

**PERSONAL MOTIVATIONAL FACTORS AND SOCIAL FACTORS
INFLUENCING THE CAREER CHOICE OF MBA STUDENTS**

BY

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Recommendation

This is to certify that this thesis is prepared by Anita Gaire entitled “Personal motivational factors and social factors influencing the career choice of MBA students” has been prepared as part of the student's original research. The report has been prepared on the prescribed format approved by Faculty of Management, Tribhuvan University.

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Anita Gaire

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Abbreviations

CF	College Factor
EM	Extrinsic Motivational Factors
FI	Family Influence
GRP	Graduate Research Project
HRD	Human Resource Development
IM	Intrinsic Motivational Factors
MBA	Master in Business Administration
PI	Peer Influence
SD	Standard Deviation
SDT	Self-Determination Theory
SN	Social Network
SPSS	Statistical Packages for Social Sciences
SS	Social Status

Executive Summary

Career decisions can be defined as the ongoing life long process of making choices that complement our personal attributes and help us to realize our basic life values. The basic purpose of the study was to investigate the influence of personal motivational factors and social factors on the career choice of Nepalese MBA students and to examine whether gender moderates the relationship between study variables and career choice of Nepalese MBA students.

The research used descriptive research design. The sampling method adopted was convenience sampling. For the purpose of the study, a survey was conducted by distributing questionnaire to 385 respondents. The data were organized, analyzed and managed using Microsoft Excel and SPSS. Descriptive as well as inferential analyses were carried out to meet the objectives of the study. Frequencies, percentage, mean, standard deviations, correlation, binary logistic regression analysis and independent sample t tests have been used to meet the objectives of the study.

The results of the study revealed that all predictors except social status have significant impact on career choice of Nepalese MBA students. It was found that intrinsic motivational factors, extrinsic motivational factors, family influence, peer influence, college factors and social networks were significant predictors of career choice. Similarly, the study has found that relationship between peer influence and career choices of MBA students and social networks and career choices of MBA students are moderated by gender.

This study has both implication i'e theoretical and practical implication. From the theoretical implication perspectives, this study contributes the literature of career development where as in practical implication the study contributes in HR professionals and MBA students of Nepal. The importance of family ties, peer influence, networking with significant others and college factors has practical implications for Nepalese MBA students while making the career choices. Similarly, to attract the quality human resources and maximize contribution from the employees, the HR managers should focus on both material and non material needs of employees.

Chapter I

Introduction

1.1 Background of the study

A career means the part of life that is concerned with employment. In this regards career can be defined as something that someone is passionate about. The concept of career has been explained by Jones and Larke (2005), who defines occupation as a means of living, which has the power to change personalities, determine social status, predict expected earnings, determine social groups etc. Anything which gives us happiness and satisfaction is career. Though career is something that gives us happiness and satisfaction, journey of deciding our career is full of challenges.

Career selection is one of the many important choices students will make in determining future plans. In fact, major portion of the college time is spent on deciding what to do after college. Ozbilgin et al. (2005) states that career choice process should involve the availability of career choice options and the individual's preference between these career options. Brown(2002) describes the process of choosing a career as estimation of one's ability and values, estimating the skills and abilities required for success in a given occupation, and estimating the work values that will be satisfied by the various occupational alternatives available. Hence, appropriate career decisions can be defined as the ongoing lifelong process of making choices that complement our personal attributes and help us to realize our basic life values. Indeed, a career decision should be made with great care and it is getting even tougher as it is influenced by different factors.

The career option available to an individual at any particular point of time point in time are influenced by external factors (labor market, state of the economy, etc.), socio-cultural factors (family, culture, religion, friends etc.) as well as individual factors (needs, motives, education, attitudes, values, skill and competencies etc.). Therefore, career choice process is not unbridled. Rather, career choices are often influenced by socio-cultural factors, individual factors, personal and cultural values, significant relationships, and structural factors (Agarwala, 2008). Most career choice studies have focused on

predicting career choice process based on personality or demographic dimension (Ozbilgin et al., 2005). Holland (1997) emphasized that the understanding of the self is one of the major factor influencing the career choice. The three factors are good predictor of career choices such as a clear understanding of the self, a clear understanding of work environment, and matching these two factors (Holland, 1997). The recent conceptualization of protean career has also emphasized the role of personal agency. The protean career focused on the capability of an individual to act themselves and to manage their careers (Patton & McMahon, 2014).

However, a purely a genetic career choice is not possible. There are empirical researches on the influence of social factors on the career choice of students. Research shows homes, schools and the social setup influence an individual's career choice. Agarwala (2008) states that interpersonal influence which includes the influence of parents and significant others is dominant in shaping the career choice behavior. In addition, the exposure of students to network of professional bodies, career role models, and lecturers are strong correlates determining students' career choices (Ng et al., 2017). Thus the social influences are also dominant predictors of the career choice.

In this study, the balanced framework including the personal motivational factors and social factors has been included, which helps to add knowledge in the gap of career choice literature. The integrative approach of career choice is the backbone of this research.

1.2 Problem statement

Many countries including Nepal spend a lot of resources in education. There should be a well thought out connection between education and the world of work. It is therefore very important to have an understanding of the factors that influence students' choice of particular careers. Ignorance about one's career is not bliss and planning one's career is better than leaving it to chance or fate. Choosing a career is difficult and many students are unable to express any choice of career (Gathigia, 2011). There is proposed problem in students' potential for failure if they choose a career that is incompatible with their

abilities and desires. Thus, a person should know what he wants in life and then work hard to achieve his aims because chances do not usually come back a second time.

The college years during MBA are the crucial period for selecting career because they are a transitional period from school to work. However, there is no predetermined process involved in making career choices for any individuals but there are factors that influence these choices. Most of the career choice theories has focused that individual are key in the career choice process (Duffy & Dik, 2009). Social and cultural factors such as family, gender, religion, social status and peer group are not highly emphasized in the career choice literature (Patton & McMahon, 2014).

There are few exceptions on integrative perspectives on the career choice literature. Carpenter and Foster (1977), proposed three broad categories which are Intrinsic (interest and job satisfaction); Extrinsic (job availability, scope and salary) and Interpersonal (family, social influence etc.). Similarly, Agawarla (2008) noted that the career determining factors can be broadly classified into three. These are intrinsic factors, extrinsic factors and interpersonal influences. Following the framework of Agarwala (2008), Ng et al. (2017) and Ayodele (2017) stressed on the importance of personal dimension and social dimension in shaping the career choice behavior. However, more knowledge is required in the balanced framework of career choice literature.

Similarly, in the context of Nepal, there is lack of investigation on impact of personal motivational factors and social factors in the career choice. Due to the collectivist nature of culture, the social factors are equally important in the career choice process of Nepalese students. The lack of empirical research in the context of Nepal necessities the current study. Thus, this study takes in to account the following research questions.

1. Do the personal motivational factors predict the career choices of Nepalese MBA students?
2. Do the social factors predict the career choices of Nepalese MBA students?
3. Does the gender moderate the relationship between social factors, personal motivational factors and career choices of Nepalese MBA students?

4. Are the social factors more influential than the personal motivational factors on the career choices of Nepalese MBA students?

1.3 Objectives of the study

The aim of this study is to examine the influence of personal motivational factors and social factors on the career choice of Nepalese MBA students. To achieve this aim, the following objectives have been set:

- To examine the effect of personal motivational factors on the career choice of Nepalese MBA students.
- To analyze the influence of social factors on the career choice of Nepalese MBA students.
- To examine the moderating role of gender in relationship between personal motivational factors, social factors and career choices of Nepalese MBA students.
- To examine whether social factors are more influential than personal motivational factors in predicting the career choice in the context of Nepal.

1.4 Hypotheses

The hypothesis has been developed by considering two dimensions of the career choice process i.e. the external (social factors) and the internal (personal motivational factors). Previous career choice literature (Ryan and Deci,) conducted the research by using the integrative hypothesis including personal motivational and social factors. The following research hypotheses has been based on their framework. To answer the research questions and meet the research objectives following hypothesis has been set.

H1: Within the personal motivational factor, the extrinsic motivational factors are stronger predictors than the intrinsic motivational factors on the career choices of MBA students.

H2a: The perceived importance of family influence significantly predicts the career choices of MBA students.

H2b: The perceived importance of peer influence significantly predicts the career choices of MBA students.

H2c: The perceived importance of college factors significantly predicts the career choices of MBA students.

H2d: The perceived importance of social networks significantly predicts the career choices of MBA students.

H2e: The perceived importance of obtaining social status significantly predicts the career choices of MBA students.

H3a: Gender moderates the relationship of intrinsic motivational factors with career choice of MBA students.

H3b: Gender moderates the relationship of extrinsic motivational factors with career choice of MBA students.

H4a: Gender moderates the relationship of perceived family influence with career choice of MBA students.

H4b: Gender moderates the relationship of perceived peer influence with career choice of MBA students.

H4c: Gender moderates the relationship of perceived importance of college factors with career choice of MBA students.

H4d: Gender moderates the relationship of social networks with career choice of MBA students.

H4e: Gender moderates the relationship of obtaining social status with career choice of MBA students.

H5: The social factors are stronger predictors than the personal motivational factors on the career choices of MBA students.

1.5 Rationale of the study

A plenty of research has been done related to the factors influencing career decision of college students. Basically, the personal and social cultural factors are the major influencer in the career decision of the students. In the individualist countries, the self-development and desire for wealth are the important factors influencing the career decision of MBA students (Ng et al., 2008). But in the case of collectivist culture, the influence social factors are dominant (Agarwala, 2008).

In the context of Nepal, influence of socio-cultural factors can be expected. But, do the MBA students pursue the career in that field in which they are best suited and deeply passionate about or do they pursue the career from the influence of significant others? After MBA, some students enroll in the jobs and some students become self-employed. Whatever may be their desired career, there is some elements of influence from personal factors and social factors. Thus, this research developed an integrative balanced framework applicable in the context of Nepal and addressed the career choice process from two dimensions: personal and social.

From academic perspective, this study will contribute to both information search literature and career choice literature by providing empirical evidence in the context of Nepal by determining the influence of personal motivational factors and social factors on the career choice process. This study has significance for the MBA students. They will be aware of dominant predictors of career choice and enhance their career development process.

1.6 Limitations

The study has several limitations. Some of the major limitations are mentioned below:

- The study only focuses on respondents within Kathmandu valley. As majority of the MBA colleges are located in Kathmandu valley, the survey was conducted in the MBA college of Kathmandu valley.

- The study covers the limited reviews of the related articles. Only the articles related to the variables of the study are reviewed.
- The career choice option includes the private sector and public sector only. The study framework does not support the self-employed career.
- Other social variables such as media influence and cultural influence has not been included in this research.
- The collected information is solely based on structured questionnaire. So, the research instrument could not collect information besides the questions asked in the research instruments.
- Because of resource and time constraint, extensive research in the given problem could not be conducted. Data were collected only over a single period of time.

1.7 Structure

This GRP report consists of three major sections: preliminary materials, body of the report and supplementary materials. The preliminary part includes title page, certification, declaration of authenticity, acknowledgements, table of contents, list of tables, list of figures, abbreviations used in the report and executive summary. The body part of the report includes five sections: Introduction, Related Literature and Theoretical Framework, Research Methods, Analysis and Results, and Discussion, Conclusions and Implications.

The introduction section of the report consists of background of the study, Statement of the problem, Objective of the study, Hypotheses, Rationale of the study and Limitations. In the second chapter, the report consists past literature reviews related to career choice, personal motivational factors and social factors. It reviews the past established relationship between family, peers, college and teachers, networks, social status, intrinsic motivational factors, extrinsic motivational factors and career choice process. This chapter further consists of theoretical framework, which explains the relationship between dependent, independent, and moderating variables.

The third chapter consists of the outline of methodology used for the study. It includes descriptions about the research design, sample and population of the study, nature and sources of data, instruments and procedures used for the study and a brief introduction of the data analysis techniques. The fourth chapter will include data analysis and results. The collected data will be analyzed through descriptive analysis and inferential analysis.

The fifth chapter discusses about findings of the study and create link with previous studies. On the basis of the research objectives, the findings are compared and concluded. Moreover, implications of the study are also highlighted in this chapter. The final supplementary part includes bibliography and appendices related to study.

Chapter II

Related Literature and Theoretical Framework

This chapter examines literature to explore career choice among MBA students in Kathmandu Valley. The related literature on career choices, personal motivation factors and social factors are analyzed and reviewed thoroughly. Besides that, this research attempts to fill the research gaps of the previous studies.

2.1 Concept of career

Considering the evolving nature of career, it is necessary to follow the progression of the term career from the traditional to more conventional. Since 1960s, there has been many attempts to explore the career from different perspectives (Ituma, 2011). Arnold (1997) defined the term career as sequence of job-related roles, position, activities and experiences of the person. On the other hand, the definition provided by (Hall, 2004) explained career from four different perspectives. Firstly, a career is associated with the progress made at work, which is represented by upward movement and advancement in the hierarchy of work life. In this case, vertical mobility in the work hierarchy occupies an essential importance in career. Secondly, Hall stated that careers have been linked with the profession. As such, a career is termed as a systematic movement from one post to another post within the similar occupational category. Thirdly, Hall noticed that a career can be seen as lifelong sequence of the jobs. Finally, Hall conceptualized that a career is a sequence of job-related activities and experiences over an individual's life. This is a subjective approach which takes into account not only job-related tasks, but also roles and responsibilities one has beyond the workplace such as being the leader in social work, community as well as family. Based on these four distinct career perspectives, Hall defined a career as: the perceived sequence of attitudes and behaviors linked with experiences and activities over the span of the individual's work life (Hall, 2004).

Although there are different opinions on what the term career constitutes, the common theme among most career studies revolves around two dimensions: internal and external (Ituma et al., 2011). These two dimensions are subjective (internal) and the objective

(external) careers. The subjective career is expressed as individual's career self-concept in which a person views his life as a whole and synthesizes the meaning of attributes, actions and the things that happened to him (Ituma et al., 2011). The internal or career includes the individual's values, motivations, needs and orientations needs. It consists of one's perception of his/her career experiences (Hall, 2004).

On the other hand, objective or external career can be directly measured and observed (Ituma et al., 2011). The essence of the external career is individual's perception of the organizational and occupational context (Derr& Laurent, 1989). It consists of job titles, responsibilities, promotions, salary, and status (Vardi, 1980). It also includes career developments as well as career planning for organizations. From this perspective, the relation between social institutions and individuals is provided by careers (Ituma, 2011). Hall (2004) considered these two career perspectives as two sides of the same coin. According to Hall (2004), one aspect of career i.e. subjective career consists of the changes in attitudes, values and motivation that occur as the person grows. Another aspect i.e. objective career is comprised of the observable choices and the activities one is engaged in, such as the acceptance or rejection of a job offers.

