Career Choice Decisions by Business Students: A Study on Some Private Universities in Bangladesh

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Abstract: *Career perhaps turns into the most significant concern for students and professionals at the present time. Exploring the desired career in the developing countries like Bangladesh is no way simple. The purpose of this research is to explore the factors influencing the business gradutes' career choice. The primary data have been collected from business graduate students studying in 10 different universities in Bangladesh. Several statistical techniques of SPSS software package have been applied to carry out this study. The present research endorses the validity of new measures of career exploration. The study reveals that personal attributes, institutional attributes, educational arrangement and socio-economic condition have profound impact on finding the desired career in Bangladesh. The outcomes of this research have extensive implications for the students, educational institutions and policy makers. The findings of the current research suggest that modernization of teaching styles, providing standard study materials and career counseling to the students, and developing personal skills and competencies can facilitate students exploring their anticipated career.*

Keywords: Business Studies, Career, Career Exploration, Graduate Students.

1. Introduction

Career has become an ultimate concern for undergraduate and graduate students as well as for young professionals of every corner of the globe at present. From the very early stage of the human advancement, people used to search standard ways of living. The willingness of human beings to survive in more livable ways makes them more innovative, which is pretty interlinked with individual's career. The massive upgradation in technology and radical changes in the business environment dictate individuals to plan and develop their career properly. Career planning creates vision, pathway and means of surviving with the requirements of indefinite role and organizational demands, identifying career opportunities, and reducing pressure associated with job and career tunings (Gray et al., 1990). Career is also associated with the recognition that helps improving efficiency, profitability, business growth and survival, and better utilization and development of talent (Walker, 1973).

Due to the significant technological innovations and communication headway, the world is becoming more and more global day by day. Mitchell and Krumboltz (1996)

state that approaching to place a progressive individual into this ever-changing work atmosphere is like approaching to smash a butterfly with a boomerang. Poverty and social condition are closely related to career opportunities (Weinger, 1998). The preliminary career choice-decision of students is actually made in late high school stage. Studies (Mudhovozi & Chireshe, 2012; Wilson & Wilson, 1992) advocate that the decision regarding career choice is severely influenced by parents, family members, teachers or friends. According to the studies of Mickelson and Velasco (1998), and Muthukrishna and Sokoya (2008), mother is the most influential person in students' career choice-decision. Parents of lower socio-economic condition do not allow their children to make decision independently about their careers (Ngesi, 2003).

Salami (1999) uncovered that many young students wrongly choose their career due to inability, inexperience, high pressure from peers, parents or teachers, or social prestige attached to specific jobs without sufficient vocational instructions and career counseling. Researchers (Bojuwoye & Mbanjwa, 2006; Maree, 2009) found that inadequate career information and support, poor academic performance and insufficient career counseling services affect right career move. In Bangladesh, young people with higher educational background face greater difficulties in finding job than those with less or no education, and one of the significant reasons behind this scenario is the mismatch between the increasing trend of qualified labor force and availability of low skill-employment opportunities (ILO, 2013). Hence the objectives of this study is to explore the factors influencing the business gradutes' career choice.

2. Literature Review

Due to the diversity of human beings' capability, idea generation, technological advancement and communication evolution, an individual navigates his or her own journey through learning, experience and other attributes of life. This drive of life can simply be called career. From the traditional viewpoint, career means a sequence of skyward moves, with gradually rising income, status, power and security (Hall, 1996). The rationalization of enterprizes and the subsequent instability of organizational life direct to the new sense of career (Levinson, 1989). According to the protean career, the new concept of Hall (1976), individuals are the determining forces to promote their career. Career refers to the actions and evolvement undertaken by a person in his lifetime, especially connected to the occupation of that person (Isaac et al., 2014). Finding the desired career is perhaps the most challenging task in the life of an individual. Levinson said (1989), determining someone in a career is something like setting together a psychological jigsaw puzzle: we are ignorant of many of the things that are not fashioned in such a manner that we can fit them together efficiently.

