YANGON UNIVERSITY OF ECONOMICS

MASTER OF DEVELOPMENT STUDIES PROGRAMME

A STUDY ON STUDENT CHOICE DECISION OF CENTER FOR HUMAN RESOURCE DEVELOPMENT (CHRD) PROGRAMME IN YANGON UNIVERSITY OF ECONOMICS

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ABSTRACT

Human Resource Development Programmes are necessary and important process in the drive for national economic development and growth. Therefore, the student choice of HRD Programmes are becoming the important part to review. This study described the evolution of CHRD Programmes and analyzed the student choice decision factors of CHRD Programmes in Yangon University of Economics. Data were analyzed by using descriptive statistics. Primary data were collected by using well-structured questionnaire, which measures student choice decision with five factors; namely location, reputation of the university, price (cost of education), employment opportunities and educational facilities. This study found that student choice decision relies on all these factors. However, the correlation between student choice decision and reputation of the university and price (cost of education) is the strongest. It is also found that CHRD Programmes of Yangon University of Economics provides employment opportunities for students, based on the correlation result. It would be better if the university could provide attractive and useful information about CHRD Programmes on the website of the university.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

AEP	Accounting Education Program
AOTS	Association for Overseas Technical Scholarship
ASTD	America Society of Training and Development
AUN	ASEAN University Network
BAct	Bachelor of Accounting
BBA	Bachelor of Business Administration
BBM	Bachelor of Business Management
BCom	Bachelor of Commerce
BDevS	Bachelor of Development Studies
BEcon (Eco)	Bachelor of Economics
BEcon (Stats)	Bachelor of Statistics
BPA	Bachelor of Public Administration
BPS	Bachelor of Population Studies
BSP	Business Studies Program
CAA	Certificate in Advanced Accounting
CABS	Certificate in Advanced Business Studies
CAES	Certificate in ASEAN Economic Studies
CBC	Certificate in Basic Computing
CBIS	Certificate in Business Information Studies
CBK	Certificate in Book Keeping
CBS	Certificate in Business Studies
CCA	Certificate in Computerized Accounting
CHRD	Centre for Human Resource Development
COE	Centers of Excellence
DB	Diploma in Banking
DBAc	Diploma in Business Accounting
DBS	Diploma in Business Studies
DEM	Diploma in Education Management
DES	Diploma in Economics Studies
DFAc	Diploma in Financial Accounting
Dip.DS	Diploma in Development Studies

DMA	Diploma in Management and Administration
DMAc	Diploma in Management Accounting
DS	Diploma in Statistics
DSM	Diploma in Secretarial Management
HRD	Human Resource Development
MAct	Master of Accounting
MBA	Master of Business Administration
MBF	Master of Banking and Finance
MCom	Master of Commerce
MDevS	Master of Development Studies
MDIS	Management Development Institute of Singapore
MEcon (Eco)	Master of Economics (Economics)
MEcon (Stats)	Master of Economics (Statistics)
MOE	Ministry of Education
MPA	Master of Public Administration
MPS	Master of Population Studies
NCHRD	National Centre for Human Resource Development
PGDHRM	Post Graduated Diploma in Human Resource Management
PGDMM	Post Graduated Diploma in Marketing Management
PGDRS	Post Graduated Diploma in Research Studies
TWI	Training Within Industry
UNIMAS	University Malaysia Sarawak
UUM	University of Utara Malaysia
YUE	Yangon University of Economics
YUFE	Yunnan University of Finance and Economics

CHAPTER I

INTRODUCTION

1.1   Rationale of the Study

The development of human resources is very crucial for a country's economic development as well as its overall development. Effective development of human resources is a prerequisite for economic growth and improved quality of life. Investment in education and training results in a more educated and skilled labor force which is capable of increasing an economy's output of goods and services. In the rapidly changing world, knowledge becomes a necessary to cope with the world changes in the context of economic, social and political sectors. In order to build up the necessary knowledge and technology, education plays a key role for the present and future development.

Myanmar needs many resources including talented human resources to pull out the country from developing country to developed country. Myanmar is now changing from the natural resource based economy into human resource based economy, in other terms, knowledge based economy. Education objective in Myanmar is to create an education system that will be able to face the challenge of present education age. Today, the process of education is being changed into a life-long learning system. The education system of Myanmar is operated by the Ministry of Education (MOE). The Higher Education Department has two branches, one for Lower Myanmar and the other for Upper Myanmar. Myanmar has 163 higher education universities which are state funded.

Moreover, the efficiency and effectiveness of students and graduates of professional institutions, universities and colleges plays a crucial role to overcome the challenge of the knowledge age. Yangon University of Economics (YUE) has been fulfilling the human resource needs of the country since 1964. Its mission objectives are to be an internationally recognized institution, to provide the educational services that can assure the quality of our students to the modern economic environment, to improve the growth and well-being of faculty members, to build up the requisite

knowledge and skills needed in research that can be implemented in the business community and public sector and to fulfill the interests of stakeholders and the society. Yangon University of Economics offers Degree courses, Master courses, Certificate courses, Postgraduate Diploma courses and Undergraduate Diploma courses. There are three famous Centre for Human Resource Development (CHRD) Programmes in Yangon which include Yangon University of Economics, Yangon University and Yangon University of Foreign Languages. Among them Yangon University of Economics has been offering the courses under the CHRD Programme since 1998 which include 8 certificate courses, 6 diploma courses and 8 post-graduate diploma courses.

Human Resource Development Programmes are necessary and important process in the drive for national economic development and growth. Therefore, the students' choice of HRD Programmes are becoming the important part to review. After these courses, students gained job related knowledge, skills and technology, better job opportunities and higher salary. CHRD Programmes aim to produce professional workers which are needed for the economy and the well qualified students play a pivotal role to provide modern develop nation. Thus, it is necessary to establish factors that are associated with students' choice of CHRD Programmes to help make the improvement of the programme. In addition, feedbacks and suggestions from alumni are very useful for being a better HRD Programme for future candidates.

1.2　Objectives of the Study

The objectives of this study are to describe the evolution of CHRD Programmes and to analyze the student choice decision factors of CHRD Programmes in Yangon University of Economics.

1.3　Method of Study

This study applied a descriptive method by using both of primary and secondary data. The survey was conducted by using well-structured questionnaires including questions about characteristics of the respondents and student choice decision factors, to collect primary data from the telephone interviewed, face to face interviewed and Google form interviewed. A sample of 120 students was taken from four Diploma Courses in Yangon University of Economics by snowball method. In addition, secondary data are collected from the Students' Affair Section of Yangon

University of Economics, Ministry of Education, reports, books, internet websites and various publications.

1.4   Scope and Limitation of the Study

This study focuses only on the Centre for Human Resource Development (CHRD) Programme that was conducted by Yangon University of Economics. This study refers five student choice decision factors which are location, reputation of the university, price (cost of education), employment opportunities and educational facilities. The survey is conducted with questionnaire about the students' choice decision of CHRD Programme and it will be collected 120 students from Yangon University of Economics in detail 35 students from Diploma in Development Studies (Dip.DS), 43 students from Diploma in Business Studies (DBS), 18 students from Diploma in Financial Accounting (DFAc), and 24 students from Diploma in Management Accounting (DMAc). This study uses secondary data analysis during the period from 1998 to 2018 and the primary data analysis on four diploma courses in July 2020.

1.5   Organization of the Study

This study is organized into five chapters. Chapter I is the introduction including rationale of the study, objective of the study, method of study, scope and limitation of the study and organization of the study. Chapter II illustrates of the literature review. Chapter III includes overview of the human resource development programme in Yangon University of Economics. Chapter IV indicates the analysis on student choice decision of CHRD programme. Chapter V presents the conclusion in which findings and suggestions are presented.

CHAPTER II
LITERATURE REVIEW

2.1   Nature and Scope of Human Resource Development (HRD)

Human resources refer to the skills and energy of persons that are open to an organization as future contributions to the mission, vision, ideals, and objectives of the organization's development and realization. Development refers to a continuum of active learning from experience that leads the entire person, body, mind, and spirit to systematic and purposeful development. The development of human resources is also an integrated use of preparation, organizational and professional development activities to increase the performance of individuals, groups, and organizations (Human Resource Development, 2014). Human resource development is a driving factor for the development of social, economic, and other sectors. Human resource development plays a crucial role in successful implementation of all round development and sustainable development of a nation. In reality human resource based economy is making much more progress than the natural resource based economy.

Leonard Nadler applied the term human resource development to the 1969 Miami Conference of the American Society of Training and Development (ASTD). Nadler defined Human Resource Development (HRD) as "all learning opportunities that are planned for a particular time and structured to bring about behavioral improvement possibilities" (Nadler, 1969). As stated in Gilley and Eggland (1989), "HRD is organized learning exercises coordinated within an organization to build achievement and expert advancement to reinforce the working environment, the individual, and the association" (Khan1, Khan2, & Mahmood, 2012). The development of human resources is the research and practice of raising the cognitive ability of people, families, groups, and organizations by designing and implementing skill-based approaches to maximize human and organizational growth and effectiveness (Chalofsky, 1992). The development of human resources involves practices and procedures that are meant to influence individual and organizational

learning (Stewart and McGoldrick, 1996). Particularly if an international perspective is taken, describing HRD correctly may be difficult because its interpretation and functions appear to differ from one country to another (Wilson, 1999).

HRD is particularly deal with developing the capabilities of people. HRD refers to both institutional (micro) and national bodies (macro issues). However, the main purpose is to develop the newer capacities in people so as to make possible them to deal with both present and future challenges while realizing organizational goals. At the macro level, HRD is concerned with the development of people for the well-being of the nation. The prospective HRD definition explores the capacity of people, their behaviors, expectations, talents, expertise, etc. when evaluating national income and economic development and provides a steady foundation for economic planning. At the micro level, HRD has concern from grass root development in the organizations. Generally, HRD addresses the procurement of training success evaluation in the organizations' workforce plans, growth ability assessment, organizational development of benefits, etc. The presence of HRD in all these sectors is specifically aimed at creating such new skills for individuals involved to equip them to face the current job challenges and to accept future job requirements (Rishipal, 2011).

2.1.1 Concept of Development and Human Resource Development

The term "development" may mean different things to different people, it is important to have some working definition or core perspective on its meaning. Development is the growth or realization, through conscious or unconscious learning, of the potential of an individual. Development programs usually include elements of planned study and experience, and are frequently supported by a coaching or counselling facility (Wilson, 1999). Development is the method of enhancing the standard of all human lives and skills by increasing the quality of life, self-esteem, and equality of people. The development has historically meant obtaining sustainable per capita income growth rates to enable a country to increase its production at a rate higher than its population growth rate (Todaro & Smith, 2015).

Many developed nations have achieved their objectives of economic growth, but in the first decades of post-World War II and post-colonial progress in the 1950s, 1960s, and early 1970s, the living conditions of the masses of people remained unchanged. In the 1970s, economic development was redefined in terms of the

reduction or eradication of poverty, inequality, and unemployment in the form of a growing economy in terms of redistribution from prosperity. As a result, development must be conceived as a multidimensional system containing profound changes in societal systems, common perceptions, and national institutions, as well as accelerating economic growth, reducing inequality, and eradicating poverty. Development must reflect the broad range of transition by which a whole social structure is adapted to the different fundamental needs and changing desires of individuals and social sectors within that system, shifts away from a condition of life considered to be better materially and spiritually (Todaro & Smith, 2015).

