Exploring the Factors Influencing Career Choice of BBA Students in Bangladesh

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Career choice is currently a subject, which attracted both the academics and professionals. As career plays a role between the social and organizational structure, career choice decisions can have significant influences on the social and economic development of the country. The BBA students are the subject of prime interest in the current study because a large number of students graduate from the public and private universities of Bangladesh each year. As career choice influences one's lifelong career development process, the current study focuses on investigating the factors that influence the career choice of BBA students. Thus the objective of the study is to explore the factors that have influential impact on the career choice in terms of the BBA students of Bangladesh. A structured questionnaire is used as a mean for primary source of data collection on a sample of 167 BBA students. Principle component analysis reveals eleven components that influence the career choice decisions of BBA students. The influencing factors are, micro/individual, psychosocial, structural, meso, socioeconomic, institutional/organizational, familial and societal, relational, fear, economic and educational, and agentic factors.

Keywords: career choice decision, career choice factors, BBA students.

1. Introduction

Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many diverse aspects, including the context in which they live, their personal aptitudes, self interest and educational accomplishment (Bandura, Barbaranelli, Caprara & Pastorelli, 2001).

Career choice is a matter which has attracted academic, professional as well as public attention, because of its multifaceted nature (Ozbilgin, Kusku & Erdogmus, 2004). Since career is a result of the interaction between individuals within organizational and social structures, it is important to analyze from diverse perspectives ranging from occupational psychology to organizational sociology. A major turning point in students' lives involves the career choice that they make while in high school. Commonly, it is viewed by family and society as a mere start to workplace readiness; however, this decision plays a major role in establishing a career path that opens as well as closes opportunities.

According to UGC Report (2012), around 23,129 students are studying for BBA in the 32 Government universities of our country. The numbers of BBA students are 4, 32,633 in the National universities, 4,064 in the open universities and 1,22,837 in the private universities all over the country. This picture portrays the interest of the students are to

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studying for BBA. Researchers identified that it has many individual benefits, i.e. it may improve one's human capital, and develop their career prospects and employability, it may be used as a device to negotiate an accelerated route to career advancement (Baruch & Peiperl, 2000), build their self confidence (Sturges, Simpson & Altmen, 2003), it may also facilitate career change. In this regard, an important issue to be considered. The issue is what factors influence the decisions of BBA students to pursue careers in our country? Different researches showed that the level of career aspiration usually affects curriculum choice hence career choice (Herr & Cramer, 1996). Also, career aspirations of students are influenced by numerous factors including gender, race, parental support, family background, academic achievement, socioeconomic status, and self-esteem (Esters & Bowen, 2005). In the same way, several factors have been found to be theoretically and empirically related to career aspirations which also influence the career choice process. Some of these factors include gender (Houser & Yoder, 1992; Jones & Larke, 2001), parents' occupation (Stone & Wang, 1990), parents' level of education (Conroy, Scanlon & Kelsey, 1998; Jones & Larke, 2003), parents' level of influence (Findlay & Rawls, 1984; Kotrlik & Harrison, 1987, 1989; Fisher & Griggs, 1995), and self esteem (Wilson & Fasko, 1992; Hughes, Martinek & Fitzgerald, 1985).

It is viewed that different research on career choice is not uncommon on occupational groups such as accountants and health care professionals (Morrison 2004; Hallissey, Hannigan & Ray, 2000; Kyriacou & Colthart 2000). This study is diverges from other studies that seek to provide blueprints for better career counseling. This study is different in the sense that it does not serve the purposes of predicting career choice behavior. It rather sets out to examine the factors that reportedly influence career choice for BBA students in Bangladesh. Identifying the career choice factors would give parents, educators, and industry an idea as to where students place most of their trust in the career selection process. It would also allow students to examine processes they use for career selection.

Based on this background, the current study focuses on investigating the factors that influence the career choice of BBA students. Thus the objective of the study is to explore the factors that have influential impact on the career choice in terms of the BBA students of Bangladesh. Data are collected from the students of BBA program from various public and private universities of Bangladesh through the structured questionnaire survey. The current paper starts with an introduction on the issue career choice to emphasize its importance followed by literature review. Then the research methodology is discussed in detail. Confirmatory factor analysis results are presented and interpreted followed by discussion, findings, and conclusion.

2. Literature Review

2.1 The Concept of Career Choice

Career selection is one of many important choices students will make in determining future plans. This decision will impact them throughout their lives. The essence of who the student is will revolve around what the student wants to do with their life-long work. According to Borchert (2002), career selection is broad opportunities that exist for lifelong vocations. These vocations are set out in a framework of strategies moving toward personal goals. Fields of professional, academic, and sociological endeavors are needs to be explored for the purpose of satisfying individual, economic, and academic goals. Ozbilgin, Kusku and Erdogmus (2004) defined career 'choice' is a multifaceted

phenomenon which can be better understood through a study of its key components, i.e. career and choice. The dictionary definition of choice is 'the voluntary act of selecting or separating from two or more things that which is preferred; and the determination of the mind in preferring one thing to another' (Webster's Dictionary 1998). The definition includes two components, first is the availability of alternatives, and the second one, the act of preference. If a reference to career 'choice' is made, availability of career choices and the dynamics of choosing a career should be examined. Hence, in order for career choice to take place, there should be substitute career routes available and there should be a personal preference between these career options (Ozbilgin, Kusku & Erdogmus, 2004)

2.2 Various Models on Career Choice

Several models are found that are developed by previous researchers. Three of these models are discussed here as these three models are used as theoretical basis for the current study.