Gaty (1986) and Gelatt (1962) reason that the process of career decision-making is logical, systematic and objectives, which is influenced by various factors like personal

characteristics, socio-economic condition, physical and mental abilities, chance factors and personality (McKay, 2014; Wilson & Wilson, 1992). According to Bandura et al., (2001), the process of getting into the anticipated career is influenced by the living style, personal attributes and educational attainment of an individual.

Friesen (1981) states that the selection of an individual's career is the expression of the personality of his life style. Holland (as cited in Lock, 2005) also views the choice of career as the expression of personality. According to Holland (as cited in Lock, 2005), the selection of an occupation is a sensitive act that reflects the motivation, personality, knowledge and ability of a person, and represents a means of life and an atmosphere rather than a series of distinctive work skills or functions. Personal attributes of individual such as interests, abilities, values and personality influence career (Carter et al., 2009). Other personal attributes like interpersonal, communication and leadership skills are also associated with career advancement (Heimler, 2010). The critical and creative abilities of individuals help in changing the entire work atmosphere (Alam et al., 2007). Individuals need to enter the world of work with their subtypes that help them to apply their knowledge, skills and abilities, express their thoughts, beliefs and values, and take an agreeable difficulties and roles (Holland, 1997). Ability to create and develop sustainable and effective network is also an integral part of career (Kidd, 1998; Moses, 1999; Shahnasarian, 1994).

The studies of Wong and Lui (2010), and Ashby and Schoon (2010) established a positive correlation between socio-economic indicators and career expectations. According to the UN universal declaration of human rights (Foskett & Hemsley-Brown, 2001), parents reserve the prior right to decide the type or field of education that shall be provided to their children. Although researchers (Wong & Lui, 2010; Counsell, 1996) found that parents or family members play significant role in the career decision of their children, according to the study of Whiston and Brecheisen (as cited in Watson & McMahon, 2005), no such significant attention has been paid to the children career development. In many Asian countries, parents actually choose the career of their children (Baines, 2009). Family involvement in career decision-making also leads to higher expectations from their adolescents (Brown et al., 2011; Ng et al., 2010). Ibrahim, Ohnishi and Wilson state (as cited in Brown, 2002) that cultural values also play a vital part in career choice-making process. People, who had been influenced by the culture and their parents in choosing and developing their career, by their middle age, realized that they did not like what they do (Levinson, 1989).

Apart from micro level (e.g. individual choices, family constraints) factors, macro level (e.g. organizational and institutional settings, opportunity structures) issues have also impact on career (Moen, 2003). From Bangladesh perspective, socio-economic condition has a profound impact on meeting appropriate career. Study (ILO, 2013) suggests that

the employment rate (ratio of employment to the working-age population) drops by 1.7 percent between 2000 and 2010, and qualified people face greater difficulties in finding jobs. Another study (Mavromaras et al., 2011) shows that individuals are satisfied with job if their qualifications and skills are higher than are needed to perform the job.

Although the objective of higher education in Bangladesh is to accelerate and devise new knowledge and to create skilled and competent people (Ministry of Education, 2000), the quality of education has not reached up to the mark in the Bangladeshi universities (Monem & Baniamin, 2010), which is highly interlinked with individual's career. Some of the private universities have developed the course systems and curriculum following American universities, yet the implementation is still inadequate (Alam et al., 2007). The availability of qualified teachers, books, other materials and equipment, teaching method and the physical condition of the classroom are the most essential elements in the higher study (Alam et al., 2007). Nonetheless, many universities in Bangladesh are lacking of these resources, and still follow the traditional style of teaching and learning (Ahmed, 2013). Not only in Bangladesh but also universities in other countries are lacking of proper infrastructure, sophisticated library, inadequate faculty and equipment necessary to serve the purposes of the students (Hoodbhoy, 1998).