Human Resource Development (HRD) can be defined as the inclusion of practices and processes to support the organization's logical, ethical, physiological, social, and economic development in order to help achieving highest human potential as a resource for a community. HRD is the method of growing the expertise, talents, abilities, and productive behavior and value of all individuals working in a corporate organization at all stages (Khan, 1987). Sharif (1999) stated that the contributions of HRD efforts to an economy's growth process are empirically verified. The need for investment in the development of human resources correlates strongly with the level of technical change (Chowdhury, 2003). HRD is a method for developing and unleashing human expertise to enhance efficiency through training and development and organizational performance. Human resource development (HRD) can be described as a sequence of systematic and arranged exercises planned by an organization to provide opportunities for its members to learn the skills needed to fulfill current and potential job demands. HRD seeks to develop the knowledge, expertise, productivity, and satisfaction of individuals, whether for the benefit of an organization, community, nation, or, ultimately, humanity as a whole (Werner & DeSimone, 2012).

The structure for encouraging workers to improve their personal and organizational skills, knowledge, and abilities is human resource development (HRD). The aim in all forms of HRD is on the development of the most superior workforce so that in service to clients, the organization and individual workers can meet their job goals. Human Resource Development (HRD) has a complex interdisciplinary base that has developed differentially across countries, workplaces and in academia and confusion still surrounds the field. Some argue that the role of the HRD practitioner lacks precision because it has not yet found its discipline (Grieves and Redman,

1999). HRD is a method for building and unleashing human expertise to enhance performance through organizational development and personal learning and development (Swanson, 1995). Learning-oriented researchers, on the other hand, emphasis a more long-term strategic focus with the view as HRD focuses on the study and practice responsible at the individual, community, and organizational level of organizations for promoting long-term work related learning ability (Watkins, 1989). As an organizational mechanism, HRD includes the professional organizing and facilitation of a variety of formal and informal learning and information mechanisms and interactions, mainly but not exclusively in the workplace, to maximize organizational development and human capacity through the skills, adaptability, commitment, and knowledge-building behaviors of those who work for the organization (Harrison & Kessels, 2004).

2.1.2 The Importance of Human Resource Development in Developing Country

In the present world, countries which do not give high priority to the human resource development through education are lagging behind economically, socially and politically which represent human resource development is the only way out to achieve the goal of nation building. Theodore Schultz (1961) has affirmed that human capital that results from investment in education, training and medical care are has increased more rapidly than non-human capital. Schultz perceives that increases in labor productivity may in large part of return to investment in human beings. The more important types of human investment include health facilities and services, on the job training, formal education adult study programmes not organized by firms and migration of individuals and families to better jobs.

Human resource development is the method of growing the knowledge, abilities, and capabilities of all persons in a community. In economic terms, it may be defined as the accumulation and efficient contribution of human capital in the growth of an economy. In political term, it could be viewed as a means of preparing people for adult participation in political processes, particularly as citizens in a democratic state. In socio-cultural terms, the development of human resource helps people to lead fuller and richer lives, less bound by unreasonable tradition or questionable cultural values. The wealth and the strength of a nation are in essence based upon its ability to conserve, develop, and utilize effectively the innate capacities of its people. Therefore, the economic and socio-political development of a nation is ultimately the

result of human effort, stemming from men's ideas and brought into being by their initiative, talents, experience, and skills. It takes able and skilled human agents to discover and exploit natural resources, to mobilize capital, to develop and apply technology, to produce goods, to produce services, to carry on trade, and to manage and protect a nation. If a country cannot develop its human resources, it cannot develop anything else. Even the richest natural resources and the best means of production will remain unused if a nation's people do not know how to put them to practical use (How, 1977).

Adam Smith (1776) argued that the quality and quantity of manpower resource constituted the wealth of nations. Smith based much of his research on the factors affecting the development and successful use of skills. According to him, it was the skill, dexterity, and competence of individuals which were the basis of individual and national wealth. Smith allowed for three agents of production: land, labor and capital it was really in the last that he expected to find the basic dynamics of economic development. Alfred Marshall (1890), the leading figure in neoclassical economics, stressed that the most valuable of all investment was the capital invested in human beings. Economic analysis described that whether of developed or underdeveloped countries must include the variable of human capital (How, 1977).

Human resource development and nation-building are processes of attaining certain prescribed national goals, they are in essence the indications of two different but closely related states of affairs. Nation building is the process of attempting to bring about a certain desired state of affairs: a socio-politically and economically integrated society with built-in capabilities for continuous and orderly adaptation and growth. Countries are underdeveloped because most of their people are underdeveloped, having had no or insufficient opportunity of expanding their potential capacities in the service of society. Therefore, human resource development is the basic necessary condition for nation building.

2.2   Relationship between Education Sector and Human Resource Development

Education is characterized as practices aimed at acquiring the necessary knowledge, skills, moral principles, and comprehension in all areas of life, rather than knowledge and skills in a narrow scope of expertise. As an efficient mechanism for large-scale accomplishment and revolution in all fields, education plays a dominant role. Education aims to provide young people and adults with the conditions required

to gain an understanding of the values and ideas that shape the society in which they live and to empower them to make a contribution to it. This includes understanding their traditions and the rules of nature, as well as developing language and other skills that are important to literacy, personal growth, imagination and communication (Manpower Services Commission, 1981). Okafor (1984) describes education as a mechanism through which people are helped to achieve the growth of all their potential and full activation and thereby achieve their perfect self-fulfillment (Akhter, 2015).

Education plays a vital role in development process. The power in manpower comes from education. Education, through the production of human resources, is an important way of transforming society. The key to opening the door to modernization is education, an important predictor of the approach of human development. The goals of the human resource development policy are to establish skills and expertise for the development of capital for economic, social, cultural, and political growth and to provide avenues for participation, and to create a sustainable environment for all. Education is the most effective tool in attempts to build intellectual resources or a mechanism for social change. Education has the potential to promote growth, awaken creativity, inspire people, and defend their rights rather than any other single initiative (UNICEF, 2000). According to Myrdal (1968), human resources can be generated with the development of the following eight ingredients:

    a. Food and Nutrition

    b. Clothing

    c. Housing and Sanitation

    d. Health facilities

    e. Education

    f. Information media

    g. Energy consumption and

    h. Transport but the most important among them through education (Akhter, 2015).

2.2.1 Evolution of Human Resource Development Programme

The origins of HRD can be traced to apprenticeship programs in the eight century. During this period, nearly all household goods such as furniture, clothes, and shoes were manufactured by small shops run by skilled craftsmen. To meet the

growing demands for their products, craft shop owners had to employ additional workers. The shopkeepers had to educate and train their employees without vocational or technical colleges. The first known, a privately funded vocational school in New York City was founded by DeWitt Clinton in 1809. The purpose was to provide occupational training to unskilled young people who were unemployed or had criminal records (HR Evolution, n.d.).

With the start of the Industrial Revolution during the late 1800s, the hand tools of the artisans started to be replaced by machines. Factories created mechanical and machinist training programme, which were referred to as factory schools. In 1872, the first recorded factory school was located at Hoe and Company, a printing press maker in New York. The Factory School programs varied from early apprenticeship programs in that they appeared to be shorter in length and concentrated more closely on the skills required to perform a specific job. During the World War II, the federal government established the Training Within Industry (TWI) Service to coordinate training programs across defense related industries (HR Evolution, n.d.).

In 1945, Cornell University first offered a degree program in industrial relations which referred to as HR in the early years. In the 1950s and 1960s, other prominent colleges followed with degree programs focused on industrial relations and personnel. (Cohen, 2015). In the 1980s, academic programs in HRD originated mainly in technical and adult education departments at U.S universities. (Gaudet &Vincent, 1993) and shared institutional structure, capital, and faculty, at least in the beginning (Kuchinke, 2002). The widespread use of personal computers and the adoption of computer-based programming prompted the rethinking of typical employee training frameworks in the 1990s. Training options expanded in the late 1980s and early 1990s to include more computer-based options, including electronic performance support systems (EPSSs) and automated performance support (APS) (Gery, 1991) that were designed to balance learning and performance value with ease to use for non-computer experts (Torraco, 2016). For the last few decades, most of these programs have changed their name and emphasis on human resource (HR). Today, hundreds of universities offer HR degree programs at the undergraduate and graduate levels (Cohen, 2015).

2.2.2 The Impact of Education on Human Resource Development

One of the essential drivers of growth is an education in every way. Without a huge interest in human resources, no country can accomplish sustained economic development. Education enriches people's understanding of themselves and world. It increases the quality of their lives and leads to widespread socioeconomic gains for people and society. Education increases the efficiency and innovation of individuals and stimulates entrepreneurship and developments in technology. It also plays a very important role in achieving economic and social growth and improving the distribution of wealth. During the twentieth century, education, skills, and the acquisition of knowledge have become crucial determinants of a person's and a nation's productivity (Ozturk, 2008).

Education's impact on the development of human resources is extensive. The effect of education on the development of human resources is described below.

a) Awareness development: Education increases self-awareness. It will help to learn their practice, history, social status, and leadership.

b) Learning: By acquiring knowledge one can develop himself, his family and also can participate in country's development.

c) Thinking and judgment: Education can help to think transparently free from emotion and prejudice. As a consequence, based on evaluating human and socio-economic factors, they will invent exact job processes. Besides this, they should also prepare well.

d) Generous outlook: Education can help man's outlook to be generous and democratic. It teaches to be united. So they can create a society, associations for social welfare, and other cooperative organizations.

e) Duties and responsibilities: Education can build up consciousness about their Duties and responsibilities. So, in their social and political life, they will enforce and define their rights.

f) Modern science and technology based education: Modern science and technology based education can enhance the ability to do heavy work within a short time and it can also increases the quality of work.

g) Medical science and economic effect: The application of higher education in medical science can develop the health services of a country. As a consequence, life expectancy would rise and it will be desirable to play a long-term part in economic growth.

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h) Education and religious values: Religious values of every one is awakened by education. The jobs and earnings are carried out accurately by these religious beliefs. Generation by generation, this cycle has continued. As a result, it is possible to develop countries and nations socially, politically, culturally, and in other ways.

It is clear that the impact of education is multidirectional (Akhter, 2015).

2.3 Student Choice Decision Factors

Shanka et al. (2006, p.34) found that the most crucial factors influencing student choice of the institution of higher education are academic reputation, quality of education, the location of the campus, costs, number and variety of study programs and opinion of friends and family. Similarly, research conducted by Beneke and Human (2010, p.435) has shown that most important factors are: geographic location, the reputation of the institution, tuition fees, development of various social programs, scholarship opportunities as well as recommendations from family or friends. In another recent report, Moogan (2011, p.573) described the desire to be awarded a degree, the opportunity to improve the likelihood of having a satisfying career, the probability of potential higher income, and the university's location as the most significant decision factors (Lozančić, 2018). Based on a study, Wagner Karl & Fard Pooyan Yousefi (2009) identified many factors affecting the decision of students to select a certain higher education institution and these are the following: the cost of education, the quality, and nature of the study programs, the facilities provided by the university, the value of education and the effect of family and friends (Avram, 2012).

There are many factors on the students' choice of human resource development programme. The main factors which is used in this study are location, reputation of the university, price (cost of education), employment opportunities, and educational facilities.

2.3.1 Location

The location was regarded by a range of research: the geographical location of the school, the university, the campus (living near the university), the proximity to home as a significant part of the student's choice of a university, not just as a cost but also as a quality (Webb 1993, Donnellan 2002, Shanka et al., 2005, Wagner & Fard 2009, Beneke & Human 2010). This factor was found of highest importance to

students who are first generation in their family, female, from walking-class families. A university place close to home gives them the social comfort of being close to families and friends. Students also prefer socially and culturally active big cities (Maniu & Maniu, 2014).

