MODELING EDUCATIONAL CHOICES AMONG MBA AND MBS IN TRIBHUVAN UNIVERSITY

The thesis

Submitted to Central Department of Economics, Tribhuvan University

Faculty of Humanities and Social Science, Tribhuvan University, Nepal

In the Partial Fulfillment of Requirements of the Degree of

MASTER OF ARTS

In

ECONOMICS

By

KIRAN SHRESTHA

Campus Roll No.: 31/071

T.U. Regd. No.: 7-2-39-986-2009

Tribhuvan University, Kirtipur

Kathmandu, Nepal

May 2018

LETTER OF RECOMMENDATION

This thesis entitled MODELING EDUCATIONAL CHOICES AMONG MBA AND MBS IN TU has been prepared by Mr. Kiran Shrestha under my guidance and supervision. I, hereby, recommend it, in partial fulfillment of the requirements for the Degree of MASTER OF ARTS in ECONOMICS for final examination.

…………………………………...

Prof. Dr. Ram Chandra Dhakal

Thesis Supervisor

Date: ……………………………

LETTER OF APPROVAL

We certify that this thesis MODELING EDUCATIONAL CHOICES AMONG MBA AND MBS IN TU is submitted by Mr. kiran shrestha to the Central Department of Economics, ,Tribhuvan University, in partial fulfillment of the requirements for the Degree of MASTER OF ARTS in ECONOMICS has been found satisfactory in scope and quality. Therefore, we accept this thesis as a part of the said degree.

Thesis Committee

………………………………….

Head of Department

Prof. Dr. Kushum shakya

Professor

………………………………….

External Examiner

………………………………….

Thesis Supervisor

Prof. Dr. Ram Chandra Dhakal

Date: ………………………..

ACKNOWLEGDEMENTS

CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I

INTRODUCTION

1.1 Background of the study

The importance of higher level education towards higher earnings has been in the economic literature since the classic economists and with the introduction of human capital theory this relationship has become more relevant. The major contributions of the human capital theory were Schultz, T. W. (1961). Mincer, J. (1958) and Becker (1964) where they considered education as an investment in their theory. The main hypothesis of this theory was that acquiring education is an accumulation of human capital which determines the individual's productivity and future income. However human capital theory sees education as an investment that produces monetary returns but lacks the utility from the consumption of education motives (Blaug 1976). Campbell and Siegel (1967) estimated an education demand consumption model.Heckman (1976) included the consumption motive assuming that education increases the efficiency of allocating leisure.In these models both monetary and non-monetary aspects were used in order to determine the optimum quantity of education.

The development of higher education in the country started growing fast since the establishment of democracy in 1950s. TribhuvanUniversity was established in 1959 and has been providing the higher public education in the country at the university level, before TribhuvanUniversity Patna University used to conduct some classes in Kathmandu and take exams on their own and also provide degree to succeeded students. Education is one of the major determinants for the overall development of the nation In addition to that the education must be accessible to all. That's why; the concepts of 'education for all' and 'education for development' have become the popular slogans in the country CEDA (Centre for Economic Development and Administration) CEDA (2007).

The long term vision for the Tenth Plan (2002-2007) was set that the higher education be made effective and modern so as to produce excellent specialists and academic human resources to various disciplines. One of the objectives of tenth plan was to eradicate

poverty by developing human resources through the utilization of education. The plan has also stated to break TribhuvanUniversity to regional disciplines because of its large size. In this context, Pokhara University and Eastern University in the form of regional universities were developed. By the fiscal year 2004/05, there are 5 Universities in operation, namely, the Tribhuvan University (TU), Nepal Sanskrit University (NSU), Kathmandu University (KU), Purbanchal University (EU) and the Pokhara University (PU).

Even though through the establishment of these private universities the vast majority of students choose Tribhuvan University for their master's level of study. Students from all around the nation come to join this University.. Of these students pursuing their masters degree in this University there are several factors or determinants that they look or evaluate before pursuing this degree. So this study helps to identify those factors which have significant effect in affecting the demand for master's degree in Tribhuvan University.
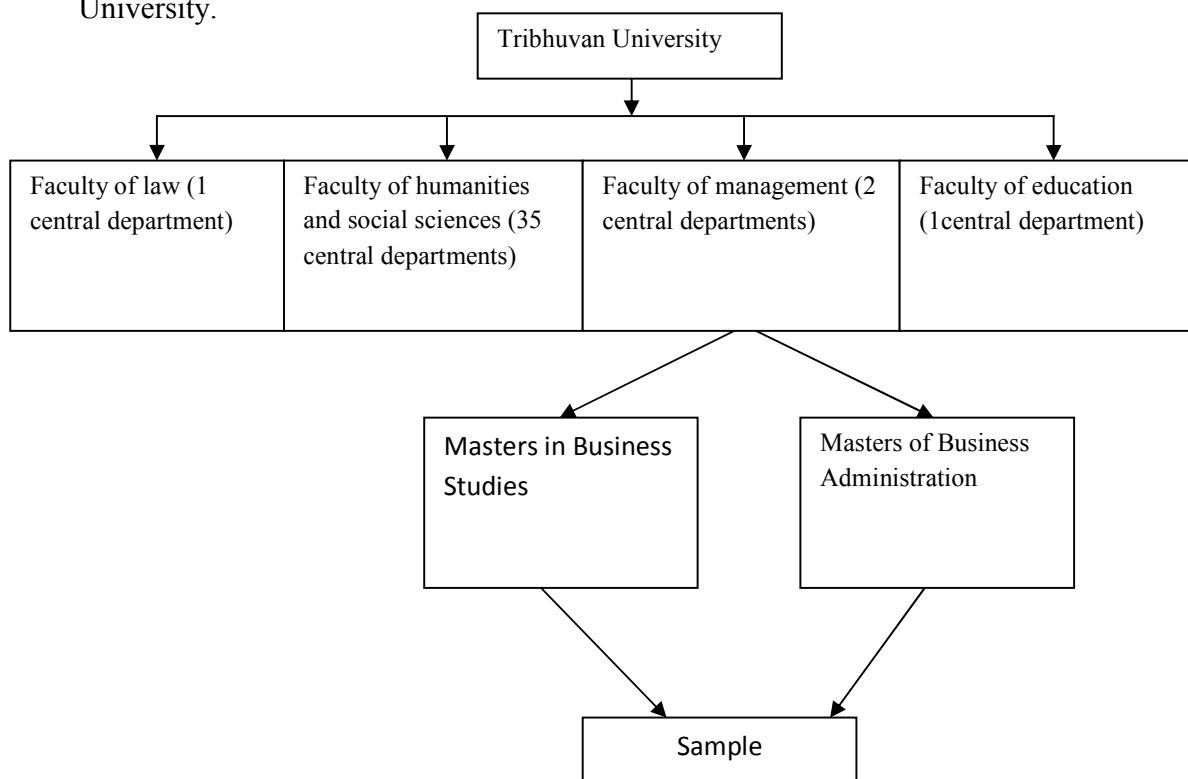
Figure 1. 1 Faculties and Sample

1.2 Statement of the problem

Demand for MBA has increased tremendously over the recent years and it is seen as the passport for a managerial role. According to most of the students MBA helps in economic incentives and opportunity to boost career devevelopment. (Sulaiman, A., & Mohezar, S., 2008). Tribhuvan is the only public university of Nepal and is the oldest university too. Being the only public university it took an intake of first and second batches of MBA students in 2012. So it is important to know what factors encourage them to pursue their MBA at the Tribhuvan University.Most of the students persuing their MBS are irregular in the class (fomcdmtu, 2017) but the seats for admission in MBS is more than that of MBA by 225. The University MBA programme increases the learning skills of its participants (Alexander III, E. R., & Frey, D. E., 1984).Due to this it is important to determine the demand side of the MBA Therefore this paper tries to answer the following questions.

a. What is the demand function for studying MBA and MBS at Tribhuvan University?
b. What is the current enrollment situation at MBA and MBS the Tribhuvan University?
c. What are the major determinants of the demand function of MBA and MBS?

