understanding and tackling science and math problems.

Social

An individual who want to assist people like teaching, nursing, or giving emergency treatment, giving information. They are acceptable at teaching, counseling, nursing or giving data. They consider as helpful, friendly and dependable.

Enterprising

This refers people who want to lead and convince people, and to sell things and thoughts; generally, avoids activities that require cautious perception and logical, insightful thinking.

Artistic

People in this group like to do creative activities like art, drama, crafts, dance, music or crating writing; generally, avoids highly requested or excess activities. They are acceptable imaginative capacities and they see self as expressive, original and free.

Conventional

Typified by grate concern for rules and regulation, great self-control, subordination of personal needs and strong identification with power and status. Conventional types favor structure and request and thus look interpersonal and work circumstances where structure abounds.

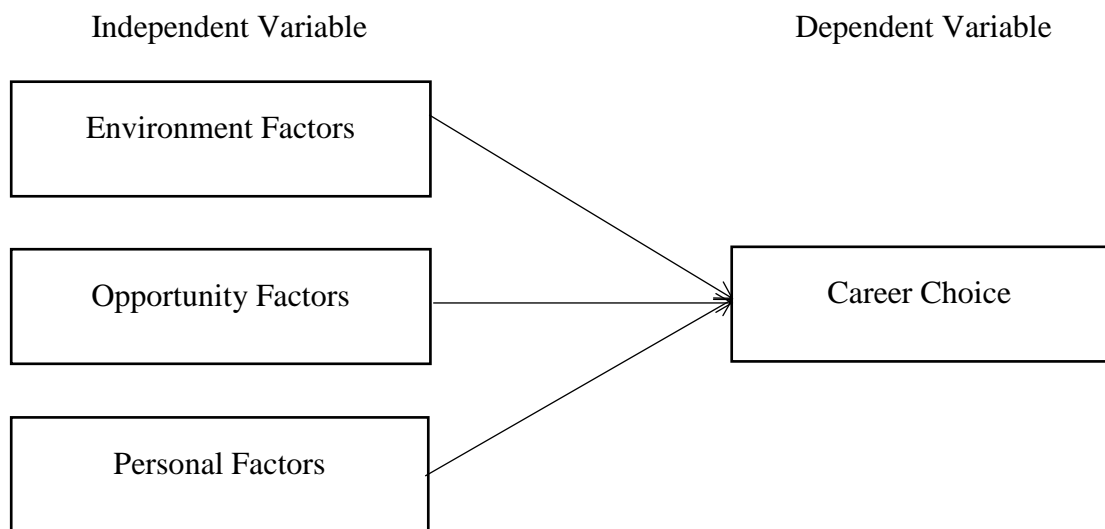
2.4 Previous Research Studies

This section provides a review of some previous research studies. The first paper is the factors influencing on career choice of students at Hermantown High School which is analyzed by (Micheal, 2002). The study used the statistical data to see that the career choice of high school students was influenced by environment, opportunity and personal factors. 325 senior class students were selected to comprise the population in the study.

The second paper is that strategic factors that influence students' career choice in Kenyan Universities is investigated by (Omari, 2014). The study examined how the independent variables (environment, opportunity and personality) affect the dependent variable (career choice). The study adopted descriptive survey and targets 115 students of the United States International University (USIU). This study observed that there were significant factors influencing on career choice of students.

The third paper is that the factors influencing career choice of hospitality students in Moi University, Kenya conducted by (Wafula, 2012). This research paper examined factors that influence career choice among students undertaking hospitality management such as personal, environment and opportunity. This study applied descriptive statistics and its findings showed that majority of students are influenced by opportunity and environment factors and not influenced by personal factors.

Figure (2.1) Strategic Factors that Influence Students' Career Choice in Kenyan Universities