Although these two distinct views act a foundation around which most of the theories and research on career revolve, both distinct perspectives are not free from limitations. The objective career neglects individuals' personal experiences and the subjective career focus less on experiences of employment and does not reflect on the contexts that shapes one's experience (Watson et al., 2000). In this regard, Hall (2004) takes in to consideration of both internal-external dimension in order to fully understand an individual's career. Similarly, Ituma et al.(2011) stressed that the internal and external career perspectives should not be regarded as separate; rather, they should be merged and viewed as comprehensive concept.

2.2 Concept of career choice

Career choice means process of choosing one occupation over another. Over the life of an individual, he/she chooses one career out of available alternatives. Ozbilgin et al. (2005)

states that in order for career choice to take place, two conditions must be met: a) the availability of alternative career options and b) the personal preference among these career options. The availability of alternative career option involves objective reality whereas personal preference among the available career option is a subjective process. The concept of career choice has evolved with the progress of career landscape development. In the traditional career literature, careers are those taking place in the organizational hierarchy in the sense that career is measured externally or objectively in terms of the roles, positions and rewards held by an individual within the organizational hierarchy of one or two firms; thus, career decision are made once or twice during the lifespan of an individual (Baruch, 2004). Contrary to the traditional career literature, the recent economic, social, global and technological changes, new conventional career paths have emerged the concept of boundary less career (Arthur & Rousseau, 1996), the intelligent career (DeFillippi&Arthur, 1994) and the protean career (Hall, 2004). In these career, the nature has become more dynamic and transitional in multiple organizations or occupations. Consequently, individuals continually make career choices and occupational decisions as they progress through their careers (Hall, 2004).

The success in these new career is measured often through subjective approach (internal), i.e. psychological success. It might include the personal satisfaction and feeling of pride rather than objective success such as position, salary and status (Hall, 2004). Furthermore, in this modern era, another transformation has occurred in terms of psychological career contract which pertains the relationship between the employee and the employer. These change relates to the development of career landscape from being organizational focused to being individually centered (Hall, 2004). This suggests that the career choices available to a person at a particular point of time is influenced by numerous personal factors such as personality, motives, attitudes as well as external factors such as family and cultural influences and labor market conditions(Ozbilgin et al., 2005; Agarwala, 2008).

2.3 Different approaches to study career choices

There are a number of theoretical approaches to examine the career choices; however, most career researches have addressed the career choice phenomenon either from psychological approach or from sociological approach. The major difference between these two approaches is the focus they make on particular aspects of the career choice process (Moore et al., 2007). The following two sections will examine the process of career choice from two different perspectives.

2.3.1 Psychological approach

The psychological perspectives on career choice emphasizes on the motivational and developmental nature of the career choice process through concentrating the individual's values, needs and desires (Moore et al., 2007). According to Wong and Liu (2010), there are four types of psychological theories of career choice: a) trait and factor b) psychoanalytic c) decision and motivation and d) the developmental stage theories.

From the psychological perspective, personal factors are key in the career decision making process. Theories of this approach often stressed that career choice is determined mainly by the characteristics of the person and only indirectly by the surroundings in which one lives. The psychological approach to career choice emphasize on the degree of fit between the person and the job (Holland, 1997). According to this view, if there is a high level of fit between personal factors such as personalities, interests, attitudes, needs and motives and the job characteristics, it provides greater job satisfaction as well as a low tendency to change jobs (Johnson & Mortimer, 2002).

In the psychological career choice literature, an individual is key to the majority of psychological theories on career choices. Holland (1997) emphasized that the understanding of the self is one of the major factor influencing the career choice. The three factors are good predictor of career choices: 1) a clear understanding of the self, 2) a clear understanding of work environment, and 3) matching these two factors (Holland, 1997). The career choice literature has conceptualized the notion of the individual differently. In person-environment fit theories, the interests, skills, and values of an

individual are matched with a specific work environment (Dawis&Lofquist, 1984). The career stage developmental theories (Savickas, 2002) emphasized individuals as key in a dynamic state of development, in which the ideal career is one that makes the best implementation of current self-concept of an individual.

Recently, the conceptualizations of protean and boundary-less career have focused on the notion of personal agency; which means, the capability of an individual to act themselves and to manage their careers (Patton & McMahan, 2014). Moreover, the personal agency can be viewed in terms of beliefs about self-efficacy (Lent, 2005).

Overall, despite the great contribution of the psychological perspective on career development, it has been criticized for its focus only on the individual as the determinant of the career choice and for underestimating the social and cultural factors (Brown, 2002b; Sullivan & Baruch, 2009; Patton & McMahan, 2014).

2.3.2 Sociological approach

Sociological approach views career choice in terms of the contextual factors such as family, peer, media, gender, social status, economic opportunities and organization of the labor market. The sociological approach of career choice is opposed to the psychological approach, which emphasize that the individual has ability and means to make the career choice decision (Johnson & Mortimer, 2002; Fouad &Byars-Winston, 2005; Patton &McMahan, 2014). The sociologists and structural theorists emphasize the influence of social structure on career choice process. These social structures include schools, the supply and demand of manpower, occupational and job segregation and a variety of work and labor market factors (Patton & McMahan, 2014). Johnson and Mortimer (2002) investigated the various contexts in which persons operate such as career attainment, possessing family, work, and community. Similarly, the influence of parents, friends, relatives and college on the career choices of students have also been emphasized in the sociological approach (Amani, 2013). The influence of sociological factors on the career choices cannot be directly observed, rather they are complex and much attention should be paid to complexity of sociological variables in relation to the career development.

Sullivan and Baruch (2009) contended that theories which emphasize the influence of personal factors are not sufficient to elucidate the role of cultural and sociological variables in directing the career choice behavior of individuals. Similarly, Pringle and Mallon (2003) stated that adequate emphasis has not been given to social structures such as gender, ethnicity, and national context in career literature. However, some of the psychological literature of career choice, although focusing on personal satisfaction and internal control, have emphasized some aspects of external influences (Duffy & Dik, 2009). Duffy and Dik (2009) states that social cognitive career theory has done the best job in focusing the important role of contextual factors by assuming that external supports indirectly affect career choice process through their impact on the self-efficacy and acquisition of expected outcomes.

2.4 Personal motivational factors

Under this section, the first part starts by reviewing the self-determination theory (Ryan & Deci, 2000) and the application of this theory in the study of the career choices of MBA students in Nepal. In this part, the 14 personal motivational factors (extrinsic and intrinsic) adopted in this study has been presented. This will be followed by a review of modern literature on the career motivation factors.

2.4.1 The spectrum of motivations in self-determination theory

The self-determination theory (SDT)(Ryan & Deci, 2000) is most frequently used theory of motivation and it is the theoretical basis of this study. Ryan and Deci (2000) stated that individuals are motivated by a different reason that are divided into three major categories. They presented a continuum of different motivations starting from not having any motivation at all (a motivation), then, to being externally motivated for an activity (extrinsic) and, eventually, to being naturally interested for an activity (intrinsic) at the opposite side of spectrum. A motivation can be defined as the state of not having intention to act or not believing that exerting efforts will yield a desired outcome (Ryan & Deci, 2000). In this study, a motivation has no relevance and it has not been included in

discussion as the purpose of this study is to examine the influence of different personal motivational factors on the career choices of MBA students.

Among the four different types of extrinsic motivation, external regulation lies at the most controlled and beyond the self at end of the continuum and it is the type of extrinsic motivation used in the literature (Vallerand & Ratelle, 2004). In external regulation, the individual is controlled by an external factor that would motivate or hinder him/her from doing the activity (Ryan & Deci, 2000). Seeking a good salary and benefits is the good example of external regulation (Chen, 2014). On the other hand, introjected regulation has existence of an external control, despite that there is an element of self-regulation that motivates a person to do an activity in order to feel worthy and proud. Introjected regulation is generally an individual's judgmental feeling about an activity. Another type of extrinsic motivation, identified regulation, includes having a personal goal and working towards it because it has an external benefit (Gagne et al., 2010). Finally, integrated regulation refers to a situation where a regulation is congruent with one's values and needs. In other words, a person can be extrinsically motivated but he/she is equally self-determined to do an activity (Gagne & Deci, 2005).

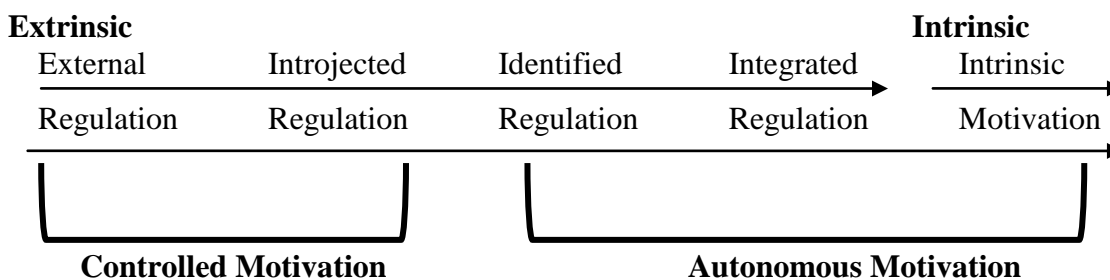


Figure 1: *The Self-Determination Continuum*

Intrinsic motivation, at the another end of the spectrum, refers to a natural motivation to do an activity that is catalyzed internally. Intrinsic motivation can be defined as the performance of an activity because the task itself is interesting and enjoyable (Ryan & Deci, 2000). Intrinsic motivation does not seek an external outcome. Ryan and Deci (2004) states that the tendency for individuals to experience self-determination in their behavior and, at the same time, to develop self-efficacy are the basic elements in

enhancing intrinsic motivation. This is similar to the protean career, in which one's career choices are guided by his/her internal orientations (Hall, 2004).

The first two types of extrinsic motivation, external regulations and introjected regulations, are described as forms of controlled motivation and non-self-determined, whereas the third and fourth types of extrinsic motivation, identified regulations and integrated regulations, are described as autonomous motivation and are similar to intrinsic motivation (Gagne et al., 2010). However, the difference between extrinsic and intrinsic motivation is that all extrinsic motivation types (external, introjected, identified, and integrated), even the most autonomous categories, seek an external outcome (Gagne & Ryan, 2005).

In career studies, both forms of motivation i.e. intrinsic and extrinsic have been extensively used. It has been emphasized that by fulfilling both intrinsic and extrinsic motivations, individuals are likely to seek jobs that satisfy their needs and expectations (Word & Park, 2009; Goetz et al., 2012). For example, those individuals who are intrinsically motivated might prefer to choose work which allows them to satisfy their internal needs such as becoming deeply engaged in work, developing new skills and practicing creativity. On the other hand, individuals who are strongly extrinsically motivated may prefer jobs that satisfy their extrinsic needs, such as financial rewards (Tremblay et al., 2009).

Some scholars argue that intrinsic motivational factors make a person much more motivated and perform better as compared to those who are extrinsically motivated (Deci & Ryan, 2000; Vallerand & Ratelle, 2004). Other studies have stressed that extrinsic factors increase job satisfaction and organizational commitment (Clark, 2007; Gagne et al., 2010). In general, both intrinsic and extrinsic motivational factors attract a person to a specific job depending on the degree of fit between the organizational goals and individuals' preferences.

2.4.2 Application of self-determination theory in this study

In this study, the two major types of personal motivational factors i.e. extrinsic and intrinsic motivational factors are used to explore the career choices of MBA students in Kathmandu valley. With regard to the extrinsic motivational factors, the study aims to explore the tangible rewards from work. As a result, the first two types of extrinsic motivation are used in extrinsic motivation scale. They include factors that externally regulate career choice motivations (external regulations) and factors that are introjected to individuals (introjected regulations). The other two types i.e. identified and integrated regulations are not included in the design of this study because of their similarity with intrinsic motivation. This approach has been used recently in career studies (Chen, 2014).

The 14 extrinsic and intrinsic motivations used in this research are extracted from the career literature and has been discussed briefly in the following section. In the current research, extrinsic motivations include financial and materialistic rewards such as salary, benefits, job security, promotions, work conditions, job location, and working in a prestigious organization. Intrinsic motivations include natural motivation such as job autonomy/independence, job responsibility, creativity, opportunity for interesting and challenging work, a sense of achievement, personal growth and development, and opportunity to serve society. Table 2.1 shows the 14 intrinsic and extrinsic motivational factors used in this research.

Table 1 : *Intrinsic and extrinsic motivational factors*

Intrinsic Motivations	Extrinsic Motivations
	Salary
Job autonomy/ Independence	(external regulation) Benefits
Job responsibility	(external regulation) Job security
Opportunity for creativity	(external regulation) Opportunity for career advancement
Interesting and challenging work	(introjected regulation)

	Working conditions
Sense of achievement	(external regulation) Job location
Opportunity for personal growth and development	(external regulation) Work in an prestigious organization
Opportunity to serve society	(introjected regulation)

2.4.3 Intrinsic motivational factors

This section presents seven intrinsic items along with their definitions and importance in this research.

1. Job autonomy/ independence

Job autonomy means having a great degree of freedom and independence in work. With job autonomy, one can plan, and make decisions about performing a task and accomplishing a goal in the best way, i.e. being in charge of him/herself (Morgeson & Humphrey, 2006). The job autonomy as an intrinsic motivational factor has its importance in workplace. Thus, autonomy is associated with individual's career choice (Ozbilgin et al., 2005). Moreover, it is associated with a number of positive outcomes such as job performance and organizational commitment (Humphrey et al., 2007). Jobs with great degree of autonomy provide a sense of job responsibility and high job satisfaction (Sisodia & Das, 2013). On the other hand, the absence of job autonomy may result in stress and turnover intention (Humphrey et al., 2007).

2. Job responsibility

In this study, job responsibility refers to empowerment or providing employees increased decision-making authority in the execution of their tasks (Wall et al., 2002). Jobs with greater level of autonomy generate greater sense job responsibility (Wicker, 2011). Clark (2007) states that employees with a greater level of job responsibility has increased job satisfaction and positive attitudes towards their careers. In addition, job responsibility as an intrinsic motivational factor is directly associated with increased job performance, job satisfaction, employee organizational commitment and creativity (Fernandez

&Moldogaziev, 2013). Moreover, the higher level of responsibility is likely to result in lower levels of turnover (Wicker, 2011).

3. Opportunity for creativity

The creativity is defined as generation of ideas about products, services, practices and processes that are (a) original and novel, and (b) potentially useful' (Joo et al., 2014). opportunity for creativity is strongly related to the level of job autonomy (Parker et al., 2001). Previous literature emphasized that individuals are creative when they are experiencing interesting, exciting and challenging tasks (Parker et al., 2001). Thus, when there is room for creativity in the job, it becomes attractive for the job seeker. Hall (2004) stressed that in the protean career there must be the opportunity for creativity to attract the potential employees.

4. Interesting and challenging work

When the task is interesting and enjoyable, the employees are intrinsically motivated (Gagne et al., 2010). Interesting and meaningful activities are likely to contribute to the achievement of organizational goals through the means of employee motivation. In the work environment, challenging work is anticipated by the employees yet they are controllable encounters that becomes the part of a career (Goffnet et al., 2013). Ryan and Deci (2004) states that interesting and challenging work antecedents of creative outcomes and job satisfaction. On the other hand, a lack of interesting and challenging work is likely to reduce employee performance and job satisfaction. Not only that, unsatisfied employees are also expected to leave their current jobs to look for better career opportunities that satisfy their personal needs (Clark, 2007).