Exploring the desired career is not a simple task. Although the risk of failure is involved in the process, career development programs provide the prospect for emerging personal achievements and satisfaction through careful and proper selection of career (Levinson,

1989). Career development refers to a set of programs designed to match an individual's needs, abilities and career goals with the current and future opportunities of the organizations. Students from lower class family very often face difficulties to continue their education and to find the right career (Friesen, 1981). Counseling or mentoring is an important tool that facilitates students in meeting their aspired career. Study of Barthorpe & Hall (2000) evidences that collaborative counseling program between academic and business organization is effective, challenging and enjoyable, and 96% of the respondents found the program useful. The study (Barthorpe & Hall, 2000) further advocates that students who have attended the program acquired job seeking and employability skills, and are more confident and enthusiastic in considering career options than those of who have over looked the service.

Based on the discussion above, the following conceptual framework has been developed.

Figure 1: Conceptual Framework of Career Exploration
Source: Developed by the Author
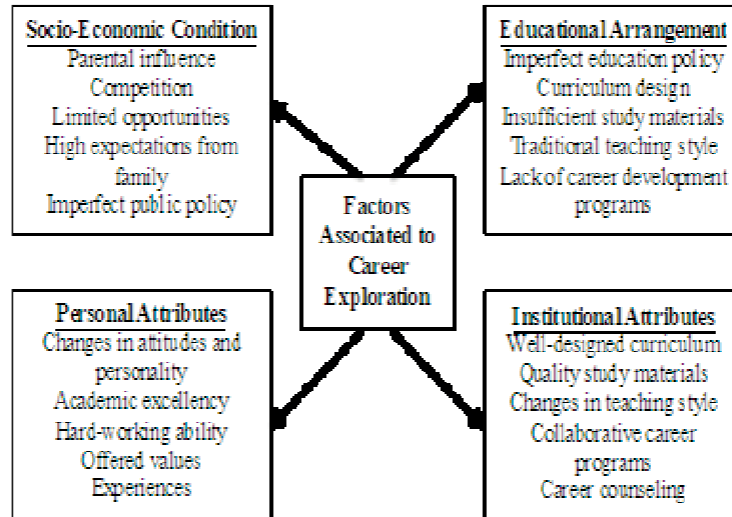
3. Research Methodology

3.1 Research Design

Both the primary and secondary sources have been used to accomplish the current study. The primary data have been collected through a quantitative survey conducted with the graduate students studying in various business subjects in 10 different universities in Bangladesh. In January, February and March 2019, a manual survey has been conducted to achieve the objectives of this study. The sources of secondary data include books, articles, and other published print and online materials.

3.2 Sampling

The survey of the present research has been conducted applying the convenience sampling method (Zikmund et al., 2013). The survey questionnaire has been manually distributed to the randomly picked 250 graduate students of 11 different public and private universities in Bangladesh. Among them, 200 students from 10 universities returned their answers, and all these data have been considered usable. Therefore, the sample size of this research has stood at 200, which indicates 80 % of the response rate. The profile of the respondents has been displayed in Table 1.

3.3 Measures of the Study

A questionnaire, comprising 27 items including 6 demographic questions, has been formulated to gather the necessary data. The items of the questionnaire other than

the demographic ones are completely structured and close-ended. The intent of the current research was to develop a reliable scale using principal component analysis. Among the 21 items developed for this study, one item has been dropped out due to insufficient factor loading. The measures other than the demographic ones have been prepared following 5-point Likert scale, in which strongly disagree = 1, disagree = 2, neither disagree nor agree = 3, agree = 4 and strongly agree = 5. The demographic section of the questionnaire has solicited general information about the participants including gender, marital status and employment status. The target people have been surveyed through personal communication.

3.4 Data Analysis Techniques

The collected data have been analyzed using SPSS (Statistical Package for the Social Sciences) software package. A series of statistical techniques consisting of descriptive technique, correlations and factor analysis have been applied to carry out the current research. The reliability of all the items has been measured by determining the value of Cronbach's Alpha.