1.3 Objectives of the study

The general objective of the study is to determine the probability of pursuing master's degree of economics at Tribhuvan University. The specific objectives are:

a. To determine the probability of pursuing MBA at Tribhuvan University.
b. To know the status of current enrollment at MBA and MBS at Tribhuvan university
c. To know the major determinants that affect in making decision to pursue MBA at Tribhuvan University.

1.4 Hypothesis of the study

There will be following hypothesis of the study:

a) Null hypothesis (H_0): There is no significant relationship between the explanatory variables and enrolling in MBA and MBS at Tribhuvan University.

1.5 Significance of the study

Being the oldest university of the nation it is very important to know under what circumstances are the student pursuing their MBA and MBS at the TribhuvanUniversity. Knowing the demand function of the students for the MBA and MBS at Tribhuvan University will help the university to work on the relevant determinant that must be the cause for studying MBA or MBS. It will also help government in determining the interested area of the student pursuing this study. Apart from this there are very few research related to the concerned topic, so this thesis might help students and researchers to further carry out the research on the topic relating to other degrees as well at masters level in Tribhuvan University such as MPA, MA and so on

1.6 Organization of the study

The study is divided into five chapters, which are as follows:

The first chapter is introduction which includes background, statement of the problem, objective of the study, significance of the study, and organization of the study.

Secondchapter is review of literature. Review of books, journals (articles), thesis etc will be included in this chapter

Third chapter is for methods used on conducting the study. In this chapter the research methodologies that are used for the analysis are discussed in which the whole study and its findings depend. This chapter includes conceptual framework, research design, sample size and sampling procedure, data analysis and management and specification of the model to meet the objectives.

Chapter four includes the data presentation and analysis. This is the main body of the research. In this chapter the result generated from the statistical tools is analyzed.

The last chapter includes summary, conclusion and recommendation, references and appendix is included at the end of the chapter.

CHAPTER II

REVIEW OF LITERATURE

Li, W., & Min, W. (2001)examined the higher education enrollment decision using a representative sample of Urban Household Survey data set conducted by State Statistical Bureau of China as college group and non-college group. College group are the people who has completed the upper secondary school but are not enrolled in higher school and non-college group are those who has completed upper secondary school and are enrolled in higher school. The decision of taking enrolled in higher education or not is calculated using Logistic regression techniques with variables as expected costs, expected lifetime earnings, parental education, parental residence and socioeconomic status of one's family in terms of income backgrounds. It was found that the cost elasticity of demand for higher education in urban is 0.562 and cost elasticity of demand for highest income bracket is 0.330 while that for 10% lowest income bracket is 0.738. Thus low-income students are much more sensitive to changes in private cost than upper-income students.

Vieira, C., & Vieira, I. (2011)has done empirical analysis on demand function for higher education in Portugal using multiple regression analysis taking variables from four main groups: demographic, social, economic and institutional variables.The results of the econometric estimation suggest that, from 1977 to 2010, demand was positively influenced by the number of live births 18 to 20 years before, the academic success rates at the end of secondary education, the rate of female participation in higher 21education, the adoption of the Bologna process and the length of compulsory schooling. Unemployment and the existence of tuition fees have both exerted a negative impact upon demand

Brown, C. C., McClary, A., &Bellingar, J. (2012) used several variables as price factors and non price factors to determine the factors influencing enrollment demand at Florida Southern College using multiple regression analysis. Price factors included net tuition and fees, stated tuition, and total effective cost. Non price factors were number of high school graduates nationwide, number of high school graduates in the state of Florida, real and nominal GDP, disposable and non disposable income, the unemployment rate and

interest rate. Found that net tuition and fees as a determinant of demand by non Florida residents is insignificant, real per capita income is statistically significant determinant

Menon, M. E. (1998) identified and examined the factors influencing young Cypriots to select higher education over direct employment at the end of their secondary education. Through factor analysis, seven factors with a potential effect on the students' educational and occupational intentions were identified. They were the following: Psychological/Individual, Occupational I, Occupational II, Economic, Consumption, Secondary School Subjects, and Significant Others. These factors, along with a number of student background characteristics (gender, socioeconomic status, ability, and secondary school specialisation) were used as explanatory variables in a logistic regression model with the student's educational intentions serving as the dependent variable. The psychological/individual factor, the second occupational factor, and secondary school specialisation were shown to have a significant effect on the intention to pursue third level education

Vieira, C., & Vieira, I. (2011) formulated a model of demand for higher education in Portugal considering a wide range of demographic, economic, social and institutional explanatory variables. The results suggested that the number of applicants reacts positively to demographic trends, graduation rates at secondary education, female participation, compulsory schooling and. Demand reacts negatively to the existence of tuition fees and to unemployment rates. Within an adverse demographic and economic context, forecasts of demand for the next two decades suggest the need to increase participation rates, to avoid funding problems in the higher education system and increase long-term economic development prospects.

Gölpek, F., & Çiftçioglu, N. (2014) concluded that public finance policy, educational level of parents which is defined as socio-economic statue, profession, income, number of children in family, elimination systems, rate of return, employment ratio and contemporary population are the determinants of demand for higher education. This study analyzed the socio-economic statue of the families in Gaziantep province which was the least successful in the higher education entrance exam in 2013and observed that indiciduals having higher socio-economic statue plan to reveive higher education more

than indivuduals with lower socio-economic statue and former is more successul in higher education entrance exams than the later.

de Dios Jiménez, J., & Salas-Velasco, M. (2000) used a binomial logit model to analyze the demand for higher education. He has categorized the independent variables under: academic aptitude, the social background in which the students have grown up, family income, the total expenditure in education and scholarships, preferences or personal tastes to determine whether a student will choose 3 years university degree or a longer 4 years university degree. The results of the estimation by maximum likelihood of the logitmodel shows that the students from higher socioeconomic status and with best high school curricula are more likely to follow a university degree of greater duration.

Garwe, E. C. (2016) investigated the critical factors considered by students when deciding to make private higher education institutions their institution of choice and found that Irrespective of gender, six main factors influencing student choice were identified to be, in order of priority: access and opportunity; promotional information and marketing; reference or influence by others; quality of teaching and learning; fees and cost structure, and finally academic reputation and recognition.

Sarpkaya, R. (2010) studied the factors affecting individual education demand at the entrance to university: Adnan Menderes university sample. Out of 1630 freshmen she took 574 students as sample and gathered data by the scale of the factors affecting individual education demands at the entrance to university. It consist a likert type of scale developed by researcher and consists of eight dimensions. Frequency, percentage, average, standard deviation, t-test, Mann Whitney U Test, One-way Analysis of Variance Test and multiple comparison tests were used. Findings shows that individual education demand has no meaningful difference in terms of sex but in terms of whether students have permanent illnesses, in the "diversion of sheltering" sub-dimension in terms of whether their mothers work or not. In the "diversion "sub-dimension in terms of age. The factor having the lowest mean was publicity and the highest mean was the personal satisfaction.

All the above studies results showed the statistical significance on the factors like costs, income, academic success rates, higher economic status and so on using the statistical tools like multiple regression, logistic regression, binomial logit model and several tests like t-test, mann whitney u test, one way ANOVA test etc.

Research Gap

All of the variables used in the above studies are tested in this study and apart from these variables used while determining the demand function this study tries to explain the influence of the age factor and the job holdings while pursuing the degree because almost 15 years of study is spent till bachelors so most of the students are likely to be job holders.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Conceptual framework

The conceptual framework can be presented as below:

Social background in which students have grown up
Family income
The total expenditure in education and scholarship's
Preferences and personal tastes
Employment prospects
Future income
Academic aptitude

Decision to study

Independent variables   Dependent variable
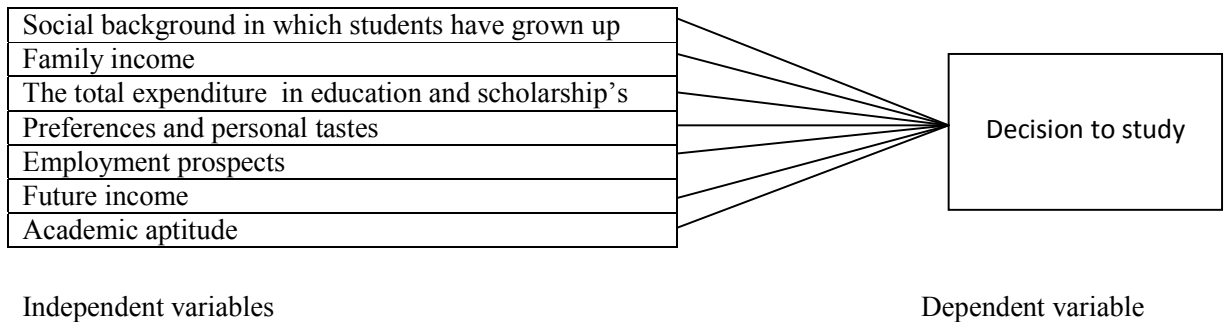
Figure 3.2 Conceptual framework

3.2 Research design

The study is descriptive in socio-economic status and analytical in estimating the demand function.