5. Sense of achievement

Sense of achievement refers to an individual's psychological need to successfully accomplish a work task or goal or a challenge successfully and receive recognition from others (Bass & Bass, 2008). With the accomplishing of milestones, it leads to the self-actualization. When the individuals have strong determination and motivation to actualize

themselves, the individual sense of achievement on the job becomes a dominant factor while choosing a career (Isaacs, 2003). Therefore, the current research examines the influential role of sense of achievement on career choice as one of the critical intrinsic motivational factors.

6. Opportunity for personal growth and development

Personal growth and development refers to one's need to develop his/her competencies by training, learning new skill set and gaining experiences (Ozbilgin et al., 2005). Previous career choice studies conducted in different contexts emphasized opportunity for personal growth and development a highly important for MBA students while making a career decision (Ozbilgin et al., 2005; Agarwala, 2008; Ng et al., 2008). Therefore, it is the aim of this research to examine the influence of HRD factor on the career choice of MBA students in the context of Nepal.

7. Opportunity to serve society

Opportunity to serve society refers to the need of an individual to select a job that provides an opportunity to do something good for others and society (Hondeghe & Perry, 2009). Altruism and going beyond self-interest as an intrinsic motivational feelings aim to serve the general public and society (Andersen et al., 2013). Previous research empirically established a positive association between public service motivation and career choice (Perry et al., 2010). When the students believe that they have ability to contribute to the society in the practical way, it has great influence on the career decision (Sharif & Upadhyay, 2016; Ayodele 2017). In Nepal, this study aims to explore to what extent opportunity to serve the society predicts the career choice of MBA students.

2.4.4 Extrinsic motivational factors

In addition to the intrinsic motivational factors, this section presents the seven extrinsic factors with their definitions and importance in the research.

1. Salary and benefits

Financial reward is one of the most important motivating factors for individuals to accept or reject a job (Rynes et al., 2009). It is also the important determinant of job satisfaction (Malik et al., 2012). People work to live, and well-paying job sustains living, social status, and a sense of security. Thus, the well-paying occupation and superior financial rewards associated with the job is the dominant predictors of career choice (Ozbilgin et al., 2005; Agarwala, 2008; Sharif & Upadhyay, 2016). In some Western countries, including highly skilled workers, who value high salaries seek the employment in private sector (Ghinetti & Lucifora, 2013). However, the jobs in the public sector is also lucrative as it includes benefit packages such as health insurance, housing and transportation allowances which are more attractive (Slutskaya & Simpson, 2014). As individuals have many economic and social obligations towards their families, and relatives; therefore, finding a job that can financially satisfy these responsibilities becomes a priority while making career decision.

2. Job security

Job security as an extrinsic motivational factor is defined as having a long-term employment contract in an organization and having a good retirement schemes. Empirical research depicts that job security is positively associated with the career choices (Ayodele, 2017) and is an important factor in job satisfaction (Clark, 2005; Rose, 2005). Job security has been emphasized in the previous studies in relation to the bureaucratic public sector. Iles et al. (2012) stated that many job seekers in the Arab world prefer public sector jobs, even if it requires waiting for a long time to get the job. Along with the high salaries, greater benefits, social status offered by the public sector jobs, the job security seems to be the another major reason for attractiveness of public sector jobs to the people.

3. Opportunity for career advancement

Career advancement refers to the upward mobility of an employee's position in the hierarchy of an organization. With the upward mobility of employee's position in

organizational hierarchy, it improves their financial benefits and increases their authority and responsibility (Kosteas, 2009). Career advancement falls under introjected regulation category of extrinsic motivation as it is directly related to the need of self-enhancement through attaining higher positions (Ryan&Deci, 2000). The desire to achieve progression in hierarchy (i.e. promotion) is usually associated with bureaucratic career in which an individual choose to work for longer period of time in one organization and to progress within (Selvanathan et al., 2016). Empirical studies indicate that career advancement opportunity is positively associated with career decision (Ozbilginet al., 2005; Agarwala, 2008; Ayodele, 2017).

4. Work conditions

In this study, work conditions refer to two aspects: firstly, work environment, which refers to setting, social features in the job and physical conditions in which individual perform their jobs. The second aspect of work condition is the working hours in the office. In the public sector, working hours are shorter than in the private sector. Slutskaya and Simpson (2014) illustrate that shorter working hours in the public sector make it more attractive to individuals as compared to the private sector. Similarly, Ayodele (2017) states that work conditions of the organization are the determinant of career choice. Thus, incongruent person and work environment may lead an individual to change the career and find more stable work environment.

5. Job location

Job location as an extrinsic motivational factor indicates the geographical location of the work. In some studies, job location has been emphasized (Goffnett et al., 2013; Slutskaya&Simpson 2014) as a main reason for individual's preference for working in the public sector as it has more geographical stability than the jobs in private sector. Culturally, Nepalese men and women have parental responsibilities and they prefer to find a job in the same area where their family live. Additionally, the difficulty faced by women moving out of the city for job might make job location more important to women.

6. Work in a prestigious organization

Work in a prestigious organization as an extrinsic motivational factor is related with enhancing self-pride by working in an organization due to its image and good reputation (Gagne & Deci, 2005). The prestige of an organization has a motivating effect on its employees as it has impact on their social identity (Carmeli, 2005). Empirical research shows that prestigious organization is attractive to the individuals who are searching for their job (Carmeli, 2005; Myburgh, 2005). Slutskaya and Simpson (2014) illustrated that jobs in the public sector such as ministries, public services and government owned public organization are attractive to individuals looking for new careers due to its prestige dimension. However, large organizations in the private sector such as multinational, conglomerate, information technology, telecommunication and banking sectors may have the same prestigious image (Moy & Lee, 2002).

Having discussed the intrinsic and extrinsic motivational factors adopted in this study, the next section will review these personal motivational factors and career choice in different context.

2.4.5 Personal motivational factors and career choice

The career choice literature from the personal dimension emphasizes on the motivational and developmental nature of the career choice process through concentrating the individual's values, needs and desires. The personal motivational approach to career choice emphasize on the degree of fit between the person and the job (Holland, 1997). According to this view, if there is a high level of fit between personal factors such as personalities, interests, attitudes, needs and motives and the job characteristics, that career becomes attractive for the job seeker (Johnson & Mortimer, 2002). Thus, the empirical evidences support that the personal motivational factors of an individual are key in shaping the career choice behavior.

Moy and lee (2002) addressed the issue of why SMEs cannot attract recent graduates. The author identified the perceived importance of job attributes to the graduates and perception gap between the employers in SMEs and graduates. The findings indicated

that recent graduates look for the extrinsic rewards and intrinsic career value in their initial career. Low existence of the personal motivational factors in the SMEs as compared to MNCs make the initial career choice in SMEs less attractive to the graduates.

Ozbilzin et al. (2005) investigated the micro-individual, meso-institutional and macro-structural level influences on career choices process of MBA students from three countries involving Britain, Israel and Turkey. The authors questioned the dominance of free choice in the context of different forms of structural constraints in the career market. Findings showed that MBA students consider the impact of structural conditions as less important on their career choices than their own human capital, career motivation and capacity to make free choices.

Similarly, Ng et al. (2008) studied the role and impact of personal motivational factors, family influence, and non-family influence on career choice in management among US MBA students. This study did not find people (family and non-family) to be an influencer of career decisions. The personal motivational factors were dominant predictors of the career choice among the US MBA students. These decisions reflect the self-independent among US students in the career choice. In particular, the students placed a strong emphasis on self-development.

Agarwala (2008) explored the impact of a range of factors on the career choice of management students in India. The finding of the study revealed that intrinsic motivational factors were most dominant as compared to extrinsic motivational factors in influencing the career choice of management students (Agarwala, 2008; Ng et al.,2017). Similarly, a protean career orientation and self-concept shape the career choice behavior of students.

Likewise, Ayodele (2017) investigated the career choice of real estate students. The findings showed that the predominant individual factors influencing career choice were career interest, the magnitude of initial salary, future financial prospects and job security.

Furthermore, the intrinsic and extrinsic/financial factors were dominant factors influencing respondent's career choice.

The empirical studies support the role of personal motivational factors in the career choice. These motivational factors in the form of intrinsic and extrinsic factors are used to predict the career choice in the context of Nepal.

2.4.6 Gender and personal motivational factors

Previous studies have established a relationship between the intrinsic and extrinsic motivational factors with the career choice. As gender is considered in this research, particular attention should be paid on how personal motivational factors may vary between male and female students.

Agarwala (2008) analyzed separate gender-based comparison and found the difference in the most highly rated factors influencing career choice between male and female MBA students. Male students rated financial rewards to be the most important factor, followed by the quality of life and, lastly, self-development factors in the career choice process. On the other hand, female students placed high emphasis on their skills, abilities and career competencies, training and education to be the most important factors in career choice. The findings of the study indicated that extrinsic factors are more important for male students, whereas female students find intrinsic factors more important in their choice of management career.

Similarly, Ng et al. (2008) found that male and female students appear to exhibit similar perception in the factors influencing their career choices. However, men placed more emphasis on the material success than women. These findings are parallel to previous studies (Agarwala, 2008).

From these findings, we can imply that female MBA students need to empower themselves with more skills and competencies in order to penetrate the glass ceiling of management. On the other hand, men in the traditional system of the Nepalese family are

responsible for the members and they are likely to be interested in extrinsic factors such as salary, benefits, and job security.

2.5 Social factors

The sociologists and structural theorists emphasize the influence of social structure on career choice process. These social structures include schools, the supply and demand of manpower, occupational and job segregation and a variety of work and labor market factors (Patton & McMahon, 2014). Johnson and Mortimer (2002) investigated the various contexts in which persons operate such as career attainment, possessing family, work, and community. Similarly, the influence of parents, friends, relatives and college on the career choices of students have also been emphasized in the sociological approach (Amani, 2013). The influence of sociological factors on the career choices cannot be directly observed, rather they are complex and much attention should be paid to complexity of sociological variables in relation to the career development. This section includes the literature review on the empirical relationship between social factors such as family influence, peer influence, college factors, social networks, social status and career choice.

2.5.1 Family influence

Family influence is categorized as direct and indirect influence of the father, mother, and siblings. Family influence is greater on students who have not yet completed their degree or started living independently from their parents. Families always have a very strong impact on the career of a person (Sarwar&Azmat, 2013). Parents usually tend to expect that their kids must earn a decent salary at a constant employment in order to have a happy and secure future. So, as to accomplish this, the family feels that their children must graduate from a reputed college and a prestigious university to guarantee that their kids will have a better career in the future (Napompech, 2011). Nevertheless, parents always support their children in particular careers.

Otto (2000) investigated the role of parents in youth career development. The author examined the perception of male and female students about specific career development

attributes and behavior whether that bear on the relationship with their parents. The result stated the compatibility of values and aspiration between youth and their parents. Moreover, the youth views their parents as allies and resources in facilitating career development.

Ferry (2006) on influential factors on career choice of adolescents in Pennsylvania revealed that family was an important factor for career decision. Ferry (2006) reported that children may follow their parents in their career choice because they may obtain insight information and valuable experience from their parents about their prospective career. By supporting kids in particular activities, parents can express their preference in choosing a certain career.

Wong and Liu (2010) explored the perceptions of hospitality and tourism management undergraduates about their parental influences on their career choice. Results showed that three out of six parental influential factors are being the predictors of career choice intention. Factors such as perceived parental supports, perceived parental career concerns about welfare and prestige, and perceived family barriers to career choice are the dominant parental factors (Wong and Liu, 2008).

(Shumba&Naong, 2012) found that the family is a significant factor in determining children's career choice. It is common that parents tend to show additional support for career choices that reflect their own preference (Kniveton, 2004). According to Clutter (2010), family impact on career development of their children is more powerful even than the influence of teachers, faculty and career counsellors who know better about the career development. It is simply because children do not trust else more than their parents for making critical decision on career choice.

Other studies (Salami, 2006;Palos &Drobot, 2010;Hashim&Embong, 2015; Meddour et al., 2016; Humayon et al., 2018) have also showed the perceived importance of family when making the career choices. Even general parental psychosocial support is significant factor in predicting career decision-making self-efficacy (Xing &Rojewski, 2018).

Parental involvement in career decision has different consequences depending on how active involvement is to be experienced. Research by a number of scholars reveals that if there is effective and supportive participation of the parent, this will ensure the child's success at school as well as in future life.

2.5.2 Peer influence

Peer influence refers to the pressure exerted by a friend on a person to change his/her attitude and behavior. Peer influence as a strong feeling leads an individual to do the same things as the people of his/her are doing (Raheem & Abdulkadir, 2018). Peer pressure plays a major role in making the career decisions. At the same time, it also makes the students indecisiveness in career. Salami (2006) emphasized that many youths make wrong career choices due to ignorance, inexperience and peer pressure without adequate vocational guidance and career counselling. Empirical findings have confirmed to a greater extent, the impact of peer influence on youth's career choice.

Naz et. al (2014) examined the influence of Peer and friends on career development process. A significant relationship between the friends and career decision making was found. Thus, peers and friends play the key role in changing the behavior, personality development and career decision making.

Hellen et al., (2017) established the empirical relationship between peer influences and the students' choice of career. In the study it was found that the career selection of an individual is influenced by peer's attitude towards career, peer confidence, peer age group, peer group gender, and peer's awareness.

Raheem & Abdulkadir (2018) investigated the relationship between peer group influence and occupational choice of students in senior secondary schools in Sokoto Metropolis. Researchers adopted Occupational Peer Influence Questionnaire (OPIQ) to measure the peer influence on occupational choice. The result showed that there is a significant relationship between peer group influence and occupational choice of respondents (Pavel, 2015; Hashim & Embong, 2015; Ogutu et al., 2017; Raheem & Abdulkadir, 2018).

Kaur (2017) studied the effect of peer pressure on career decision making among adolescents. Results from the analysis depicted that there exists a significant relationship between peer pressure and career decision and also there exists a significant relationship between career indecision and peer pressure among adolescents. When the peer pressure becomes the factor of career decision and career indecision, the counsellor and teachers should encourage students to seek information on occupation rather than following the peer advice.

Previous studies support that peers influence each other in their choice of career. Thus, the career choice of the student to the greater extent, is influenced by the mentorship by their friends and friend's advice.

2.5.3 College factors

College is the place where young mind joins as raw clay. Giving a shape to such raw clay is the major responsibility of college. College is required to provide appropriate career education to such talent yet insane minds. The role of college and teachers is not only to provide course-related knowledge but also is to guide students on selecting appropriate career for them (Qiu et al., 2017). Previous studies have shown the positive relationship of college factor on career selection.

Shumba&Naong,(2012) examined the factors affecting students career choices and aspiration. The study found that along with the family, teachers are also influential in career choices and aspirations of students. Pavel (2015) emphasize that the students should view the teacher as a role model in making the informed career decision.