3.5 Sample Description

The sample of the present research consists of graduate students of business studies studying in 10 different universities in Bangladesh. The notion behind approaching the graduate business students is that they are in a position to seek and start their anticipated career in near future. Two hundred graduate students of business studies have participated in the survey conducted to undertake this research. Among them, 136 respondents are male, which represents 68% of the total respondents. 32% of the participants are female, and this percentage is quite relevant in terms of the male-female ratio at the higher study level in Bangladesh. Study suggests that in 2004, 1.3 million students completed their higher studies in Bangladesh of which only 26% of the students were female (Monem & Baniamin, 2010). According to The World Bank (2015), the enrollment rate of the female students at the higher study programs was just over 40% and 41% of total students in 2011 and 2012 respectively.

Table 1: Profile of the Respondents

Characteristics	Category	Number	Percentage
	Male	136	68.0%
Sex	Female	64	32.0%
	Total	**200**	**100%**
	Unmarried	155	77.5%
Marital Status	Married	45	22.5%
	Total	**200**	**100%**
	21 - 23	29	14.5%
	24 - 26	102	51.0%
	27 - 29	40	20.0%
Age Range (in years)	30 - 32	19	9.5%
	33 - 35	10	5.0%
	Total	**200**	**100%**
	Employed	86	43.0%
Educational Level	Unemployed	114	57.0%
	Total	**200**	**100%**

Table 1 further reports that a vast majority of the participants are unmarried (77.5%). 57% of the total respondents are unemployed and still searching to get into their desired career. The ages of the participants are in between 21 and 35. In order to accommodate the fundamental assumptions of the analysis, the participants have been categorized into five different age units. More than half (51%) of the total respondents belong to the second age range (24-26 years). The number of participants falls under the first (21-23 years) and third (27-29 years) age ranges represents 14.5% and 20% respectively. Below 15% of the total respondents are aged over 30 years.

4. Findings

4.1 Validity and Reliability

The principal component analysis has been applied to identify the number of factors associated with the items used. So as to ensure the applicability of the factor analysis, the sample adequacy measure of Kaiser-Mayer-Olkin (KMO) and Bartlett's test has been experimented. The result of the KMO and Bartlett's test has produced the value to be 0.630, which is well above the minimum level (0.50) of sampling adequacy and relevance of factor analysis. As displayed in Table 3, all the four factors of this study have produced relatively standard alpha values ranging between 0.614 and 0.806, which certifies the acceptability of the items used to accomplish this study. According to Hair et al., (1998), the Cronbach's Alpha value of 0.60 is acceptable if the items are new and formulated explicitly for the context of the research. The highest value of cronbach's alpha among all the four factors is represented by personal attributes (0.806). The educational arrangement factor consumes the lowest alpha value (0.614). The cronbach's alpha values of socio-economic condition and institutional attributes are 0.728 and 0.712 respectively.

4.2 Results of the Factor Analysis

The principal component analysis has been employed to extract factors from the 21 measurement items. Four factors consist of 20 items (Table 3) have been resulted from the principal component analysis that affect exploring anticipated career. The factor analysis determines that the 20 items support the four factors: Personal Attributes (PA), Institutional Attributes (IA), Educational Arrangement (EA) and Socio-Economic Condition (SEC). To identify the items belong to each factor, principal component analysis of varimax rotation with Kaiser normalization has been applied. The measures of this study are positively and negatively phrased to ensure the reliability. By applying these item statements, the students as well as the policy makers would have a better understanding on how the students can explore their expected career. The scores of mean, the values of each item's factor loading, eigenvalues, variances and the values of Cronbach's alpha are presented in Table 2.

Table 2 demonstrates that the mean scores of the 20 item statements are in between 3.5 and 4.4. The results of the principal component analysis have produced higher factor loading for 20 items. Table 2 further reports that the factor loading of the 20 item statements varies between 0.61 and 0.91, which ensures that the factor loadings of all of these items are well above of the acceptance level (0.50) advocated by Hair et al., (2010). The higher mean scores and factor loadings of the items indicate that these items have been given significant importance by the respondents. The factor loadings of the majority of the items are over 0.7, which further ensures the greater significance and relevance of the defined measures. The eigenvalues, presented in Table 2, signify the total variance explained by each of the major individual factors. According to the score of the total variance explained extracted from principal component analysis (Table 2), the four factors that are explained below altogether can explain approximately over 71% of the total variance.