2.2.1 Micro-Meso-Macro Model

In order to investigate career choice as an result of the complex relationship of agency and structure, the present study follows the micro, meso and macro-levels model developed by Ozbilgin, Kusku & Erdogmus (2004). Moreover, Bourdieu (1998) has used the concepts of capital and dispositions at micro level, habitus at meso level and the field at macro level of analysis in order to operationalise his realist project of social research (Jenkins, 1992). The first notion that resides at the micro-individual level of analysis is the capital. At the micro level of the self, there are factors such as individual agency, dispositions and varieties of capital, the influential factors on individual career selection (Ozbilgin, Kusku & Erdogmus, 2004). Bourdieu (1986), breaking with the homologous tradition of human capital theorists such as Becker (1967), identified various forms of capital (i.e. economic, social, cultural, and symbolic capital) that individuals illustrate on in order to take their career selection (Bourdieu 1998).The meso level of analysis that Bourdieu (1998) proposes can be understood through an exploration of his perception of *habitus*. It is the habitus or the processes which intercede and negotiate career choices in the context of individual desires, capital and contextual circumstances. At the macro level, it includes structural settings that hamper or enhance career choice. It resides the considerations of structural and institutional conditions that manifest themselves as different forms of discrimination and disadvantage, path dependencies, boundaries and rigidities.

The inclusion of micro, meso and macro levels of analysis allows for a reading of individual career 'choice' as a negotiated method which is socially and historically situated. This analysis allows the investigator to observe social reality and its many interwoven relationships in their broader complexity (Ozbilgin et al. 2004.) Combining these three levels of analysis is required for a deeper understanding of influences on career choice. Making sense of career choice requires an examination of the interwoven nature of the relationship between subjective reality of careers, such as the individual career experience, and objective reality of structural conditions, such as the structures of opportunity and restriction, as residing in the field.

2.2.2 Career Decision Making Theory

A model of career decision-making developed by O'Neil, Meeker, and Borger (1978) served as the theoretical base of this study. The model presented an overview of how individuals make career decisions. O'Neil et al., (1978) defined a career decision as a process where the occurrence of a specific career selection becomes more probable than any of its available options (Brown-West, 1990). Researchers found that various factors play a role in the career decision process (Harren, 1979; Osipow, 1973). The model indicated that there are six major factors and 22 sub-factors that are major determinants in the process. They identified the six major factors in the model which are (a) the Familial Factor, (b) the Individual Factor, (c) the Societal Factor, (d) the Socioeconomic Factor, (d) the Situational Factor, and (e) the Psychosocial-Emotional factor. O'Neil et al. found each of the six factors to be attributable variables in career choice processes. Even though these factors are not all inclusive, they tend to influence career decision-making (Evans, 1997)

In the current study, this model is used as a basis for determining factors that influence the career choice decisions of BBA students of Bangladesh. Additionally, the O'Neil model served as the basis for determining interview questions and establishing research categories. The O'Neil model of career decision-making is based on predominantly white high-school, undergraduate, and graduate students. This model does not specifically propose to provide a complete framework for understanding the career decision-making process for BBA students of the country. It does, however, serve as a framework for building an understanding of the process.

2.2.3 Career Choice Factors of High School Students Model

Borchert (2002) showed that three areas of a student's life affect the career choices they make i.e. environment, opportunity, and personality. All three played different roles in career outcomes of a student. The first factor in career choice, environment may influence the career students choose. The divergent physical factors that make up our surroundings (Britannica, 2002), and in turn act upon us. For the study, the forces of family, political, social, and economic issues were included that both typical and non-typical students may deal with on a day-to-day basis. Moreover, someone in the student's life has made a significant impact or impression, leading to a individual career choice (Borchert, 2002). Throughout a career, a person may search for to accommodate the environment with one's goals, while at the same time being incorporated into the environment (Kroll, Dinklage, Lee, Morley & Wilson, 1970)

Personality is one more determining factor may influence a chosen career. It is a characteristic way of thinking, feeling and behaving (Britannica, 2002). Thus, it is the set of impressions in the appearance of the student's body and the impressions believed to have been made on others, good or bad. One's personality may embrace attitudes and beliefs that affect the way we deal with interactions of people and, in particular for this study, the situations of choosing a specific career (Borchert, 2002). In reality, some careers insist that an employee have the personality to match the requirements of the occupation. Splaver (1977) said personality plays a vital role in the choosing of the accurate career. A student's personality must be a self-motivated type, as to examine career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide.