Faitar and Faitar (2013) conducted study to understand to what extent teacher's guidance help minority students choose to embrace fulfilling science oriented careers. The results clearly depicted that an early attention to students' skills, competencies and aptitudes, especially when dealing with underprivileged ones, is critical in motivating them to follow future STEM careers. Thus, the teacher should be responsible for their guidance which helps the minority students to pursue their career.

Qiu et al.,(2017) examined the student's perception of dominant factors in the hotel management career. The results showed that participatory career-related activities including student internship, job shadowing, meeting with industry leaders and mentors, seeking career guidance etc. enhances the students' career exposure. The career related activities and career exposure improve the students' understanding of industry, career required skills, and responsibilities of the job.

Kaneez&Medha, (2018) has identified that schools and businesses could partner to provide life scenario and problem solving situations which will in turn be benefit to the student in terms of practice and experiment. Similarly, In the research conducted by (Kazi&Akhlq, 2017) respondents praised their teachers for helping them make career choices.

Review of the earlier studies shows that the career related activities with the participation of students, teacher as the mentor and counsellor are the factors associated with the informed career decision.

2.5.4 Social networks

Social network is a chain of social ties and relations that have potential to facilitate individual access to the sources of power in order to achieve personal benefits. The implication of social network in career choice is that the stronger the social network an individual has, the greater the number of career options are available to them. Al-Ramahi (2008) emphasized that many people, supported by their networks may seek the same benefits. When those benefits are many and available career opportunities are few, applicants with the influential connections are likely to have advantage. The success and failure of an individual in the career development process depends more on the social network than their qualifications or suitability (Al-Ramahi, 2008). Thus, these networks or relationships represent form of social capital that can be used during the career choice process.

Marmaros and Sacerdote (2002) emphasized on use of social networks to obtain the first job. They found that the use of social networks differs for men and women students.

Moreover, networking also differs across career types. Networking of students with fraternity and sorority and alumni most likely helps to obtain high paying jobs.

Wolff and Moser (2009) examined with a dynamic perspective on the effects of networking on career success of students. Networking was assessed with six subscales that resulted from the combinations of measures of (a) internal versus external networking and (b) building versus maintaining versus using contacts. Objective measure (salary) and subjective measure (career satisfaction) of career success were obtained for three consecutive years. Multilevel analyses depicted that networking is related to concurrent salary and that growth rate of salary over time. Networking is also related to current career satisfaction. However, the study concluded that there is no effect of networking on the growth of career satisfaction over time.

Buettner (2017) stressed on building the professional ties through the social networking market such as LinkedIn helps in finding the job easier. But too many professional ties are negatively associated with the job search success. A network of 150 contacts is most effective in getting the job search success, which also confirms the Dunbar's number.

Khousa and Atif (2018) discovered that the use of social networks in career exploration is more helpful than the use of career counseling resources on campus. This may be due to the fact that more students use their social networks than on-campus career counseling to find career opportunities. Since students use their social network more often and they may know how to use these social capital more efficiently.

The previous studies have highlighted the role of influential connections in career development process. In the context of Nepal, influence of the social network is more likely to be dominant in the career exploration opportunities and personal development.

2.5.5 Social status

The importance of social status has been emphasized by a number of studies which refer to non-material rewards i.e. self-esteem and respect received from others, these are associated with different occupations. However, only a few studies have addressed the

role of social status in career choices from an empirical approach (Zhan, 2012). Dolton et al. (1989) emphasized that the social status from becoming a teacher played an influential role in the choice of a teaching career for college graduates in the UK, despite of low salary associated with the profession. Zhan (2012) found that both income and prestige are determinants of the occupational selections of American men, suggesting that individuals focus on the lucrative part and social value part equally. Another study by (Sharif & Upadhyay, 2016) established the positive relationship between social status associated with the job and choice of that job.

In this study, social status is defined as individual's perception of their position within society. Thompson and Subich (2006) states that the position in the society is informed by, family background, educational and occupational position, having technical or non-technical job, being public sector employee or private sector employee, greater access to economic resources and more importantly, whether or not one has strong relationship with influential individuals in the government and business sector. Both individual and collective facets of social status influence a person's career choice; therefore, caring for the status and reputation of the family has influence on the individual's career preferences (Thompson & Subich, 2006). Individuals' career choices should reflect well on the family and improve its image in the Nepalese context.

However, there have not been studies in Nepal that address social status and career choice process. This study aims to explore the influence of social status as a social and normative factor on career choice decisions. The collectivistic nature of Nepalese culture and their focus of people on the group interests and image, the perceive importance of obtaining social status is likely to play an important role in shaping the career choices of Nepalese MBA students.

2.5.6 Gender and social factors

Previous studies have established a relationship between the social factors on career choice. As gender is considered in this research, particular attention should be paid on how social factors may vary between male and female students.

Pervious study (Wong & Liu, 2010) indicated that female participants tend to be more influenced by their parents than their male counterpart. Research stressed that gender socialization and attachment of daughters to their parents, mainly to the mother (Paa&McWhirter, 2000). Similarly, females were found to be more influenced by their peers than the male counterparts (Agboola, 2020). The college and teachers have ability to shape the career choices of students. Shumba andNaong (2012) states that the on-college counselling programs, teacher's guidance are more important for the female than male. In the Asian countries, including Nepal, the importance of Social network for women in career attainment has been highlighted in previous literature. Binkhuthaila(2010) indicated that educated Saudi women find social network an important element in getting a new job and failure would result if female applicants lacked social network. Finally, the influence of social status is dominant for the male students as compared to female. Agarwala (2008) discussed the tendency of women to focus more on self-development factors whereas men find factors such as salary and status more important.

2.6 Research gap

By critically analyzing the reviewed research, we can argue that there are two major gaps inthe previous career choice literature. Firstly, most of the research and theory focus on the individual as the key in the career choice process (Duffy &Dik, 2009; Ayodele, 2017). However, a purely a gentic career choice is not possible. Efforts have been made to examine the external influences particularly social and cultural effects on the career choice process (Agarwala, 2008; Patton & McMahan, 2014). Accordingly, in the career choice literature, there is a need for an integrative or balanced perspective that considers the personal as well as the socio-cultural factors.

The second important gap in the literature of career choice is the absence of an empirical research into how individuals in Nepalese cultures make sense of their careers in a rapidly changing work environment. Although the literature related to career choice is dominated by studies conducted around the world, there are few exceptions which have

been conducted in Nepal. Overall, there is little attention paid to empirical research on career development in the context of Nepal.

The current study aims to fill these two gaps in the career choice literature by adopting an integrative perspective that explores the influence of the external and internal factors on the career choice process of Nepalese MBA students. For the external dimension, social factors have been included, whereas for the internal dimension, the intrinsic-extrinsic factors of self-determination theory are included.

2.7 Theoretical framework

In this study, two dimensions of the career choice process, i.e. the external (social factors) and the internal (personal motivational factors), are included in the theoretical framework. The uniqueness of this conceptual framework is that it has the potential, by considering the social dimension, to predict the career choice process in the Nepalese context where the social forces are dominant and influential than from those in the West. Similarly, the framework gives equal focus on the personal dimension of the career choice process, which is key in Western individualistic contexts. Focusing on the frameworks developed by (Deci& Ryan, 2000; Agarwala, 2008 and Ayodele, 2017), the theoretical framework for the study has been developed.

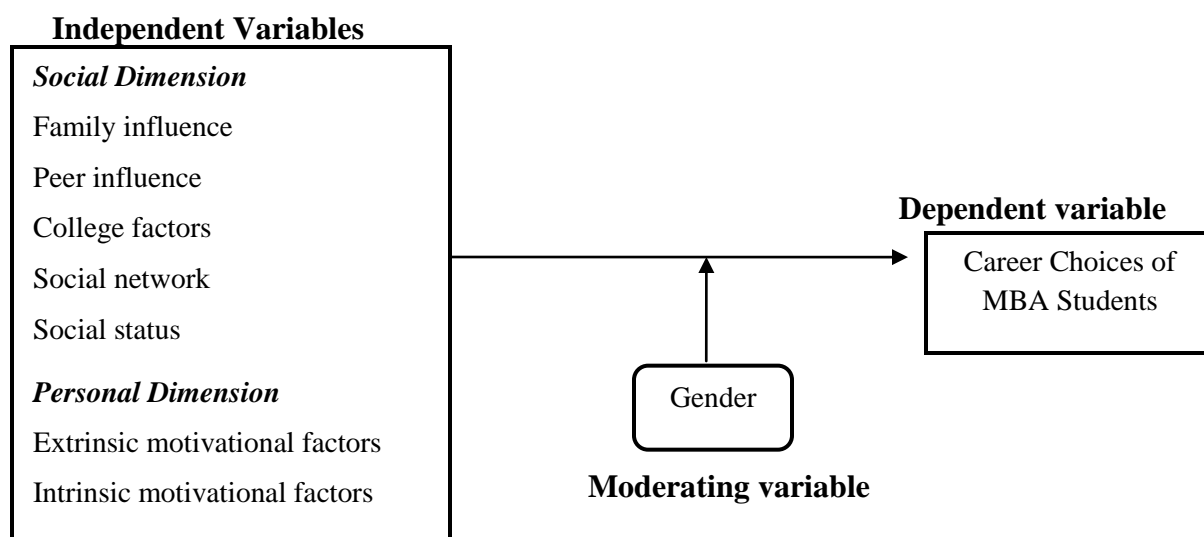


Fig 2: Theoretical framework of the study

2.7.1 Dependent variable

The career choice of MBA students is the dependent variable of the study. The dependent variable is binary variable in the current research. The career choices are classified in to the private sector and public sector.

2.7.2 Independent variables

The social dimension and personal dimension of the career choice are the independent variables of the study. Under social dimension, variables such as family influence, peers influence, college factors, social networks and social status have been adopted. Based on the previous studies (Scott, 1995; Agarwala, 2008 and Ayodele, 2017), social factors have been adopted. Under personal dimension, intrinsic motivational factors and extrinsic motivational factors have been included. Based on previous study (Ryan &Deci, 2000), the personal motivational factors have been adopted.

- **Family influence** is categorized as direct and indirect influence of the father, mother, and siblings.
- **Peer influence** refers to the influence of friends and colleagues while making the career choices.
- **College factors** refers to the influence of college and teachers on the career choice process.
- **Social Network** refers to the influence of significant others on the career choice process.
- **Social status** refers to the measurement of social value that might influence the career choice.
- **Intrinsic motivational factors** refer to the factors that generates natural motivation to do an activity that is catalyzed internally.
- **Extrinsic motivational factors** are related to external form of control, either by obtaining reward or avoiding negative outcomes.

2.7.3 Moderating variable

The gender is the moderating variable of the studies. It has been adopted to examine the relationship between gender and social factors under social dimension and relationship between gender and personal motivational factors under personal dimension.

Chapter III

Research Methods

Research Methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred as a research problem. Without a proper methodology, a research loses its track therefore this chapter has pictured the whole idea of how the research has been conducted. The research paper has tried to search the given question systematically and found out the answers to a conclusion and test each of the hypothesis that has been laid out in chapter one. This research plan covers the various techniques such as research design, population and sample size, details of data collection, nature and sources of data, data instrumentation, validity and reliability and data analysis tools.

3.1 Study design

To fulfill the research objective, the descriptive research design has been applied to deal with the personal motivating factors and social factors affecting the career choices of MBA students. The descriptive research design helped for fact finding, searching adequate information about factors affecting career choices and describing the characteristics of the variables used. This design has been employed to assess the opinions, perception, preferences and characteristics of the students. Inferential testing is used to find the impact and relationship between social factors and career choices of MBA students and personal motivational factors and career choices of MBA students. In order to make the inferential testing possible, quantitative research was conducted by designing a good questionnaire.

3.2 Population and sample size

As for the research objective, the MBA students in the different colleges of Kathmandu valley was taken in to consideration as population. Since, the population is infinite, it is difficult to include whole population for the study. For the purpose of collecting the responses on the study and getting into the research objectives, 385 respondents was selected as the sample size. The non-probability sampling method i.e. convenience

sampling was used to distribute the questionnaires. The sample consisted of variation in gender and age. For ensuring the proper variation between these demographic categories, the total respondents were more than the sample size and finally 385 responses were considered for maintaining the variation within the socio-demographic variables. From the 457 questionnaires (334 online copies, 123 hard copies) distributed to participants initially, 385 questionnaires (272 online copies, 113 hard copies) were returned, with a response rate of 84.24%.

3.3 Nature and sources of data

Primary data has been used for the study. Primary data was collected through survey method using structured questionnaire. Questionnaire consisted of four sections. The first section includes questions related to socio-demographic characteristics like gender, age, work experience, funding for MBA study, father's occupation, father's education, mother's occupation and mother's education. The second section includes the questions related to career preference. Similarly, the third section includes questions related to personal dimension. And, final section includes the social dimension.

3.4 Instrumentation

The study is based on survey method to collect data. Questionnaire consisted of questions related to socio-demographic characteristics, career preferences, social factors and personal motivating factors. The dependent variable took the form of a binary scale which had been adopted from previous career choice literature (Jin, 2013). Similarly, the Likert scale questions has been designed by taking the reference of previous study (Slutskaya& Simpson, 2014).

The dependent variable of the study "Career choice of MBA students" has been measured by asking respondents to provide an opinion. The question to measure the career choice is "After graduating from MBA program, I prefer to be employed in". The options are either private sector or public sector. The responses were coded as binary scale "private sector" =1 and "public sector" = 0.

The independent variables are social factors and personal motivational factors. Under social dimension, variables such as family influence, peers influence, college factors, social networks and social status have been included. Different constructs from the previous studies have been used to measure these variables. The responses have been coded on the five-point Likert scale as 1 = “strongly disagree”, 2 = “disagree”, 3 = “neutral”, 4 = “agree”, 5 = “strongly agree”. Under personal dimension, seven intrinsic motivational factors and seven extrinsic motivational factors have been included. The responses for the personal motivational factors were coded on the five-point scale as 1 = “Not important at all”, 2 = “Not important”, 3 = “neutral”, 4 = “Important”, 5 = “Extremely important”.

Table 2 :*Sources of the questionnaire*

Factors	Number of items	Source	Cronbach alpha
Family influence	5	(Fisher & Stafford, 1999)	0.89
Peers influence	5	(Fisher & Stafford, 1999)	0.74
College factors	5	(Fisher & Stafford, 1999)	0.88
Social networks	5	(Slutskaya&Simpson, 2014)	0.86
		(Scott, 1995; Slutskaya& Simpson, 2014)	0.80
Social status	5	(Ryan and Deci, 2000)	0.76
Intrinsic motivational factors	7	(Ryan and Deci, 2000)	0.71
Extrinsic motivational factors	7	(Ryan and Deci, 2000)	0.71

Furthermore, socio-demographic characteristics has been based on the separate coding according to the number of categories included in the question. Gender is measured as (female = 1 and male = 0). Age is measured in years using three categories: 1 = 22-24 years, 2 = 25-27 years, 3 = above 27 years. Work experience is coded as 1 = experienced and 2 = inexperienced. Funding for MBA study is coded in to three categories: 1 = self, 2 = parents and 3 = self and parents. On parental information, father’s occupation is measured in four categories: 1 =services, 2 =business, 3 = professional and 4 = retired. Likewise, mother’s occupation is measured in four categories: 1 = services, 2 = business,

3 = professional and 4 = housewife. Father's education level is measured using three categories: 1 = SLC and below, 2 = college level, 3 = university level. Similarly, mother's education level is measured using three categories: 1 = SLC and below, 2 = college level, 3 = university level.