- The outcome of the rotated component matrix (Table 2) suggests that the first extracted factor of the present research is Personal Attributes (PA). The eigenvalue of the first factor is accounted for 24.278, which specifies that the variance explained by the personal attributes factor is 22.462%. The personal attributes factor is represented by six items, and the associated factor loadings of these six items range from 0.657 to 0.912, where PA1 retains the highest and PA5 retains the lowest factor loading. The items of personal attributes dimension include: PA1 (I change my personality and attitude while necessary), PA2 (I always try to obtain academic excellency), PA3 (I continuously try to increase my knowledge, skills and competencies), PA4 (I work hard to increase my service ability), PA5 (My offered values are highly potential) and PA6 (My experiences influence me to look forward).

- According to the results of the statistical analysis of collected data, the second extracted factor is found to be institutional attributes. Institutional attributes factor is determined by five items, which accounted for 18.176% of the variance. The associated factor loadings of the five items of institutional attributes vary between 0.683 and 0.873. The items of institutional attributes involve: IA7 (Curriculum should be designed aiming to make the students globally competent), IA8 (Providing high quality study materials would support me to increase my knowledge), IA9 (Changes in teaching styles would be helpful to develop my skills and competencies), IA10 (Collaborative career planning programs between my institute and business firms would benefit me), and IA11 (Organizing career counseling would be helpful mechanism for me).

- The products of rotated component analysis further reveal that the third extracted factor of this study is educational arrangement constituted by five items. The eigenvalue of educational arrangement factor is reported as 16.195, which indicates that this dimension can explain 19.314% of the total variance. The associated factor loadings of educational arrangement items remain between 0.614 and 0.820. The five items of educational arrangement comprise: EA12 (The policy of higher educational institutes looks to be imperfect), EA13 (Curriculum of the program is not well designed considering the global standard), EA14 (Providing teaching materials are insufficient to increase my knowledge), EA15 (Teaching styles are inappropriate to develop my skills and competencies) and EA16 (My institute hardly organizes collaborative career planning programs with business firms).

- The fourth and final extracted factor of the principal component analysis is socio-economic condition. The eigenvalue of socio-economic factor is 12.457, which implies that this factor can explain 11.161% of the total variance. The socio-economic condition factor is composed by four items. The associated factor loadings of socio-economic condition items vary between 0.635 and 0.707. The four items of socio-economic factor contain: SEC17 (My parent does not care much about my willingness and capability), SEC18 (The trend of competition is enormously increasing in Bangladesh), SEC19 (The progression of career opportunities becomes very slow) and SEC20 (Rising pressure and high expectations from my family affect me)

Table 2: Summary of the mean scores, rotated component matrix, eigenvalues and total variance

Factor	Items' Code	Mean	Item Loading	Eigen Value	% of Variance (Cummulative)	Value of Cronbach's Alpha
Personal Attributes	PA1	3.540	0.912	24.278	22.462 (22.262)	0.806
	PA2	3.630	0.797			
	PA3	4.385	0.768			
	PA4	3.830	0.759			
	PA5	3.600	0.657			
	PA6	3.535	0.754			
Institutional Attributes	IA7	3.665	0.836	18.183	18.176 (40.638)	0.712
	IA8	3.630	0.800			
	IA9	4.370	0.683			
	IA10	4.220	0.710			
	IA11	4.005	0.873			
Educational Arrangement	EA12	3.540	0.737	16.195	19.314 (59.952)	0.728
	EA13	3.625	0.614			
	EA14	3.350	0.799			
	EA15	3.385	0.820			
	EA16	3.395	0.733			
Socio-Economic Condition	SEC17	3.585	0.659	12.457	11.161 (71.113)	0.614
	SEC18	3.760	0.684			
	SEC19	3.960	0.635			
	SEC20	3.685	0.707			

One item (SEC21: Formulation of public policy seems to be imperfect) of socio-economic condition dimension has been dropped out due to inadequate factor loading.