3.3 Sources of data

The data used in the research is primary, and secondary data is also used as per the need. The data are generated from the students of the Tribhuvan University studying the MBA and MBS.

3.4 Sample size and procedure

The study is carried out through the response to the questionnaire by the students studying MBA and MBS at Tribhuvan University. The total enrollment of student in MBA is 300 and in MBA are just 75. So the samples are selected randomly with a lottery method through constant proportion method. Sample size will be 100 students 50 from each selected randomly through constant proportion method where samples from each of the strata (here the stratas are MBA and MBA) are drawn as n/H.

Where, n= sample size, H= number of stratas.

3.5 Variable specification

The explanatory variables used in the model are academic aptitude, the social background in which the students have grown up, family income, the total expenditure in education and scholarships, preferences or personal tastes, employment prospects and future income on the dependent variable, as to whether to enroll in MBA or MBS.

3.6 Specification of the model

To determine the factors affecting the demand for studying master's level the logit regression model is used. Demand for studying master's level is considered as a dependent and several factors like income, education background, family background, employment etc. as an independent variable.

We assume Ui1 as the utility from choosing MBA at TU and Ui0 as the utility from choosing MBS at TU and if a student chooses MBA then Ui1>Ui0, if he/she does not chooses MBA Ui0>Ui1. Utility can be expressed as:

Uij=$\overline{U}$ij+Eij

Where, Uij is unobservable utility

$\overline{U}$ is the utility from explanatory variables

Eij is random error term.

If we take the decision of choosing an MBA at TU as Y1 and not taking the decision of choosing an MBA at TU as Y0 then the probability of student I choosing the alternative 1 can be shown as

$$prob[Y_i = 1] = \frac{e^{X_i\beta}}{1 + e^{X_i\beta}}$$

Where, Xi's are independent variables and β's the coefficients of the variables.

We also assume that Eij follows the logistic probability distribution.

Chapter IV

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In order to achieve the objective set in the chapter one, introduction with accordance to the given methodology, results are presented and analyzed in this chapter. This is the main part of the study which helps to conclude the study through major findings, vital issues and recommendations.

This chapter is divided into several topics. First descriptive of the research is presented then each independent variables are explained with corresponding hypthesis. Then the results of the model are presented. As per the objectives of the study the data is interpreted in this section.

4.2 Study area

The study area of the research is MBA and MBS students persuing their degree at Tribhuvan University. Out of 100 samples there 36 were male and 63 were female

4.3 Independent variables

a) The social background in which the students have grown up:
   Because MBA is costly then MBS students whose parents have a higher level of education are also those that are more likely to persue MBA. In this way the human capital transfer between parents and children have a decisive influence on the choice of studies (Mora, J. G. S. 1997).
   Like wise, the social class to which s/he belongs, is usually of great importance in an individual's decision to access a specific profile of university degree.

b) Family income:
   The idea is that it is easy for the students from wealthy families to finance higher education costs, as a consequence of persuing MBA, than it is for students from poorer families. In Nepal there are economic hurdles to access university studies;

those with higher economic levels being those that will most probably enrol on MBA (López-Valcárcel, B. G., & Quintana, D. D. 1998).

c) Academic aptitude:

Although, in effect, academic aptitude is a valid predictor of the probablity of success in a given degree and. Likewise it is also true that the impact of academic aptitude on choice will be different according to the economic welfare of the household (Eicher, M., & Mingat, A. 1982). The idea is that the student scoring higher cgpa in bachelor is most likely to persure expensive degrees.

d) Preferences of personal tastes:

Starting from the hypothesis that the student's behaviour is characterised by being ration, on choosing a degree course s\he will previously order the alternatives with regard to personal taste and, everything else being constant, s/he will choose that course the consequences of which s/he prefers from among all the possibilities.

e) Employment prospects:

There are certain university degrees that, since there is a greater demand in the market, due to the fact that there is a lower number of graduates with these degrees, have certain advantage, job-wise, allowing a relatively quick transition from the eduation to the world of employment. We would expect that, everything else being constant, the student would choose the profile of university degree that offers the best job perspective.

f) Future income:

When an individual chooses a university degree course, s/he is already choosing a profession. Higher cost and more practical oriented studies lead, in the majority of cases, to better-paid professions. However, this type of university studies is also generally more difficult, which means that the student must be prepared to take on a higher risk on choosing the type of course (Colom, X., Molés, M. C., & Mora, J. G. 1992). The hypotheis is that rational individuals will choose those degree courses that offer courses that offer higher profitability, but only when this choice emcompasses an acceptable risk level. We would expect that, the more advantages a student has in terms of social background and prior academic

success, the more importance s/he will give to return and less to risk (Eicher, M., & Mingat, A. 1982)

g) The total expenditure of in education and scholarship:

It is assumed that higher the education expenditure lesses the chance of persuing it and scholarships increase the desire to demand a expensive education.

Variables of social background:

- Family members
- Family members age, occupation,
- Family member's ducation and disability if any respectively.
- Father and mother's education takes the value zero if they have no education, 1 if their education level is up to school, 2 if intermediate, 3 if bachelors, 4 if masters and 5 if PhD.

Variables of personal information:

- Age.
- Percentage in bachelor.
- Gender, which takes the value of 1 if male and 2 if female.
- Specialization in bachelor.
- Desire for work after completion of master which takes the value 1 if student prefers public admininstration, 2 if private companies and 3 if free profession.
- Social class of the family which takes the value1 if low, 2 if middle low, 3 If high average and 4 if high.
- Current status of job which takes the value 1 if yes and 2 if no.
- The persued degree which takes the value 1 if MBA and 2 if MBS.
- Any abandoned career before enrolling in the current degree which takes the value 1 if the answer is yes and 2 if no.
- Type of residence during this course which takes the value of 1 if the student stays in parent's house and 2 if not.
- Hours of study

Variables of family information:

- Province number of family address
- Family monthly expenditure and income which takes the value 1 if it's below 25000, 2 if it lies in the range of 25001 to 50000, 3 if 50001 to 75000 and 4 if it lies in the range of 75001 and above.
- Debt if any. It takes the value 1 if the answer is yes and 2 if no.

Variables of Education and scholorships:

- 1 if the respondent lives in Kathmandu and 2 if not.
- 1 if the respondent lives in kirtipur and 2 if not.
- 1 if the student is studying with the help of scholorship and 2 if not.
- 1 if the respondent has rpeated any course during the stay at the institute and 2 if not.

Variables of monetary and non-monetary benefits:

- It takes the value 1 if the motive to join the masters is investment motive and 2 if the motive is employment, 3 if the motive is personal satisfaction and lastly 4 if the motive is family tradition.

All the explanatory variables that are categoical are evaluated using dummy variables with first category as reference.

4.4 Findings

With the aim of estimating overall effect of these individual variables on the educational choice, we at first calculated the correlations among all the independent variables and. almost all the independent variables did not highlighted a high presence of multi-colinearity.