Sevier (1986) said research has repeatedly demonstrated that the location of the college or university can be a significant factor in the choice of potential students to apply and enroll. For convenience and connectivity, some students may search for a school near their hometown or job (Absher & Crawford, 1996; Servier, 1994). Research by Kohn et al. (1976) mentioned that the proximity of a higher education institution to home is a significant factor in student preparation to attend college. A low-cost, nearby college was found to be a significant stimulator of the decision of a student to continue his or her studies. Hossler & Gallagher (1990) have concluded that college enrollment rates are influenced by the location of a college campus. Students living near campus are more likely to attend college, but they do not attend a campus close to home (Ming, 2010).

2.3.2 Reputation of the University

Institutional image and reputation have a huge influence on the choice of education. It is a powerful influence on future student attitudes toward choosing a university in many ways such as university age, university reputation, university accreditation, competitiveness of admission, brand name of the university. Quality of curricula, scientific research quality, course diversity, novelty, actuality, mobility (exchange programs with foreign universities) are quality aspects that are also very important attributes for students to choose a higher education institution (Maniu & Maniu, 2014). Students value a college's reputation and it is an influential consideration for students in the college choice process (Lay & Maguire, 1981; Murphy, 1981; Sevier, 1986; Keling, 2006). Keling (2007) observed that the institution's reputation is the most significant aspect that students can evaluate in deciding their choice of institution (Ming, 2010).

2.3.3 Price (Cost of Education)

The economics-based approach suggests that students are rational and make a reasonable cost-benefit decision that takes into account the advantages and costs of all potential alternatives. This factor has several aspects: fee for study including value of

tuition fee, scholarship opportunities, other financial aid's, material cost, fee for accommodation (social costs) including value of rent, other living expenses and family budget. It is found that this factor negatively affect enrolment probability (Maniu & Maniu, 2014).

Price is the financial value place on a product, direct and indirect cost in addition to profit. Professor Thomas J. Hayes defined price as the amount of money in which a student pay to acquire education (Ko, 2019). It was evaluated by Joseph & Joseph (2000) that as years go by, cost-related problems appear to have more importance. Houston (1979), for example, found that they were at the bottom of the scale, while they are one of the most important components in Webb (1993) and Joseph & Joseph (1998). Jackson (1986) concluded that price is a negative influence on college choice while financial aid to reduce costs is a positive influence (Ming, 2010).

2.3.4   Employment Opportunities

For certain individuals, career development is an evolving process; they get interested in various careers by selecting from among the work openings available on the market. Each participant undertakes the procedure of subjective choice of opportunities through several variables, the context in which they work, personal aptitudes, and educational skills. Naturally, individuals want to predict or focus on the unpredictable future often, so as students, they often want to prepare their lives for a stable future where better work opportunities are the significant element that might influence career choices. A career plan would encourage students to feel satisfied with their work, which contributes directly to happiness. Preliminary career choice is an intellectual, developmental job that students are projected to have accomplished after graduation (Ko, 2019).

Jobs opportunities, university help in the search for a career (while studying and after), job placement rates, enhanced job skills, a better job, better paying job, better job selection, internship opportunities, the relationship between university and business are very significant in the decision to enroll (Maniu & Maniu, 2014). Due to the job opportunities that Sevier (1998) can offer, students are often attracted to post-secondary education. Paulsen (1990) claimed that students frequently make college decisions for college graduates based on existing work opportunities. Students are interested in

outcomes. They are influenced by what graduates are doing, what graduate schools they attend and contributions that they are making to society (Ming, 2010).

2.3.5   Educational Facilities

The physical assets and services that lead directly or remotely to the teaching and learning process in the educational system are educational facilities. Infrastructural facilities are also the basic instruments by which the operations and activities of the institutions are carried out. The environment of physical assets and equipment provides educational institutions with the appropriate form and environment for teaching and learning. Physical assets and the facilities environment also show the quality of the institutions. The development of physical infrastructure and resources in higher education is dynamic and cost-intensive. It is therefore very important to maintain their quality and maintain global standards. In higher education, the growth in physical infrastructure and services requires the provision of schools, classrooms, hostels, staff quarters, workshops, labs, ICT centers, libraries, health centers, and recreational facilities. Providing a stimulating environment and safety for learning is also a significant factor in the development of physical infrastructure and services. Other determinants of the quality of the physical asset and facilities development effort of the institutions are maintenance, renewal, and creativity that would attract students, workers, and foreigners to the institutions (Ko, 2019).

The standard of infrastructural growth, apart from the input of teachers and students, is another equally essential factor in ensuring the quality of higher education. This is because if appropriate planning is not made relevant, the efforts of staff and students will be meaningless. Facilities, equipment, and services to be made accessible as the users need them. (Matzdorf, Fides; Smith, Louise; Agahi, Helen, 2002). Absher & Crawford (1996) claimed that in a student's choice of a college or university, educational facilities such as colleges, laboratories, and libraries are significant (Ming, 2010). The influence of infrastructure such as classrooms, computer facilities, quality of library infrastructure (books, academic journals, IT, quiet learning zones, common learning zone for group work), use of technology (projector, printer, etc.), campus size, hostel facilities, canteen, university safety play an important role in making decision to enroll (Maniu & Maniu, 2014).

2.4   Review on Previous Studies

Literature review on previous studies regarding factors influencing the students' choice of Human Resource Development Programme focus on Center of Human Resource Development Programme in Yangon University of Economics. This paper guided how to approach the illustration of thesis topics and clarification with clear points and highlighted.

Peter Songan et al. (2010) studied about Factors Influencing Student Choice: A Study of a Malaysian Public University. Primary data were collected from 1,396 first-year students in University Malaysia Sarawak (UNIMAS). In this research, the main influencing factors of student choice include university choice, institutional reputation, personal fit, academic program choice, employment prospect and quality of teaching and academics. The study found that academic program choice, quality of teaching and academics, employment prospect and university choice were the important factors students considered in deciding on UNIMAS for their further studies. The study proposed that the management of UNIMAS should consistently increase the quality and attractiveness of the information presented on its websites. The university's website is the window where the university and its faculties are first looked at by prospective students.

S. Nazneen Waseem and Tayyaba Zarif (2012) studied the Factors Affecting Students' Choice for Degree in Business Administration in Pakistan. The study is a quantitative one focused on field surveys. Primary data were collected from 210 students who are studying management science from 10 different universities. In this study, the main influencing factors of student choice include market trend, larger number of institutes and employment opportunities. The findings have shown that most students have been enrolled in management science programs because of their interests, but the choice does not vary because of the market trend. The greater number of institutes providing management science and employment opportunities have a major effect on the preference of students to study management sciences.

Norman Rudhumbu et al. (2017) studied the Factors that Influence Undergraduate Students' Choice of a University: A Case of Botho University in Botswana. In this study, a descriptive survey research design was used. A sample of 300 participants from Botho University were selected. In this research, the main influencing factors of student choice include location, academic programmes offered, image and reputation, quality of staff, educational facilities, tuition fees, scholarship opportunities, employment opportunities, advertising strategies, career fairs and

campus visits. Result of the study showed that factors such as quality of staff, academic programs offered, image and reputation of the institution, advertising, career fairs and employment prospects of graduates from the institution had a very high influence on the decisions of students to choose. The influence was not a high impact on factors such as tuition costs, the chance of receiving scholarships, and campus visits.

Zaw Ko Ko (2019) analyzed the Factors Influencing on Choice of Private Higher Education Institutions in Yangon. This study was used quantitative approach. There were 200 students from the five universities to show the key factors affecting student choice which include influence on social media, school services, college programs, internships and career openings, position, and price (cost of education). In this research found that internships and job opportunities and location are the most influencing factor on choice of student decision in Yangon.

Loren Agrey and Naltan Lampadan (2014) studied about Determinant Factors Contributing to Student Choice in Selecting a University in Thailand. An interview questionnaire was developed based on a qualitative research approach. A sample of 261 respondents from university freshmen and high school students in their last year of studies. In this research, the main influencing factors of student choice include support systems which are both physical (e.g. bookstore, guidance/counselling office) and non-physical (scholarships, credit transferability, spiritual programming), learning environment and job prospects, sporting facilities, student life program and activities, and safe and friendly environment. The findings in this study indicate that the learning environment and job opportunities were the strongest influence in the choice of universities among the respondents. Safe and friendly environment and sporting facilities were the weakest factor for university selection.

Mahsood Shah et al. (2013) studied about Factors Influencing Student Choice to Study at Private Higher Education Institutions in Australia. A sample of 120 students from five different private higher education institutions in Australia. In this research, the main influencing factors of student choice include student perception, access and opportunity, learning environments, quality of teachers, course design, and graduate success. The study found that quality of teachers, access and opportunities, and learning environment were cited as key reasons why students decided to study with private higher education institutions. The study suggested the institutions should implement and monitor quality improvement systems and processes to continue to grow the quality of their courses and offerings.

CHAPTER III

OVERVIEW OF THE HUMAN RESOURCE DEVELOPMENT PROGRAMME IN YANGON UNIVERSITY OF ECONOMICS

3.1   Background of Yangon University of Economics

The Yangon University of Economics is a state university which is under the Ministry of Education of the Department of Higher Education (Yangon Region, Myanmar). The University was founded to train economists, statisticians, accountants, and management staff as a professional institution, and to conduct research on economic, business, and statistical issues relating to the Myanmar economy.

In 1924, the Yangon University of Economics was established under the University of Rangoon (Yangon) as the Department of Economics. The Department of Economics started teaching Commerce as a special subject in 1940. Since 1953, the Department has provided special courses in Statistics. In 1955, a separate Department of Commerce was established and a separate Department of Statistics was established in 1956. In 1958, along with the establishment of Mandalay University, another Department of Economics came into being in Mandalay.

With the implementation of the modern education system in 1964, all these departments were taken together and reorganized into the current Yangon Institute of Economics. In 1988, the Management Studies Department and Applied Economics Department were established. Five main teaching departments are now at the University, including Economics, Applied Economics, Statistics, Commerce, and Management Studies. The other supporting departments are the Myanmar Language, English, Mathematics, and Geography Departments.

The YUE is recognized by the Association for Overseas Technical Scholarship (AOTS) as one of the Centers of Excellence (COE) and is also a member of the ASEAN University Network (AUN); it is also associated with Osaka Sanjo University of Japan, University of Utara Malaysia (UUM), Management Development Institute of Singapore (MDIS), Yunnan University of Finance and

Economics (YUFE) of China, and University of Kaiserslautern of Germany (Yangon University of Economics).

3.1.1 Organization Structure of Yangon University of Economics

The university is organized with the Rector, Pro-Rectors, and Heads of Departments establishing the Academic Board and the Administrative Board. Academic services are provided through 9 departments. The major departments are department of economics, commerce, statistics, management studies and applied economics, respectively. The supporting departments are department of Myanmar, English, Mathematics and Geography, respectively. There are a total of 422 full-time staffs in the Institute, out of which 233 are engaged in teaching and research. The rest are administrative and support personnel.