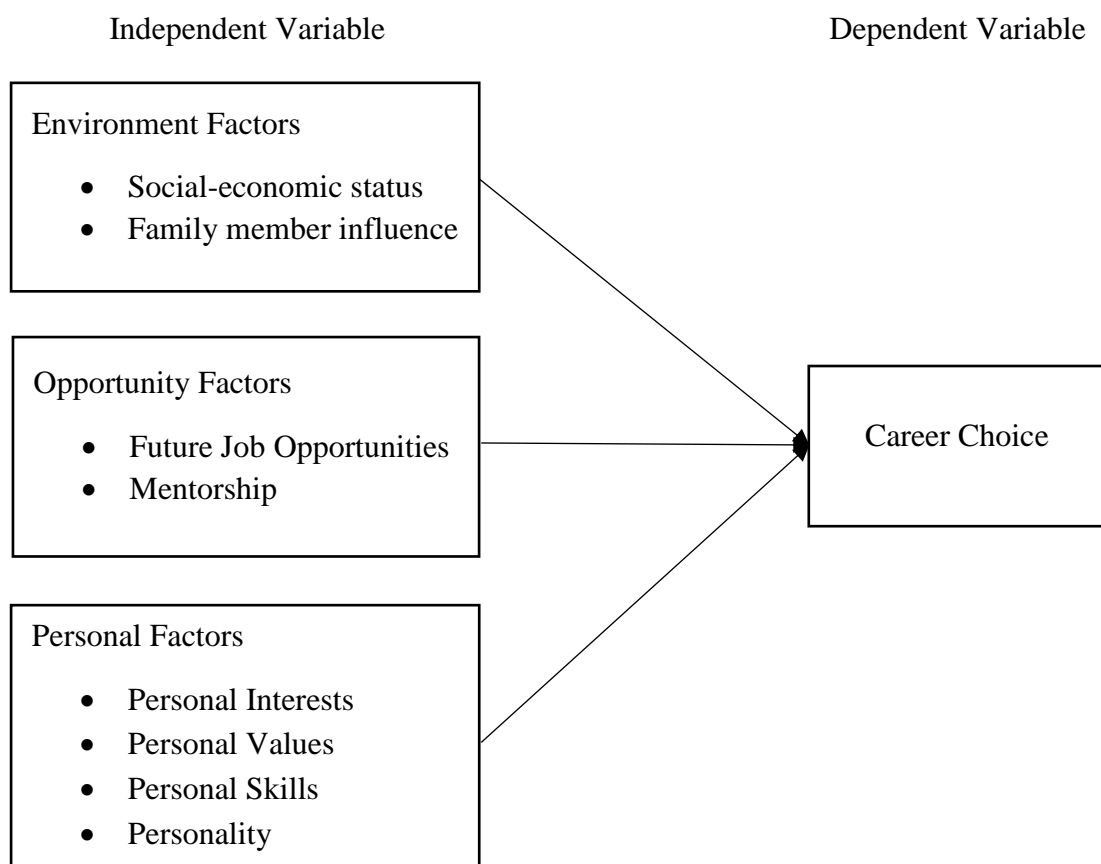
Source: Omari Saul Gavo (2014)

From the findings, over forty seven percent of respondents were influenced by environment factors in making career choice. In this research, ninety percent of the respondents were influenced by personal factors on career choice. The respondents felt that personal interest, values, skills and personality assumed a great role in their career choice.

2.5 Conceptual Framework of the Study

Environment factors, opportunity factors and personal factors are the gender consideration and occupation influential factors on students' career choice in this study. The conceptual framework of the study is proposed in Figure (2.2) to explain factors influencing on career choice of BTHM students at NMDC. In this framework, independent variable is environment factors, opportunity factors and personal factors and dependent variable is students' career choice.

Figure (2.2) Conceptual Framework of the Study



Source: Adapted from Omari Saul Gavo (2014)

In this framework, environment factors include family socio- economic status, family members' influence. Opportunity factors include future job opportunities and mentorship. Personal factors include personal interest, personal values, personal skills and personality.

2.6 Working Definitions

(a) Socio-economic status

Students' socio-economic background determines things like where they live and which school they attend and what occupation they choose.

(b) Family member influence

Family member influence include environment factors that influence students' career choice.

(c) Future Job Opportunities

If students know about future job opportunities about their career they choose, they will become more confident in choosing their career.

(d) Mentorship

Mentorship is significant, not only because of the information and aptitudes students can gain from mentors, but also because mentorship gives professional socialization and individual support.

(e) Personal Interest

Personal interest is the most significant factors in estimated and decided in students' career choice.

(f) Personal Values

Personal values are that the role of a network or society that influence the type of career students make.

(g) Personal Skills

Personal skills may be regular capacities or may be gained through education and preparing.

(h) Personality

Personality is the attributes patterns of thoughts, emotions and practices that make an individual unique.

CHAPTER III

OVERVIEW OF NATIONAL MANAGEMENT COLLEGE

This chapter presents overview of National Management College that includes higher education in Myanmar, background information of National Management College and about Bachelor of Tourism and Management Major.

3.1 Higher Education in Myanmar

The vast majority of universities and colleges are under the influence of the Ministry of Education. The government imagines higher education as a road for engaging individual settle on instructed choices and gain in Myanmar economic prospects and predict investment and predicts investment in education as a positive investment for the people of Myanmar. Universities and colleges in Myanmar remain extraordinarily consolidated and state run. In 2014, student enlistment in university was 550,000. Teaching rotates around textbooks guidance with almost no research focus.

