CHAPTER 1

Introduction

The trend of prioritizing government job compares to private job among university students has varied significantly over the past year. With the economy starting to open in early 1990s, more job opportunities started to be created in the private sector. Since the early 1990s, for young educated people, private sector jobs become more attractive compared to public sector jobs mainly because of the relatively better compensation package on offer. This situation has begun to gradually change in recent years, particularly following the last two pay scales revisions for public servant in 2009 and 2015.The young are the main driving force for the development in any nation. After student-life, almost everyone sets out into the world looking for a job. Government job offer better job security as well as economic safety compares to private job. Also, public services jobs are highly valued in society and relatively less working pressure compares to private job sectors.

This work explores the reasons, why most of the students prioritize government job compares to private job, are they pressured by their guardians, level of guidance of university teachers to their career choice, how they work or prepare for getting a government job. It also investigates that what are the barriers for a student to be an entrepreneur and what is the agreement level of the students to be an entrepreneur if they were provided with training and initial capital from the government. And after analysis the above factors it provides some implications to various group of our society.

The remainder of the report is organized as follows. Chapter 2 reviews the literature on the relative scenarios concerning the trend of prioritizing government job. Chapter 3 elaborates on the estimation methodology for the analysis undertaken and the justification of using the proposed models. Chapter 4 presents an overview of analysis and interpretation of available data. Chapter 5 presents findings and suggestions of the empirical analysis. chapter 6 concludes conclusions, policy implications and future work.

1.1 Objectives of the research

The objectives of this internship report given below:

Primary objective:

1. To know why most of the students, prefer government job compares to private job.

Other objectives:

1. To know which faculty students, prioritize government comparing to others.
2. To identify the factors that's why students do not prioritize private jobs and to identify the barriers for a student to be an entrepreneur.
3. Provide implications to various group of our society regarding this topic.

CHAPTER 2

Literature review

In Bangladesh, the growing demand for government jobs is relatively a recent phenomenon. A youth survey in August 2018 (BRAC) showed that government job has become a prominent life goal for most of the young, educated people in Bangladesh. The increased financial incentives together with job security, structured retirement plan as well as the failure of private sectors to create new employment opportunities are contributing to the growing demand for government jobs in Bangladesh.

An individual's career choices are impacted by a run of variables, such as individual characteristics, financial foundation, social and social desires, and inclinations. Studies appeared that instructive self-efficacy, excitement for community improvement and financial returns at the side individual characteristics, i.e., sex, scholarly grades, and socioeconomic status (SES) and family desires essentially impacted the career choice (Rispel et al., 2019 and Kabil et al., 2018). Other than, topographical area and social variation too decide the career choice of people (Gore et al., 2015 and Flanigan ,2010). People think basically approximately their seen 'costs' and 'benefits', counting social, economic, and cultural issues, when selecting a career. (Kobia et al.,2020) for occasion, found that optometry students in Ghana chose their career considering the benefits, including potential salary and adaptable working hour, whereas (Rispel et al.,2019) watched that health professionals in South Africa, when selecting a career, emphasized on the improvement of community through compassionate exercises as well as job security and great installment.

Backer (1957) contends that the public-sector wage is essentially driven by political thought process, and not benefit maximization rationale as against the private division which encompasses a distinctive set of objectives counting benefit maximization. Fogel and Lewin (1974) too notices about absence of a rationale for benefit maximization in government, indicating out that conventional demand bend for work may not be appropriate here. Hence, public employers' demand curves are gathered in a roundabout way through "demands for government services and directly through political bargaining between governments and employee groups," instead of through a marginal revenue product curve. On the other hand, within the competitive work advertise, private sector compensations are decided by the

marginal revenue product curve (Fogel and Lewin, 1974). Government may moreover go for offering higher compensation to pull in cadres of superior quality (Melly, 2005).

Family among other issues plays a vital role in making career choices. For case, both the demand and supply side of the family, e.g., instructive, financial, and passionate support for family members, impact the career orientation of individuals (Fouad et al.,2010 and 2015 and Kim et al.,2015). Other than, parental SES too decide the career goal of an individual. Individuals from moo SES families generally have lower career aspirations (Rispel et al., 2019 and Gore et al., 2015). The part of teachers as well as peer groups, to choose a career, cannot be thought little as well (Rispel et al., 2019 and Kabil et al., 2018). The noteworthiness of individual characteristics in deciding the perceived benefits of a career. Studies on career choice distinguished the part of individual characteristic, counting age, i.e., young, and ancient select diverse occupations (Rispel et al., 2019 and Gore et al., 2015), gender, e.g., men aspire for prestigious, highly paid and challenging jobs compared to women (Kabil et al., 2018 and Kawamoto et al., 2016 and Buday et al., 2012).