Figure (3.1)   Organizational Structure of Yangon University of Economics (2020)
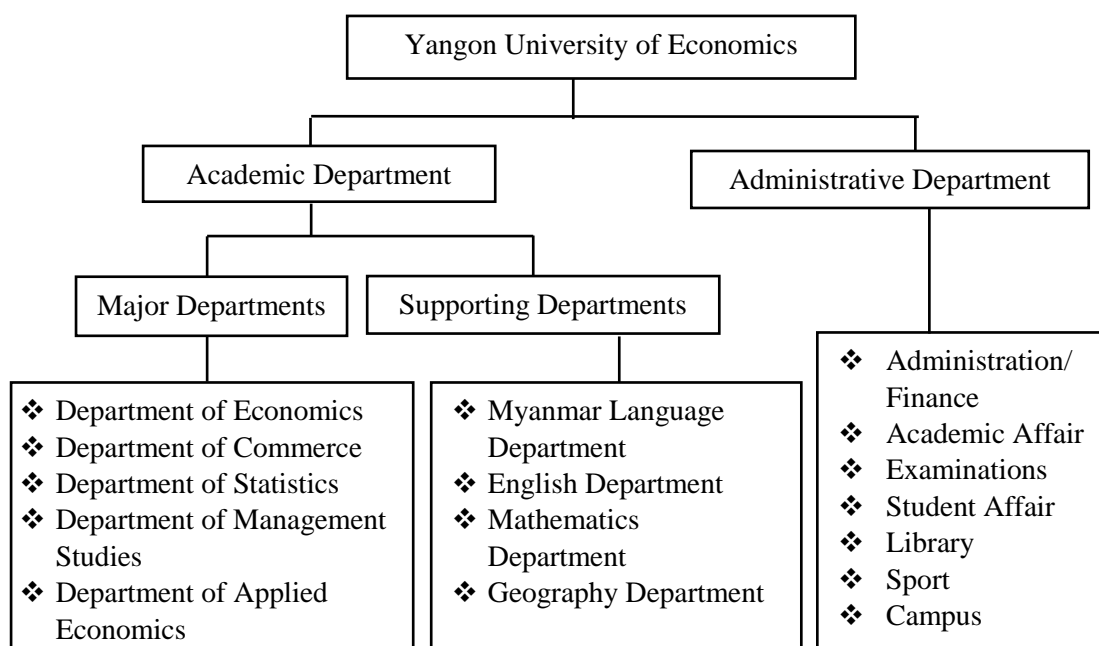
Source: Yangon University of Economics (2020)

3.1.2 Degree Offered by the Yangon University of Economics

In Yangon University of Economics, the total student enrollment each year is about 8579, of which 1200 are fresh admissions in Ywa Tha Gyi campus and 640 are fresh admissions in Hlaing campus. At the levels of Bachelors, Honours, Masters, and Diplomas courses in Economics, Statistics, Commerce, and Management are offered. At present, the University is offering the courses for 9 bachelor degrees, 10 master

degrees, and 3 doctoral degrees. The University has nurtured more than 72,000 graduates (1964-2018) who specialized in Economics, Statistics, Commerce and Business Studies.

The degrees conferred by the Yangon University of Economics are as follow:

(a) Nine bachelor degrees are conferred:

1.	Bachelor of Accounting	BAct
2.	Bachelor of Business Administration	BBA
3.	Bachelor of Commerce	BCom
4.	Bachelor of Development Studies	BDevS
5.	Bachelor of Economics	BEcon(Eco)
6.	Bachelor of Public Administration	BPA
7.	Bachelor of Population Studies	BPS
8.	Bachelor of Statistics	BEcon(Stats)
9.	Bachelor of Business Management BBM with National Management College)	BBM (in collaboration

(b) Ten master degrees are conferred:

1.	Master of Economics (Economics)	MEcon (Eco)
2.	Master of Economics (Statistics)	MEcon (Stats)
3.	Master of Population Studies	MPS
4.	Master of Commerce	MCom
5.	Master of Accounting	MAct

The following master courses are noted as the inter-disciplinary courses

6.	Master of Public Administration	MPA
7.	Master of Development Studies	MDevS
8.	Master of Business Administration	MBA
9.	Master of Banking and Finance	MBF
10.	Master of Marketing Management	MMM

(c) Three PhD degrees are conferred:

1.	Ph.D in Economics	PhD (Economics)
2.	Ph.D in Statistics	PhD (Statistics)
3.	Ph.D in Commerce	PhD (Commerce)

3.2   Origins of the CHRD Programme

The Ministry of Education (MOE) founded the National Centre for Human Resource Development (NCHRD) in June 1998 to diversify the human resources provided by a modernizing economy. The Centre for Human Resource Development was established at every MOE higher education institutions under the NCHRD.

In 1998, the National Centre for Human Resource Development (NCHRD) was formed at the Department of Higher Education as a replacement for undergraduate classes during the three-year suspension of classes between 1997 and 2000, and universities and higher education institutes were founded to form their Centre for Human Resource Development (CHRD). Universities and institutes working under the name of the CHRD have conducted evening classes for various certificate and diploma courses of various durations. Although enrollment is quite limited and by no means comparable to regular undergraduate classes, some of the students would definitely benefit from these courses. The education system can hardly improve these short-cut ad hoc measures in the long run (Thein, 2004).

The main objectives of the CHRD programs are:

1. To widen the scope of choices for students wishing to pursue job related knowledge, skills and technology
2. To establish new programs for training and re-training
3. To offer opportunities to those graduates who desire to continue with their studies to acquire advanced skills and knowledge
4. To establish a parallel education system which nurtures intellectuals and experts needed by the country
5. To enable those who wish to continue their studies to do so without being a burden to the state
6. To economize on the budget provided by the state by conducting courses that charge a minimum amount of tuition fees
7. To prevent education wastage by enabling those who have not completed their tertiary level education to do so at their own pace and during their free time
8. To confer degrees, diplomas and certificates appropriate to the curriculum and length of the courses, and
9. To utilize retired academics in order to make use of their skills and knowledge.

3.2.1 CHRD Programme of the Yangon University of Economics

Yangon University of Economics has found the Centre for Human Resource Development (CHRD) in March 1998 which launched a series of courses in business studies and accounting education. Both Business Studies Program (BSP) and Accounting Education Program (AEP) began with certificate level courses. The centre has conducted Certificate in Business Studies (CBS) and Certificate in Advanced Business Studies (CABS) courses successfully and altogether a total of (6593) student has received their training and certificates. It appears from these numbers that the centre, with the resource backing of the University, has much to offer to youths of the nation. The University encouraged with the following at the programs and thus enhances the level of education and training to Diploma. The working committee for each program has closely has followed the development to monitor and facilitate the conduct of the courses from all aspects, academic and administration for the convenience and benefits of the students.

The main objectives of the CHRD programme of the Yangon University of Economics are:

1. To enable the participants who are in the workforce and are in need of training and retraining to gain new skills, new qualifications
2. To improve career prospects, and
3. To promote continuing and further education.

The following table shows diploma and certificate courses currently conferred under Centre for Human Resource Development (CHRD) programme.

Table (3.1)   Courses in CHRD Programme Currently Open (2019 – 2020)

No	Course Name	Established
1	Certificate in Business Studies (CBS)	1998
2	Certificate in Advanced Business Studies (CABS)	1998
3	Diploma in Business Studies (DBS)	1999
4	Diploma in Financial Accounting (DFAc)	1999
5	Diploma in Management Accounting (DMAc)	1999
6	Diploma in Secretarial Management (DSM)	2004
7	Diploma in Development Studies (Dip DS)	2004
8	Post Graduated Diploma in Marketing Management (PGDMM)	2014
9	Post Graduated Diploma in Research Studies (PGDRS)	2014
10	Post Graduated Diploma in Human Resource Management (PGDHRM)	2020

Source: CHRD Programme of the YUEco (2020)

Although CHRD Programme confers various certificate, diploma and post graduate diploma courses, some of the courses are closed. The diploma and certificate courses currently closed under Centre for Human Resource Development (CHRD) programme are Certificate in Book Keeping (CBK), Certificate in Basic Computing (CBC), Certificate in Business Information Studies (CBIS), Certificate in Advanced Accounting (CAA), Certificate in Computerized Accounting (CCA), Certificate in ASEAN Economic Studies (CAES), Diploma in Business Accounting (DBAc), Diploma in Banking (DB), Diploma in Economics Studies (DES), Diploma in Statistics (DS), and Diploma in Education Management (DEM).

3.2.2 Organization Structure of CHRD Programme

The Centre for Human Resource Development (CHRD) Programme organization structure composed with the president, vice-president, academic head, professor and head of the departments, coordinators, registrars, admin officers, and their respective team. There are three main committees in CHRD Programme:

1. Central Committee
2. Administrative and Finance Committee and
3. Academic Committee

The rector of the Yangon University of Economics takes the role and responsibility of president. The president deals with the other committee members and takes the responsibility of policy making strategic management of the organization. Under the supervision of the president, vice-presidents are the second heads of the organization. Vice-president takes the responsibility of supervision and coordination with each committee members. Also vice-presidents, academic head, professors and head of the department, coordinators, registrars and admin officers are included as a member of their respective committee.

Coordinators have supervised their respective team and its members. They have to prepare for their academic calendar, time table, question and course design. Student affairs department takes the admission of HRD candidates and their respective academic responsibility.

Student EC members are elected with respect to the course of business studies in which they participate. This student representation is very important as students have an opportunity to express their views on academic and other matters which arise in the courses, and to contribute to social welfare.

Figure (3.2) Organizational Structure of CHRD Programme (2020)
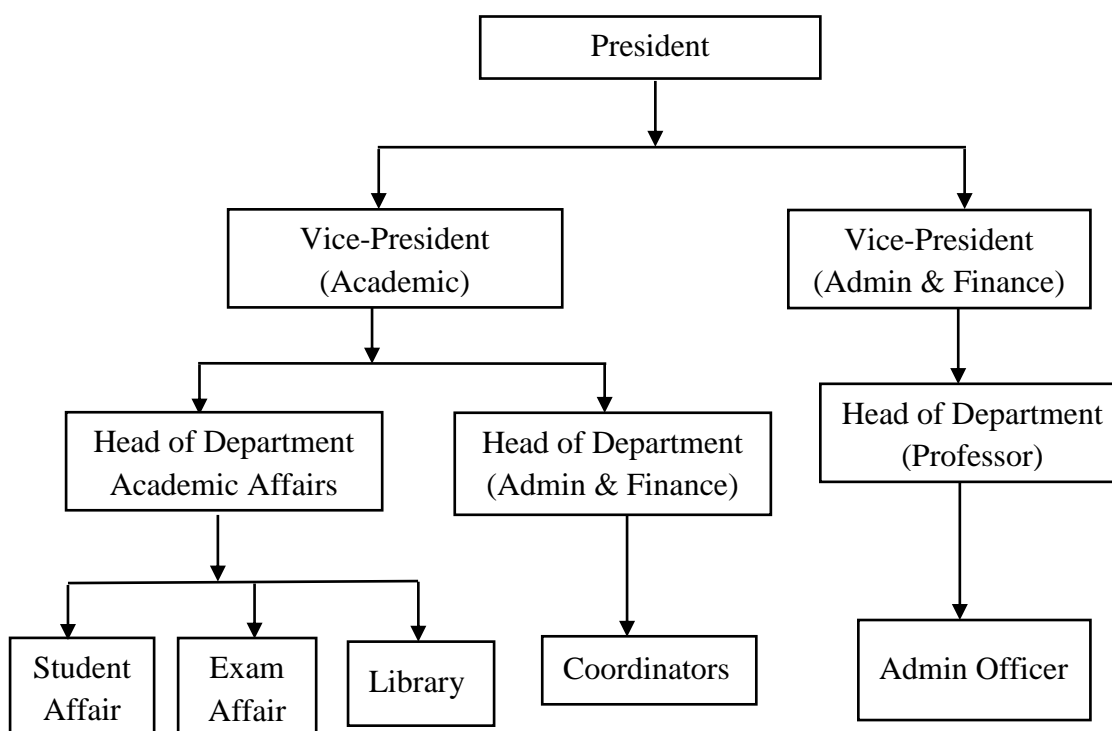
Source: CHRD Programme of the YUEco (2020)

3.3   Training Courses in CHRD Programme

The Yangon University of Economics has four campuses: Kamayut campus, Hlaing campus, Padamya campus and Ywa Tha Gyi campus. Kamayut Campus is the original campus which is located on the shores of Inya Lake at the corner of Inya Road and Pyay Road. Post graduate diploma courses, Master courses and PhD courses are being conducting in this campus. DSM, PGDRS and PGDMM courses are conducting in Kamayut campus.