Under the Ministry of Education, there are two parts of the Department of Higher Education, one for Upper Myanmar and the other for Lower Myanmar. The branches are responsible for the organization and coordination of higher education in Myanmar Military academies, colleges, engineering and business schools and medical schools in many cases remained open even while the other universities were. They offer the most modern and up-to-date facilities. Students going to these universities are frequently not permitted to speak freely, to compose freely or to distribute openly.

3.2 National Management Degree College

National Management Degree College (NMDC) is a college situated in the downtown area of Yangon, not only having a locational advantage but breeding graduates with high energy in different business areas. National Management College has its own unique trait of perceivability which can be viewed as distinct quality of the college for redesigning intelligent students, developing useful mentality on a wide scope of academic and social activities, grasping the opportunity from the difficult environment as well as ascending extreme sprit and expectation for progression through engaging students to attempt the college activities and making a positive organization between college and other industries, arranging contemporary occasions

such as workshop, seminar and information sharing moment for each major unit. One of the obvious things is rehearsing a reliable framework for perceiving the accomplishment of students not only for considering formal test system but for additional curriculum activities of the students. Updated training strategies of utilizing cases, presentation and tasks for individual and gathering function as well as 360-degree evaluation technique are also unmistakable features of NMDC. NMDC has not only improving academically related activity but also supporting the required facilities and thoughts in managing, cooperating and organizing other extra curriculum activities of literature, music, sports, scout, red cross, art, language clubs. At National Management Degree College, course for Bachelor of Tourism Management was opened starting from the 2012-2013 academic year. In 2017-2018 academic year, the major name of Bachelor of Tourism Management was changed to Bachelor of Tourism and Hospitality Management.

With high gratefulness on assuming the responsibility of a principal of NMDC, molding on NMDC brand to a world worthy and recognizable one which is made out well-defined academic projects in Myanmar, we have been strongly training the right strategic direction for the advancement of value assurance program me form the entire perspective of NMDC mainly focusing on developing a solid academic system related with proficient and compelling administrative systems that prompts to sustainability of our college, NMDC in the future.

NMDC development is in fine with the policy of Myanmar HE and corresponding to the changes in the education system and the improvement of the general situation in the country. In the changing higher education landscape of Myanmar, NMDC is progressive and modern due to extraordinary human resources, learning premises and new equipment in the classes. NMDC is known among higher education institutions as having advanced students, developing learning environment and modern teaching system. NMDC has an exceptional location in the downtown area, and it is an advantage among other HE institutions in Yangon. The College developed more than 200 contacts with business companies and organizations for internships for students; thus, the strength of NMDC is an intensive collaboration with the industry for students' internships and the practice-oriented education process. The College organizes annual external contacts boosting events- Open Campus, Career Fair that creates excellent opportunities for graduates' employment. The College receives

recognition for its initiatives from the community and visible support from external stakeholders.

Teachers at NMDC are applying new methods of teaching, upgrade their skills in various workshops and training. Teachers are looking for an international experience and possess postgraduate degrees in foreign countries. NMDC is in the process of the development of a few international education and research projects, that lets them exchange the ideas, to implement new forms and methods of the work to expand valuables partnerships. The College places high research hopes on the younger staff to be active in research and scientific publications, but the research support system is still pending. Teachers are very high evaluated by students, during the survey for strategic plan majors expressed their attitude towards NMDC through evaluation of the teachers: 'good teachers', 'good teaching methods'; 'a good place to study'; 'student-centered teaching'.

The Unique feature of the NMDC is a warm atmosphere and mutual respect between teachers, administration and students. It is formulated as a value of NMDC and reflects in everyday activities and NMDC life. By evaluating NMDC students mentioned 'happy studying environment', 'warmly', 'family', 'full of kindness', 'home', 'like a close friend', 'my second home', 'warm environment', 'smart'. NMDC plans to open a new curriculum according to the service and industry needs, and its vision and mission.

3.2.1 Graduated Programmes of National Management College

There are two postgraduate programmes and four undergraduate programmes that are available courses at NMDC. The two postgraduate programmes are Diploma in Tourism Studies and Management and MA Qualifying (Journalism). The first DTSM Course was opened in 2004 and it is a nine-month course. Bachelor of Business Management, Bachelor of Journalism, Bachelor of English for Professional Purposes and Bachelor of Tourism are undergraduate programmes. Every year is isolated into two semesters and every semester comprised of six modules. When to join as NMDC students, it is needed to get high matriculation exam marks (average 430). Class size is 100 students per class. The subjects provided by each major are supposed to be in line with the requirements of tremendously challenging environment. Most of the lectures have international experiences and possess foreign degrees. It is situated in unique environment of downtown area that can be accessible form different location.