Opportunity is the third element that has shaped career choices for students. Careers and education do not always synchronize the abilities to the opportunities. Opportunities are those choices in one's life which are exposed either in a subtle or obvious manner. These choices or ways give the individual a choice between two or more results. The outcomes of one's choosing may or may not exceed one's present abilities. Opportunity may influence how students have perceived their expectations in terms of the reasonable probability of a future in particular career fields. Opportunities in career choice would include educational settings, technical schools, entry-level job openings, job shadowing, vocational guidance, job appointment, and industry contacts. Super (1957) stated that intelligence has little to do with getting entry-level positions; rather, maturity, as in physical size and behavior, is preferred more by the employer than intelligence.

Based on this literature review the current research develops a conceptual framework for the study. As the objective of the study is to explore the factors influencing the career choice decisions of BBA students, micro-meso-macro model of career choice (Ozbilgin, Kusku & Erdogmus, 2004), career decision-making model (O'Neil, Meeker & Borger, 1978), and career choice factors of high school students model (Borchert, 2002) are adapted in the present study. Reviewing these career choice theories is required for a deeper understanding of influences on career choice. This would be helpful to identify the factors that students have used in identifying career choices so that the support teams of those students may better aid in the decision making process.

3. Methodology

3.1 Procedure

The current study is an exploratory research. The data are collected in Dhaka, the capital city of Bangladesh by mean of structured questionnaire. In total, 165 students of BBA program from the public and private universities are included as participants in the study on a voluntary basis. According to Nunnally (1978), the ideal sample size for any exploratory research is within 40 to 60. A total of 13 universities are included in the study based on the convenience of the researchers. The sample is comprised of 90 male and 67 female students. The data are collected in the year 2013, the survey period is from March 2013 to June 2013.

3.2 Measures

A structured questionnaire with 39 item statements is designed to collect the responses from the students. The answer format is a 5-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (5). The item statements are included in the questionnaire based on literature review. At beginning a question is asked to the students regarding their decision of career choice, stating "I have made/will make a career choice". Then to explore the factors associated to career selection, the current study follows several research models from the past studies, i.e. micro-macro-meso model of career choice (Ozbilgin, Kusku & Erdogmus, 2004), career decision-making model (O'Neil, Meeker & Borger, 1978), and career choice factors of high school students model (Borchert, 2002). Table 1 represents the career choice influencing variables included in the study with their sources.

Table 1: Career choice variables and their sources from literature review

Study Variables	Source
Free choice in making career decisions	Bourdieu (1998), Ozbilgin, Kusku & Erdogmus (2004)
Self-expectancies about career	O'Neil, Meeker & Borger (1978), Evans (1997)
Own skills, abilities and competencies	Bourdieu (1998), Ozbilgin, Kusku & Erdogmus (2004)
Own interests	O'Neil, Meeker & Borger (1978), Evans (1997)
Own attitudes	O'Neil, Meeker & Borger (1978), Evans (1997)
Own achievement needs	O'Neil, Meeker & Borger (1978), Evans (1997)
Father's role model	O'Neil, Meeker & Borger (1978), Evans (1997)
Mother's role model	O'Neil, Meeker & Borger (1978), Evans (1997)
Educational experience	O'Neil, Meeker & Borger (1978), Evans (1997), Esters & Bowen (2005)
Own knowledge of career/job market	Bourdieu (1998), Ozbilgin, Kusku & Erdogmus (2004)
Own education and training	Bourdieu (1998), Ozbilgin, Kusku & Erdogmus (2004)
Own financial/economic condition	Bourdieu (1998), Ozbilgin, Kusku & Erdogmus (2004)
Own background	Bourdieu (1998), Ozbilgin, Kusku & Erdogmus (2004)
Friends	Bourdieu (1998), Borchert (2002), Ozbilgin, Kusku & Erdogmus (2004)
Family	Bourdieu (1998), Borchert (2002), Ozbilgin, Kusku & Erdogmus (2004)
Mass media	O'Neil, Meeker & Borger (1978), Evans (1997)
Own sex	Ozbilgin, Kusku & Erdogmus (2004), Esters & Bowen (2005)
Own ethnicity/race	Ozbilgin, Kusku & Erdogmus (2004), Esters & Bowen (2005)
Own age	O'Neil, Meeker & Borger (1978), Evans (1997)
Chance/luck/faith	O'Neil, Meeker & Borger (1978), Evans (1997)
Social class	O'Neil, Meeker & Borger (1978), Evans (1997)