The campus of Hlaing is located about one mile from the campus of Kamayut. In this campus, YUE has been offering certificate courses and diploma courses under the Human Resource Development (HRD) programme and has established Myanmar-India Entrepreneurship Development Center since 2009. It also launched Business Skills Incubation Center in June 2013 and the Centers of Excellence (COE) undergraduate courses are being offered at there. DFAc, DMAc, DBS, Dip DS, CBS, CABS and PGDHRM courses are conducting in Hlaing campus.

Padamya Campus, situated close to the Hlaing Campus, is where postgraduate courses of business administration and management are offered. The Ywa Tha Gyi

Campus is situated 13 miles from Kamayut Campus, the newly founded campus in 2000. The undergraduate courses are being offered in this campus.

Table (3.2)   Morning Sessions of Training Courses in CHRD Programme (2020)

Course Name	Day / Time	Fee (MMK)
CBS	Monday-Friday 07:00-09:00	60,000
CABS	Monday-Friday 07:00-09:00	60,000
DSM	Monday-Friday 07:00-09:00	100,000

Source: CHRD Programme of the YUEco (2020)

Table (3.2) shows CHRD Programme in Yangon University of Economics which are open in the morning session. CBS and CABS courses cost 60,000 MMK for three months. DSM course cost 100,000 MMK for six months.

Table (3.3)   Evening Sessions of Training Courses in CHRD Programme (2020)

Course Name	Day / Time	Fee (MMK)
DBS	Monday-Friday 17:30-19:30	130,000
DMAc	Monday-Friday 17:30-19:30	130,000
DFAc	Monday-Friday 17:30-19:30	130,000
Dip.DS	Monday-Friday 17:30-19:30	130,000
PGDRS	Monday-Friday 17:30-19:30	150,000
PGDMM	Monday-Friday 17:30-19:30	150,000
PGDHRM	Monday-Friday 17:30-19:30	200,000

Source: CHRD Programme of the YUEco (2020)

Table (3.3) shows CHRD Programme in Yangon University of Economics which are open in the evening session. Among the Diploma courses, DBS, DMAc, DFAc and Dip DS courses cost 130,000 MMK for nine months. PGDRS and PGDMM courses cost 150,000 MMK and PGDHRM course cost 200,000 MMK for twelve months respectively.

3.3.1 Courses and Completion Number of the CHRD Programme

The CHRD Programme of the Yangon University of Economics conducted CBS and CABS courses, participants who are attending at their respective university and participants who are working, therefore classes are held in the morning from 7:00 am to 9:00 am and altogether a total of 6,593 student (1998-2018) has received their training and certificates. A total number of 573 (1998-2018) students are completed in CAES courses. CBK and CAA courses are interested by the young people who intended to improve their accounting and financing skills. There are 3,164 (1998-2018) students who completed in Certificate in Book Keeping and Certificate in Advanced Accounting. Table (3.4) describes the certificate courses and completion number of the CHRD Programme from 1998 to 2018.

Table (3.4)   Certificate Courses and Completion Number of the CHRD Programme (1998-2018)

No.	Course Name	Number of Courses	Total
1	CBS	36	3057
2	CBK	26	2487
3	CABS	35	3536
4	CAA	27	677
5	CAES	6	573
Total		**130**	**10330**

Source: CHRD Programme of the YUEco

CHRD Programme conducted DBS, DMAc, DFAc, Dip.DS, PGDRS and PGDMM courses, participants who are working, therefore classes are held in the evening from 5:30 pm to 7:30 pm and altogether a total of 6,953 student (1998-2018) has received their training and diploma degree. These business studies courses are more popular than the other certificate courses. Among the Diploma courses, DMAc

program is interested by the young people who intended to improve their management skills. There are 1,853 (1998-2018) students who completed in Diploma in Management Accounting course. Nowadays, Dip.DS course is also interested and attended by the graduate persons and this course provide for the country's social, political, economic and development. So the course is attracting to members of political party, NGOs staff, civil servants and young people. There are 1,461 students (1998-2018) who completed in Dip.DS course. DBS course is interested and attended by the graduate persons who are working in business fields. There are 1,437 (1998-2018) students who completed in

Diploma in Management Accounting (DMAc), Diploma in Development Studies (Dip DS) and Diploma in Business Studies (DBS) programs are more interested. A total number of 4751 students (1998-2018) are completed in these diploma courses. DFAc program is interested by the people who intended to improve financing and accounting skills. There are 929 (1998-2018) students who completed in DFAc course. Diploma in Secretarial Management (DSM) course is opened for young people who are very interested in Secretarial Management field. There are 885 (1998-2018) students who completed in DSM course.

Post graduate diploma courses, such as Post Graduated Diploma in Research Studies (PGDRS), Post Graduated Diploma in Marketing Management (PGDMM) and Post Graduated Diploma in Human Resource Management (PGDHRM) are now opened under the CHRD Programme in Yangon University of Economics. PGDMM course is interested by the people who intended to improve skills in marketing. There are 572 (1998-2018) students who completed in PGDMM course. PGDRS course is interested by the people who intended to improve skills in using statistical tools and techniques in instruction, research and extension. There are 701 (1998-2018) students who completed in PGDRS course. Table (3.5) describes the diploma courses and completion number of the CHRD Programme from 1998 to 2018.

Table (3.5)   Diploma Courses and Completion Number of the CHRD Programme (1998-2018)

No.	Course Name	Number of Courses	Total
1	DSM	15	885
2	DBS	17	1437
3	DFAc	17	929
4	DMAc	17	1853
5	Dip DS	15	1461
6	PGDMM	5	572
7	PGDRS	5	701
	Total	**91**	**7838**

Source: CHRD Programme of the YUEco

3.4   Requirements for Admission into the CHRD Programme

The Business Studies Program (BSP) is conducted in the parallel stream under the management of Center for Human Resource Development (CHRD) in Yangon University of Economics. The BSP provides courses of higher learning in business through awarding (a) Certificate in Business Studies (CBS), (b) Certificate in Advanced Business Studies (CABS), and (c) Diploma in Business Studies (DBS).

CBS program is at undergraduate level and it is offered to young persons who have just come out of matriculation.

CABS program is designed for participants at the graduates or equivalent levels whom having been in the workforce and they are in need of training and retraining to develop their skills. The duration of both CBS and CABS program is three months.

DBS is the first diploma programme conducted by CHRD, Yangon University of Economics, and it is designed for training and retraining purposes. The programme provides not only the valuable educational experiences but also equips with excellent networking opportunities in the business and personal lives. Business Studies Programmes are highly demanded by many people, people who need opportunities to grow and continue business studies throughout their lives. Courses offered by CHRD enable the participants with a chance to gain new skills, new qualifications and improve career prospects. The duration of the programme is nine months.

CHRD's Working Committee has founded that participants of all ages, from different educational background, are achieving great success and are opening up a world of golden opportunities. CHRD has been conducting courses: CBS, CABS, CBK, CAA, CCA, CAES and has been upgrading the courses to the Diploma level: DBS, DFAc, DMAc, Dip DS, PGDRS and PGDMM.

The upgrading courses to the diploma level such as: Dip DS, PGDRS and PGDMM are designed for participants at any graduate levels whom having been in the workforce, and they are in need of training and retraining to develop their skills in the field of studies of economics and marketing. The candidate must be a graduate of a recognized university or institute. Applicants are required to take entrance exams for admission to the Diploma courses. Diploma students are required to submit term papers. The following table shows requirements for admission into the CHRD Programme.

Table (3.6)   Requirements for Admission into CHRD Programme

No	Course Name	Requirements for Admission
1	CBS, DSM Programme	- Basic Education High School (or) Matriculation pass - A good command of English - An ability to participate in discussion and seminars
2	CABS Programme	- A bachelor's degree or its equivalent in an appropriate field of study from a recognized institution or university or obtained satisfactory marks in CBS examination - A good command of English - An ability to participate actively in the programme activities
3	DBS, DMAc, DFAc Programe	- A bachelor's degree or diploma from the university of economics or its equivalent - Obtained qualified marks in the CABS examination - A good command of English - An ability to participate actively in the programme activities
4	Dip.DS, PGDRS, PGDMM,PGD HRM Programme	- A bachelor's degree or its equivalent in an appropriate field of study from a recognized institution or university - A good command of English - An ability to participate actively in the programme activities

Source: CHRD Programme of the YUEco

3.4.1 Curriculum and Assessment System of CHRD Programme

The university aims to develop breadth in thinking and to give the skills needed to operate in a dynamic and challenging environment. So the curriculum needs to provide students with specialized knowledge in various fields of economics including an international economics component. Certificate of Business Studies (CBS) course provides studies in Business Communication, Management, Economics and Statistics at the ordinary level. Certificate in Advanced Business Studies (CABS) course offers advanced studies in Business Communication, Management, Economics and Statistical theories and applications. Certificate in Book Keeping (CBK) course will improve book keeping skills. Certificate in Advanced Accounting (CAA) course will provide advanced knowledge and practice of accounting for business. Certificate in ASEAN Economic Studies (CAES) course provide advanced knowledge and practice of ASEAN economic studies.

Diploma in Business Studies (DBS) course is the highest level of business studies offered by the CHRD under the direction of the Yangon University of Economics. Diploma in Financial Accounting (DFAc) course will aspire to work at a fast pace in the accounting and financial areas of business. Diploma in Management Accounting (DMAc) course provides with better management accounting practices in business. Diploma in Development Studies (Dip.DS) course provides to equip participants with sound knowledge and skills on development concepts, philosophy, principles and methods, so that students may serve the ever growing needs of society in accordance with the national economic and social development plans. Post Graduated Diploma in Research Studies (PGDRS) course will provide with research method and statistical analysis. Post Graduated Diploma in Marketing Management (PGDMM) course will provide with marketing management and accounting practices.

The assessment system of HRD programme are as follows:
(a) Holding regular presentation and discussion section
(b) Offering the advices and suggestions to the students to improve their knowledge and skills
(c) Giving take home assignment
(d) Supervising the term papers
(e) Assessing on students' oral presentation
(f) Evaluation of students' learning skills by holding examination

The above functions are the yardsticks or assessment system that are exercising to the students under the HRD programme. The main aim is in order to make a judgment about skill, learning and knowledge.

3.4.2 Academic Calendar for CHRD Programme

Table (3.7) shows the academic calendar of the Certificate programme and Diploma programme respectively. For the Certificate Courses, participants who are attending at their respective university and participants who are also working, therefore classes are held in the morning from 7:00 am to 9:00 am. Since CHRD programme is for participants who are working, classes are held in the evening from 5:30 pm to 7:30 pm in weekdays, therefore only 5 modules are covered each semester.