NMDC has in total 3000 graduates. Graduates are brilliant; therefore, the College has a good name. Due to highly valued graduates' different industries invite NMDC students for internship and employment. College cherishes contacts with alumni and expands external relations with and through them. Graduate employment varies between the programmes 72%-83% and can have the opportunity to grow. More than 50 per cent of graduates express their intentions and wishes to proceed with their higher-level master's studies at NMDC and wait for the programmes' approval.

3.3 Bachelor of Tourism and Hospitality Management

BTHM is a four-year program in which 43 modules are included, there are two semesters in one academic year and for each semester there six modules. There is an internship program for at six months at the second semester of the third year. The evaluation system includes exam, activities, tasks and practical works etc. Moreover, E-Learning system is provided and the professionals from the industry as well as the visiting professor from foreign countries give lectures and seminars for the respective modules. The aims of the program are as follows:

- To produce quality products with all round development who are skillful in both literary work and practical work
- To support the learning system based on the needs of the Tourism industry and professional requirements
- To provide the learning system with quality and well-prepared syllabus and curriculum as well as effective teaching aids.
- To create the way to continue learning to Master level degree.

During the third year all students are needed to take part in a 6-month practical internship (Work-integrated education) at a hospitality or tourism organization. Students will be given with learning outcomes to achieve during the time, and a personal tutor will uphold the student through their internship to guarantee that their time is well spent, and they are getting sufficient relevant learning. A work mentor will be dispensed to each student in their place of internship who will uphold their learning and giving normal and final feedback on their performance.

CHAPTER IV

ANALYSIS OF FACTORS INFLUENCING ON CAREER CHOICE OF BTHM STUDENTS AT NMDC

This chapter presents factors influencing on career choice of BTHM students at NMDC. This analysis is based on empirical data collected from BTHM students in NMDC. There are three main parts in this chapter. They are research design, demographic profile of respondents and analysis of factors influencing on career choice.

4.1 Research Design

Quantitative research method was applied in this study. By using the five-point Likert scale to measure the quantitative information. The multiple regression analysis is the research analysis method.

The aim of the study is to identify the career choice of BTHM students at NMDC. Secondary data were collected from the relevant books, article, newspapers and website. Primary data from students of BTHM Major were acquired through online questionnaires survey. And then, sample of 160 students is taken from BTHM students at NMDC. The identification of sample units was based on the random sampling method. By running for reliability test, correlation and regression analysis, this study use SPSS (Statistical Package for Social Science) for the study results.

4.2 Demographic Profile of Respondents

Demographic factors of respondents are characteristic of population. Characteristics such as gender, age group, educational level and monthly income. In this study, survey data are collected from 160 BTHM students. The data collected from this survey about respondents' profile is organized in following Table (4.1).

Table 4.1 Profile of Respondents

Demographic Factors	Particular	No. of Respondents	Percentage (%)
	Total	160	100
Gender	Male	41	26
	Female	119	74
Age (Years)	Under 18	43	27
	18 to 20 years	93	58
	Above 20 years	24	15
Education Level	First Year	40	25
	Second Year	40	25
	Third Year	40	25
	Fourth Year	40	25
Income (Kyats)	less than 150,000	29	18.1
	150,001-200000	47	29.4
	200,001-250000	66	41.3
	250,001-300000	14	8.8
	above 300,000	4	0

Source: Survey Data (2020)

According to the Table (4.1), 74% of respondents are female and 26% of respondents are male. Therefore, it is found that female respondents focus on development and learning in education and career. The age of respondents is divided into three categories as under 18 year, 18 to 20 years and above 20 years. The majority of respondents are under 18 years of age which is 27% of total number of respondents. Age 18 to 20 years is 58% and above 20 years is only about 15%. The educational level of respondents has four sections: 25 % of total respondents are first year and, 25% are second year, 25 % are third year and the remaining 25% are fourth year. Monthly income of respondents can be categorized into five groups: less than 150,000 Kyats, 150,000-200000 Kyats, 150,000-200000 Kyats, 250,000-300,000 Kyats and above 300,000 Kyats. It is found that be less than 150,000 Kyats group is 18.1% and between 150,000-200000 Kyats is only 29.4%, between 200,000 and 250,000 is only 41.3% and between 250,001 and 300,000 is only 8.8%. it can be said that BTHM students are middle class people.