Following table shows the correlation matrix

Table 4. 1 Correlation Matrix

		Father`s education	Mother`s education	Age	Bachelor`s percentage	Gender	Work desire after master	Social class	Current job enrollment	Hours of study	Abandoned career	Residence during course	Province	Monthly family expenditure	Monthly family income	Any debt?	Do you live in ktm?	Do you live in kirtipur?	Master`s scholorships	Repeat course during masters	Motive
Father`s education	Pearson Correlation	1	.679**	-.347**	-.091	.126	.187	.154	-.223*	-.315**	.032	-.401**	-.167	.118	.211	.233*	-.059	.273*	-.016	.104	.008
	Sig. (2-tailed)		.000	.001	.424	.256	.090	.163	.043	.004	.779	.000	.158	.288	.056	.038	.598	.013	.888	.349	.946
	N	83	80	83	79	83	83	83	83	83	79	83	73	83	83	80	82	81	83	83	83
Mother`s education	Pearson Correlation	.679*	1	-.252*	.004	-.048	.217*	.173	-.165	-.312**	-.038	-.419**	-.183	.108	.161	.256*	-.039	.308**	-.178	-.078	.079
	Sig. (2-tailed)	.000		.020	.971	.663	.043	.110	.128	.003	.736	.000	.116	.323	.135	.021	.724	.004	.098	.471	.467
	N	80	87	85	81	86	87	87	87	87	82	87	75	86	87	82	86	85	87	87	87
Age	Pearson Correlation	.347*	-.252*	1	-.077	-.347**	.010	.079	-.028	.172	-.229*	.125	.099	-.038	-.043	-.159	.042	-.153	-.078	.051	-.105
	Sig. (2-tailed)	.001	.020		.460	.000	.921	.442	.784	.090	.026	.221	.368	.712	.677	.131	.683	.136	.443	.618	.304
	N	83	85	98	93	98	98	98	97	98	94	98	85	97	98	91	97	96	98	98	98
Bachelor`s percentage	Pearson Correlation	-.091	.004	-.077	1	.108	.144	-.050	.027	.073	.035	-.150	-.207	-.105	-.128	.119	.438**	.124	-.396**	.024	.088
	Sig. (2-tailed)	.424	.971	.460		.305	.170	.632	.797	.484	.747	.152	.065	.318	.223	.274	.000	.241	.000	.820	.402
	N	79	81	93	93	93	93	93	92	93	89	93	80	92	93	86	93	92	93	93	93

Gender	Pearson Correlation	.126	-.048	.347**	.108	1	-.098	.112	.085	-.048	.064	-.073	-.115	.239*	.284*	.098	-.016	-.041	.072	.053	-.056
	Sig. (2-tailed)	.256	.663	.000	.305		.336	.270	.404	.638	.540	.470	.290	.018	.004	.353	.878	.689	.479	.602	.579
	N	83	86	98	93	99	99	99	98	99	94	99	86	98	99	92	98	97	99	99	99
Work desire after masters	Pearson Correlation	.187	.217*	.010	.144	-.098	1	.101	.013	-.063	0.000	-.043	-.100	.038	.127	.169	.181	.299**	.088	.152	.185
	Sig. (2-tailed)	.090	.043	.921	.170	.336		.317	.902	.536	1.000	.671	.355	.708	.207	.105	.073	.003	.386	.132	.065
	N	83	87	98	93	99	100	100	99	100	95	100	87	99	100	93	99	98	100	100	100
Social class	Pearson Correlation	.154	.173	.079	-.050	.112	.101	1	-.026	-.018	.175	-.125	-.134	.270*	.387*	.149	-.032	.110	-.030	.029	-.021
	Sig. (2-tailed)	.163	.110	.442	.632	.270	.317		.800	.858	.091	.216	.216	.007	.000	.155	.755	.279	.764	.778	.836
	N	83	87	98	93	99	100	100	99	100	95	100	87	99	100	93	99	98	100	100	100
Current job enrollment	Pearson Correlation	-.223*	-.165	-.028	.027	.085	.013	-.026	1	.113	.129	-.013	.292*	.107	-.063	.230*	.091	-.046	.152	-.019	.035
	Sig. (2-tailed)	.043	.128	.784	.797	.404	.902	.800		.267	.215	.899	.006	.295	.535	.027	.375	.651	.133	.853	.729
	N	83	87	97	92	98	99	99	99	99	94	99	86	98	99	92	98	97	99	99	99
Hours of study	Pearson Correlation	-.315*	-.312**	.172	.073	-.048	-.063	-.018	.113	1	-.012	.133	-.004	.147	.044	-.002	.131	.004	.006	-.282**	-.024
	Sig. (2-tailed)	.004	.003	.090	.484	.638	.536	.858	.267		.912	.188	.968	.145	.665	.982	.196	.969	.951	.005	.815
	N	83	87	98	93	99	100	100	99	100	95	100	87	99	100	93	99	98	100	100	100
Abandoned career	Pearson Correlation	.032	-.038	-.229*	.035	.064	0.000	.175	.129	-.012	1	-.115	-.022	.035	-.062	.104	.079	.216*	.161	.200	-.269**
	Sig. (2-tailed)	.779	.736	.026	.747	.540	1.000	.091	.215	.912		.269	.841	.737	.549	.336	.452	.037	.120	.052	.008
	N	79	82	94	89	94	95	95	94	95	95	95	84	94	95	88	94	93	95	95	95

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Residence during course	Pearson Correlation	-.401**	-.419**	.125	-.150	-.073	-.043	-.125	-.013	.133	-.115	1	.319**	-.050	.080	-.249*	.065	-.353**	.002	-.072	.019
	Sig. (2-tailed)	.000	.000	.221	.152	.470	.671	.216	.899	.188	.269		.003	.621	.431	.016	.521	.000	.986	.476	.854
	N	83	87	98	93	99	100	100	99	100	95	100	87	99	100	93	99	98	100	100	100
Province	Pearson Correlation	-.167	-.183	.099	-.207	-.115	-.100	-.134	.292**	-.004	-.022	.319**	1	.086	.195	-.021	.036	-.169	.141	.022	.007
	Sig. (2-tailed)	.158	.116	.368	.065	.290	.355	.216	.006	.968	.841	.003		.426	.070	.853	.739	.121	.194	.838	.946
	N	73	75	85	80	86	87	87	86	87	84	87	87	87	87	83	86	85	87	87	87
Monthly family expenditure	Pearson Correlation	.118	.108	-.038	-.105	.239*	.038	.270**	.107	.147	.035	-.050	.086	1	.587**	0.000	.117	.269**	-.045	-.180	-.192
	Sig. (2-tailed)	.288	.323	.712	.318	.018	.708	.007	.295	.145	.737	.621	.426		.000	1.000	.252	.008	.657	.074	.057
	N	83	86	97	92	98	99	99	98	99	94	99	87	99	99	93	98	97	99	99	99
Monthly family income	Pearson Correlation	.211	.161	-.043	-.128	.284**	.127	.387**	-.063	.044	-.062	.080	.195	.587**	1	.120	.015	.053	-.085	-.002	.055
	Sig. (2-tailed)	.056	.135	.677	.223	.004	.207	.000	.535	.665	.549	.431	.070	.000		.251	.884	.607	.400	.984	.584
	N	83	87	98	93	99	100	100	99	100	95	100	87	99	100	93	99	98	100	100	100
Any debt?	Pearson Correlation	.233*	.256*	-.159	.119	.098	.169	.149	.230*	-.002	.104	-.249*	-.021	0.000	.120	1	.179	.006	.132	-.028	.118
	Sig. (2-tailed)	.038	.021	.131	.274	.353	.105	.155	.027	.982	.336	.016	.853	1.000	.251		.088	.955	.209	.793	.262
	N	80	82	91	86	92	93	93	92	93	88	93	83	93	93	93	92	91	93	93	93
Do you live in ktm?	Pearson Correlation	-.059	-.039	.042	.438**	-.016	.181	-.032	.091	.131	.079	.065	.036	.117	.015	.179	1	.182	-.135	.073	.214*
	Sig. (2-tailed)	.598	.724	.683	.000	.878	.073	.755	.375	.196	.452	.521	.739	.252	.884	.088		.072	.184	.473	.034
	N	82	86	97	93	98	99	99	98	99	94	99	86	98	99	92	99	98	99	99	99
Do you live in kirtipur?	Pearson Correlation	.273*	.308**	-.153	.124	-.041	.299**	.110	-.046	.004	.216*	-.353**	-.169	.269**	.053	.006	.182	1	-.018	.146	-.125
	Sig. (2-tailed)	.013	.004	.136	.241	.689	.003	.279	.651	.969	.037	.000	.121	.008	.607	.955	.072		.859	.151	.222