Sex discrimination	O'Neil, Meeker & Borger (1978), Evans (1997)
Demand and supply of jobs	O'Neil, Meeker & Borger (1978), Evans (1997)
Minimal possibility of experiencing career obstacles	Borchert (2002)
Fear of failure in other careers	O'Neil, Meeker & Borger (1978), Evans (1997)
Fear of success in other careers	O'Neil, Meeker & Borger (1978), Evans (1997)
Lack of confidence	O'Neil, Meeker & Borger (1978), Evans (1997)
Lack of assertiveness	O'Neil, Meeker & Borger (1978), Evans (1997)
Role conflict	O'Neil, Meeker & Borger (1978), Evans (1997)
Ease of access	Clark & Drinkwater (2000), Ozbilgin, Kusku & Erdogmus (2004)
Lack of access to other career	Borchert (2002), Clark & Drinkwater (2000), Ozbilgin, Kusku & Erdogmus (2004), Esters & Bowen (2005)
Quality of life associated with the career	Hallissey, Hannigan & Ray (2000), Ozbilgin, Kusku & Erdogmus (2004)
Flexibility associated with the career	Hallissey, Hannigan & Ray (2000), Ozbilgin, Kusku & Erdogmus (2004)
Autonomy associated with the career	Hallissey, Hannigan & Ray (2000), Ozbilgin, Kusku & Erdogmus (2004)
Development opportunities	Borchert (2002), Hallissey, Hannigan & Ray (2000), Ozbilgin, Kusku & Erdogmus (2004)
Promotion opportunities	Hallissey, Hannigan & Ray (2000), Ozbilgin, Kusku & Erdogmus (2004)
Training and education opportunities	Borchert (2002), Hallissey, Hannigan & Ray (2000), Ozbilgin, Kusku & Erdogmus (2004)
Superior financial rewards	Borchert (2002), Hallissey, Hannigan & Ray (2000), Ozbilgin, Kusku & Erdogmus (2004)

3.3 Statistical Tools for Data Analysis

The responses are analyzed with SPSS in the present study. The illustration of the Probability-Probability plot (P-P plot) of items assured that the pre-assumption of normal distribution of data. The central view and the diversity among the views of the respondents are observed in case of each item individually. Data are checked for reliability with the help of Cronbach Alpha's value. The Cronbach alpha value of at least 0.70 is the basis of reliability (Cronbach, 1951) and thus the 0.70 alpha value demonstrates that all attributes are internally consistent (Fujun, Hutchinson, Li, & Bai, 2007). The Cronbach alpha value for this study is 0.85 that meets the criteria of cut off point. Thus all the attributes of the study are reliable. Then, the Principal Component

Analysis (PCA) with Varimax rotation is applied to extract the factors influencing career choice of BBA students in Bangladesh.

4. Results and Discussion

4.1 Descriptive Statistics

Table 2 shows the mean, standard deviation, and standard error values for the 38 variables included in the study for exploring the career choice factors. The highest mean value is found for the variable 'superior financial rewards' and lowest mean value is found for the variable 'lack of confidence', which indicate the highest and lowest priority for career choice decisions. The standard deviation values are ranged from 0.9 to 1. According to the mean value the top five and least five variables are presented in Table 3. These values indicate the most and least important influencing variables for career choice of the BBA students.

Table 2: Descriptive statistics of the career choice variables

Variables	Minimum	Maximum	Mean	Std. Deviation	Std. Error
Free choice in making career decisions	1.00	5.00	3.867	1.113	0.087
Self-expectancies about career	1.00	5.00	3.503	1.167	0.091
Own skills, abilities and competencies	1.00	5.00	3.909	1.041	0.081
Own interests	1.00	5.00	3.921	1.059	0.082
Own attitudes	1.00	5.00	3.903	0.964	0.075
Own achievement needs	1.00	5.00	3.691	1.022	0.080
Father's role model	1.00	5.00	3.073	1.291	0.100
Mother's role model	1.00	5.00	3.055	1.246	0.097
Educational experience	1.00	5.00	3.170	1.291	0.100
Own knowledge of career/job market	1.00	5.00	3.606	0.998	0.078
Own education and training	1.00	5.00	3.655	0.992	0.077
Own financial/economic condition	1.00	5.00	3.806	0.917	0.071
Own background	1.00	5.00	3.552	1.090	0.085
Friends	1.00	5.00	3.333	1.149	0.089
Family	1.00	5.00	2.994	1.276	0.099
Mass media	1.00	5.00	3.061	1.253	0.098
Own sex	1.00	5.00	2.970	1.207	0.094
Own ethnicity/race	1.00	5.00	3.133	1.150	0.090
Own age	1.00	5.00	3.242	1.175	0.091
Chance/luck/faith	1.00	5.00	3.345	1.193	0.093
Social class	1.00	5.00	3.400	1.214	0.094
Sex discrimination	1.00	5.00	3.570	1.100	0.086
Demand and supply of jobs	1.00	5.00	3.236	1.184	0.092
Minimal possibility of experiencing career obstacles	1.00	5.00	3.309	1.108	0.086
Fear of failure in other careers	1.00	5.00	3.315	1.081	0.084
Fear of success in other careers	1.00	5.00	3.036	1.301	0.101
Lack of confidence	1.00	5.00	2.776	1.318	0.103
Lack of assertiveness	1.00	5.00	2.879	1.320	0.103
Role conflict	1.00	5.00	2.988	1.321	0.103
Ease of access	1.00	5.00	3.364	1.088	0.085
Lack of access to other career	1.00	5.00	3.133	1.192	0.093
Quality of life associated with the career	1.00	5.00	3.715	1.109	0.086
Flexibility associated with the career	1.00	5.00	3.539	1.107	0.086
Autonomy associated with the career	1.00	5.00	3.400	0.980	0.076
Development opportunities	1.00	5.00	3.958	0.990	0.077
Promotion opportunities	1.00	5.00	3.764	0.943	0.073
Training and education opportunities	1.00	5.00	3.764	0.975	0.076
Superior financial rewards	1.00	5.00	4.024	1.047	0.082