4.3 Reliability Analysis

Cronbach's alpha is the most widely recognized proportion of internal consistency (reliability). It is most frequently used when the questions that form a scale in a survey/ questionnaire are reliable in determining the scale. A regularly acknowledged dependable guideline is that an alpha of 0.6-0.7 indicated reasonable reliability, and good reliability shows 0.8 or higher. High reliability (0.95 or higher) is not really ideal, since this indicates that items might be totally redundant.

Table 4.2 Reliability Analysis

Factors	No. of Items	Cronbach's Alpha
Environment Factors	10	0.62
Opportunity Factors	5	0.65
Personal Factors	7	0.60
Career Choice	7	0.60

Source: Survey Data (2020)

According to Table (4.2), it could be observed that there are three independent variables environment factors, opportunity factors and personal factors and a dependent variable i.e. career choice. Alpha values for environment factors, opportunity factors and personal factors are about 0.6. The accepted alpha value in social science is 0.6 Ghazali (2008), which is also used by other researchers.

4.4 Factors Influencing on Career Choice

Regarding the factors influencing on career choice of BTHM students at NMDC, the agreement of the respondent on environment factors, opportunity factors and personal factors are studied. This section is made up of five-point Likert scale model from strongly disagree to strongly agree.

4.4.1 Environment Factor on Career Choice

The environment factors include socio-economic status and family members' influence. In this study environment factor is measured by 10 questions (statements). The mean and standard deviation of each statement are found and the result are shown in Table (4.3).

Table 4.3 Environment Factors on Career Choice

No.	Statements	Mean	Standard Deviation
1	My socio-economic status influences on my career choice.	3.14	0.79
2	My family's socio-economic status allows me participate fully in the career I aspire.	3.16	0.87
3	Government encouragement for this career will play a role in my career choice.	2.56	0.83
4	My father influences my career choice.	2.39	0.83
5	My mother influences my career choice.	2.4	0.79
6	My family members influence on my career choice.	2.43	0.87
7	My father's career motivates to choose this career.	2.09	0.76
8	My mother's career motivates to choose this career.	2.05	0.73
9	My friends' suggestion influences my career choice.	2.56	0.81
10	Information I got from my parents motivate to choose my career.	2.93	0.81
	Overall Mean	2.57	

Source: Survey Data (2020)

As presented in Table (4.3), this study found that the highest mean score is 3.16 in which students agreed that their family's socio-economic status influences on their career choice. The lowest mean score is 2.05 in which their mother influences on their career choice. The overall mean score of environment factors on career choice is 2.57. Therefore, it is found that respondents are not highly associated with socio-environment factors.

4.4.2 Opportunity Factors on Career Choice

This section aims to examine the opportunity factors influencing on career choice of BTHM students at NMDC. It includes future job opportunities and mentorship. There are five statements to analyze opportunity factors with regarded to career choice. With regard to opportunity factors, the score level on student responses are shown in Table (4.4).

Table 4.4 Opportunity Factors on Career Choice

No.	Statements	Mean	Standard Deviation
1	The labor demand for this career is high.	3.4	0.71
2	There are more jobs in this career as compared to others.	2.72	1.01
3	I think that people in this career can easily get good jobs.	3.4	0.70
4	I will choose my career by advised by consulters.	2.1	0.94
5	I will choose my career by asking instructors who had much experience about this career.	2.1	0.92
	Overall Mean	2.75	

Source: Survey Data (2020)

As presented in Table (4.4), the results show that the highest mean score is 3.41 in which students agreed that the labor demand for this career is high and also get good jobs and the lowest mean score is 2.1 in which the students will choose by advising by consulters and by asking instructors. The overall mean score of opportunity factors is 2.75. It points out that students' career choice is not highly associated with opportunity factors.

4.4.3 Personal Factors on Career Choice

The result on mean and standard deviation are found and the results are shown in Table (4.5). With regard the personal factors in career choice, the respondents answered seven questions (statements) for their agreement.

Table 4.5 Personal Factors on Career Choice

No.	Statements	Mean	Standard Deviation
1	I will choose my career based on my interest.	3.68	0.74
2	I will choose my career where it suits with my interest.	3.76	0.66
3	I will determine career where it suits with my work values.	3.74	0.67
4	I will choose my career based on my skills.	3.68	0.69
5	My skills play an essential role in my career choice	3.75	0.65
6	I like to creative activities in such tourism field.	3.81	0.67
7	I like to do things to help people by providing tour services.	3.88	0.69
	Overall Mean	3.63	

Source: Survey Data (2020)

According to Table (4.5), the highest mean score is 3.88 in which students like to do things to help people by providing tour services and the lowest mean score is 3.68 in which students will choose my career based on my interest. The overall mean value of personal factors is 3.63. Therefore, it can be concluded that students agree with personal factors on career choice.