Master's scholorships	N	81	85	96	92	97	98	98	97	98	93	98	85	97	98	91	98	98	98	98	98
	Pearson Correlation	-.016	-.178	-.078	.396**	.072	.088	-.030	.152	.006	.161	.002	.141	-.045	-.085	.132	-.135	-.018	1	.068	-.010
	Sig. (2-tailed)	.888	.098	.443	.000	.479	.386	.764	.133	.951	.120	.986	.194	.657	.400	.209	.184	.859		.503	.925
	N	83	87	98	93	99	100	100	99	100	95	100	87	99	100	93	99	98	100	100	100
Repeat course during masters	Pearson Correlation	.104	-.078	.051	.024	.053	.152	.029	-.019	.282**	.200	-.072	.022	-.180	-.002	-.028	.073	.146	.068	1	-.135
	Sig. (2-tailed)	.349	.471	.618	.820	.602	.132	.778	.853	.005	.052	.476	.838	.074	.984	.793	.473	.151	.503		.179
	N	83	87	98	93	99	100	100	99	100	95	100	87	99	100	93	99	98	100	100	100
Motive	Pearson Correlation	.008	.079	-.105	.088	-.056	.185	-.021	.035	-.024	.269**	.019	.007	-.192	.055	.118	.214*	-.125	-.010	-.135	1
	Sig. (2-tailed)	.946	.467	.304	.402	.579	.065	.836	.729	.815	.008	.854	.946	.057	.584	.262	.034	.222	.925	.179	
	N	83	87	98	93	99	100	100	99	100	95	100	87	99	100	93	99	98	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Some of the major correlations with their coefficient are:

Correlations above +- 0.3:

- Father`s education and mother`s education   (.67)
- Age and father`s education   (-.34)
- Age and gender   (-.34)
- Father`s education and hours of study   (-.315)
- Mother`s education and hours of study   (-.312)
- Residency of course and father`s education   (-.401)
- Mother's education and living in kirtipur   (.308)
- Masters scholarships and bachelors percentage   (-.396)
- Bachelor's % and living in Kathmandu   (.438)
- Social class and family income   (.387)
- Residence course and living in kirtipur   (.353)
- Residence course and province   (.319)
- Family income and expenditure   (.587)

We have introduced thirteen explanatory variables in the first model, again thirteen in the second model and sixteen in the third model. The results of the estimation by maximum likelihood of the logit model, and which allow us to analyze the influence of the explanatory variables on the probablity of choosing an MBA are included in the models below.

Table 4. 2 First model logistic regression

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1ᵃ	Bachelor`s percentage	-.085	.121	.499	1	.480	.918	.724	1.164
	Gender	2.696	1.836	2.156	1	.142	14.827	.405	542.347
	Work desire after master			1.662	2	.436			
	Work desire after master(1)	-3.011	2.352	1.639	1	.200	.049	.000	4.946
	Work desire after master(2)	-3.236	2.709	1.426	1	.232	.039	.000	7.962
	Social class			.630	3	.890			
	Social class(1)	-3.793	35053.954	.000	1	.999	.023	.000	.
	Social class(2)	-5.905	35053.954	.000	1	.999	.003	.000	.
	Social class(3)	-1.257	66781.205	.000	1	.999	.285	.000	.
	Abandoned career	-1.633	1.850	.779	1	.378	.195	.005	7.342
	Province			2.469	6	.872			
	Province(1)	17.441	27613.610	.000	1	.999	37539439.102	.000	.
	Province(2)	19.071	27613.610	.000	1	.999	191600063.103	.000	.
	Province(3)	16.108	27613.610	.000	1	.999	9895007.082	.000	.
	Province(4)	18.712	27613.610	.000	1	.999	133878875.082	.000	.
	Province(5)	24.520	50823.255	.000	1	.999	44548078705.100	.000	.
	Province(6)	21.736	27613.610	.000	1	.999	2752509906.029	.000	.
	Monthly family expenditure			.245	3	.970			
	Monthly family expenditure(1)	-20.907	18380.763	.000	1	.999	.000	.000	.
	Monthly family expenditure(2)	-22.556	18380.764	.000	1	.999	.000	.000	.
	Monthly family expenditure(3)	-44.762	44196.463	.000	1	.999	.000	.000	.

21

Variable	B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Monthly family income			.932	3	.818			
Monthly family income(1)	-.043	31105.117	.000	1	.999	.958	.000	.
Monthly family income(2)	-1.332	31105.117	.000	1	.999	.264	.000	.
Monthly family income(3)	-.111	31105.117	.000	1	.999	.895	.000	.
Do you live in Ktm?	3.965	2.685	2.182	1	.999	52.743	.274	10170.058
Masters scholorships	-.765	2.615	.086	1	.770	.465	.003	78.262
Repeat course during masters	1.672	1.974	.718	1	.397	5.324	.111	254.775
Motive			1.221	3	.748			
Motive(1)	2.313	2.176	1.130	1	.288	10.108	.142	719.523
Motive(2)	1.852	2.625	.497	1	.481	6.370	.037	1093.364
Motive(3)	3.406	44196.463	.000	1	.999	30.156	.000	.
Father`s education			3.121	5	.681			
Father`s education(1)	-4.144	3.514	1.391	1	.238	.016	.000	15.547
Father`s education(2)	-2.646	3.055	.750	1	.386	.071	.000	28.282
Father`s education(3)	-5.473	6.193	.781	1	.377	.004	.000	784.322
Father`s education(4)	-5.232	3.805	1.890	1	.169	.005	.000	9.269
Father`s education(5)	35.766	48764.601	.000	1	.999	3411695693488001.000	.000	.
Constant	3.591	35053.954	.000	1	.999	36.274		

In the above table none of the mentioned variables are significant at 5 percent level of significance. This means we should not reject the null hypothesis or there is not any relationship between choosing the MBA and all above mentioned explanatory variables. As we can see in the above table that those who are male are likely to choose MBA nearly fifteen times (with odds ratio of 14.827) then those who are female. In terms of the

explanatory variable "work desire after master"the probability of choosing MBA by the student whose desire for work after master in public administration is less then in free profession. Or the odds of taking MBA for a student who has desire to work in public admininstration after masters is 51percent lower then for a student who has desire to work in a free profession. The odds of taking MBA for a student who has desire to work in private companies after masters is 61percent lower than for a student who has desire to work in a free profession.

Likewise the odds of joing MBA by low class student is lower than that of high class by almost 97 percent, the odds of joing MBA by middle class student is lower than that of high class by 99 percent and the odds of joining MBA by high average class student is lower than that of high class student by 71.5 percent

Similarly, the one who has not abandoned any other career before enrolling into masters has high probability of enrolling into MBA. The odd of joing MBA by a student who hasn't abandoned any previous studies is more than that of student who has abandoned any previous studies by 80.5 perent.

In terms of province, student of every other province has very high p value so studying MBA is not defined by the province under which the student resides. We can see from the confidence interval that the lower end is zero so the test is insignificant. Similar is the case with monthly family income.

Since the confidence interval of the variables "familyexpenditure", "family income", "do you live in Kathmandu" includes zero it is also insignificant. The odd of joining MBA by the student who lives in Kathmandu is higher than that of student not living in Kathmandu by 51.743 percent. The odds of joining MBA by the student who has not got scholorships is lower than that of the student who has got scholorships by 53.5 percent, the odds of choosing MBA by the student who has repeated course during masters than the student who has not repeated course during masters is higher by 432.4 percent.

In terms of confidence interval investment motive and employment motive is significant and has higher percentage than family tradition in choosing MBA. Father's education proved to be insignificant in choosing an MBA.