Table 3: The most and least important influences for career choice

Top five variables	Mean value	Bottom five variables	Mean value
Superior financial rewards	4.024	Lack of confidence	2.776
Development opportunities	3.958	Lack of assertiveness	2.879
Own interests	3.921	Own sex	2.970
Own skills, abilities and competencies	3.909	Role conflict	2.988
Own attitudes	3.903	Family	2.994

4.2 Principal Component Analysis (PCA)

To extract factors influencing career choice of BBA students this study performed the PCA with Varimax rotation in terms of Bangladesh. According to Malhotra (2010) PCA is used in those instances when the primary concern is to determine the minimum number of factors that would account for maximum variance in the data. Here, Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is examined in order to measure the appropriateness of the factor analysis. For the KMO statistic Kaiser (1970) recommends a bare minimum of 0.5 and that values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and values above 0.9 are superb. In the current study, the value of KMO is 0.731, which is an indication of sampling adequacy (see Table 4). Bartlett's Test of Sphericity confirms the measure of sampling adequacy as significant (p-value<0.01).

Table 4: Result for KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.731
Bartlett's Test of Sphericity	Approx. Chi-Square	2411.412
	df	741
	Sig. value	0.000*

* Measure of sampling adequacy is significant at 0.01 level.

Eleven components are found after examining of the Eigenvalues extracted from PCA. The extracted eleven components can explain as much as 51.820% of the total variation that is caused by the eleven variables. The first component explains the most, about 15.908%, whereas the eleventh component explains 1.419% of the total variation. The remaining variance is explained by other components (see Table 5).

Table 5: Total variance explained by PCA

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.204	15.908	15.908	3.375	8.654	8.654
2	5.174	13.266	29.175	3.168	8.123	16.777
3	2.170	5.565	34.739	2.495	6.399	23.175
4	1.976	5.066	39.805	2.386	6.119	29.294
5	1.698	4.353	44.158	2.347	6.018	35.312
6	1.570	4.025	48.183	2.302	5.903	41.215
7	1.419	3.637	51.820	1.945	4.986	46.201
8	1.237	3.172	54.992	1.862	4.773	50.974
9	1.170	3.000	57.992	1.648	4.225	55.199
10	1.099	2.818	60.811	1.623	4.160	59.359
11	1.047	2.685	63.496	1.613	4.136	63.496

Extraction Method: Principal Component Analysis.

The principle components are further rotated using Varimax with Kaiser Normalization algorithm. The result of the rotated component matrix is presented in the Table 6. Table 6 also shows the h^2 (communalities) of each variable. It varies from 50.8% to 80.6%, suggesting the extracted factors are sufficient to account for most of the variations of variables existing in the data. The factor loading those are greater than 0.40 are considered and all the variables are loaded on the eleven components. The logic behind suppressing loadings less than 0.4 is based on Stevens' (2002) suggestion. This cut-off point is appropriate for interpretative purposes such as loadings greater than 0.4 represent substantive values. All the components are explained here factor loading and communality values.

Table 6: Rotated component matrix

Questions	Variables	Component 1	2	3	4	5	6	7	8	9	10	11	h^2
Q1	Free choice in making career decisions	0.633											0.627
Q2	Self-expectancies about career	0.477											0.626
Q3	Own skills, abilities and competencies	0.762											0.691
Q4	Own interests	0.688											0.635
Q5	Own attitudes	0.579											0.589
Q6	Own achievement needs	0.677											0.714
Q7	Father's role model							0.492					0.672
Q8	Mother's role model							0.751					0.750
Q9	Educational experience							0.642					0.723
Q10	Own knowledge of career/job market			0.413									0.580
Q11	Own education and training									0.464			0.601
Q12	Own financial/economic condition									0.774			0.675
Q13	Own background										0.668		0.652
Q14	Friends										0.593		0.592
Q15	Family										0.458		0.688
Q16	Mass media			0.706									0.656
Q17	Own sex			0.610									0.630
Q18	Own ethnicity/race			0.616									0.605
Q19	Own age			0.409									0.534
Q20	Chance/luck/faith					0.513							0.508
Q21	Social class					0.581							0.711
Q22	Sex discrimination					0.642							0.583
Q23	Demand and supply of jobs					0.692							0.589
Q24	Minimal possibility of experiencing career obstacles									0.769			0.674
Q25	Fear of failure in other careers									0.650			0.583
Q26	Fear of success in other careers		0.538										0.589
Q27	Lack of confidence		0.744										0.719
Q28	Lack of assertiveness		0.830										0.806
Q29	Role conflict		0.793										0.685
Q30	Ease of access								0.679				0.622
Q31	Lack of access to other career						0.570						0.517
Q32	Quality of life associated with the career								0.547				0.644
Q33	Flexibility associated with the career						0.759						0.716
Q34	Autonomy associated with the career						0.759						0.684
Q35	Development opportunities				0.436								0.636

Q36	Promotion opportunities				0.659								0.536
Q37	Training and education opportunities				0.710								0.637
Q38	Superior financial rewards				0.606								0.531

Rotation Method: Varimax with Kaiser Normalization, Rotation converged in 20 iterations.
The questionnaire item statements are indicated with the symbol Q.