4.5 Career Choice

This section aims to identify the career choice of BTHM students at NMDC. In this study, career choice is measured by seven questions (statements). The following Table (4.6) is presenting the career choice of BTHM students at National Management College with mean and standard deviation.

Table 4.6 Career Choice

No.	Statements	Mean	Standard Deviation
1	I think that this career has higher job opportunities.	3.98	0.68
2	This career has higher salaries.	3.87	0.76
3	I hope that I am active and comfortable with my career.	4.05	0.67
4	I think that I will get much experiences and knowledge about my career.	3.94	0.64
5	I will choose this career because of the popularity at the time of selection.	3.70	0.73
6	I will select this career because it is among the highly paid profession in our society.	3.8	0.68
7	I will get advantages concerning my future career.	4.01	0.65
	Overall Mean	3.92	

Source: Survey Data (2020)

Concerning Table (4.6), the respondents agree with all of the statements of career choice and all of the mean value is more than 3. The highest mean value is 4.01 in which students agreed that they will get advantages concerning my future career. The lowest mean value is 3.70 in which students will choose this career because of the popularity at the time of selection. Therefore, it can be concluded that the career choice of BTHM students is high because the overall mean value 3.92 which means career choice is greater than the neutral score of 3.

4.6 Analysis on Factors Influencing on Career Choice

This section analyses to identify the factors influencing on career choice. Firstly, correlation analysis was used to investigate to assess the relationship between independent variables and dependent variable. Correlation analysis is a statistical method used to assess the strength of connection between two quantitative variables. A high correlation implies that two or more variables have a strong relationship with one another, while a weak correlation implies that the variables are hardly related. The correlation's result shown in appendix table.

According to the appendix table, the correlation coefficient for dependent variable-career choice and independent variable i.e. the three dimensions: environment factors, opportunity factors and personal factors. Correlation coefficient of environment factors and career choice is 0.169 at 10% level of significance. The correlation coefficient between opportunity factors and career choice is 0.209 and the correlation coefficient between personal factors and career choice is 0.360 at 5% level of significance.

To analyze the factors influencing on career choice, multiple regression analysis was used. Career choice was identified as a dependent variable and environment factors, opportunity factors and personal factors as independent variables for the multiple regression model.

Table 4.7 Regression Result of Influencing Factors and Career Choice

Dependent Variable (Career Choice)	Unstandardized Coefficients		Standardized Coefficients	t test	Sig
	B	Standard error	Beta		
(Constant)	2.070	.327		6.330	.000
Environment Factors	.127*	.073	.147	1.742	.083
Opportunity Factors	.075	.064	.092	1.082	.281
Personal Factors	.350***	.072	.359	4.835	.000
R ²				.173	
AdjR ²				.157	
F-value				10.908***	

Source: SPSS Outputs

Note: *** indicates that significant at 1% level, ** indicates that significant at 5% level and * indicates that significant at 10% level.

Table (4.7) shows that the adjusted R^2 value of 0.157 that the predictors explain 15.7 % of the total variance in career choice is accounted by environment factors, opportunity factors and personal factors. The value of the F- test, overall significance of the model is significant at 1% level. The environment factors are significant at 10% confident level. It shows that environment factors increase career choice. Every one unit increase in environment factors helps career choice to increase by 0.127. Personal factors are also significant at 1% level. It shows that personal factors increase career choice. Every one unit increase in personal factors helps career choice by 0.350. According to t-test result that explains the significant of coefficients, personal factors have most positive effect on career choice, whereas opportunity factors have lowest impact on career choice.

CHAPTER V

CONCLUSION

This chapter is conclusion of the study that is included the findings and discussion of the previous chapter, the suggestion and recommendation of the study, and needs for further research of the study. Findings and discussion are based on influencing factors on career choice of BTHM students at NMDC. Suggestion and recommendation are based on the result of the finding and need for further research described on the results of the findings.

5.1 Finding and Discussions

The main objectives of this study are to identify career choice of BTHM students at National Management College and to analyze the influencing factors on career choice of BTHM students at National Management College. A sample of 160 students participated in this study. To collect primary data, structured questionnaires are distributed and simple random sampling method is applied. The question involved in questionnaire are with the Likert type five-point scales. In this survey, identifying career choice of BTHM students and it also analyzes influencing factors on career choice of BTHM students at National Management Degree College.