3.5 Data analysis tools

The responses of the respondents in the questionnaire has been given unique numerical code. After that, the data was entered systematically and logically into the spreadsheet and SPSS software for the purpose of enabling numeric calculations. Each of the questions were given the scale based on the nature of the question. The required editing has also been done after entering the data in to the spreadsheet and SPSS. Then, the numerical data is classified, tabulated and processed after which the process of analysis has been done. The descriptive statistics such as frequency, percentage, mean and standard deviation has been used to describe the nature of the data and opinions. Similarly, the second part is testing of the hypothesis through inferential statistics such as correlation, regression and t-test. These tests allowed researcher to make the inferences about the whole population from the sample size of 385 respondents.

3.6 Validity and reliability

For the validity and reliability, review of literature has been done from various sources. In order to make data true and reliable, pilot testing has been applied. Five percent of the sample size (5% of 385 =20 respondents) has been taken to check the reliability and validity of the questionnaire. This provided areas to revise the questionnaire and necessary corrections has made before making questionnaire survey to the final respondents. As the questionnaire is self-administered, it helped to avoid the chance for keeping the blank spaces and filling wrong data intentionally by the respondents.

Statistically, Cronbach's alpha has been used to test reliability and validity of the primary data. Cronbach's alpha allowed researcher to measure the reliability of the different categories. It consisted of estimates of how much variation in scores of different variables is attributable to chance or random errors. As a general rule, a coefficient greater than or

equal to 0.7 is considered acceptable and a good indicator of construct validity. Table 3 depicts the Cronbach alpha values of the variables used in the study.

Table 3 :*Reliability statistics*

Variables	Number of items	Cronbach's alpha
Intrinsic motivational factors	7	0.882
Extrinsic motivational factors	7	0.866
Family influence	6	0.850
Peers influence	5	0.830
College factors	5	0.846
Social networks	5	0.825
Social status	5	0.915

The data presented in table 3 depicts the Cronbach's alpha value for variables used in the study. The Cronbach's alpha for intrinsic motivational factors, extrinsic motivational factors, family influence, peer influence, college factors, social networks and social security are 0.882, 0.866, 0.850, 0.830, 0.846, 0.825 and 0.915 respectively which indicate an acceptable degree of reliability.

3.7 Data analysis

Both descriptive and inferential statistics has been used for data analysis purpose. The socio-demographic variables have been explained through frequency and percentage. Similarly, descriptive statistics of independent variables are explained through minimum, maximum, mean and standard deviation. In inferential analysis, correlation analysis has been done to measure the strength and direction of association between independent variables. Similarly, binary logistic regression analysis has been conducted to find the significant impact and most influencing factor in career choices of MBA students. Finally, hierarchical regression analysis has been used to explore the gender interaction effect between the study variables and career choices of MBA students. The proposed regression models for the study are given in equation 1 and equation 2.

Model I

This model depicts the causal model. It explains the impact of family influence, peers influence, college factors, social networks, social status, intrinsic motivational factors and extrinsic motivational factors on the career choices of MBA students. The regression equation for this model is as follows:

$$CC = \beta_0 + \beta_1IM + \beta_2EM + \beta_3FI + \beta_4PI + \beta_5CF + \beta_6SN + \beta_7SS + \epsilon \dots \dots \dots (1)$$

Where, CC = Career choice of MBA students, β_0 = Estimated intercept, β_1 — β_7 = Regression coefficients, IM = Intrinsic motivational factors, EM = Extrinsic motivational factors, FI = Family influence, PI = Peers' influence, CF = College factors, SN = Social networks, SS = Social status, & ϵ = Standard error

Model II

Model II shows the moderating effect of gender on association between family influence, peers influence, college factors, social networks, social status, intrinsic motivational factors and extrinsic motivational factors with career choices of MBA students. The multiple regression equation for this model is as follows:

$$CC = \beta_0 + \beta_1IM + \beta_2EM + \beta_3FI + \beta_4PI + \beta_5CF + \beta_6SN + \beta_7SS + \beta_8GEN \times IM + \beta_9GEN \times EM + \beta_{10}GEN \times FI + \beta_{11}GEN \times PI + \beta_{12}GEN \times CF + \beta_{13}GEN \times SN + \beta_{14}GEN \times SS + \epsilon \dots \dots \dots (2)$$

Where, CC = Career choice of MBA students, β_0 = Estimated intercept, β_1 — β_{14} = Regression coefficients, IM = Intrinsic motivational factors, EM = Extrinsic motivational factors, FI = Family influence, PI = Peers' influence, CF = College factors, SN = Social networks, SS = Social status, GEN = Gender & ϵ = Standard error

Chapter IV

Results

Following on from chapter three, which identified and justified the research methodology implemented in this study, this chapter centers on the analysis of data obtained in order to ascertain and explore the relationships between the independent variables and the dependent variables. As previously discussed in chapter three, a number of different statistical methods were applied using SPSS, each of which are discussed in the subsequent sections within the context of the research objectives and hypotheses.

4.1 Demographic profile of respondents

The demographic profile in this study has been divided in to two parts. They are respondents' profile and respondents' parental information.

4.1.1 Respondents' profile

In this study, the respondents' profile describes the characteristics of respondents according to variables such as gender, age group, work experience, funding for MBA study and career choice. Table 4 depicts the socio-demographic characteristics of respondents. Out of 385 respondents, 53 percent were female and 47 percent were male respondents. Likewise, out of the total respondents, 29.4 percent respondents belonged to the age group of 22-24 years, 52.2 percent of the respondents belonged to the age group of 25-27 years and 18.4 percent of the respondents belonged to the age group of above 27 years. Similarly, 42.6 percent of the respondents were experienced and 57.4 percent of the respondents were inexperienced. Talking about the funding for MBA study, 20.3 percent respondents have self-funding for MBA study, 67.3 percent of the respondents have parental funding for MBA study and remaining 12.5 percent respondents have both self and parental funding for MBA study. Furthermore, the analysis of the data shows that, 40.8 percent respondents wanted to get a job in public sector after MBA study and 59.2 percent respondents wanted to get a job in private sector after the completion of MBA study. From the analysis of the socio-demographic variables of the respondents, it has been observed that there is enough variation in the socio-demographic characteristics

of the respondents. In other words, respondents from different socio-demographic background have been included in the sample size, which is useful for sufficient heterogeneity in the data.

Table 4 : *Respondents' socio- demographic characteristics*

Variables	Frequency	Percentage
Gender		
Female	204	53.0
Male	181	47.0
Total	385	100.0
Age group		
22-24 years	113	29.4
25-27 years	201	52.2
Above 27 years	71	18.4
Total	385	100.0
Work experience		
Experienced	249	42.6
Inexperienced	136	57.4
Total	385	100.0
Funding for MBA		
Self	78	20.3
Parents	259	67.3
Self and parents	48	12.5
Total	385	100.0
Career choice		
Public sector	157	40.8
Private sector	228	59.2
Total	385	100.0

4.1.2 Respondents' parental information

In this study, the respondents' parental information includes father's occupation, mother's occupation, father's education and mother's education. Table 5 depicts the parental Information of respondents.

Table 5 : *Respondents' parental information*

Variables	Frequency	Percentage
Father's occupation		
Services	132	34.3
Business	148	38.4
Professional	37	9.6
Retired	68	17.7
Total	385	100.0
Mother's occupation		
Services	53	13.8
Business	62	16.1
Professional	23	6.0
Housewife	247	64.2
Total	385	100.0
Father's education		
SLC and below	107	27.8
College level	123	31.9
University level	155	40.3
Total	385	100.0
Mother's education		
SLC and below	209	54.3
College level	124	32.2
University level	52	13.5
Total	385	100.0

Out of 385 respondents, 34.3 percent respondents' father were involved in services, 38.4 percent respondents' father were involved in business, 9.6 percent of respondents' father were professional and remaining 17.7 percent of respondents' father were retired. Similarly, 13.8 percent respondents' mother were involved in services, 16.1 percent respondents' mother were involved in business, 6.0 percent of respondents' mother were professional and remaining 67.2 percent of respondent's mother were housewife. Talking about the respondents' father education, 27.8 percent respondents' father have educational qualification of SLC and lower, 31.9 percent respondents' father have educational qualification of college level and 40.3 percent of respondents' father have educational qualification of university level. Furthermore, 54.3 percent respondents' mother have educational qualification of SLC and lower, 32.2 percent respondents' mother have educational qualification of college level and 13.5 percent of respondents' mother have educational qualification of university level.

4.2 Description of data

This section includes the mean and standard deviations of the main study variables, mean and standard deviation of intrinsic and extrinsic motivational scale's items and bivariate correlation among the study variables.

4.2.1 Descriptive statistics on main study variables

The main study variables of the study are divided in to the social dimension and personal dimension. Under social dimension, variables such as family influence, peer influence, college factors, social networks and social status are included. Similarly, the personal dimension includes the variables such as intrinsic motivational factors and extrinsic motivational factors.

Table 6 depicts the observation of the means and standard deviations of the main study variables. From the social factors, family influence with ($M = 4.14$ and $SD = 0.65$) indicating respondent's perception of high family influence, peer influence with ($M = 3.30$ and $SD = 0.77$) indicating respondents somewhat agreement on peer influence, college factors with ($M = 3.71$ and $SD = 0.76$) depicting respondent's positive perception on college factors, social network with ($M = 3.40$ and $SD = 0.86$) indicating that

respondents somewhat believe in social network for career choices and social status with ($M = 4.00$ and $SD = 0.83$) which means respondents want to obtain the social status. From the means and standard deviation of social factors, it can be analyzed that respondents gave high level of influence on the family influence and social status and respondents gave low level of importance on peer influence and social networks.

From the personal motivational factors, intrinsic motivational factors with ($M = 4.17$ and $SD = 0.71$) indicating respondent's high desire for intrinsic motivation and extrinsic motivational factors with ($M = 3.94$ and $SD = 0.74$) which means respondents also value the material reward in their job. From the personal motivational factors, it can be analyzed that respondents gave high importance to intrinsic motivational factors as compared to extrinsic motivational factors. Furthermore, respondents gave high level of importance to the overall personal motivational factors with ($M = 4.05$ and $SD = 0.61$) as compared to the overall social factors with ($M = 3.71$ and $SD = 0.46$).

Table 6 : *Descriptive statistics on main study variables*

Study variables	Mean	SD
Family influence	4.14	0.65
Peer influence	3.30	0.77
College factors	3.71	0.76
Social networks	3.40	0.86
Social status	4.00	0.83
Overall social factors	3.71	0.46
Intrinsic motivational factors	4.17	0.71
Extrinsic motivational factors	3.94	0.74
Overall personal motivational factors	4.05	0.61

4.2.2 Descriptive statistics on personal motivational scale items

The personal motivational factors are broadly divided in to intrinsic motivational factors and extrinsic motivational factors. Under intrinsic motivational scale, factors such as job responsibility, opportunity for creativity ,opportunity for personal growth and development, sense of achievement, interesting and challenging work and job

autonomy/independence are included. Similarly, the extrinsic motivational scale includes the factors such as salary, job location, work in a prestigious organization, opportunity for career advancement, job security, work conditions and benefits.

Table 7 : *Descriptive statistics on personal motivational scale items*

Personal motivational factors	Mean	SD
Intrinsic motivational scale		
Job responsibility	4.16	0.97
Opportunity for creativity	4.29	0.89
Opportunity for personal growth and development	4.38	0.89
Sense of achievement	4.20	0.90
Interesting and challenging work	4.13	0.91
Opportunity to serve society	3.95	0.97
Job autonomy/Independence	4.06	0.96
Extrinsic motivational scale		
Salary	4.12	0.92
Job location	3.64	1.11
Work in a prestigious organization	3.79	0.96
Opportunity for career advancement	4.16	0.95
Job security	3.96	1.07
Work conditions	4.04	0.95
Benefits	3.88	1.01

Table 7 presents descriptive statistics for the extrinsic and intrinsic items in the motivational scales. Accordingly, among intrinsic motivational factors, the opportunity for personal growth and development is indicated as being the most important factor for respondents with ($M = 4.38$ and $SD = 0.89$). This is followed by opportunity for creativity with ($M = 4.29$ and $SD = 0.89$), sense of achievement with ($M = 4.20$ and $SD = 0.90$) and job responsibility ($M = 4.16$ and $SD = 0.97$). On the other hand, respondents rated lower the opportunity to serve society with ($M = 3.95$ and $SD = 0.97$), job

autonomy with (M = 4.06 and SD = 0.96) and interesting and challenging work with (M = 4.13 and SD = 0.91).

Among extrinsic motivational factors, opportunity for career advancement was rated the most important factor with (M = 4.16 and SD = 0.95). Next, salary with (M = 4.12 and SD = 0.92), work conditions with (M = 4.04 and SD = 0.95) and job security with (M = 3.96 and SD = 1.07). The lowest levels of importance were assigned to job location with (M = 3.64 and SD = 1.11), work in the prestigious organization with (M = 3.79 and SD = 0.96) and benefits with (M = 3.88 and SD = 1.01)

4.2.3 Bivariate correlation among the study variables

The correlation matrix given in table 8 reports the level of association among the study variables and the direction of the relationship. A correlation coefficient is considered significant if $p < 0.05$.

Table 8 : *Correlation matrix*

	FI	PI	CF	SN	SS	IM	EM
FI	1						
PI	.310**	1					
CF	.422**	.291**	1				
SN	.059	.415**	.158**	1			
SS	.260**	-.091	.209**	.016	1		
IM	.317**	.187**	.309**	.085	.275**	1	
EM	.236**	.002	.149**	.031	.518**	.391**	1

The table reports the correlation among the study variables. These associations are based upon the sample of 385 investors, where FI, PI, CF, SN, PD, IM and EM represent family influence, peer influence, college factors, social networks, social status, intrinsic motivational factors and extrinsic motivational factors respectively.

**Significant at the 0.01 level (2-tailed).

All the correlation coefficients of study variables are below 0.7. So, there is no chance of multi-collinearity. It was explained by Bryman and Cramer (1997) as the value of Pearson's r between each pair of independent variables should be below 0.8. Otherwise,

the independent variables with the association at or in excess of 0.80 may be suggesting case of multi-collinearity.