4.2.1 Component 1 – Micro/Individual Factors

It is evident from Table 6 that variables Q1, Q2, Q3, Q4, Q5, and Q6 forms a group and explains 15.908% of the total variance. The accumulation of these variables under first component indicates the existence of latent relationship among them.

The associated factor loading of the first element that means the variable 'own skills, abilities and competencies' is 0.762, which implies that it is highly correlated with the first component and can explain about 69.1% of the variance of career choice decisions caused by this variable (see Table 7). The second variable is 'own interests', which has a factor loading of 0.688 and can explain about 63.5% of variance caused by the variable. The third and forth variable of the component are 'own achievement needs' and 'free choice in making career decisions' having factor loading of 0.677 and 0.633 respectively, which are able to explain 71.4% and 62.7% of variance caused by Q6 and Q1. The last two variables of component 1 are 'own attitudes' and 'self-expectancies about career' that have factor loading of 0.579 and 0.477. These two variables can explain 58.9% and 62.6% of the variance respectively. The communalities of the variables are satisfactory and thus ensure that the extracted components are well representatives of the original variables. All these variables of component 1 are categorized as 'Micro' or 'Individual' factors that influence the career choice of BBA students in the current study. The concept of 'Micro' factors as career choice decision making was first identified by Bourdieu (1998). According to him, at micro or individual level, capital is the level of analysis. These capitals can be identified various forms of capital such as, economic, social, cultural, and symbolic capital, which an individual considers while choosing the career (Bourdieu, 1998). Later on Ozbilgin, Kusku & Erdogmus (2004) explain the micro factors in the following way, "at the micro level of the self, there are factors such as individual agency, dispositions and different forms of capital, as key influences on individual choice" (p.5). O'Neil, Meeker and Borger (1978) characterized these factors as 'individual' factors for career selection. According to these scholars, individual factors involve the things that an individual expects of himself, as well as his abilities, interests, attitudes, and need to achieve (O'Neil, Meeker & Borger, 1978). Thus the variables, own skills, abilities, competencies, interests, attitudes, achievement needs, self-expectancies, and free choice of decision making are considered as 'Micro' or 'Individual' level factors in the present study.

Table 7: Factor loading and communality for each variables of Component 1

Variable Number	Name of the Variable	Factor Loading	h^2
Q3	Own skills, abilities and competencies	0.762	0.691
Q4	Own interests	0.688	0.635
Q6	Own achievement needs	0.677	0.714
Q1	Free choice in making career decisions	0.633	0.627
Q5	Own attitudes	0.579	0.589
Q2	Self-expectancies about career	0.477	0.626

4.2.2 Component 2 – Psycho-social/Emotional Factors

The second component comprises of four variables Q26, Q27, Q28, and Q29, which explains 13.266% of the variances indicating the existence of latent relationship among the variables. The first variable loaded under this component is 'lack of assertiveness', which has factor loading of 0.830 and can explain 80.6% of the variance caused by the variable. The second variable is 'role conflict' having a factor loading of 0.793 and it can explain about 68.5% of the variances. The third and forth variables of component 2 are 'lack of confidence' and 'fear of success in other careers', which can explain 71.9% and 58.9% of the variances. These variables are loaded with the value of 0.744 and 0.538 respectively (see Table 8). All these variables are considered as 'Psycho-social' or 'Emotional' factors for career choice as these are defined as problem areas that can restrict, limit, or influence career development (O'Neil, Meeker & Borger, 1978). According to Evans (1997), these factors are the emotional, personal, and social barriers that avert an individual from making a satisfactory career choice. Thus these variables play a vital role in career selection process of the BBA students in the study.

Table 8: Factor loading and communality for each variables of Component 2

Variable Number	Name of the Variable	Factor Loading	h^2
Q28	Lack of assertiveness	0.830	0.806
Q29	Role conflict	0.793	0.685
Q27	Lack of confidence	0.744	0.719
Q26	Fear of success in other careers	0.538	0.589

4.2.3 Component 3 – Structural & Mass Media Factors

The third component extracted by PCA comprises of five questions that are Q10, Q16, Q17, Q18, and Q19. Component 3 can explain 5.565% of the total variances. The highest factor loading is found for the variable 'mass media' having 0.706 value, which can explain 65.6% of the variance caused by the variable. The second and third variables are 'own ethnicity/race' and 'own sex' having factor loading values of 0.616 and 0.610. These variables can explain 60.5% and 63% of the variances respectively. 'Own knowledge of career/job market' and 'own age' are the last two variables under this component having factor loading of 0.413 and 0.409 and these variables can explain 58% and 53.4% of the variances caused by the variables (see Table 9). These variables of component 3 are symbolized as 'Structural' factors according to Ozbilgin and colleagues' (2004) study. These variables work as conditions that "…manifest themselves as different forms of discrimination and disadvantage, path dependencies, and career trajectories, boundaries and rigidities" (Ozbilgin, Kusku & Erdogmus, 2004, p.6).