Table (3.7)   Academic Calendar for CHRD Programme

Course Name	Duration	Credit Points	Sessions	Hours per Sessions
CBS	Three Months	24	48	96 hrs
CABS	Three Months	24	48	96 hrs
DSM	Six Months	48	108	216 hrs
DFAc	Nine Months	60	108	216 hrs
DMAc	Nine Months	60	108	216 hrs
DBS	Nine Months	60	168	336 hrs
Dip.DS	Nine Months	60	168	336 hrs
PGDRS	One Year	60	168	336 hrs
PGDMM	One Year	60	168	336 hrs
PGDHRM	One Year	60	168	336 hrs

Source: CHRD Programme of YUEco

CHAPTER IV
ANALYSIS ON STUDENT CHOICE DECISION OF CHRD PROGRAMME

4.1   Survey Profile

This survey profile is selected Center for Human Resource Development (CHRD) Programmes in Yangon University of Economics, Myanmar. There are three famous CHRD Programmes in which University of Economics is one of the famous CHRD Programmes in Yangon. YUE was established in 1924 which is a State University under the Department of Higher Education. In Yangon University of Economics, the total student enrollment each year is about 8579 of which 1200 are fresh admissions. At present, the University is offering the courses for 9 bachelor degrees, 10 master degrees, and 3 doctoral degrees. Under CHRD programme, YUE is currently conducting 2 certificate courses and 8 diploma courses. This survey was conducted on the students who are studying in the diploma and certificate courses in 2018 - 2019. This survey conducted total number of 120 respondents who are currently attending in the CHRD Programmes of Diploma in Development Studies, Diploma in Business Studies, Diploma in Management Accounting and Diploma in Financial Accounting programmes.

4.2   Survey Design

This survey is designed to analyze the students' choice decision factors of CHRD Programmes in Yangon University of Economics. Regarding to the secondary data from Students' Affair Section of YUE, there are currently 1863 students under CHRD Programmes. To cover the whole students, 120 respondents were selected. Respondents were also selected who were currently attending the Diploma courses. The survey design involves the use of quantitative data collection by conducting a survey through face to face interviewed, telephone interviewed and google form interviewed. The survey was conducted from June to July in 2020.

The questionnaire is constructed in two separate sections. The first part includes questions related to demographic factors of the respondents such as gender, age, marital status, education, occupation, currently enrolled program and inspired or motivated to choose the program. The second part focused on factors including location, reputation of the university, price (cost of education), employment opportunities and educational facilities. In this section, questionnaire contained 42 questions which the results and responses were assessed based on Likert Scale, especially a multiple indicates on a 5 point scale referring to numerous respondents and evaluation ranging from Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree. This research mainly uses descriptive analysis. As a data analysis, descriptive, correlation and linear regression methods are used in this research.

Determination of Sample Size

The following formula, Yamane (1973) was used for sample size determination.

$$n = N / 1 + N (e^2)$$

n   = Sample Size

N   = Total Number of Population (1863)

e   = Error (0.1) (e = 0.1 means 90% level of significant)

From above values sample size "n" was calculated as follow:

$$n = N / 1 + N (e^2)$$

$$n = 1863 / 1 + 1863 (0.1^2)$$

$$n = 94.91$$

Therefore, the required total sample at the survey area is 94.91 and however, 120 students were selected for this study to cover the potential incomplete, missing answers and obtain reliable data.

4.3   Analysis on Survey Results

As questionnaire composed of 5 aspects which are location, reputation of the university, price (cost of education), employment opportunities, educational facilities, the results are presented for each aspect. This study aims to analyze students' choice decision factors of CHRD Programmes. This section presents analysis and interpretation of the result of survey data collection and statistical techniques carried out from the answers of survey questionnaire.

4.3.1 Demographic Characteristics of Respondents

The total number of respondents in this study is 120 randomly selected students of Diploma courses in Yangon University of Economics.

(a) Demographic Characteristic of Respondents

In table (4.1), it expressed the demographic factors of respondents which include gender, age, marital status, educational status, and occupation.

Table (4.1)   Demographic Characteristic of Respondents

Description	Category	No. of Respondent	Percentage
Gender	Male	44	36.7
	Female	76	63.3
	Total	**120**	**100**
Age	Under 25 years	60	50
	Between 26 - 30 years	32	26.7
	Between 31 - 35 years	15	12.5
	Between 36 - 40 years	7	5.8
	Over 41 years	6	5
	Total	**120**	**100**
Marital Status	Single	104	86.7
	Married	16	13.3
	Total	**120**	**100**
Educational Status	Bachelor of Art (B.A)	22	18.3
	Bachelor of Science (B.Sc)	14	11.7
	Medical Field	1	0.8
	Engineering Field	3	2.5
	Economics Field	60	50
	Other	20	16.7
	Total	**120**	**100**
Occupation	Student	31	25.8
	Own-Business	10	8.3
	Private-Employee	25	20.8
	Public-Employee	34	28.3
	Other	20	16.7
	Total	**120**	**100**

Source: Survey data, 2020

According to table (4.1), the demographic characteristic data expressed background of the respondents in term of gender, age, marital status, educational status and occupation. The sample includes 44 male students and 76 female students. In term of percentage, 63.3% of major respondents were female while male respondents took part of 36.7%. Secondly, the table shows the age group of the respondents. Among them, 60 students (50%) were the age under 25 years old. The age between 26-30 years old were 32 students (26.7%) and the age between 31-35 years old were 15 students (12.5%). The age between 36-40 years old were 7 students (5.8%) and the age above 41 years old were 6 students (5%) respectively. Marital status was found that 104 respondents are single while 16 are married in the sample 120 students. In term of percentage, single students were 86.7% and married students were 13.3%.

For the educational status, 22 students (18.3%) hold Bachelor of Art degree, 14 students (11.7%) hold Bachelor of Science degree, and 60 students (50%) were from economic field. The other field of study was 20 students (16.7%) which include technology, computer and law fields respectively. The significantly lowest of about 1 student (0.8%) from medical field and 3 students (2.5%) from engineering field. 31 respondents (25.8%) were students and 34 respondents (28.3%) are public employee who were the largest occupation group. The rest of 25 students (20.8%) were private employee and 10 students (8.3%) have own business. The other 20 students (16.7 %) were currently unemployed and some were housewife respectively.

(b)   Distribution of Students in CHRD Diploma Programmes

Table (4.2) describes the distribution of students in CHRD Programmes that divided into four major classes.

Table (4.2)   Distribution of Students in Each Programme

Programme Name	No. of Respondent	Percentage
Diploma in Business Studies	43	35.8
Diploma in Financial Accounting	18	15
Diploma in Management Accounting	24	20
Diploma in Development Studies	35	29.2
Total	**120**	**100**

Source: Survey data, 2020

According to table (4.2), 43 students (35.8%) from Diploma in Business Studies class, 18 students (15%) from Diploma in Financial Accounting class, 24 students (20%) from Diploma in Management Accounting class and 35 students (29.2%) from Diploma in Development Studies class. In terms of percentage, DBS students share 35.8% with the highest score while DFAc students share 15% with the lowest score.

(c)   Further Plan for Education of Respondents
Table (4.3) describes the further plan for education of students after graduation which divided into four categories such as Diploma, Master, Ph.D and other.

Table (4.3)   Further Plan for Education of Respondents

Description	No. of Respondent	Percentage
Diploma	26	21.7
Certificate	0	0
Master	59	49.2
Ph.D.	24	20
Other	11	9.2
Total	**120**	**100**

Source: Survey data, 2020

According to table (4.3), 59 students want to attend master courses after graduation which is the highest share of 49.2% and the lowest share of 0% in certificate courses. The rest of 26 students (21.7%) want to attend diploma courses, and 24 students (20%) want to attend Ph.D. respectively. The other 11 students (9.2%) intended to take a break from attending courses.

(d)   Students' Inspiration or Motivation to Choose the Programme
Table (4.4) describes what kinds of extent have been inspired or motivated to choose this programme.

Table (4.4) Students' Inspiration or Motivation to Choose the Programme

Description	No. of Respondent	Percentage
Personal interest	86	71.7
Family	7	5.8
Friends	13	10.8
Teacher	1	0.8
Other	13	10.8
Total	**120**	**100**

Source: Survey data, 2020

Table (4.4) shows 86 students (71.7%) attend the programme because of their personal interest, 7 students (5.8%) attend because of family, and 13 students (10.8%) attend because of friends, colleagues and other respectively. The lowest population shows 1 student (0.8%) attend because of teachers' inspiration and suggestion.

4.3.2 Reliability Analysis

Reliability refers to the extent to which a scale produces constant results, if the measurements are repeated a number of times. The analysis on reliability is known as reliability analysis. The reliability analysis is calculated by the proportion of a systematic variant in a scale that can be done by evaluating the relationship between the scores obtained from different scale administrations. Thus, if the association in reliability analysis is high, the scale yields regular outcomes and is consequently reliable. The instrument is considered reliable if the alpha value is .70 or higher.

Table (4.5) Cronbach Alpha Analysis

Variable	No. of item	Cronbach Alpha
Location	6	0.85
Reputation of the university	9	0.934
Price (Cost of education)	6	0.878
Employment opportunities	7	0.94
Educational facilities	8	0.915
Students' Choice	6	0.732

Source: Survey data, 2020

Table (4.5) shows that Cronbach's Alpha is a measure of internal consistency that is how closely related a set of items are as a group. The least consistency range goes to students' choice is the acceptable range of 0.732. The Cronbach Alpha value are 0.85 and 0.878 which denoted as good internal consistency. The other variables such as reputation of the university, employment opportunities and educational facilities have a range of 0.934, 0.94 and 0.915 respectively. This result can consider excellent internal consistency. The computed Cronbach's values for all factors are more than 0.7. Thus, these statistical results are acceptable.

4.3.3 Student Choice Decision Factors of CHRD Programme

This study described the analysis on the students' choice decision factors of CHRD Programme. Measurement to choice of CHRD Programme is conducted as the following factors: (1) Location, (2) Reputation of the university, (3) Price or Cost of education, (4) Employment opportunities and (5) Educational facilities. Each variable contains different number of statements and each statement is measured in five point Likert scale (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree). In accordance with the classification of Sekaram & Bougie (2016), mean value less than 2 are classified as low level, between 2 and 3.5 are categorized as moderate level and 3.5 and above are considered as high level of perception.

(a) Analysis on Location

Table (4.6) describes mean value of location, average mean score and Standard Deviation are calculated for each statement regarding location factor.

Table (4.6)   Analysis on Location

No	Statement	Mean	Std. Deviation
1	Located near home/workplace.	3.03	1.053
2	Located in downtown area.	2.98	1.08
3	Located near bus stop and taxi stand.	3.03	0.978
4	Located near restaurant and shopping center.	2.78	0.963
5	Located in convenient transportation.	3.33	1.022
6	Located in peaceful and secure environment.	3.25	1.031
	Overall Mean	**3.07**	

Source: Survey data, 2020

Table (4.6) represents the analysis on location which effects on students' choice decision of the CHRD Programme. Located in convenient transportation show maximum mean value among six statements according to mean value of 3.33 (Std. Deviation= 1.022). So, the university should be located in convenient transportation and good connectivity is important. It is observed that a reliable public transportation system that will give a wider choice as to whether to rent an apartment or live at home or with relatives and friends. Among six categories, located in peaceful and secure environment show second highest mean score which results mean value of 3.25 (Std. Deviation= 1.031). So, students chose the university because which is located in pleasant and safe environment. Located near in home/work place, bus stop and taxi stand indicate mean value of 3.03 respectively. So, students chose the university because which is located near in home/work place, bus stop and taxi stand. It is observed that a near home location of the university gives emotional security of remaining close to family, friends and focus more on the studies. Located in downtown area shows mean value of 2.98 (Std. Deviation= 1.08). So, students chose the university because which is located in metropolitan area is uncertain. Located near restaurant and shopping center shows least mean value of 2.78 (Std. Deviation= 2.78). It is observed that urban areas tend to be busy, sometimes chaotic, with some distractions that may get in the way of learning if student are not familiar with such an environment. Overall total mean score is 3.07 which indicate the respondents moderately agreed that students chose the university according to its location.