Findings indicated that extrinsic motivational factors were significantly and positively correlated with family influence ($r = 0.236$, $p < 0.01$), college factors ($r = 0.149$, $p < 0.01$), social status ($r = 0.518$, $p < 0.01$) and intrinsic motivational factors ($r = 0.391$, $p < 0.01$). Similarly, intrinsic motivational factors were significantly and positively correlated with family influence ($r = 0.317$, $p < 0.01$), peer influence ($r = 0.187$, $p < 0.01$), college factors ($r = 0.309$, $p < 0.01$) and social status ($r = 0.275$, $p < 0.01$). Likewise, social status was significantly and positively correlated with family influence ($r = 0.260$, $p < 0.01$) and college factors ($r = 0.209$, $p < 0.01$). Furthermore, social network was significantly and positively correlated with peer influence ($r = 0.415$, $p < 0.01$) and college factors ($r = 0.158$, $p < 0.01$). Likewise, college factor was significantly and positively correlated with family influence ($r = 0.422$, $p < 0.01$) and peer influence ($r = 0.291$, $p < 0.01$). Finally, there was a positive and significant correlation between peer influence and family influence ($r = 0.310$, $p < 0.01$).

4.3 Factors affecting career choices

The inferential statistics have been used in this study to test the hypotheses and explore the answers to research questions. In this section, inferential statistical tests such as binary logistic regression analysis and hierarchical binary regression analysis has been used.

4.3.1 Personal motivational factors and career choice

In order to explore the extent to which personal motivational factors predict the career choices of MBA students, a binary logistic regression model has performed with intrinsic and extrinsic factors as the predictors of career choices as explained by Table 9.

The overall model with both predictors was significant ($\chi^2 = 20.480$, $p < 0.05$). The model explained between 5.4% (Cox and Snell R-squared) and 7.3% (Nagelkerke R-squared) of the variance in career choices and correctly classified 59% of cases. Findings showed that intrinsic motivational factors had significant effect ($B = 0.52$, $p < 0.05$) on career choice

of Nepalese MBA students. This result indicated that increase in perception of intrinsic motivational factors led to increase in choice of private sector career and decrease in choice of public sector career. Similarly, extrinsic motivational factors also had a statistically significant effect ($B = -0.74$, $p < 0.05$). Findings showed that an increased perceived importance of extrinsic factors led to a decrease in the choice of private sector career.

Table 9 : *Predicting career choice from personal motivational factors*

	B	SE	Wald	Df	P	Odds ratio
Constant	1.16	0.74	2.44	1	0.12	3.19
IM	0.52	0.18	8.83	1	0.00	1.69
EM	-0.74	0.18	17.19	1	0.00	0.48
Chi-square (χ^2)	21.480					
P-value	0.000					
Cox and Snell R^2	0.054					
Nagelkerke R^2	0.073					
Correct classification (%)	59 %					

4.3.2 Intrinsic motivational factors and career choice

A further logistic regression model has been performed in order to determine which intrinsic motivational items are the strongest predictors of career choices. The regression model included seven items from the intrinsic motivational scale. Table 10 depicts the prediction of career choices from intrinsic motivational items.

The overall model with seven intrinsic motivational scale was significant ($\chi^2 = 19.207$, $p < 0.05$). The model explained between 4.8% (Cox and Snell R-squared) and 6.5% (Nagelkerke R-squared) of the variance in career choices and correctly classified 62.9% of cases. Table 10 illustrates the prediction of career choices from the intrinsic motivational scale. Findings indicated that job responsibility ($B = 0.36$, $p < 0.05$), opportunity for personal growth and development ($B = -0.51$, $p < 0.05$), sense of achievement ($B = 0.35$, $p < 0.05$), job autonomy/independence ($B = 0.31$, $p < 0.05$) were significant predictors of career choice. Furthermore, findings indicated that increased

importance of job responsibility, sense of achievement and job autonomy/independence led to the increase in choice of private sector career and decrease in choice of public sector career. And, increased importance of opportunity for personal growth and development led to increase in choice of public sector career and decrease in choice of private sector career.

Table 10 : *Predicting career choice from intrinsic motivational factors*

	B	SE	Wald	Df	P	Odds ratio
Constant	-0.30	0.64	0.22	1	0.64	0.74
Job responsibility	0.36	0.16	4.92	1	0.03	1.44
Opportunity for creativity	-0.05	0.18	0.08	1	0.78	0.95
Opportunity for personal growth and development	-0.51	0.20	6.58	1	0.01	0.60
Sense of achievement	0.35	0.17	4.33	1	0.04	1.41
Interesting and challenging work	-0.11	0.18	0.36	1	0.55	0.90
Opportunity to serve society	-0.15	0.14	1.23	1	0.27	0.86
Job autonomy/Independence	0.31	0.15	4.31	1	0.04	1.36
Chi-square (χ^2)	19.207					
P-value	0.008					
Cox and Snell R ²	0.048					
Nagelkerke R ²	0.065					
Correct classification (%)	62.9 %					

4.3.3 Extrinsic motivational factors and career choice

A further logistic regression model has been performed in order to determine which extrinsic motivational items are the strongest predictors of career choices. The regression model included seven items from the extrinsic motivational scale. Table 11 illustrates the prediction of career choices from the extrinsic motivational scale.

Table 11 : *Predicting career choice from extrinsic motivational factors*

	B	SE	Wald	Df	P	Odds ratio
Constant	2.00	0.66	9.21	1	0.00	7.40
Salary	0.36	0.17	4.40	1	0.04	1.43
Job location	-0.15	0.12	1.61	1	0.21	0.86
Work in a prestigious organization	-0.52	0.15	12.48	1	0.00	0.59
Opportunity for career advancement	0.42	0.17	6.46	1	0.01	1.52
Job security	-0.38	0.16	5.52	1	0.02	0.69
Work conditions	0.13	0.16	0.69	1	0.41	1.14
Benefits	-0.34	0.17	4.00	1	0.05	0.71
Chi-square (χ^2)	45.242					
P-value	0.000					
Cox and Snell R ²	0.111					
Nagelkerke R ²	0.150					
Correct classification (%)	66.2 %					

The overall model with seven extrinsic motivational scale was significant ($\chi^2 = 45.242$, $p < 0.05$). The model explained between 11.1% (Cox and Snell R-squared) and 15% (Nagelkerke R-squared) of the variance in career choices and correctly classified 66.2% of cases. Findings indicated that salary ($B = 0.36$, $p < 0.05$), work in a prestigious organization ($B = -0.52$, $p < 0.05$), opportunity for career advancement ($B = 0.42$, $p < 0.05$), job security ($B = -0.38$, $p < 0.05$) and benefits ($B = -0.34$, $p < 0.05$) were significant predictors of career choice. Furthermore, findings indicated that increased importance of salary and opportunity for career advancement led to the increase in choice of private sector career and decrease in choice of public sector career. And, increased importance of work in a prestigious organization, job security and benefits led to increase in choice of public sector career and decrease in choice of private sector career.

4.3.4 Social factors and career choice

The overall effect of the perceived importance of social factors, including all five constructs in the model has been analyzed through the binary regression model. Table 12 reports prediction of career choice from binary regression model.

Table 12 : *Predicting career choice from social factors*

	B	SE	Wald	Df	P	Odds ratio
Constant	0.20	0.95	0.04	1	0.83	1.22
FI	-0.67	0.21	9.78	1	0.00	0.51
PI	0.35	0.17	4.18	1	0.04	1.42
CF	0.34	0.17	4.27	1	0.04	1.41
SN	0.43	0.14	9.08	1	0.00	1.53
SS	-0.22	0.15	2.40	1	0.12	0.80
Chi-square (χ^2)	39.172					
P-value	0.000					
Cox and Snell R ²	0.097					
Nagelkerke R ²	0.130					
Correct classification (%)	64.7 %					

Overall, the regression model was statistically significant ($\chi^2 = 39.172$, $p < 0.05$). This indicates that the overall model was able to distinguish between respondents' career choices in the public or private sector. The model explained between 9.7% (Cox and Snell R-squared) and 13% (Nagelkerke R-squared) of the variance in career choices and correctly classified 64.7% of the cases.

Moreover, findings showed that the perception of family influence was a significant predictor of career choices ($B = -0.67$, $p < 0.05$). The negative value in beta coefficient indicated that increase in the perception of family influence led to increase in choice of public sector career and decrease in choice of private sector career. Similarly, peer influence ($B = 0.35$, $p < 0.05$), college factor ($B = 0.34$, $p < 0.05$) and social networks ($B = 0.43$, $p < 0.05$) were significant predictors of career choices. It indicated that increase in perception of peer influence, college factors and social networks led to the increase in

choice of private sector career and decrease in choice of public sector career. Perceived importance of social status, however, did not significantly predict the career choices ($B = -0.22$, $p > 0.05$). It showed that perceived importance of social status was not related to the career choices of Nepalese MBA students.

4.3.5 Integrated model and career choice

The overall logistic regression model was conducted with both personal motivational factors and social factors. At this stage of the research, extrinsic and intrinsic personal motivational factors were combined to constitute the overall personal motivational variable, whereas the overall social factor was obtained by taking the average of all five social factors. Table 13 depicts the findings of this combined model.

Table 13 : *Predicting career choice from both personal motivational and social factors*

	B	SE	Wald	Df	P	Odds ratio
Constant	-0.25	0.94	0.07	1	0.79	0.78
Personal motivational factors	-0.45	0.20	5.18	1	0.02	0.64
Social factors	0.67	0.25	6.88	1	0.01	1.94
Chi-square (χ^2)	8.827					
P-value	0.012					
Cox and Snell R^2	0.023					
Nagelkerke R^2	0.310					
Correct classification (%)	59.2 %					

The overall logistic regression model with two main predictors yielded a significant result ($\chi^2 = 8.827$ $p < 0.05$). The model explained between 2.3% (Cox and Snell R-squared) and 3.1% (Nagelkerke R-squared) of the variance in career choices and correctly classified 59.2% of cases. Findings depicted that ($B = -0.45$, $p < 0.05$), indicating that increased in perception of personal motivational factors led to increase in choice of public sector career and decrease in choice of private sector career. Similarly, the overall social factor significantly predicted the career choices of Nepalese MBA students ($B = 0.67$, $p < 0.05$), indicating that increased in perception of social factors led to increase in choice of private sector career and decrease in choice of public sector career. Furthermore, the impact of

overall social factor on the career choice is high as compared to the impact of overall personal motivational factors.

4.3.6 Gender interaction effect

Gender interaction is entered in to the model II to test the influence of gender on the relationship between (i) intrinsic motivational factors and career choice of MBA students, (ii) extrinsic motivational factors and career choice of MBA students, (iii) family influence and career choice of MBA students, (iv) peer influence and career choice of MBA students, (v) college factors and career choice of MBA students, (vi) social network and career choice of MBA students and (vii) social status and career choice of MBA students. The moderation effect of gender has been tested through hierarchical binary logistic regression analysis and table 14 reports the result.

The hierarchical binary logistic regression model allows for more robust test of hypothesized effect of predictors and their combined contribution to outcome variable, i.e. career choice of MBA students. While estimating regression equations, in the first step predictor variables (IM, EM, FI, PI, CF, SN, SS) were introduced. In the second step the moderating variable i.e. GEN was introduced. In the third step, gender interaction variables (GEN_IM, GEN_EM, GEN_FI, GEN_PI, GEN_CF, GEN_SN, GEN_SS) were included.

According to the hierarchical binary logistic regression analysis, overall model was significant ($\chi^2 = 84.187$, $p < 0.05$). The model explained between 19.6% (Cox and Snell R-squared) and 26.5% (Nagelkerke R-squared) of the variance in career choices and correctly classified 69.1% of cases.

Table 14 : *Hierarchical binary logistic regression analysis*

Variables	Beta (β)		
	Step I	Step II	Step III
IM	0.55**	0.62**	0.58**
EM	-0.71**	-0.81**	-0.54
FI	-0.69**	-0.56**	-0.58
PI	0.31**	0.28	-0.12
CF	0.29**	0.37**	0.43
SN	0.47**	0.47**	1.13**
SS	-0.07**	-0.15	-0.28
GEN		-0.76**	1.90
GEN_IM			0.07
GEN_EM			-0.45
GEN_FI			-0.03
GEN_PI			0.84**
GEN_CF			-0.05
GEN_SN			-1.20**
GEN_SS			0.09
Chi-square (χ^2)	55.284	65.354	84.187
P-value	0.000	0.000	0.000
Cox and Snell R ²	0.134	0.156	0.196
Nagelkerke R ²	0.180	0.211	0.265
Classification (%)	64.7%	67.3%	69.1%

The result showed that, the gender interaction term GEN_PI with career choices of MBA students ($\beta = 0.84$, $p < 0.05$) depicted that gender positively moderates the relationship between peer influence and career choices of MBA students. In other words, interaction of peer influence with female leads to increase in choice of private sector career. Similarly, the gender interaction term GEN_SN with career choices of MBA students ($\beta = -1.20$, $p < 0.05$) depicted that gender negatively moderates the relationship between social network and career choices of MBA students. In other words, interaction of social

network with female leads to decrease in choice of private sector career and increase in choice of public sector career. However, the interaction effect of gender on the relationship of intrinsic motivational factors and career choice of MBA students, extrinsic motivational factors and career choices of MBA students, family influence and career choices of MBA students, college factors and career choices of MBA students and social status and career choices of MBA students were found to be statistically insignificant.

4.4 Major findings

The key findings of the study are summarized as follows:

H1: Within the personal motivational factor, the extrinsic motivational factors are stronger predictors than the intrinsic motivational factors on the career choices of MBA students.

Findings from binary logistic regression showed that intrinsic motivational factors had significant effect ($B = 0.52$, $p < 0.05$) on career choice of Nepalese MBA students. Similarly, extrinsic motivational factors also had a statistically significant effect ($B = -0.74$, $p < 0.05$). Ignoring the negative sign in the beta value, the extrinsic motivational factors were stronger predictors than the intrinsic motivational factors on the career choice of MBA students.

H2a: The perceived importance of family influence significantly predicts the career choices of MBA students.

Findings from the logistic regression analysis indicated that the perceived importance of family influence significantly predicted career choices among Nepalese MBA students ($B = -0.67$, $p < 0.05$). This result confirmed Hypothesis (2a); furthermore, it was found that increases in the perception of family influence predicted decreases in a career choice in the private sector and increase in career choice of public sector.

H2b: The perceived importance of peer influence significantly predicts the career choices of MBA students.

As Hypothesis (2b) suggested, findings from the logistic regression analysis revealed that peer influence significantly predicted career choices ($B = 0.35$, $p < 0.05$); moreover,

findings showed that increases in perceived peer influence were related to increases in career choices in the private sector, i.e. participants with a high level of peer influence are unlikely to choose the public sector; therefore, Hypothesis (1b), anticipating significant association between peer influence and career choice, was confirmed.

H2c: The perceived importance of college factors significantly predicts the career choices of MBA students.

Hypothesis (2c) was also confirmed by findings from the logistic regression analysis. Accordingly, it was found that college factor was one of the statistically significant predictors of the career choices of Nepalese MBA students ($B = 0.34, p < 0.05$). Results indicated that increases in the perceived importance of college factor results in increases in the choice of a career in the private sector, i.e. participants who are highly influenced by college factors are unlikely to choose the public sector.

H2d: The perceived importance of social networks significantly predicts the career choices of MBA students.