Table 9: Factor loading and communality for each variables of Component 3

Variable Number	Name of the Variable	Factor Loading	h^2
Q16	Mass media	0.706	0.656
Q18	Own ethnicity/race	0.616	0.605
Q17	Own sex	0.610	0.630
Q10	Own knowledge of career/job market	0.413	0.580
Q19	Own age	0.409	0.534

4.2.4 Component 4 – Meso Factors

Four variables that are Q35, Q36, Q37, and Q38 are loaded under the forth component according to PCA, which can explain 4.353% of the total variances. The first variable is 'training and education opportunities' with highest factor loading value of 0.710 and it can explain about 63.7% of the variances. 'Promotion opportunities' is the second variable loaded under component 4, which can explain 53.6% of the variances having 0.659 factor loading value. The third and forth variables can explain 53.1% and 63.6% of the variances caused by the variables. The variables are 'superior financial rewards' having factor loading of 0.606 and 'development opportunities' having factor loading value of 0.436 (see Table 10). The variables of component 4 are here considered as 'Meso' level factors followed by Ozbilgin and colleagues' (2004) study. According to these scholars, "the meso level involves the habitus or the processes which mediate and negotiate career choices in the light of individual desires, capital and contextual circumstances" (p.5). Here habitus are the dispositions that embrace both habitual and cognitive elements for career choice decision. Thus, training, education, promotion, development opportunities, and financial rewards work as habitus for career selection, which signifies the 'Meso' factors.

Table 10: Factor loading and communality for each variables of Component 4

Variable Number	Name of the Variable	Factor Loading	h^2
Q37	Training and education opportunities	0.710	0.637
Q36	Promotion opportunities	0.659	0.536
Q38	Superior financial rewards	0.606	0.531
Q35	Development opportunities	0.436	0.636

4.2.5 Component 5 – Socio-economic & Situational Factors

Q20, Q21, Q22, and Q23 are loaded under the next component that is the fifth component. This component can explain 5.066% of the total variances. The first variable loaded of this component is 'demand and supply of jobs' having the highest factor loading of 0.692 and it can explain 58.9% of the variances caused by the variable. 'Sex discrimination' having factor loading of 0.642 and 'social class' having factor value of 0.581 are the second and third variables of component 5. These variables can explain 58.3% and 71.1% of the variances respectively. The last variable of this component is 'chance/luck/faith', which has factor loading of 0.513 and can explain 50.8% of the variances (see Table 11). These variables are combined as 'Socio-economic' and 'Situational' factors for career selection under the current study. These factors are related to society's economic condition, as well as social, racial, and ethnic group membership (O'Neil, Meeker & Borger, 1978). O'Neil and his colleagues also included sex discrimination, and the supply and demand of jobs in this category of career choice

decision making process. Finally chance/luck/faith of an individual is a situational factor that involves unpredictable situations, which can also shape the career choice.

Table 11: Factor loading and communality for each variables of Component 5

Variable Number	Name of the Variable	Factor Loading	h^2
Q23	Demand and supply of jobs	0.692	0.589
Q22	Sex discrimination	0.642	0.583
Q21	Social class	0.581	0.711
Q20	Chance/luck/faith	0.513	0.508

4.2.6 Component 6 – Institutional/Organizational Factors

Three variables, Q31, Q33, and Q34 are loaded under component 6, which explains 4.025% of the total variances. 'Flexibility associated with the career' and 'autonomy associated with the career' are the first two variables with same factor loading value of 0.759 and these can explain 71.6% and 68.4% of the variances respectively caused by the variables. The last variable of this component is 'lack of access to other career' having factor loading of 0.570 and it can explain 51.7% of the variances (see Table 12). These variables are characterized as 'Institutional' factors by Ozbilgin and colleagues' (2004). Similar as the meso factors these also mediate and negotiate career choice. Thus these variables are considered as 'Institutional' or 'Organizational' in the present study.