Table 4.3 Fi First model Classification Table

	Observed		Predicted		
			MBS.MBA		Percentage
			MBA	MBS	Correct
Step 1	MBS.MBA	MBA	36	4	90.0
		MBS	5	22	81.5
	Overall Percentage				86.6

a. The cut value is .500

Table 4.4 First Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	36.088[a]	.555	.750

Table 4.5 First model Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	7.858	7	.345

Since we have setup our p- value of 5% the model above is not significant thus we do not reject the null hypthesis. R squared is .750 which means it adquately explains the variations of the dependent variable.the predictive capability of the model measured by the percentage of success is 86.6. The model as shown in hosmer and lemeshow test shows insignificant so we do not reject the null hypthesis which is that all the coefficients of the prediction are nill.

Table 4.6 logistic regression Second model

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1ª	mother.education			1.205	4	.877			
	mother.education(1)	36.357	15206.228	.000	1	.998	6158575445434450.000	.000	.
	mother.education(2)	36.009	15206.228	.000	1	.998	4348382330232609.500	.000	.
	mother.education(3)	33.873	15206.228	.000	1	.998	513661881161296.000	.000	.
	mother.education(4)	-2.243	16604.188	.000	1	1.000	.106	.000	.
	bachelor.percentage	-.124	.112	1.224	1	.269	.883	.709	1.101
	gender	1.701	1.741	.954	1	.329	5.480	.181	166.322
	social.class			.293	3	.961			
	social.class(1)	17.369	62295.384	.000	1	1.000	34942104.169	.000	.
	social.class(2)	-1.855	56841.376	.000	1	1.000	.157	.000	.
	social.class(3)	-2.600	56841.377	.000	1	1.000	.074	.000	.
	current.job.enrollment	3.000	2.561	1.372	1	.241	20.087	.133	3039.758
	abandoned.career	-18.835	7699.216	.000	1	.998	.000	.000	.
	province			1.711	6	.944			
	province(1)	-1.048	3.588	.085	1	.770	.350	.000	396.873

	B	S.E.	Wald	df	Sig.	Exp(B)		
province(2)	-3.252	3.389	.921	1	.337	.039	.000	29.663
province(3)	-3.056	2.738	1.246	1	.264	.047	.000	10.082
province(4)	-3.074	3.063	1.007	1	.316	.046	.000	18.731
province(5)	-3.220	3.060	1.108	1	.293	.040	.000	16.070
province(6)	18.236	40192.971	.000	1	1.000	83103168.140	.000	.
monthly.family.expenditure			1.771	3	.621			
monthly.family.expenditure(1)	21.449	40192.967	.000	1	1.000	2065535300.350	.000	.
monthly.family.expenditure(2)	20.619	40192.967	.000	1	1.000	900736717.728	.000	.
monthly.family.expenditure(3)	17.849	40192.967	.000	1	1.000	56485190.208	.000	.
monthly.family.income			.991	3	.803			
monthly.family.income(1)	.012	3.908	.000	1	.998	1.012	.000	2144.231
monthly.family.income(2)	1.155	2.528	.209	1	.648	3.173	.022	450.410
monthly.family.income(3)	.033	2.482	.000	1	.989	1.034	.008	133.934
do.you.live.in.ktm	2.021	2.725	.550	1	.458	7.549	.036	1575.334
masters.scholorships	-2.858	2.445	1.367	1	.242	.057	.000	6.917
repeat.course.during.masters	.016	2.090	.000	1	.994	1.016	.017	61.091
motive			2.261	3	.520			
motive(1)	-25.164	40192.890	.000	1	1.000	.000	.000	.

	B	S.E.	Wald	df	Sig.	Exp(B)		
motive(2)	-22.846	40192.890	.000	1	1.000	.000	.000	.
motive(3)	-21.935	40192.890	.000	1	1.000	.000	.000	.
Constant	3.435	58840.370	.000	1	1.000	31.035		

In the above table of choosing MBA by a student in relation to their mother's education proved to be in significant. Bachelor percentage in terms of grade point showed a negative relationship in choosing an MBA. One grade increment in bachelor's percentage leads to decrement in choosing an MBA by 0.124 units. Gender variable shows positive relation with male, the odds of choosing MBA by male is about 5 times then that of female. Social class shows insignificant relationship with the probability of choosing MBA. Current job enrollment shows positive relationship with choosing an MBA. The odds of choosing an MBA with students currently enrolled in jobs almost 20 times the students not currently enrolled in jobs. The variable "abandoned career" before enrolling into masters proved to be insignificant with zero in its confidence interval. Thus it has no relationship with choosing an MBA.variables. "Province" and "family expenditure" proved to be insignificant with zeros in its confidence interval thus showing no relationship with choosing an MBA. With the variable "family monthly income" family income of range 25001-50000 proved to be insignificant. With Family monthly income of range 25001-50000, the odds of choosing an MBA is 217.3 percent higher then the family monthly income with range 75000 and above. With Family monthly income of range 50001-75000, the odds of choosing an MBA is 3.4 percent higher then the family monthly income with range 75000 and above. The student living in Kathmandu is 5 times more likely to join MBA then the student not living in Kathmandu. Masters scholorships proved to be insignificant in terms of confidence interval but showed negative relatinship with choosing an MBA. Students who repeates course during masters is likely to study MBA above those who havent repeated course by 83 percent. All of the above motive

proved to be insignificant thus motive to study has no significant effect in choosing an MBA.

Table 4.7 Second model Classification

	Observed		Predicted		
			MBS.MBA		Percentage Correct
			MBA	MBS	
Step 1	MBS.MB A	MBA	36	3	92.3
		MBS	4	24	85.7
	Overall Percentage				89.6

a. The cut value is .500

Table 4.8 Second model Hosmer and Lemeshow test

Step	Chi-square	df	Sig.
1	2.430	8	.965

4.9 second model Model Summary

Table 4.9 second model Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	39.584[a]	.531	.718

The predictive capability of the model as presented by the percentage of success is 89.6 but the model is insignificant compared to p-value of 5% so we do not reject the null hypthesis. R squared is .718 which means it adquately explains the variations of the dependent variable.

Table 4.10 logistic regression Third model

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	1.097	.707	2.409	1	.121	2.994	.750	11.957
	Bachelor`s percentage	-.789	.564	1.959	1	.162	.454	.150	1.372
	Work desire after master			2.811	2	.245			
	Work desire after master(1)	-1.429	1.562	.836	1	.360	.240	.011	5.120
	Work desire after master(2)	-3.429	2.048	2.804	1	.094	.032	.001	1.794
	Social class			.728	3	.867			
	Social class(1)	-17.753	28172.862	.000	1	.999	.000	.000	.
	Social class(2)	-18.920	28172.862	.000	1	.999	.000	.000	.
	Social class(3)	-15.624	63440.207	.000	1	.750	.000	.000	.
	Current job enrollment	1.009	1.738	.337	1	.561	2.744	.091	82.752
	Hours of study	2.453	1.301	3.556	1	.059	11.619	.908	148.658
	Residence during course	1.502	1.619	.860	1	.354	4.489	.188	107.194
	Monthly family expenditure			2.385	3	.496			
	Monthly family expenditure(1)	-2.967	2.157	1.893	1	.169	.051	.001	3.526
	Monthly family expenditure(2)	-5.158	3.569	2.089	1	.148	.006	.000	6.273
	Monthly family expenditure(3)	-24.362	40192.970	.000	1	.990	.000	.000	.