As a result, respondents make their career choice regarding the influencing factors. The respondents think that they will get advantages about concerning their future careers. The respondents can get satisfied with their career choice when they make the right career. Career choice is measured by environment factors, opportunity factors and personal factors in this study and from the outcomes, several major discussions are evolved.

According to the research, environment factors such as socio-economic status and family members' influence have influence on career choice of BTHM students. Most of the respondents also recognize that their family socio-economic status assumed a significant role in their career choices. It implies that respondents accept that parents' certain financial and other assets shape career choice.

The study discovered that opportunities factors that influence students' career choice. As the career choice process is evolving, it is important for students to understand what their opportunities are and how they are capitalized. The finding

demonstrated that most of the respondents felt that mentorship cannot motivate on their career choice. Students should have a thought of what the perfect employment is in their mind and they need to go and do each day.

And finally, the study discovered out how personality factors influence the career choice. The discoveries demonstrated that personal factor likewise basically influence the career one chose. Students should know themselves and should be self-confidence in their decision-making on their own career. Personality is important in the process of career choice, students should know themselves and have self-knowledge as an instrument when making a career choice.

It can be concluded that environment factors and personal factors have a major positive effect on career choice of BTHM students at National Management College, based on the results of multiple regression analysis. Opportunity factors did not impose any significant impact on students' career choice.

5.2 Suggestions and Recommendations

According to the analysis, it can be founded that environment factors has positive impact on career choice of BTHM students at National Management Degree College. Therefore, students should know about the several environment factors that may be impacting their career choice. Teachers and parents should plan the students at an earlier stage to empower them to plan for their career. Parents additionally require to work intimately with their children to guarantee that they closely towards choosing the right career.

The opportunity factors have negative impact on career choice of BTHM students at National Management Degree College. From the study it is suggested that opportunity factors ought to be made to the students at an earlier stage. It is the study's recommendation that mentorship through career consultants need to available for all students.

The personal factors also have positive impact on career choice of BTHM students at National Management Degree College. Thus, it is suggested that personal factors play a significant role in making career choice. They need to develop their skills, values, interests and abilities on their own. Therefore, students need not to be compelled to choose careers by their teachers, parents, relatives and different reasons but be guided by the career path they want to follow. They need to develop their skills, values, interests and abilities on their own.

5.3 Needs for Further Research

This research is only focus on explore the influencing factors on career choice of BTHM students at National Management College. It is only limited to one college, “National Management College”. Thus, the further research study should attempt to examine influencing factors on career choice of other high schools, colleges and universities. This will make the opportunity to be aware of various influencing factors on career choice in order to provide right career path. This study only analyzes influencing factors on career choice. The further research study should analyze the effect of career choice on career satisfaction and career success in order to explore more effects of career choice.

REFERENCES

1. Bandura, A., Barbarnelli, C., Caprara, G., & Pastorelli, C. (2001). Self-efficiency Beliefs as Aspirations and Carrier Trajectories. *Child Development*, 72 187-206.
2. Bassili, J. N. (2008). Motivaiton and Cognitive Strategies in the Choice to Attend Lectures or Watch Them Online. *Journal of Long DIstinace Learining Education*, 22(3), 129-148.
3. Harris, B., & Jones, S. (1997). *The Parent's Crash Course in Career Planning*. Lincolnwood,IL: VGM Career Horizons.
4. Hewitt, J. (2010). *Factors Influencing Career Choice*. Retrieved from www.ehow.com: 06/06/2013
5. Holland, J. (1985). *Making Vocational Choices: A Theory of Vocational Personalities and Work Environment*. Englewoo Cliffs,NJ: Pretice-Hall.
6. Hooley, T. (2012). How The Internet Changed Career: Farming the Relationship between Career Development and Online Expertise. *Jouranl of the General Institute for Career Education and Counselling(NICEC)*.
7. Kerka, S. (2000). *Will We All Be Portfolio Workers?ERIC/ACVR Publication*. Retrieved from October 21, 2011: <http://www.weicacve.org/docgen.asp?tbl=tia&ID=111>
8. Kniventon, B. H. (2004). The Influences and Motivation of which Students Base Their Choice ofCareer. *Research in Education*, 72, 47-57.
9. Kroll, A., Dinklage, L., Lee, J., Morley, E., & Wilson, E. (1970). *Development in Career*. Albany, New York, NY: John Wiley & Sons, Inc.
10. Krumholtz, D.J & AI S, L. (2010). Luck is No Accident. In *Making the Most of Happenstance in Your Life and Career* (pp. 121-143).
11. Micheal, B. (2002). *Career Choice Factors of High School Students*.
12. Omari, S. G. (2014). *Strategic Factors that Influence Students' Career Choice of Kenyen University*.
13. Perrone, M. K., Zanardelli, G., Wothington, E. L., & Chartrand, M. J. (2001). *Role Model Influence on Career Decidedness of College Students*. Retrieved from www.acesmylibrary.com.