There are, undoubtedly, various studies addressing the determinants of career choices over the world, and a few factors–personal, social, financial, or academic–have been explored. However, a deficiency of relevant literature in Bangladesh, especially at the tertiary level, is evident. This study, therefore, addressed the void in the existing literature to find out the factors influencing the career choices of university students in Bangladesh. This study is intended to attract the policymakers in higher academia of Bangladesh to re-think the underrepresented social issues in designing and enriching the educational environment as well as a professional specialization.

CHAPTER 3

Methodology of the study

Research methodology encompasses the way in which we intend to carry out our research. Research methodology refers to the techniques used to find and analyze information for a study, ensuring that the results are valid, reliable and that they address the research objective. To facilitate a practical analysis of the trend of prioritizing government job among university students this study uses empirical Likert method and conducted on the questionnaire bases, theses, journals, newspapers and websites. Microsoft Word is used to present table as well as Microsoft Excel is used to present diagram.

3.1 Sample size and data:

This study collected primary data from 160 respondents of four universities. 60 respondents are from Hajee Mohammad Danesh Science and Technology University, 40 respondents are from Dhaka University, 40 respondents are from Rajshahi University and 20 respondents are from Begum rokeya university and total 160 respondents (80 male and 80 female) provide answer of the questionnaire.

3.2 Sampling technique and data collection method:

This study collected primary data from the respondents by a structured questionnaire. For this, a questionnaire is prepared to collect primary data which has 15 close ended questions-based on Likert Scale and some demographic factors. Primary data are collected through personal interview.

3.3 Sources of data:

To carry out this study, two sources of data have been used i.e.; primary data and secondary data.

Primary sources: Questioning the concerned respondents.

Secondary sources: The important secondary sources are related with books, journals, newspaper, theses, websites etc.

CHAPTER 4

Analysis and interpretation

Table 1: Students prioritizing government job based on faculty.

S/L	Name of the University	Faculty				Number of students		
		Science	Arts and Social Science	Business Studies	Engineering	Male	Female	Total
1	HSTU	30	12	11	7	30	30	60
2	DU	5	27	7	1	20	20	40
3	RU	6	17	12	5	20	20	40
4	BRUR	9	5	5	1	10	10	20
Total		50	61	35	14	80	80	160

Note:

HSTU= Hajee Mohammad Danesh Science and Technology University

DU= University of Dhaka

RU= University of Rajshahi

BRUR= Begum Rokeya University Rangpur

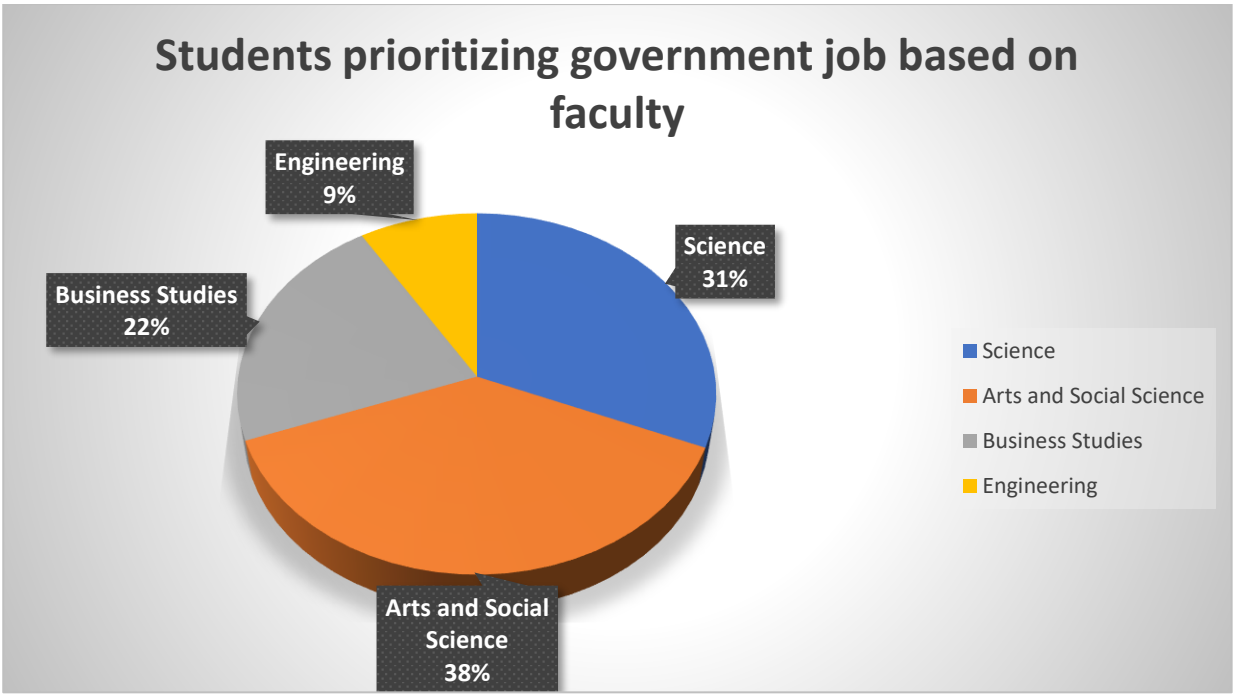


Figure 1: Students prioritizing government job based on faculty.

From Table 1 and Figure 1, this study shows that, 38% arts and social science students (61 students out of 160), 31% science students (50 students out of 160), 22% business studies students (35 students out of 160) and 9% engineering students (14 out of 160) prioritize government job. It also shows that students of arts and social science faculty prioritize government job more than other faculties.

Table 2: Why do students prefer government job?

S/L	Reason of preference	Number of students		
		Male	Female	Total
1	Social Status	8	10	18
2	Better job security	47	47	94
3	Family request	2	3	5
4	To serve the public	17	9	26
5	Power/ Money	6	11	17
Total		80	80	160