Table 12: Factor loading and communality for each variables of Component 6

Variable Number	Name of the Variable	Factor Loading	h^2
Q33	Flexibility associated with the career	0.759	0.716
Q34	Autonomy associated with the career	0.759	0.684
Q31	Lack of access to other career	0.570	0.517

4.2.7 Component 7 – Familial and Societal Factors

From Table 10 it is evident that three variables (Q7, Q8, and Q9) are loaded under the seventh component, which explains 3.637% of the total variances according to PCA. The first variable of this component is 'mother's role model' having the highest factor loading of 0.751, which can explain 75% of the variances. 'Educational experience' is the second variable having 0.642 factor loading and it can explain 72.3% of the variances. The last variable of this component is 'father's role model' that explains 67.2% of the variances and has factor loading 0.492 (see Table 13). These three variables are categorized as 'Familial' and 'Societal' factors in the current study as O'Neil, Meeker and Borger (1978) characterized mother's and father's role model as 'Familial' factors, and educational experience as 'Societal' factor in their study.

Table 13: Factor loading and communality for each variables of Component 7

Variable Number	Name of the Variable	Factor Loading	h^2
Q8	Mother's role model	0.751	0.750
Q9	Educational experience	0.642	0.723
Q7	Father's role model	0.492	0.672

4.2.8 Component 8 – Relational Factors

The eighth component comprises of only two variables, which are Q30 and Q32. This component can explain 3.172% of the total variances. The variables are 'ease of access to the career' having factor loading 0.679 and 'quality of life associated with the career' having factor loading 0.547. These two variables can explain 62.2% and 64.4% of the variances caused by the variables (see Table 14). In the current study these two variables are considered as 'Relational' factors according to Ozbilgin and colleagues' (2004) study.

Table 14: Factor loading and communality for each variables of Component 8

Variable Number	Name of the Variable	Factor Loading	h^2
Q30	Ease of access	0.679	0.622
Q32	Quality of life associated with the career	0.547	0.644

4.2.9 Component 9 – Fear Factors

The next component is also consisted of two variables, Q24 and Q25. Component 9 can explain 3% of the total variances according to PCA. The first variable is 'minimal possibility of experiencing career obstacles', which has factor loading 0.769 and explains 67.4% of the variances. The second and last variable of this component explains 58.3% of the variances, which has factor loading value of 0.650 (see Table 15). These two variables are found in Borchert's (2002) and Evan's (1997) study respectively. Here in the current study, these variables are categorized as 'Fear' factors, which have influences on the BBA students' career choice.

Table 15: Factor loading and communality for each variables of Component 9

Variable Number	Name of the Variable	Factor Loading	h^2
Q24	Minimal possibility of experiencing career obstacles	0.769	0.674
Q25	Fear of failure in other careers	0.650	0.583

4.2.10 Component 10 – Economic and Educational Factors

Component 10 also includes two variables, Q11 and Q12. This component explains 2.828% of the total variances. 'Own financial/economic condition' is the first variable under this component, which has factor loading 0.774. 'Own education and training' is the second variable having factor loading 0.464. These two variables can explain 67.5% and 60.1% of the variances caused by the variables (see Table 16). Ozbilgin and colleagues' (2004) categorized these two variables as micro level factors as these are individual factors. In the present study these are symbolized as 'Economic' and 'Educational' factors as these the variables formed a separate group by PCA.

Table 16: Factor loading and communality for each variables of Component 10

Variable Number	Name of the Variable	Factor Loading	h^2
Q12	Own financial/economic condition	0.774	0.675
Q11	Own education and training	0.464	0.601

4.2.11 Component 11 – Agentic Factors

The last component of the current study explains 2.685% of the total variances and consisted of three remaining variables that are Q13, Q14, and Q15. 'Own background' is the first variable that explains 65.2% of the variances and has factor loading value of 0.668. The second and third variables are 'friends' and 'family', which have factor loading 0.593 and 0.458. These variables explain 59.2% and 68.8% of the variances respectively (see Table 17). Ozbilgin and colleagues' (2004) considered these variables as 'Agentic', which are micro level influences. Followed by these scholars' research, these variables are categorized as 'Agentic' factors in the current study.

Table 17: Factor loading and communality for each variables of Component 11

Variable Number	Name of the Variable	Factor Loading	h^2
Q13	Own background	0.668	0.652
Q14	Friends	0.593	0.592
Q15	Family	0.458	0.688

5. Conclusion

The study is conducted to explore the factors for career choice decision made by the BBA students. Assessment of the data explores several factors which are grouped as micro, psychosocial, structural, meso, socioeconomic, institutional, organizational, familial, societal, relational, fear, economic, educational, and agentic factors. This result can be a contribution in the career choice literature, specially for those who are interested to understand the dynamic nature career choice. With the growing number of BBA students in Bangladesh, the current study will be able to provide insight for career counseling and to design the future career paths of the business students. This will further help the businesses to grow fast with motivated and enthusiastic young generation who can compete with the rest of the world.

The results of this study need to be viewed and acknowledged in lights of its limitations. First, the data are collected only from Dhaka city. Thus the findings cannot be generalized. Therefore, future research should be conducted on a larger scale by considering more BBA students from all over Bangladesh to authenticate the findings of the study. Second, to determine the sample size and respondents statistically accepted techniques should be utilized. It was not possible for the current researchers to adapt the statistically accepted techniques as it requires a lot of monetary and non-monetary resources. Third, the conclusions drawn from this study are limited by self-report data and cross-sectional characteristics of the data.

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