29

	B	S.E.	Wald	df	Sig.	Exp(B)		
Monthly family income			1.121	3	.772			
Monthly family income(1)	2.842	3.197	.791	1	.374	17.156	.033	9024.466
Monthly family income(2)	1.341	3.410	.155	1	.694	3.824	.005	3058.532
Monthly family income(3)	2.370	4.143	.327	1	.567	10.696	.003	35956.223
Any debt?	1.362	1.279	1.135	1	.287	3.905	.319	47.863
Do you live in Ktm?	1.387	3.794	.134	1	.715	4.004	.002	6792.861
Do you live in Kirtipur?	-3.934	1.643	5.735	1	.017	.020	.001	.490
Masters Scholorships	.804	2.792	.083	1	.773	2.234	.009	531.539
Repeat course during Masters	2.398	1.800	1.774	1	.183	11.001	.323	374.786
Motive			3.156	3	.368			
Motive(1)	1.832	1.909	.921	1	.337	6.246	.148	263.483
Motive(2)	3.920	2.276	2.966	1	.085	50.385	.582	4361.847
Motive(3)	16.580	40192.971	.000	1	.990	15877915.270	.000	.
Constant	-16.271	28172.870	.000	1	.990	.000		

In this third model we have included 15 variables. Age variable proved to be significant at 12 percent level of significance. With every increase in unit of age there is increase in student persuing an MBA by 1.097 units. Bachelor percentage in terms of grade is similar as in above tables. In the variable "work desire after master" the odds of choosing an MBA by student whose desire after master is to work in a public administration is lower than the student whose desire after master is to choose free profession by 76 percent.similarly the odds of choosing an MBA by the student whose desire after master to work in private companies is lower than the student whose desire after master is to

choose free profession by 68 percent. All of the social class proved to be insignificant like other tables. Thus social class has no relationship with choosing an MBA. As before current enrollment in jobs have positive effect on choosing an MBA. The odds of choosing an MBA with students currently enrolled in jobs is more than 2 times the students currently not enrolled in jobs.

Hours of study proved to be significant at 0.5 percent level of significance. It showed positive relationship between hours of study and choosing an MBA. An addition increase in hours of study leads to increment in choosing an MBA by 2.453 units.

The odds of enrolling in an MBA by a student whose residence during course is his/her parental house is more than the student whose residence during course is not his/her parental house by 4.48 times. The odds of choosing an MBA by a student whose monthly family expenditure falls on the category of below 25000 is lower than the student whose monthly family expenditure falls on the category of above 75001 by 49 percent. All other categories of expenditure proved to be insignificant in terms of confidence interval.

The odds of choosing an MBA by a student whose monthly family income is below 25000 is more than a student whose monthly family income is above 75001 by 17.16 times. Similarly the odds of choosing an MBA by a student whose monthly family income is from 25001 to 50000 is more than a student whose monthly family income is above 75001 by 3.8 times. The odds of choosing an MBA by a student whose monthly family income is from 50001 to 75000 is more than a student whose monthly family income is above 75001 by 10.6 times.

The variable "debt" showed positive relationship with persuing an MBA. the odds of choosing an MBA by a student whose family is on debt is more than the student whose family is not on debt by 3.9 times. The odds of choosing an MBA by a student who lives is kathmandu is more than the student who doesn't live in kathmandu by 4 times.

The variable "do you live in kirtipur" is statistically significant. The odds of students living in kirtipur is more likely to persure an MBA than the students not living in kirtipur by 80 percent. Masters scholorships also shows positive relationship with selecting an

MBA. A student getting a masters scholorships is 4 times likely to study MBA than a student without any scholorships.

The odds of choosing an MBA by a student whose motive is investment is more than a student whose motive is family tradition by 6.24 times. Personal satisfaction motive proved to be insignificant.

Table 4.11 Third Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	31.610[a]	.603	.814

Table 4.12 Forth model Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	5.251	8	.730

Table 4.13 Third model Classification Table

	Observed	Predicted		
		MBS.MBA		Percentage Correct
		MBA	MBS	
Step 1	MBS.MB A MBA	40	4	90.9
	MBS	5	25	83.3
	Overall Percentage			87.8

a. The cut value is .500

The model above is not significant compard to p-value thus we do not reject the null hypthesis. R squared is .814 which means it adquately explains the variations of the dependent variable.the predictive capability of the model measured by the percentage of success is 87.8. In the model 3 the variable "do you live in kirtipur?" is statisitically significant with the level of significance of 0.17 and has the coefficient of -3.934. The odds ratio is .020 which means this variable has negative effect on the decision to demand MBA, which means as "do you live in kirtipur" variable increases by one or if

any students resides in kirtipur then the probability of studying MBA decreases by 98 percent.

Table 4.14Father`s education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	null	15	15.0	18.1	18.1
	school	18	18.0	21.7	39.8
	intermediate	16	16.0	19.3	59.0
	bachelor	12	12.0	14.5	73.5
	master	21	21.0	25.3	98.8
	phd	1	1.0	1.2	100.0
	Total	83	83.0	100.0	
Missing	-99	17	17.0		
Total		100	100.0		

Out of 100 samples 17 values are missing and the highest frequency is of master. So, most of the student's father was master graduate. Least frequency is of PhD only one of the students father is a PhD holder.

Out of total sample the following table shows the frequencies of father's education of MBA and MBS students respectively

Table 4.15 Father's education of MBA students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	null	5	10.0	12.2	12.2
	school	5	10.0	12.2	24.4
	intermediate	5	10.0	12.2	36.6
	bachelor	7	14.0	17.1	53.7
	master	19	38.0	46.3	100.0
	Total	41	82.0	100.0	
Missing	-99	9	18.0		
Total		50	100.0		

Above table shows that none of the MBA student's father was a PHD holder out of total sample. 19 fathers were master graduate and nine sutdents didn't respond to that question. Out of 50 students nine of them didn't responded.

Table 4.16 Father's education of MBS students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	null	10	20.0	23.8	23.8
	school	13	26.0	31.0	54.8
	intermediate	11	22.0	26.2	81.0
	bachelor	5	10.0	11.9	92.9
	master	2	4.0	4.8	97.6
	phd	1	2.0	2.4	100.0
	Total	42	84.0	100.0	
Missing	-99	8	16.0		
Total		50	100.0		

Out of total sample only one student's father was a PhD holder and that student was from MBS. Most of the fathers of the MBS students have studied up to school level as it has highest frequencies.

Comparing the father's education of MBS and MBA student most of the fathers education of MBA students was master which accounts for 46 percent and that of MBS was school which accounts for 31 percent. Thus we can say that out of total sample the father's education of MBA students was higher than that of MBS students. Out of 15 illetrate fathers 5 were from MBA's student and 10 from MBS's student.

Out of total sample the following table shows the frequencies of mother's education of MBA and MBS students respectively

Table 4.17Mother's education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	null	25	25.0	28.7	28.7
	school	40	40.0	46.0	74.7
	intermediate	8	8.0	9.2	83.9
	bachelor	9	9.0	10.3	94.3
	master	5	5.0	5.7	100.0
	Total	87	87.0	100.0	
Missing	-99	13	13.0		
Total		100	100.0		

Out of 87 total responded questions none of the mothers were a PhD holder. Most of their education level was of school level. 46 percent of them had a school level education and only 5 percent of them were master graduate. This shows that mother's education level was far below fathers. Comparing father's educaiton with that of mothers the results shows that mothers are more illetrate than father

Table 1.18 Mother's education of MBA students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	null	7	14.0	17.1	17.1
	school	16	32.0	39.0	56.1
	intermediate	4	8.0	9.8	65.9
	bachelor	9	18.0	22.0	87.8
	master	5	10.0	12.2	100.0
	Total	41	82.0	100.0	
Missing	-99	9	18.0		
Total		50	100.0		

Out of forty one responded questions most of the mothers of MBA student had an education of school level which accounts for 39 percent. Only 12 percent of them had a master's degree.

Table 4.19 Mother's education of MBS students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	null	18	36.0	39.1	39.1
	school	24	48.0	52.2	91.3
	intermediate	4	8.0	8.7	100.0
	Total	46	92.0	100.0	
Missing	-99	4	8.0		
Total		50	100.0		

In case of mothers education of MBS student out of 46 responded questions none of their mother had and education level of masters as well.52 percent of them had school level education and 39 percent were illetrate.

Comparing the mother's education of MBA's and MBS's students, mothers of MBS students were found to be more illetrate. 39 percent out of 46 MBS students' mothers were found to be illetrate and 17 percent out of 41 MBA students' mothers were found to be illetrate.

Chapter V

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

With respect to the objective of the study to know the probability of persuing MBA, the current enrollment of students in MBA and MBS and the major determinants of MBA the comprehensive questionnire were built and was sent to 50 students of MBA and MBA of Tribhuvan University. The first part of the questionire includes social background with the information of age occupation and education of the family members. Second part includes the personal information of the respondents. The third part includes the information of the respondent's family regarding their income, expenditure and residence. The forth part includes the information regarding education and scholorhips. The final fifth part includes the monetary and non-monetary benefits for joining the persued degree.