4.3 Descriptive Statistics

Table 3 denotes the scores of mean and standard deviation of four factors of the current study. The mean and standard deviation have been measured using descriptive technique.

Table 3: Scores of Mean, Standard Deviation and Cronbach's Alpha

Dimensions	Mean	S.D	Alpha	No. of Items
Socio-Ecnomic condition (SEC)	3.748	0.648	0.728	4
Educational arragement (EA)	3.459	0.533	0.614	5
Personal Attributes (PA)	3.797	0.640	0.806	6
Institutional Attributes (IA)	3.978	0.643	0.712	5

The results of descriptive analysis (Table 3) show that the mean scores of the four factors are in between 3.4 and 4. Institutional attributes dimension (Mean: 3.978; SD: 0.643) holds the greatest mean scores among all the four dimensions, which determines that the students give high level of importance in this dimension. The educational arrangement (Mean: 3.459; SD: 0.533) contains the lowest mean score that demonstrates medium level of attention. The findings have also revealed that upper level of importance given on socio-economic and personal attributes, since the mean scores of socio-economic condition (Mean: 3.748; SD: 0.648) and personal attributes (Mean: 3.797; SD: 0.640) are comparatively high.

4.4 Correlations Statements

The results of correlations statement presented in Table 4 evidence the foundation of several correlations among the variables used to accomplish the current research.

Table 4: Correlations among Key Study Variables

	PA1	PA2	PA3	PA4	PA5	PA6	IA7	IA8	IA9	IA10	IA11	EA12	EA13	EA14	EA15	EA16	SEC17	SEC18	SEC19
PA1																			
PA2	.441**																		
PA3	.061	.477**																	
PA4	.437**	.308**	.337**																
PA5	.373**	.437**	.315**	.402**															
PA6	.397**	.041	-.005	.253**	.145*														
IA7	-.245**	-.192**	.100	-.027	.104	.126													
IA8	.033	-.165*	.050	.330**	-.112	-.014	.466**												
IA9	.060	.356**	.458**	.390**	.328**	.161*	.310**	.069											
IA10	.288**	.389**	.427**	.346**	.296**	.107	.338**	.259**	.408**										
IA11	.429**	.597**	.391**	.003	.009	.101	.045	.103	.147*	.534**									
EA12	.053	-.040	-.022	.062	-.004	.191**	-.124	.032	-.101	-.073	.206**								
EA13	.157*	.151*	-.096	-.193*	-.082	.006	-.139*	.060	-.034	.037	.080	.355**							
EA14	-.048	.074	-.104	-.139*	.096	-.026	-.007	.102	.028	.094	.076	.154*	.040						
EA15	-.056	.007	.026	.030	.152*	.132	.109	-.043	-.082	.039	-.007	.181*	.025	.045					
EA16	-.027	-.109	.010	.081	.116	-.009	-.049	-.071	.077	-.035	.045	.111	-.148*	-.036	.136				
SEC17	-.101	-.034	.114	.080	-.084	-.042	-.042	-.094	.090	.094	.092	-.105	.179*	.033	-.121	-.131	.047		
SEC18	-.012	.027	-.202**	.087	-.081	.075	.007	-.166*	-.106	.069	.056	.058	.039	.032	.036	.031	.186**		
SEC19	.007	-.065	.004	.042	-.140*	.132	.016	.141*	.032	.108	.071	.042	.036	.074	.045	.033	.103	.041	
SEC20	.092	-.106	-.014	.006	.075	.086	-.002	-.036	-.002	.049	.059	.039	.044	.120	-.092	-.189**	.117	.178*	.286**