(b)   Analysis on Reputation of the University

Table (4.7) describes mean value, average mean score and Standard Deviation are calculated for each statement regarding reputation of the university factor.

Table (4.7)   Analysis on Reputation of the University

No	Statement	Mean	Std. Deviation
1	Well known university.	3.78	0.963
2	Confers reliable degree.	3.81	0.853
3	Academic accreditation by government.	3.71	0.893
4	Clean and beautiful campus with modern facilities.	3.28	1.006
5	Skillful and qualified teachers.	3.86	0.901
6	Offers variety of programs and courses.	3.72	0.852
7	Connects with international organizations.	3.68	0.881
8	Offers international curriculum.	3.55	0.906
9	Good social environment.	3.72	0.891
	Overall Mean	**3.68**	

Source: Survey data, 2020

Table (4.7) represents the analysis on reputation of the university which effects on students' choice decision of the CHRD Programme. The university has skillful and qualified teachers show maximum mean value among nine statements according to mean value of 3.86 (Std. Deviation= 0.901). So, students chose the programme because the university has professional teachers who have enough experience and provide knowledge. Among nine categories, the university confers reliable degree show second highest mean score which results mean value of 3.81 (Std. Deviation= 0.853). So, students chose the programme because the university confers degree which will make easier to get a job and improve personal development. The university is well known university indicate mean value of 3.78 (Std. Deviation= 0.963). It is observed that students chose the programme because the university is professional institution established since 1964. The university has good social environment and offers variety of programs and courses which indicate mean value of 3.72 respectively. So, students chose the programme because the university has sound coordination and offers range of degree options. The university has academic accreditation show mean value of 3.71 (Std. Deviation= 0.893). So, students chose the programme because the quality of education, teaching, learning and research methods are offered by the government. The university connects with international organizations show mean value of 3.68 (Std.

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Deviation= 0.881). It is observed that students chose the programme because the university gets internationally recognized which can help better choice of a job and higher chance to get a job in international organization. The university uses international curriculum indicate mean value of 3.55 (Std. Deviation= 0.906). So, students chose the programme because the university offers quality education and curriculum in accordance with international standard. The university has clean and beautiful campus with modern facilities show least mean value of 3.28 (Std. Deviation= 1.006). It is observed that students chose the programme because the university has pleasant surrounding with physical asset and facilities environment give appropriate shape and atmosphere for teaching and learning. Overall total mean score is 3.68 which indicate the respondents agreed that students chose the program according to reputation of the university.

(c)   Analysis on Price (Cost of Education)

Table (4.8) describes mean value, average mean score and Standard Deviation are calculated for each statement regarding price (cost of education) factor.

Table (4.8)   Analysis on Price (Cost of Education)

No	Statement	Mean	Std. Deviation
1	Reasonable fees for students.	3.58	0.894
2	Other fees including text books, stationery, study materials and supplies are affordable.	3.37	0.888
3	School projects cost are cheaper than other institution.	3.39	0.882
4	Transportation cost is affordable.	3.27	0.932
5	Flexible payment plan for students.	3.34	0.855
6	Cost of time is reasonable.	3.6	0.893
	Overall Mean	**3.43**	

Source: Survey data, 2020

Table (4.8) shows the analysis on price (cost of education) which effects on students' choice decision of the CHRD Programme. The programme has reasonable duration show maximum mean value among six statements according to mean value of 3.6 (Std. Deviation= 0.893). So, students chose the programme because the cost of

time or duration of the programme is reasonable. Among six categories, the programme provides reasonable fees for students show second highest mean score which results mean value of 3.58 (Std. Deviation= 0.894). So, students chose the programme because the university has fair price for students which is operated by the government. The cost of school projects indicate mean value of 3.39 (Std. Deviation= 0.882). So, students chose the programme because school projects, term paper, research or thesis cost are cheaper than other institution. Other fees are affordable indicate mean value of 3.37 (Std. Deviation= 0.888). So, students chose the programme because other fees including text books, stationery, study materials and supplies are affordable. The university provides flexible payment plan show mean value of 3.34 (Std. Deviation= 0.855). It is observed that students chose the programme because the university operated under the government which provides low cost with flexible payment plan for students. The cost of transportation is affordable shows least mean value of 3.27 (Std. Deviation= 0.932). It is observed that students chose the programme because university is located in convenient and accessible area with affordable transportation cost. Overall total mean score is 3.43 which indicate the respondents moderately agreed that students chose the programme according to its cost of education.

(d)   Analysis on Employment Opportunities

Table (4.9) describes mean value, average mean score and Standard Deviation are calculated for each statement regarding employment opportunities factor.

Table (4.9)   Analysis on Employment Opportunities

No	Statement	Mean	Std. Deviation
1	Support current or existing job.	3.71	0.982
2	Important for future career life.	3.87	0.958
3	Better job opportunities.	3.8	0.992
4	Provides personal development.	3.88	0.94
5	Get more money.	3.62	0.944
6	Chance to move to a new working area.	3.61	0.882
7	Easier to get a job.	3.6	0.883
	Overall Mean	**3.73**	

Source: Survey data, 2020

Table (4.9) shows the analysis on employment opportunities which effects on students' choice decision of the CHRD Programme. The programme provides personal development show maximum mean value among seven statements according to mean value of 3.88 (Std. Deviation= 0.94). It is observed that students chose the programme because it provides knowledge, skills, strong competence and offers better working life. Among seven categories, the programme is important for future career life show second highest mean score which results mean value of 3.87 (Std. Deviation= 0.958). So, students chose the programme because theories and knowledge attained from these courses can provide better performance and accomplishment in working environment. The programme is ensure to get better job opportunities indicate mean value of 3.8 (Std. Deviation= 0.992). It is observed that students chose the programme because university confers reliable degree and uses international curriculum which ensure to get better opportunities. The programme support current job indicate mean value of 3.71 (Std. Deviation= 0.982). So, students chose the programme because knowledge gain from these courses can practice in existing working environment. The programme will help to get more money shows mean value of 3.62 (Std. Deviation= 0.944). It is observed that students chose the programme because better knowledge, skills and abilities can yield better working life and which can continuously improve income level. The programme will give a chance to move to new working area show mean value of 3.61 (Std. Deviation= 0.882). So, students chose the programme because university gets internationally recognized and connects with international organizations so that it will give a chance to move to a new career. The programme will make easier to get a job show least mean value of 3.6 (Std. Deviation= 0.883). It is observed that students chose the programme because university offers professional degree which has academic accreditation by the government that will help in searching for a new job and obtain better paid occupation. Overall total mean score is 3.73 which indicate the respondents agreed that students chose the programme according to its employment opportunities.

(e)   Analysis on Educational Facilities

Table (4.10) describes mean value, average mean score and Standard Deviation are calculated for each statement regarding educational facilities factor.

Table (4.10)   Analysis on Educational Facilities

No	Statement	Mean	Std. Deviation
1	Facility is important for university.	3.82	0.953
2	Provides enough classroom for students.	3.56	0.968
3	Sufficient library facilities.	3.38	1.005
4	Canteen with delicious food at fair price.	3.17	0.911
5	Provides IT support for students.	3.11	1.187
6	Enough learning materials.	3.33	0.999
7	Better quality of teaching.	3.53	0.995
8	Extracurricular activities	3.2	1.034
	Overall Mean	**3.39**	

Source: Survey data, 2020

Table (4.10) represents the analysis on educational facilities which effects on students' choice decision of the CHRD Programme. Facility is important for university show maximum mean value among eight statements according to mean value of 3.82 (Std. Deviation= 0.953). So, students think that infrastructural facilities are the essential tools with which activities and operations of the institutions are carries out. It is observed that physical assets and the facilities environment also show the quality of the institutions. Among eight categories, enough classroom show second highest mean score which results mean value of 3.56 (Std. Deviation= 0.968). So, students chose the university which provides physical asset for students in appropriate with shape and atmosphere for teaching and learning. Better quality of teaching indicate mean value of 3.53 (Std. Deviation=0.995). It is observed that students chose the university which has professional teachers with enough experience and offers range of degree options. Library facilities shows mean value of 3.38 (Std. Deviation= 1.005). So, students chose the university which has learning and teaching facilities, especially sufficient library facilities and the availability of computers. Enough learning materials indicates mean value of 3.33 (Std. Deviation= 0.999). So, students chose the university which provides learning materials such as handouts, study guides, quiet learning zones and common learning zones for group work. Extracurricular activities shows mean value of 3.2 (Std. Deviation= 1.034). So,

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students chose the university which has extracurricular activities like field trip, community service and volunteer work. Canteen with delicious food at fair price shows mean value of 3.17 (Std. Deviation= 0.911). It is observed that students chose the university which can yield healthy and nutritious food with reasonable price. IT support for students shows least mean value of 3.11 (Std. Deviation= 1.187). So, students chose the university which provides IT support like computer, Wi-Fi network and projector for students. Overall total mean score is 3.39 which indicate the respondents moderately agreed that students chose the university according to its educational facilities.

(f)   Analysis on Student Choice Decision

The survey results from analysis on student choice decision were examined and their mean value is presented in Table (4.11).

Table (4.11)   Analysis on Student Choice Decision

No	Statement	Mean	Std. Deviation
1	The chance of studying for my further education at public university is high.	3.58	0.894
2	I chose this program because I am interested about the subjects of the program.	3.6	0.892
3	I feel certain that I will complete my study.	3.62	0.944
4	I feel certain that I have chosen the right program.	3.67	0.88
5	I will recommend the program (I chose) to my friend in the future.	3.03	0.978
6	I would prefer to enroll at public university rather than private university.	3.11	1.186
	Overall Mean	**3.44**	

Source: Survey data, 2020

Table (4.11) presents the analysis on student choice decision of the CHRD Programme. The maximum mean value of 3.67 (Std. Deviation= 0.88) indicating students satisfied about choosing this programme. The mean value of 3.58 (Std. deviation= 0.894) shows the chance of studying for further education at public

university is high. The mean value of 3.6 (Std. Deviation= 0.892) indicates students are interested about the subjects of the programme. The mean value of 3.62 (Std. Deviation= 0.944) shows students will certainly complete the study. The mean value of 3.11 (Std. Deviation= 1.186) indicating students prefer to enroll at public university rather than private university. The least mean value is 3.03 (Std. Deviation= 0.978) which indicate students will recommend about the programme to friends in the future.

4.3.4 Overall Student Choice Decision of CHRD Programme

This section presented about overall student choice decision of CHRD programme. Each category presented with its own total mean score.