After processing the data due to presence of high multicolliniearity the logistic regression is calculated in three different models to avoid multicolliniearity. The first model consists of eleven independent variables of which none of the variables proved to be significant at five percent level of significance. The p value was very high so we do not reject the null hypothesis but the predictive capability of the model measured by the percentage of success is 86.6. Second model consists of thirteen variables of which the variables, mother education, bachelor's percentage, current job enrollment, investment and employment motive proved to be significant. The third model consists of fifteen variables out of which the significant variables were; age, bachelor percentage,family expenditure, hours of study, do you live in kirtipur?, repeat course during masters,employment motive.

Major findings:

1. Student most of the fathers education of MBA students was master which accounts for thirty eight percent and that of MBS was school which accounts for twenty six percent. Thus that out of total sample the fathers education of MBA students was higher than that of MBS students

2. Mothers are more illetrate than fathers with mothers illetracy rate of 28 percent and fathers illetracy rate of 18 percent

3. Comparing the mother's education of MBA's and MBS's students, mothers of MBS students were found to be more illetrate. 39 percent out of 46 MBS students mothers were found to be illetrate and 17 percent out of 41 MBA students mothers were found to be illetrate.

5.2 Conclusion

From the above study we can conclude that the major determinants which have positive effect on studying MBA are: male student, living in ktm, repeate course, investment motive and employment motive, current enrollment in job, age, hours of study, staying at parents home during the course, residing in province number seven, income, living in kathmandu and scholorships. The major determinants which have negative relation with studying MBA are: bachelor percentage, abandoned career, master scholorship, mother's illetracy, family monthly expenditure and income. The major variables that are signifiant are; do you live in kirtipur? With p value of 0.017. Hours of study with p value of 0.059, desire to work in private companies after masters with p value of 0.032, age with p value of 0.12, bachelor percentage with p value of 0.16

.

5.3 Recommendation

Since the number of father who has done PhD is just one and the number of mother doing PhD is nill and also the rate of illetracy among mother is higher than that of fathers among the hundred samples the government should bring on the policies and programmes that can uplift the education level of mother. Since the result shows that demand for MBA is negatively related with mother's illetracy, mothers education should be focused more. As there is positive relationhip with current enrollment and persuing an MBA the government should create more employment opportunities

REFERENCES

Alexander III, E. R., & Frey, D. E. (1984). An econometric estimate of the demand for MBA enrollment. *Economics of Education Review*, *3*(2), 97-103.

Becker, G. S. (1964). Human capital theory.*Columbia, New York*.

Blaug, M. (1976). The empirical status of human capital theory: A slightly jaundiced survey. *Journal of economic literature*, *14*(3), 827-855.

Brown, C. C., McClary, A., &Bellingar, J. (2012). Determinants of student demand at Florida Southern College. *Journal of Case Research in Business and Economics*, *4*, 1.

Campbell, R., & Siegel, B. N. (1967).The demand for higher education in the United States, 1919-1964.*The American Economic Review*, *57*(3), 482-494.

Centre for Economic Development and Administration (CEDA). (2007). Financing the Higher Education in Nepal

Colom, X., Molés, M. C., & Mora, J. G. (1992). Un modelo de análisis de demanda de estudios. *ponencia a la III Reunión Anual de la Asociación Científica Europea de Economía Aplicada. Sevilla.*

de Dios Jiménez, J., & Salas-Velasco, M. (2000). Modeling educational choices. A binomial logit model applied to the demand for higher education. *Higher Education*, *40*(3), 293-311.

Eicher, M., & Mingat, A. (1982). Higher Education and Employment Market in France. *Higher Education*, *11*, 28-41.

Garwe, E. C. (2016). Increase in the demand for private higher education: unmasking the "paradox". *International Journal of Educational Management*, *30*(2), 232-251.

Gölpek, F., & Çiftçioglu, N. (2014). Socio-Economic Factors in Demand for Higher Education: Sample of Gaziantep Province. *International Journal of Business and Social Science*, *5*(1).

Heckman, J. J. (1976). Estimates of a human capital production function embedded in a life-cycle model of labor supply. In *Household production and consumption* (pp. 225-264).NBER.

Ke, X. (2012).The Willingness to Pay Tuition Fee at KTH.

Li, W., & Min, W. (2001).Tuition, private demand and higher education in China.*PhD diss., Peking University*.

López-Valcárcel, B. G., & Quintana, D. D. (1998). Economic and cultural impediments to university education in Spain. *Economics of Education Review*, *17*(1), 93-103.

Menon, M. E. (1998). Factors influencing the demand for higher education: The case of Cyprus. *Higher Education*, *35*(3), 251-266.

Mincer, J. (1958).Investment in human capital and personal income distribution.*Journal of political economy*, *66*(4), 281-302.

Mora, J. G. S. (1997). Equity in Spanish higher education. *Higher Education*, *33*, 233-249.

Sarpkaya, R. (2010). Factors Affecting Individual Education Demand at the Entrance to University: Adnan Menderes University Sample. *Educational Sciences: Theory and Practice*, *10*(1), 475-488.

Schultz, T. W. (1961). Investment in human capital.*The American economic review*, *51*(1), 1-17.

Sulaiman, A., & Mohezar, S. (2008). Quality in an MBA programme: students' perceptions. *International journal of management education*, *7*(2), 1-8.

Tribhuvan University (2017, September 29).*office of planning council*.Retrieved from http://tribhuvan-university.edu.np/planning-division/

TribhuvanUniversity (2017, September 29).*about us*.Retrieved from http://tribhuvan-university.edu.np/about-us/

Vieira, C., & Vieira, I. (2011). *Determinants and projections of demand for higher education in Portugal* (No. 2011_15). University of Evora, CEFAGE-UE (Portugal).

Vieira, C., & Vieira, I. (2011).Determinants and projections of demand for higher education in Portugal. In *International Conference On Applied Economics– ICOAE* (p. 749).

Wohlgemuth, D. R. (1997). Individual and aggregate demand for higher education: the role of strategic scholarships.

APPENDIX

Instrument for Interview with student's persuing MBA and MBS:

I am a student of economics persuing my master's degree from Central Department of Economics, Kirtipur and for the partial fullfillment of my master's degree I would like to humbly request you to fill up this questionire for the research on "MODELING EDUCATIONAL CHOICES AMONG MBA AND MBS IN TRIBHUVAN UNIVERSITY"

SN	Family members	Age	Occupation	Education	Disable(if any)
1					
2					
3					
4					
5					
6					

Social background

Personal information

Name	Age	Percentage in bachelor	Gender	Specialization in bachelor

1. Desire for work after completion of master.
   a. Public administration b. private companies c.Free profession

2. In what social class do you place your family?
   a. low   b. middle low c. high average   d. high

3. Are you currently enrolled in job?   a. yes   b. no

4. (if answer to No.3 is yes)Has continuing jobs while enrolling in degree affecting your study?
   a. No   b. not much   c. yes

5. During this academic year you have enrolled in.
       a. MBA b. MBS

6. Hours of study. _____

7. Did you start another career, and abandoned, before enrolling in the one indicated in the previous question?
       a. Yes   b. No

8. Type of residence during this course
       a. Paternal / maternal home   c. rent
       b.   Own home   d. Student apartment

Family information

9. Which number province is your family address in? _____

10. Monthly expenditure range of your family.
        a.   Below 25000 b. 25001-50000 c. 50001-75000 d. 75001 above

11. Monthly income of your family.
        a.   Below 25000 b. 25001-50000 c. 50001-75000 d. 75001 above

12. Is your family running on debt?
        a. Yes   b. No.

Education and scholarships

13. Do you live in Kathmandu?   a. Yes   b. No

14. Do you live in kirtipur? (If answer to 12 is yes)   a. yes   b. No

15. Do you study with the help of scholarships?   a. Yes   b. No

16. Did you repeat any course during your stay at the Institute?
        a. Yes   b. No

Monetary and non-monetary benefits

17. What is your motive to join masters?
        a.   Investment motive   b. employment motive
        c.   Personal satisfaction   d. family tradition.