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

According to the statistics displayed in Table 4, the items of personal attributes factor represent greater significant correlations than the items of other factors. The perception of PA2 has the highest correlations among all the items. PA2 is positively and negatively correlated with ten items. This item is highly correlated with four items of personal attributes such as PA1 (R=0.441, p<0.01), PA3 (R=0.477, p<0.01), PA4 (R=0.308, p<0.01) and PA5 (R=0.437, p>0.01). It also maintains positive correlations with three items of institutional attributes and one item (EA13) of educational arrangement, and negative correlations with two items of institutional attributes. The first item (PA1) of personal attributes has eight correlations with four items (PA2, PA4, PA5 and PA6) of personal attributes, three items (IA7, IA10 and IA11) of institutional attributes and one item (EA13) of educational arrangement factor. PA3 represents significant correlations with PA4 (R=0.337, p<0.01), PA5 (R=0.315, p<0.01), IA9 (R=0.458, p>0.01), IA10 (R=0.427, p<0.01) and IA11 (R=0.391, p<0.01). The perception of PA6 institutes two moderate correlations with IA9 (p<0.05) and EA12 (p<0.01). The items of institutional attributes factor also establish several significant correlations with various items. Several items of educational arrangement though represent moderate correlations, EA12 has significant correlation with EA13 (R=0.355, p<0.01). The items of socio-economic condition institute nine correlations altogether in which SEC18 is negatively correlated with PA3 (R=-0.202, p<0.01) and IA8 (R=-0.166, p<0.01), SEC19 is negatively correlated with PA5 (R=-0.140, p<0.05), and SEC20 is negatively correlated with EA16 (R=-0.189, p<0.01).

The result of statistical analysis of this study exposes that parents do not care much about the ability and willingness of their children according to the majority of the participants. This result attested the study of Whiston and Brecheisen (as cited in Watson & McMahon, 2005). Competition and slower advancement of opportunities are also considered as the two major influential elements in career exploration. The pessimistic condition of labor market navigates many Bangladeshi youth to search for better opportunities in overseas labor market (ILO, 2013). The perceptions of the students in this study also suggest that their careers are affected by the higher expectations of their family, which endorsed the study of Salami (1999). The students who participated in the survey are in the view that the higher education policy is imperfectly designed. Moreover, the students are lacking of other educational arrangement like well-designed curriculum, teaching method with modern facilities, sufficient study materials and career development programs. The studies of Ahmed (2013) and Alam et al., (2007) evidenced similar results. Therefore, the graduate students of business studies ponder that corresponding institutions should redesign curriculum to make them globally competent, provide quality and adequate learning materials, arrange collaborative career planning programs and career counseling, which can facilitate them to explore their aspired career. It is already mentioned that study (Barthorpe & Hall, 2000) revealed that those who attend in collaborative career advising sessions have the high level of confidence and enthusiasm in exploring their career. The study findings indicate that the students are willing to rectify their personality and attitudes whenever necessary, work hard, try to gain academic excellence, and increase skills, knowledge and competencies, since they consider that these qualities have intense impact on finding expected career.

5. Implications and Conclusion

This research is actually intended to explore the factors influencing the career choice of graduate students. The findings of the study attested four factors of career exploration: personal attributes, institutional attributes, educational arrangement and socio-economic condition, which are revealed as highly correlated with career of the students. The current study suggests that improved personal characteristics and institutional arrangement can be beneficial for the students to explore the right career. The findings of the present study have wide implications for the students, parents, educational institutions, government and policy makers.

Aiming to help the students in meeting the anticipated career, the curriculum of the programs need to be modern, need-based and of global standard (Ahmed, 2013). The parents also need to be careful about the willingness and ability of their adolescents. Individual attributes serve as very powerful instruments in finding desired career. Therefore, the students need to pay attentions in furthering their academic excellence, make continuous efforts in enhancing skills, knowledge and competencies, and positive care in

changing attitudes required for the anticipated career. The results of this study also highlight on arranging collaborative career planning and development programs and career counseling on a regular basis to motivate and assist students in exploring their expected career. The graduate students as well as their parents, universities and architect of educational policy can use the result of this study to accommodate all the necessary and relevant attributes to facilitate exploration and development of students' career.

This study has been concentrated solely with the graduate students of business study subjects. The outcomes of this research do not reflect the rationale of students of other study programs. The future researchers reserve the space to conduct further study accommodating students from a diverse context. Moreover, this study has only accommodated the students studying at the universities located in the Capital city of Bangladesh. Further research can be done involving the students studying at the universities outside the capital city.

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