Findings from the logistic regression analysis indicated that the perceived importance of social network significantly predicted career choices among Nepalese MBA students ($B = 0.43, p < 0.05$). This result confirmed Hypothesis (2d); furthermore, it indicated that increases in the perception of social network predicted increase in a career choice in the private sector and decrease in career choice of public sector.

H2e: The perceived importance of obtaining social status significantly predicts the career choices of MBA students.

An observation of the logistic regression model indicated that social status was not a statistically significant predictor of career choices ($B = -0.22, p > 0.05$). This finding rejected Hypothesis (2e) and demonstrated that the perceived importance of social status was not related to the career choices of Nepalese MBA students.

H3a: Gender moderates the relationship of intrinsic motivational factors with career choice of MBA students.

Hypothesis (3a) suggested that gender moderates the relationship of intrinsic motivational factors with career choices of MBA students. Hierarchical binary logistic regression analysis did not confirm this hypothesis ($B = 0.07$, $p > 0.05$).

H3b: Gender moderates the relationship of extrinsic motivational factors with career choice of MBA students.

Hypothesis (3b) suggested that gender moderates the relationship of extrinsic motivational factors with career choices of MBA students. Hierarchical binary logistic regression analysis did not confirm this hypothesis ($B = -0.45$, $p > 0.05$).

H4a: Gender moderates the relationship of perceived family influence with career choice of MBA students.

Hypothesis (4a) suggested that gender moderates the relationship of family influence with career choices of MBA students. Hierarchical binary logistic regression analysis did not confirm this hypothesis ($B = -0.03$, $p > 0.05$).

H4b: Gender moderates the relationship of perceived peer influence with career choice of MBA students.

Hypothesis (4b) suggested that gender moderates the relationship of peer influence with career choices of MBA students. Hierarchical binary logistic regression analysis confirmed this hypothesis. The gender interaction term GEN_PI with career choices of MBA students ($\beta = 0.84$, $p < 0.05$) depicted that gender positively moderates the relationship between peer influence and career choices of MBA students. In other words, interaction of peer influence with female leads to increase in choice of private sector career.

H4c: Gender moderates the relationship of perceived importance of college factors with career choice of MBA students.

Hypothesis (4c) suggested that gender moderates the relationship of college factors with career choices of MBA students. Hierarchical binary logistic regression analysis did not confirm this hypothesis ($B = -0.05$, $p > 0.05$).

H4d: Gender moderates the relationship of social networks with career choice of MBA students.

Hypothesis (4d) suggested that gender moderates the relationship of social influence with career choices of MBA students. Hierarchical binary logistic regression analysis confirmed this hypothesis. The gender interaction term GEN_SN with career choices of MBA students ($\beta = -1.20, p < 0.05$) depicted that gender negatively moderates the relationship between social network and career choices of MBA students. In other words, interaction of social network with female leads to decrease in choice of private sector career and increase in choice of public sector career.

H4e: Gender moderates the relationship of obtaining social status with career choice of MBA students.

Hypothesis (4e) suggested that gender moderates the relationship of obtaining social status with career choices of MBA students. Hierarchical binary logistic regression analysis did not confirm this hypothesis ($B = 0.09, p > 0.05$).

H5: The social factors are stronger predictors than the personal motivational factors on the career choices of MBA students.

Findings from the logistic regression model that included both social and personal motivational factors indicated that, as Hypothesis 5 suggested, social factors ($B = 0.67, p < 0.05$) were stronger predictors of the career choices of MBA students compared to personal motivational factors ($B = -0.45, p < 0.05$). This way, Hypothesis 5 was statistically confirmed.

Chapter V

Discussion, Conclusion, Implications

5.1 Discussion

The basic purpose of the study was to investigate the influence of personal motivational factors and social factors on the career choice of Nepalese MBA students and to examine whether gender moderates the relationship between study variables and career choice of Nepalese MBA students. It was found that all influential variables except social status have significant impact on career choice of Nepalese MBA students. Results showed that intrinsic motivational factors, extrinsic motivational factors, family influence, peer influence, college factors and social network are significant predictors of student's career choice in private sector and public sector.

5.1.1 Personal motivational factors and career choice

The study found that intrinsic motivational factors are significant predictors of career choice. This finding is consistent with the findings of (Moy & Lee, 2002; Ng et al., 2008; Agarwala, 2008). Further, the increase in the perception of intrinsic motivation leads to the increase in choice of private sector work. Individually, job responsibility significantly predicted the choice of career in private sector work. This finding is consistent with the finding of (Clark, 2007) who found that private sector professionals and managers have more authority and independence over the missions and strategic goals of the organization

compared to their counterparts in public sector. Sense of achievement significantly predicted the choice of career in private sector work. This finding is consistent with the finding of (Iles et al., 2012) who stated that most managerial positions in the private sector are often filled with qualified expatriates, as a result, young managers might feel that they need to exert more effort to prove themselves and compete with qualified one. Job autonomy significantly predicted the choice of career in private sector work. This finding is consistent with the finding of (Morgeson & Humphrey, 2006) who found that private sector job allows to plan, and make decisions about performing a task and accomplishing a goal in the best way, i.e. being in charge of him/herself. Opportunity for

personal growth and development significantly predicted the choice of career in public sector work. This finding is in contrast with the findings of (Ozbilgin et al., 2005). Previous literature has found that developing individual's human capital and keep empowering themselves with the needed skills, training, languages and managerial experience is important whatever may be the type of job.

The study also found that extrinsic motivational factors are significant predictors of career choice. This finding is consistent with the findings of (Moy & lee, 2002; Ng et al., 2008; Slutskaya& Simpson, 2014; Ayodele, 2017). Further the increase in the perception of extrinsic motivation leads to the increase in choice of public sector work. Individually, salary significantly predicted the choice of career in private sector work. This finding is consistent with the findings of (Ghinetti&Lucifora, 2013) who found that highly skilled workers, who value high salaries seek the employment in private sector. Opportunity for career advancement significantly predicted the choice of career in private sector work. This finding is consistent with the findings of (Selvanathan et al., 2016), who found that private sector jobs offer the fast progression in the hierarchy as compared to public sector jobs. Work in a prestigious organization significantly predicted the choice of career in public sector work. This finding is consistent with the findings of (Slutskaya& Simpson, 2014), which illustrated that jobs in the public sector such as ministries, public services and government owned public organization are attractive to individuals looking for new careers due to its prestige dimension. Job security significantly predicted the choice of career in public sector work. This finding is consistent with the findings of (Iles et al., 2012) which stated that many job seekers in the Arab world prefer public sector jobs due to job security, even if it requires waiting for a long time to get the job. Benefits significantly predicted the choice of career in public sector work. This finding is consistent with the findings of (Slutskaya& Simpson, 2014) who found that the jobs in the public sector is lucrative for individuals as it includes benefit packages such as health insurance, housing and transportation allowances which are more attractive.

5.1.2 Social factors and career choice

The result of the study showed that family influence was found to significantly predict the career choices of Nepalese MBA students. Nepalese MBA students indicated that

their career choices would be shaped by the satisfaction of their parents. As is discussed by several scholars (Otto, 2000; Ferry, 2006; Salami, 2006; Agarwala, 2008; Wong & Liu, 2010; Meddour et al., 2016; Humayon et al., 2018), pleasing parents and looking after them is of great significance to most individuals in collectivist culture and affects their career decisions. It is interesting that those who place more value on parental obedience are likely to prefer working in the public sector. For Nepalese parents, their children's success is of great importance. The public sector offers long lasting rewards, it has shorter working hours, provides individuals with more time to spend with their families (Slutskaya& Simpson, 2014). At the same time, because of the job security and the geographical stability in public sector, looking after parents financially and emotionally is more viable.

Peer influence was found to significantly predict the career choices of Nepalese MBA students. This finding is parallel to the previous findings (Naz et al., 2014; Pavel, 2015; Hashim&Embong, 2015; Ogutu et al., 2017; Hellen et al., 2017; Kaur, 2017; Raheem &Abdulkadir, 2018). Nepalese MBA students indicated that their career choices would be shaped by mentorship by peers and pressure from the peers. It is also found that those who place more value on getting along with the peers are likely to prefer working in the private sector.

College factor was found to significantly predict the career choices of Nepalese MBA students. This finding is parallel to the previous findings (Shumba&Naong, 2012;Faitar&Faitar, 2013; Qiu et al., 2017; Kazi&Akhlaq, 2017). Nepalese MBA students indicated that their career choices would be shaped by career related activities, teacher as a mentor and counselor and career days in the college. It is also found that those who place more value on career related activities in colleges are likely to prefer working in the private sector.

The result suggested that social network, which is defined as the use of significant others and connections (Al-Ramahi, 2008) for achieving personal gains, is important for the career choices of the participants in this study. This finding is in line with the previous research emphasizing the importance of social network (Marmaros&Sacerdote, 2002; Al-Ramahi, 2008; Wolff & Moser, 2009; Buettner, 2017; Khousa&Atif, 2018). Previous

research stated that any individuals seek new jobs or better opportunities but those applicants with the strongest social network might have better chances of succeeding. Further findings of this research indicate that students who assigned higher importance to social network is more likely to choose work in the private sector. This finding could be related to several issues: Firstly, compared to the private sector, the public sector is based more on competitiveness and the employment process, to a certain degree, is based on the qualifications of applicants rather than other factors.

5.1.3 Gender interaction effect

The study investigated the impact of personal motivational factors and social factors on career choices of MBA students is moderated by gender. The results of the study depicted that the gender positively moderates the relationship between peer influence and career choices of MBA students. In other words, interaction of peer influence with female leads to increase in choice of private sector career. This finding is consistent with the finding of (Agboola, 2020). Similarly, gender negatively moderated the relationship between social network and career choices of MBA students. In other words, interaction of social network with female leads to decrease in choice of private sector career and increase in choice of public sector career. This finding is consistent with the finding of (Binkhuthaila, 2010). However, the gender did not moderate the relationship between other study variables and career choice of MBA students.

5.1.4 Personal motivational factors and social factors in career choice

The findings of the study suggested that social factors are strong predictors than personal motivational factors in the career choice of Nepalese MBA students. This result is in contrast with the assumptions of most of the psychological theories in the literature, which suggested that self-concept is the main determinant of the career choice process (Holland, 1997; Ozbilgin et al., 2005). These theories assumed that individuals have the freedom to make their career choice decisions and would be primarily influenced by their internal goals, needs and self-satisfaction.

Here, the current research showed that this may not be always the case, particularly in the country like Nepal. Findings of this research suggested further that social are more important than personal motivational factors in predicting the career choices of Nepalese MBA students. The result of this study supports the argument of a series of studies which suggest that in collectivistic cultures, career choices are made based on familial and cultural factors rather than on the basis of individual's self-concept (Ng et al., 2008; Duffy & Dik, 2009; Ituma & Simpson, 2009; Patton & McMahon, 2014).

5.1.5 Non predicting factors of career choice

From the social factors, social status did not significantly predict the career choice between private sector and public sector. This finding is in contrast to the previous findings (Thompson & Subich, 2006; Zhan, 2012; Sharif & Upadhyay, 2016), which have established a significant relationship between social status and career choice. What we can inferred from this finding is being an officer level employee in both private sector and public sector likely to have similar social status with the same position.

From the intrinsic motivational factors, opportunity for creativity, interesting and challenging work and opportunity to serve society did not significantly predict the career choice between private sector and public sector. Opportunity for creativity not predicting career choice is in contrast to finding of (Slutskaya & Simpson, 2014). This result indicated that opportunity for creativity is equally important for MBA students in both public sector and private sector. Interesting and challenging work not predicting career choice is in contrast to finding of (Goffnet et al., 2013). This result indicated that interesting and challenging work is equally important for MBA students in both public sector and private sector. Opportunity to serve society not predicting career choice is in contrast to finding of (Sharif & Upadhyay, 2016; Ayodele 2017). This result indicated that opportunity for creativity is equally important for MBA students in both public sector and private sector.

From the extrinsic motivational factors, job location and working condition did not significantly predict the career choice between private sector and public sector. Job location not predicting career choice is in contrast to finding of (Goffnett et al., 2013). This result indicated that job location is less important for MBA students in both public

sector and private sector. Working condition not predicting career choice is in contrast to finding of (Ayodele, 2017). This result indicated that work conditions is equally important for MBA students in both public sector and private sector.

5.2 Conclusion

The study found that family influence was the strongest predictor among the social factors, and this predictor exhibited a strong association with the choice of public sector work. Similarly, peer influence was significant predictor of career choice, and peer influence exhibited a strong association with the choice of private sector work. The interaction of female with the peer influence exhibited the likelihood of choice of career in private sector. Likewise, the college factors significantly predicted the career choice indicating that increase in perception of college factor led to increase in choice of private sector career. Furthermore, the social networks significantly predicted the career choice. It is not surprising that students who gave high importance to social networks are likely to choose a career in the private sector, where social connections are needed more than in the public sector. The interaction of female with the social network exhibited the likelihood of choice of career in public sector. Social status, however, was not significant in predicting career choices. This result might be attributed to the students assigning an equally high level of importance to the social status of their positions in both sectors.

From the personal dimension, extrinsic motivational factors significantly predicted the career choice, indicating that students who value extrinsic motivational factors prefer to work in public sector work. Work in a prestigious organization, job security and benefits were the most important factors in predicting career choices with a preference to work in the public sector. Whereas salary and opportunity for career advancement were the most important factors in predicting career choices with a preference to work in the private sector. Job location and work conditions were not found to be significant in predicting career choices between the public and private sectors. It was also found that extrinsic factors would be stronger predictors than intrinsic factors.

Intrinsic motivation, as a scale, was also significant in predicting career choices. Individually, opportunity for personal growth and development was the most important

factor in predicting career choices with a preference to work in the public sector. Whereas, job responsibility, sense of achievement and job autonomy were the most important factors in predicting career choices with a preference to work in the private sector. Opportunity for creativity, opportunity to serve society and interesting and challenging work were not found to be significant in predicting career choices between the public and private sectors.

As hypothesized initially, for the whole sample, the social factors were more important than the personal motivational factors in predicting the career choices. The conclusion presented here suggested that power relations in the family and society are much stronger in influencing career choices than personal motivations in countries such as Nepal. This is in contrast to the individualistic societies, where most of the career choice theories originate.

5.3 Implications

The current study has theoretical and practical implications.

5.3.1 Theoretical implications

This study contributes to the literature on career choice in Nepal in different ways: Firstly, the majority of the career choice literature has been conducted in the West with scarce research in Nepal; Secondly, although there are a few studies on MBA students in different contexts (e.g. Dexter et al., 2007; Ozbilgin et al., 2005), this study is the first to focus on sectoral preferences among the current MBA students in Nepal; finally, there is limited information about women's involvement and their career motivations in Nepal. This research is the first comparative study to focus on gender differences in factors affecting career choices.