14. Sellers, N., Satcher, J., & Comas, R. (2009). Children's Occupational Aspirations: Comparisons by Gender, Gender Role Distinctiveness and Socio-economic Status. *Journal of Professional School Counseling*, 2, 314-317.
15. Splaver, S. (1977). *Your Personality and Your Career*. New York, NY: Julian Messner.
16. Stebleton, M. J. (2007). Career Counseling with African Immigrant Colleges: Theoretical Approaches and Implications For Practice. *Career Development Quarterly*, 55(4),290-312.
17. Wafula, W. (2012). Factors that Influence Career Choice of Hospitality Students in Moi University, Kenya. *Journal of Education and Practice*.

APPENDIX I

Questionnaires

Dear respondents,

This questionnaire is for my thesis paper about factors influencing career choice and not related with other business purpose. Please kindly answer the following questions.

I am thankful of your patient participation of answering the question below.

Section A

Demographic Profile of Respondents

1. Gender of respondent
 - Male
 - Female

2. Age of respondent
 - Under 18
 - 18 to 20 years
 - Above 20 year

3. Educational Level
 - First Year
 - Second Year
 - Third Year
 - Final Year

4. Monthly Income (MMK)
 - Less than 150,000
 - Between 150,001 and 200,000
 - Between 200,001 and 250,000
 - Between 250,001 and 300,000
 - Above 300,001

5. Why do you choose BTHM course for your career?

- I am interesting to travel.
- I prefer travelling to tourism field.
- I have aimed to work in tourism business.
- Others (Specify.....)

Section B

Evaluate the factors influencing career choice. Please indicate the extent to which you agreed or disagreed with each statement using 5 points Likert scale.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No.	Environment Factors	1	2	3	4	5
1	My socio-economic status influences on my career choice.					
2	My family's socio-economic status allows me participate fully in the career I aspire.					
3	Government support for this career will play a role in my career choice.					
4	My father influences my career choice.					
5	My mother influences my career choice.					
6	My family members influence on my career choice.					
7	My father's career motivates to choose this career.					
8	My mother's career motivates to choose this career.					
9	My friends' suggestion influences my career choice.					
10	Information I got from my parents motivate to choose my career.					

No.	Opportunity Factors	1	2	3	4	5
1	The labor demand for this career is high.					
2	There are more jobs in this career as compared to others.					
3	I think that people in this career can easily get good jobs.					
4	I will choose my career by advised by consultants.					
5	I will choose my career by asking instructors who had much experience about this career.					

No.	Personal Factors	1	2	3	4	5
1	I will choose my career based on my interest.					
2	I will choose my career where it suits with my values.					
3	I determine career where it suits with my work values.					
4	I will choose my career based on my skills.					
5	My skills play an essential role in my career choice					
6	I like to creative activities in such tourism field.					
7	I like to do things to help people by providing tor					

No.	Career Choice	1	2	3	4	5
1	I think that this career has higher job opportunities.					
2	This career has higher salaries.					
3	I hope that I am active and comfortable with my career.					
4	I think that I will get much experiences and knowledge about my career.					
5	I will choose this career because of the popularity at the time of selection.					
6	I will select this career because it is among the highly paid profession in our society.					
7	I will get advantages concerning my future career.					

Thank You

APPENDIX II

Output of the SPSS

Correlations

		MCC	MEF	MOF	MPF
Pearson Correlation	MCC	1.000	.169	.209	.360
	MEF	.169	1.000	.492	-.065
	MOF	.209	.492	1.000	.124
	MPF	.360	-.065	.124	1.000
Sig. (1-tailed)	MCC	.	.016	.004	.000
	MEF	.016	.	.000	.207
	MOF	.004	.000	.	.059
	MPF	.000	.207	.059	.
N	MCC	160	160	160	160
	MEF	160	160	160	160
	MOF	160	160	160	160
	MPF	160	160	160	160

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.416 ^a	.173	.157	.423606219228728	1.477

a. Predictors: (Constant), MPF, MSEF, MOF

b. Dependent Variable: MCC

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.070	.327		6.330	.000
MEF	.127	.073	.147	1.742	.083
MOF	.075	.069	.092	1.082	.281
MPF	.350	.072	.359	4.835	.000