Table (4.12)   Overall Student Choice Decision of CHRD Programme

Description	Mean Score
Location	3.07
Reputation of the University	3.68
Price (Cost of Education)	3.43
Employment Opportunities	3.73
Educational Facilities	3.39

Source: Survey data, 2020

Table (4.12) shows the mean score of student choice decision of CHRD programme. Student choice decision related to location is 3.07 mean score which means that the university located near home or work place, downtown area and bus stop are not that important when students chose the programme. Student choice decision related to reputation of the university is 3.68 mean score which means that students chose the programme because university confers reliable degree, has government accreditation, provides quality education and curriculum in accordance with international standard and offers variety of programs and courses. Student choice decision related to price (cost of education) is 3.43 mean score which means that student chose the programme because university has reasonable fees and flexible payment plan for students due to infrastructure and facilities are provided by the government. Student choice decision related to employment opportunities is 3.73 mean score which means that students chose the programme because it can provide

knowledge and skills, ensure to get better job opportunities and help to get more money. Student choice decision related to educational facilities is 3.39 mean score which means student chose the university because it provides professional teachers with enough experience and physical asset for students in appropriate with shape and atmosphere for teaching and learning. It can be concluded that employment opportunities and reputation of the university play an important role in the student choice decision of CHRD programme.

4.3.5   Analysis on Correlation of Student Choice Decision Factors

Student Choice Decision involve location, reputation of the university, price (cost of education), employment opportunities and educational facilities. In order to see student choice decision of CHRD Programme, correlation analysis is performed. Correlation analysis provides the relationship between two or more variables. Pearson's correlation coefficient can be used to measure the strength of the association between two variables and it can take values between -1 and +1 inclusive. The positive sign indicates that the two variables have positive relationships and negative sign indicates negative relationships. The higher value of correlation coefficient represents the strength of the association between two variables are strong. The outcomes of the correlation coefficients for student choice decision factors are shown in table (4.13).

Table (4.13)   Analysis on Correlation of Student Choice Decision Factors

Factors	Correlation Coefficient
Location	.591**
Reputation of the university	.884**
Price (Cost of education)	.851**
Employment opportunities	.796**
Educational facilities	.835**

Source: Survey data, 2020

Table (4.13) shows Pearson correlation and is significant at the 0.01 level (2-tailed). It was found that location and student choice decision are positively and moderately correlated at .591 and their correlation is statistically significant. It was

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found that reputation of the university and student choice decision are positively and strongly correlated at .884 and their correlation is statistically significant, implying that the good reputation of the university could make students to choose this university. It was found that price (cost of education) and student choice decision are positively and strongly correlated at .851 and their correlation is statistically significant, implying that the reasonable price could make students to choose this university. It was found that employment opportunities and student choice decision are positively and strongly correlated at .796 and their correlation is statistically significant, implying that better job opportunities could make students to choose this university. It was found that educational facilities and student choice decision are positively and strongly correlated at .835 and their correlation is statistically significant, implying that better educational facilities could make students to choose this university.

CHAPTER V
CONCLUSION

5.1 Findings

Center for Human Resource Development of the Yangon University of Economics successfully reached a total of twenty two years on its academic programs of the Certificate and Diploma Courses. The diploma and certificate courses conferred under CHRD programme are CBS, CABS, DBS, DFAc, DMAc, DSM, Dip DS, PGDMM and PGDRS respectively. Nowadays, new post graduate diploma in Human Resource Management (PGDHRM) started in 2019-2020 academic year at the Yangon University of Economics. A sample of 120 respondents was taken from the students who is currently attending in Yangon University of Economics which include 35 students from Diploma in Development Studies (Dip.DS), 43 students from Diploma in Business Studies (DBS), 18 students from Diploma in Financial Accounting (DFAc), and 24 students from Diploma in Management Accounting (DMAc).

This study described the evolution of CHRD Programmes and analyzed the student choice decision factors of CHRD Programmes in Yangon University of Economics. It was conducted with well-structured questionnaires on five factors of student choice decision. Each organizes involve various number of statements and each statement is determined on five-point Likert scale. The study found that 50% of students are at the age of under 25 years. This study describes that young people are more likely to attend diploma and certificate courses.

The study shows that marital status has important influence in student choice decision of the CHRD Programme. Most of the students who attend CHRD Programme are single which includes 86.7%. And more than half of the students are female 63.3% while only 36.7% are male. The educational status of most students are from economics field which includes 50%. The study found that most of the students do public employee 28.3% as an occupation.

Although student choice decision factors can have many dimensions, the five aspects of decision factors were used for this study. Among these five aspects, it was found that students are most satisfied to reputation of the university, price (cost of education), and employment opportunities and then resulted by good educational facilities and location.

Regarding reputation of the university, the study found that students are most satisfied with the university confers reliable degree which is accreditation by the government. The second satisfied with variety of programmes and courses offered by the university. Reputation of the university is major role in student choice decision and high level of influencing.

Regarding location of the university, students are satisfied with the convenient transportation and good connectivity. The second satisfied with located near in home and work place and least satisfied with located near restaurant and shopping center. Therefore, university location denotes as one of the influencing factors on student choice decision.

Regarding price (cost of education), the study found that students most satisfied with duration of the programme. The second satisfied with school fees of the university and least satisfied with flexible payment plan of the university. Therefore, price (cost of education) denotes one of the most influencing factors on student choice decision.

Regarding employment opportunities, the study shows that students are most satisfied with better job opportunities. The second satisfied with personal development and least satisfied with easier to get a job. Therefore, employment opportunities are major role in student choice decision and high level of influencing.

Regarding educational facilities, the study shows that students are satisfied with enough classroom in the university. The second satisfied with quality of teaching of the programme and least satisfied with IT supports which is provided by the university. Therefore, educational facilities denote one of the most influencing factors student choice decision.

Factors on student choice decision is important in gaining insights on students' expectations of the university. According to the summarized results, students are most satisfied with overall factors. However, among the five factors, students are most satisfied on reputation of the university and price (cost of education). Reputation is

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very important for students' choice decision and also price is crucial factor which deal with financial condition of the students.

5.2   Suggestions

On the base of findings and conclusion of the study, student choice decision of CHRD Programme should be provided the following practices to better of student choice factors. CHRD Programmes are provided student's personal development and successful CHRD Programme may lead to the achievement of organizational development, community development and national development. Yangon University of Economics is delivering the different kinds of training to fulfill the required capacities of the country. In this way, CHRD Programmes are emphasis on offering opportunities to the students who desire to continue with their studies to acquire advanced skills and knowledge.

In this paper, case study has been done by studying of 120 students from four diploma courses. It is found that the Center for Human Resource Development Programme of the Yangon University of Economics has trained in the objective of gaining attitude change and mindset that relevant to the system of national development. Although training methodology is good, there is some weakness in learning aid. Learning aid is partial important for delivering effective training and it should be used up to date curriculum which is based on the labor market demand and global trend for the international employment opportunities. Regards with extracurricular activities, the provider needs to insert extracurricular activities which can improve subject matter and general knowledge of training to fulfill students' requirement. Also the university should plan to introduce university website as a mean to ensure transparency by providing publicly available information on institutional performance. CHRD management team should continuously improve the quality and attractiveness of information provided at its websites. The university's website is the window where prospective students have their first look at the university and its faculties.

The more increasing the CHRD Programmes, the more will be the interest to learn higher education in Myanmar. The provider needs to aware what type of factors influence on student decision. This study also revealed that the most influencing factor on student choice decision and support to touch with to know how the education system of public university CHRD Programme in Myanmar. This study

also help education provider to conduct most influencing factor influence on student choice decision. Therefore, the provider will accomplish essential need for the students. Information obtained from this study also contributes to the available body of knowledge and could be used by other researchers as a basic for future research.

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APPENDIX

Survey Questionnaire

This study will not attribute any comments to your personal as responses are confidential. The information gathered from these survey questionnaires will be used merely for MDevS Thesis only. Participation in this thesis is voluntary. Your open and true answers will be very supported to this thesis. Thank you very much for your kind contribution.

Section A   General Information

1. Gender: ☐ Male ☐ Female

2. Age of respondent: ☐ Under 25 year ☐ Between 26-30
   ☐ Between 31-35 ☐ Between 36-40 ☐ Over 41

3. Marital Status: ☐ Single ☐ Married

4. Educational Status: ☐ B.A ☐ B.Sc. ☐ Medical Field
   ☐ Technological Field ☐ Economics Field
   ☐ Engineering Field

5. Which type of program are you currently enrolled in?
   ☐ Diploma in Business Studies
   ☐ Diploma in Financial Accounting
   ☐ Diploma in Management Accounting
   ☐ Diploma in Development Studies

6. Occupation of respondent: ☐ Own-Business ☐ Private-Employee
   ☐ Public-Employee ☐ Student ☐ Other

7. To what extent have you been inspired or motivated to choose this program?
   ☐ Personal interest ☐ Family ☐ Friends
   ☐ Teacher ☐ Other

8. What further plan do you have for your education?
   ☐ Certificate ☐ Diploma ☐ Master
   ☐ Ph.D ☐ Other

Section B   Student Choice Decision Factors

For each of the statement below, please indicate the extent of your agreement or disagreement by ticking in the appropriate box. The response scale is as follow.

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

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Location	1	2	3	4	5
1	I choose this program because it is located near my home/workplace.					
2	I choose this program because it is located in downtown area.					
3	I choose this program because it is located near bus stop and taxi stand.					
4	I choose this program because it is located near restaurant and shopping center.					
5	I choose this program because it is located in convenient transportation and good connectivity.					
6	I choose this program because it is located in peaceful and secure environment.					
	Reputation of the university	1	2	3	4	5
7	I choose this program because the university is well known university.					
8	I choose this program because the university confers reliable degree.					
9	I choose this program because the university has academic accreditation by government.					
10	I choose this program because the university has clean and beautiful campus with modern facilities.					
11	I choose this program because the university has skillful and qualified teachers.					
12	I choose this program because the university offers variety of programs and courses.					

13	I choose this program because the university gets internationally recognized and connects with international organizations.					
14	I choose this program because the university uses/offers international curriculum.					
15	I choose this program because the university has good social environment.					
	Price (Cost of education)	1	2	3	4	5
16	I choose this program because it provides reasonable fees for students.					
17	I choose this program because other fees including text books, stationery, study materials and supplies are affordable.					
18	I choose this program because the cost of school projects, term paper, research or thesis are cheaper than other institution.					
19	I choose this program because the cost of transportation is affordable.					
20	I choose this program because the university provides flexible payment plan for students.					
21	I choose this program because the cost of time (length/duration of the program) is reasonable.					
	Employment opportunities	1	2	3	4	5
22	I choose this program because it will make easier to get a job.					
23	I choose this program because it will support current or existing job.					
24	I choose this program because it is important for future career life.					
25	I choose this program because it is ensure to get better job opportunities.					
26	I choose this program because it provides personal development.					
27	I choose this program because it will help to get more money.					
28	I choose this program because it will give a chance to move to a new working area.					

	Educational facilities	1	2	3	4	5
29	I think that facilities is one of the important factor for university.					
30	My university provides enough classroom for students.					
31	My university has sufficient library facilities.					
32	My university has good canteen with delicious food at fair price.					
33	My university provides IT support for 1s. (e.g. computer, Wi-Fi network, projector, etc.,)					
34	My university provides enough learning materials. (e.g. handouts, study guides, etc.,)					
35	My university provides better quality of teaching.					
36	My university has extracurricular activities (e.g. field trip, volunteer work, community service, etc.,)					
	Student's Choice	1	2	3	4	5
37	The chance of studying for my further education at public university is high.					
38	I chose this program because I am interested about the subjects of the program.					
39	I feel certain that I will complete my study.					
40	I feel certain that I have chosen the right program.					
41	I would prefer to enroll at public university rather than private university.					
42	I will recommend the program (I chose) to my friend in the future.					