5.3.2 Practical implications

This study has practical implications for Nepalese MBA students as well as for the Nepalese organizations. The importance of family ties, peer influence, networking with significant others and college factors has practical implications for Nepalese MBA students while making the career choices and HR department. Similarly, to attract the

quality human resources and maximize contribution from the employees, the HR managers should focus on both material and non-material needs of employees.

First, HR department in the private and public sectors should be aware of both the importance of family influence as a cultural value and its significant influence in their career choice decisions. Being close to parents to look after them and following the advice of family are of great importance to Nepalese people.

Second, peer pressure plays a major role in making the career decisions. At the same time, it also makes the students indecisiveness in career. Many youths make wrong career choices due to ignorance, inexperience and peer pressure without adequate vocational guidance and career counselling. Thus informed career decision by the Nepalese MBA students should be done, regardless of the peer pressure.

Third, college factor is associated with the career choice of MBA students. There should be maximum participation of students in career related activities, teacher should act as the mentor and counsellor and organizations should participate in the placement days to broaden students' career horizons.

Fourth, recruitment and selection processes in the public and private sector organizations should be based on merits and qualifications and not on the power of social networks. Equal opportunities should be made available to all applicants. This research revealed that MBA students as highly skilled professionals still find themselves in need of social network to get the job.

Finally, along with the extrinsic motivational factors, intrinsic motivational factors such as job responsibility, sense of achievement, job autonomy and opportunity for personal growth and development have been emphasized by the findings of this study as being highly important when choosing careers in the public and private sectors. Thus, both sectors are advised to employ career counsellors when designing jobs in order to motivate workers to improve their work effectiveness and organizational commitment.

5.3.3 Areas for future research

Although the findings of this study addressed some theoretical and empirical gaps in the

career choice literature in relation to factors affecting career choice among MBA students in Nepal, several questions regarding career choice are still unanswered. Thus, some suggestions for further research which could build on and expand the current findings will be made below. First, as with any career, management career needs to be analyzed in different stages of their career trajectories; therefore, a longitudinal study can be conducted so that one can follow the trajectories of MBA students to find out whether their social and personal motivational factors and perception change when they are in the actual work setting. Second, the comparative study can be conducted across the career in different industries in relations to personal motivational factors and social factors. Finally, the qualitative research can be made regarding the factors affecting the career choice of MBA students.

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Annexures

Annexure 1: Questionnaire on “Personal Motivational Factors and Social Factors Influencing the Career Choice of MBA Students”

Dear Sir/Madam,

I am Anita Gaire, a student of MBA from School of Management Tribhuvan University. I am conducting a graduate research project on “Personal Motivational Factors and Social Factors Influencing the Career Choice of MBA Students”. I request you to kindly spare few minutes to fill this questionnaire and help me in the survey. The information will be used for only academic purpose and will be kept confidential. There is no right or wrong answers. Please express your opinions freely. Your cooperation and valued information will be highly appreciated. Thank You.

Please tick for each criteria group

Section A: Demographic profile

Q1. Gender	Q2. Age-Group	Q3. Work experience	Q4. Funding for MBA study
1. Female <input type="checkbox"/>	1. 22-24 <input type="checkbox"/>	1. Experienced <input type="checkbox"/>	1. Self <input type="checkbox"/>
2. Male <input type="checkbox"/>	2. 25-27 <input type="checkbox"/>	2. Inexperienced <input type="checkbox"/>	2. Parents <input type="checkbox"/>
	3. Above 27 <input type="checkbox"/>		3. Self and parents <input type="checkbox"/>

Parental information

Q5. Father’s occupation	Q6. Mother’s occupation	Q7. Father’s education	Q8. Mother’s education
1. Services <input type="checkbox"/>	1. Services <input type="checkbox"/>	1. SLC and Below <input type="checkbox"/>	1. SLC and Below <input type="checkbox"/>
2. Business <input type="checkbox"/>	2. Business <input type="checkbox"/>	2. Intermediate level <input type="checkbox"/>	2. Intermediate level <input type="checkbox"/>
3. Professional <input type="checkbox"/>	3. Professional <input type="checkbox"/>	3. Bachelor <input type="checkbox"/>	3. Bachelor <input type="checkbox"/>
3. Retired <input type="checkbox"/>	3. Housewife <input type="checkbox"/>	4. Masters and above <input type="checkbox"/>	4. Masters and above <input type="checkbox"/>

Section B: Future Career Preferences

Q9. After graduating from MBA program, I prefer to be employed in:

1. Private Sector

2. Public Sector

Section C: Personal Motivational Factors

Q10. Please rate the following items in terms of the importance to you when choosing your career.

Factors	Not important at all (1)	Not important (2)	Neutral (3)	Important (4)	Extremely Important (5)
1. Job responsibility (i.e. duties, roles, and authorities)					
2. Salary					
3. Opportunity for creativity					
4. Job location (i.e. geographical location)					
5. Opportunity for personal growth and development (training, skills, languages, experience etc.)					
6. Work in a prestigious organization					
7. Sense of achievement					
8. Opportunity for career advancement (promotions)					
9. Interesting and challenging work					
10. Job security (long-term employment in the organization, good					

retirement programs)					
11. Opportunity to serve society					
12. Work conditions (working hours & work environment)					
13. Job autonomy/Independence (being in charge of yourself)					
14. Benefits (health insurance, car, housing, bonus etc.)					

Section D: Social Factors

Q11. Please rate the following statements of family in terms of the importance to you when choosing your career.

Statements	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. My parents try their best to facilitate my pursuing my favorite career.					
2. My parents encourage me to choose a job in which I am interested in.					
3. My parents expect me to keep trying when faced with obstacles.					
4. My parent helps me feel better when I tell him/her I am worried or concerned about choosing a career.					
5. I consider my parents' opinion when selecting my career choice.					
6. I prefer to choose a job that can ensure my parents a					

good quality of life when they are growing older.					
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Q12. Please rate the following statements of peers in terms of the importance to you when choosing your career.

Statements	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. Peer advice on careers is essential to me.					
2. I consider the Information given by friends reliable.					
3. I get along well with my friends in discussing future career.					
4. Career behavior modification comes from my peers.					
5. I have the same opinion about career decision as my friends do.					

Q13. Please rate the following statements of college factors in terms of the importance to you when choosing your career.

Statements	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. Career guidance in colleges is concerned with clearing my career confusion.					
2. College career exploration and career decision making activities broaden students' career horizons.					
3. College career days widens my horizon on careers.					

4. Mentors in forms of teachers provide me with an introductory aspects of professions.					
5. The subjects I do during MBA shape my career development process.					

Q14. Please rate the following statements of social networks in terms of the importance to you when choosing your career.

Statements	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. I would consider using social network to assist me in getting my career.					
2. Social network is important in recruitment when it comes to career choices.					
3. In order to get a job that you want, friends or family members in influential positions are needed.					
4. When it comes to obtaining a job that you want, who you know is more important than what you know.					
5. Social network is more important than your qualifications and experiences in getting the job that you want.					

Q15. Please rate the following statements of obtaining social status in terms of the importance to you when choosing your career.

Statements	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. I want to make my family proud of me.					
2. I want to become influential in society.					
3. I want to obtain recognition by society.					
4. I want to make my relatives proud of me.					
5. I want to gain a symbol of status within society.					

Thank you for your time

Annexure 3: Statistical analysis tables

Annexure 3.1: Descriptive statistics on family influence

Statements	Min	Max	Mean	SD
My parents try their best to facilitate my pursuing my favorite career.	1	5	4.22	0.83
My parents encourage me to choose a job in which I am interested in.	1	5	4.15	0.95
My parents expect me to keep trying when faced with obstacles.	1	5	4.26	0.74
My parent helps me feel better when I tell him/her I am worried or concerned about choosing a career.	1	5	4.24	0.77
I consider my parents' opinion when selecting my career choice.	1	5	3.83	0.91
I prefer to choose a job that can ensure my parents a good quality of life when they are growing older.	1	5	4.13	0.92

Annexure 3.2: Descriptive statistics on peer influence

Statements	Min	Max	Mean	SD
Peer advice on careers is essential to me.	1	5	3.39	1.02
I consider the Information given by friends reliable.	1	5	3.41	0.95
I get along well with my friends in discussing future career.	1	5	3.58	0.88
Career behavior modification comes from my peers.	1	5	3.18	0.98
I have the same opinion about career decision as my friends do.	1	5	2.96	1.17

Annexure 3.3: Descriptive statistics on college factors

Statements	Min	Max	Mean	SD
Career guidance in colleges is concerned with clearing my career confusion.	1	5	3.51	1.01
College career exploration and career decision making	1	5	3.60	1.04

activities broaden students' career horizons.

College career days widens my horizon on careers.	1	5	3.70	0.93
Mentors in forms of teachers provide me with an introductory aspects of professions.	1	5	3.81	0.95
The subjects I do during MBA shape my career development process.	1	5	3.92	0.92

Annexure 3.4: Descriptive statistics on social networks

Statements	Min	Max	Mean	SD
I would consider using social network to assist me in getting my career.	1	5	3.56	1.02
Social network is important in recruitment when it comes to career choices.	1	5	3.67	1.01
In order to get a job that you want, friends or family members in influential positions are needed.	1	5	3.39	1.11
When it comes to obtaining a job that you want, who you know is more important than what you know.	1	5	3.29	1.13
Social network is more important than your qualifications and experiences in getting the job that you want.	1	5	3.08	1.33

Annexure 3.5: Descriptive statistics on social status

Statements	Min	Max	Mean	SD
I want to make my family proud of me.	1	5	4.13	0.94
I want to become influential in society.	1	5	4.06	0.95
I want to obtain recognition by society.	1	5	3.98	0.94
I want to make my relatives proud of me.	1	5	3.81	1.02
I want to gain a symbol of status within society.	1	5	4.04	0.95

Annexure 3.6: Effect of gender on personal motivational factors

	Female		Male		t-value	P-value
	Mean	SD	Mean	SD		
IM	4.22	0.75	4.10	0.65	1.65	0.10 (NS)
EM	3.83	0.84	4.06	0.60	-2.99	0.00 (S)
Overall personal motivational factors	4.03	0.68	4.08	0.51	-0.86	0.39 (NS)

Note: S = Statistically significant and NS = Not significant

Annexure 3.7: Intrinsic motivational scale items across gender

	Female		Male		t	P-value
	Mean	SD	Mean	SD		
Job responsibility	4.23	0.96	4.09	0.97	1.44	0.15 (NS)
Creativity	4.29	0.92	4.29	0.85	0.02	0.98 (NS)
Personal growth	4.41	0.93	4.34	0.85	0.77	0.45 (NS)
Sense of achievement	4.25	0.90	4.14	0.90	1.10	0.27 (NS)
Interesting work	4.19	0.89	4.07	0.93	1.35	0.18 (NS)
Serving society	4.05	0.96	3.83	0.98	2.18	0.03 (S)
Job autonomy	4.14	0.96	3.97	0.95	1.75	0.08 (NS)

Note: S = Statistically significant and NS = Not significant

Annexure 3.8: Extrinsic motivational scale items across gender

	Female		Male		t	P-value
	Mean	SD	Mean	SD		
Salary	3.99	0.97	4.26	0.85	-2.88	0.04 (S)
Job location	3.51	1.09	3.79	1.12	-2.45	0.02 (S)
Prestigious organization	3.77	1.02	3.82	0.89	-0.55	0.59 (NS)
Career advancement	4.03	1.03	4.30	0.82	-2.87	0.04 (S)
Job security	3.86	1.16	4.06	0.96	-1.81	0.07 (NS)
Work conditions	3.90	1.07	4.19	0.77	-2.98	0.00 (S)
Benefits	3.77	1.06	3.99	0.93	-2.10	0.04 (S)

Note: S = Statistically significant and NS = Not significant

Annexure 3.9: Effect of gender on social factors

	Female		Male		t-value	P-value
	Mean	SD	Mean	SD		
FI	4.26	0.61	3.99	0.66	4.13	0.00 (S)
PI	3.36	0.79	3.23	0.74	1.71	0.09 (NS)
CF	3.84	0.71	3.56	0.79	3.54	0.00 (S)
SN	3.40	0.89	3.39	0.84	0.13	0.90 (NS)
SS	3.88	0.90	4.15	0.72	-3.26	0.00 (S)
Overall social factors	3.75	0.47	3.67	0.46	1.76	0.08 (NS)

Note: S = Statistically significant and NS = Not significant

Annexure 3.10: Cross tabulation between gender and career choice

Gender		Career choice		Total
		Public sector	private sector	
Female	Observed	94	110	204
	Expected	83.2	120.8	204
	% within Gender	46.1%	53.9%	100%
Male	Observed	63	118	181
	Expected	73.8	107.2	181
	% within Gender	34.8%	65.2%	100%
Total	Observed	157	228	385
	Expected	157	228	385
	% within Gender	40.8%	59.2%	100%

Note: $\chi^2 = 5.05, p < 0.05$ (Significant)

Annexure 3.11: Cross tabulation between age group and career choice

Age group		Career choice		Total
		Public sector	private sector	
22-24 years	Observed	50	63	113
	Expected	46.1	66.9	113
	% within Age	44.2%	55.8%	100%
25-27 years	Observed	79	122	201
	Expected	82	119	201
	% within Age	39.3%	60.7%	100%
Above 27 years	Observed	28	43	71
	Expected	29	42	71
	% within Age	39.4%	60.6%	100%
Total	Observed	157	228	385
	Expected	157	228	385
	% within Age	40.8%	59.2%	100%

Note: $\chi^2 = 0.80$, $p > 0.05$ (Not significant)

Annexure 3.12: Cross tabulation between work experience and career choice

Work experience		Career choice		Total
		Public sector	private sector	
Experienced	Observed	55	109	164
	Expected	66.9	97.1	164
	% within experience	33.5%	66.5%	100%
Inexperienced	Observed	102	119	221
	Expected	90.1	130.9	221
	% within experience	46.2%	53.8%	100%
Total	Observed	157	228	385
	Expected	157	228	385
	% within experience	40.8%	59.2%	100%

Note: $\chi^2 = 6.21$, $p < 0.05$ (Significant)

Annexure 3.13: Cross tabulation between father's occupation and career choice

Father occupation		Career choice		Total
		Public sector	private sector	
Services	Observed	55	77	132
	Expected	53.8	78.2	132
Business	Observed	57	91	148
	Expected	60.4	87.6	148
Professional	Observed	11	26	37
	Expected	15.1	21.9	37
Retired	Observed	34	34	68
	Expected	27.7	40.3	68
Total	Observed	157	228	385
	Expected	157	228	385

Note: $\chi^2 = 4.622, p > 0.05$ (Not significant)

Annexure 3.14: Cross tabulation between mother's occupation and career choice

Mother occupation		Career choice		Total
		Public sector	private sector	
Services	Observed	26	27	53
	Expected	21.7	31.3	53
Business	Observed	18	44	62
	Expected	25.3	36.7	62
Professional	Observed	12	11	23
	Expected	9.4	13.6	23
Housewife	Observed	101	145	246
	Expected	100.6	145.4	246
Total	Observed	157	227	384
	Expected	157	227	384

Note: $\chi^2 = 6.28, p > 0.05$ (Not significant)