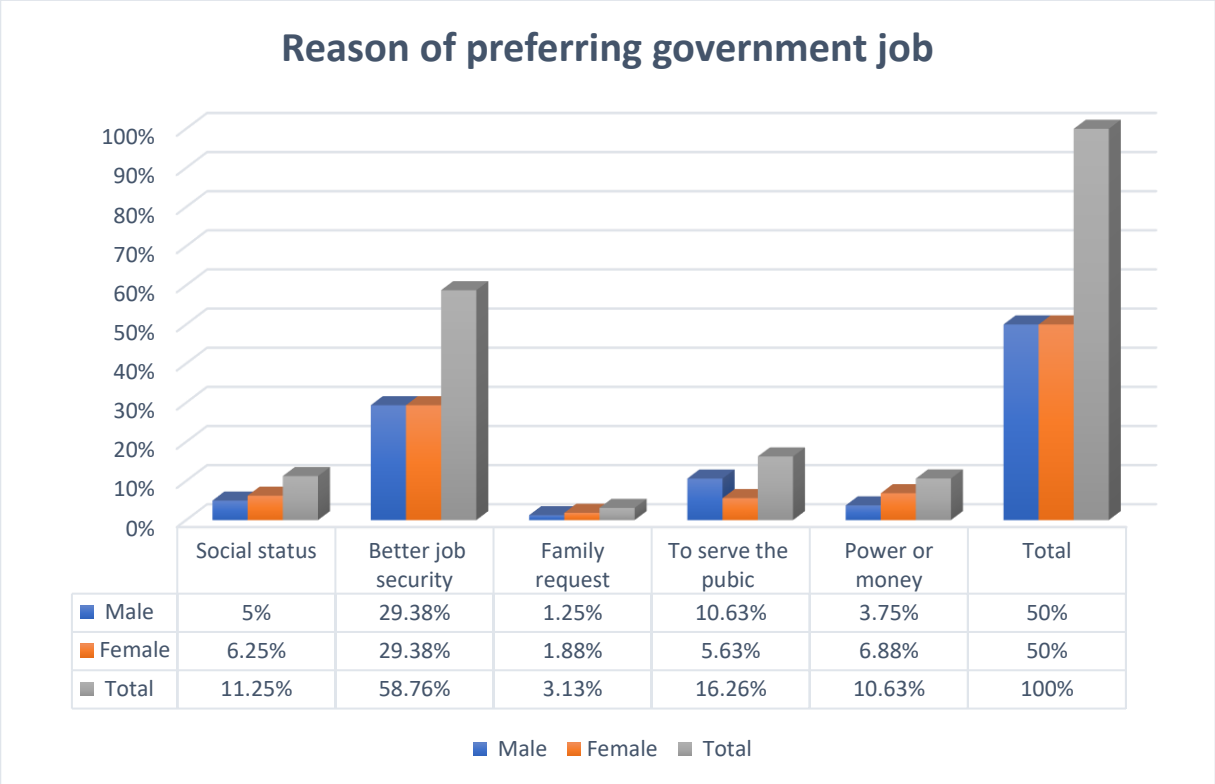
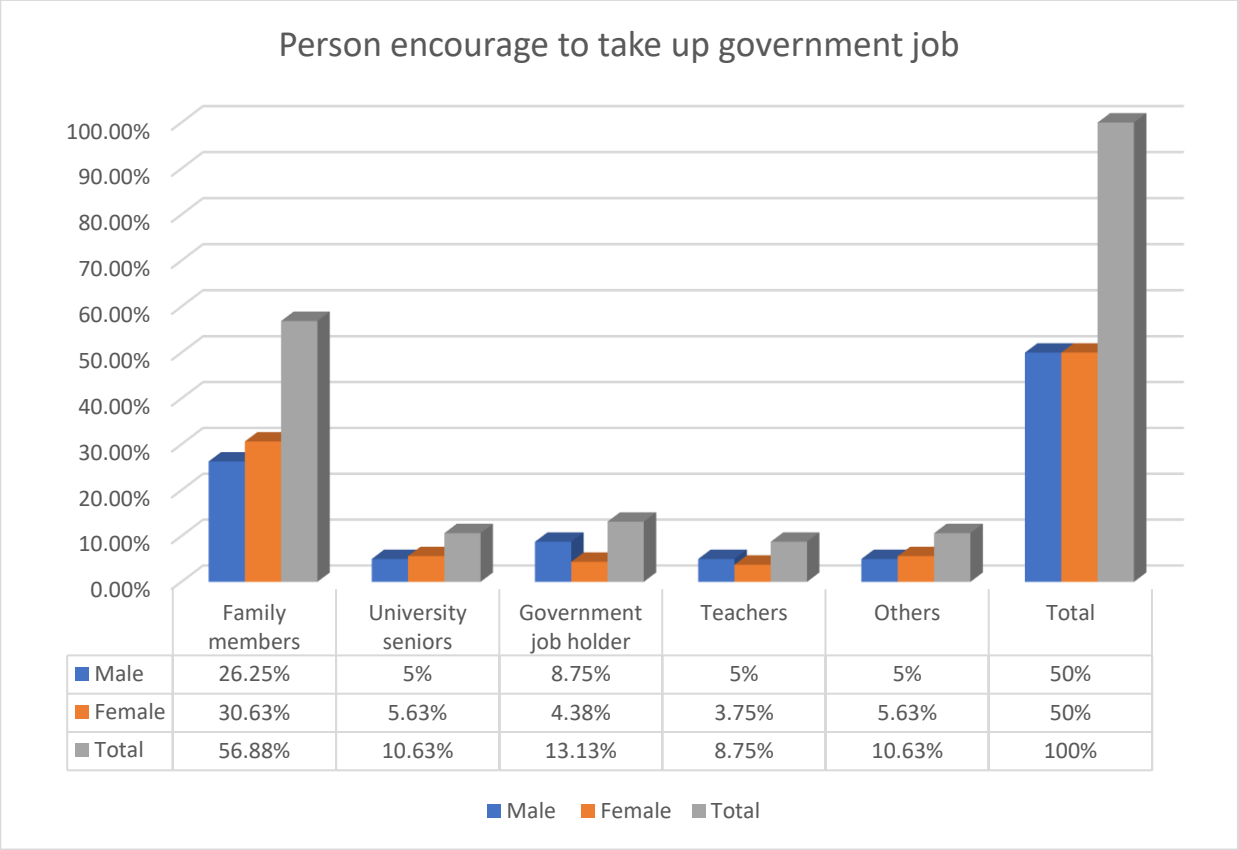


Figure 2: Students Reason of preferring government job.

From Table 2 and Figure 2, this study shows that, 29.38% male students (47 students out of 160), 29.38% female students (47 students out of 160) and 58.76% of total students (94 students out of 160) prefer government for better job security. 16.25% have an intention to serve the public, 11.25% students prefer government for the reason of social status and 10.63% prefer government job for power and money.

Table 3: Who encouraged students to take up government job?

S/L	Person	Number of Students		
		Male	Female	Total
1	Family members	42	49	91
2	University seniors	8	9	17
3	Government job holder	14	7	21
4	Teachers	8	6	14
5	Others	8	9	17
Total		80	80	160



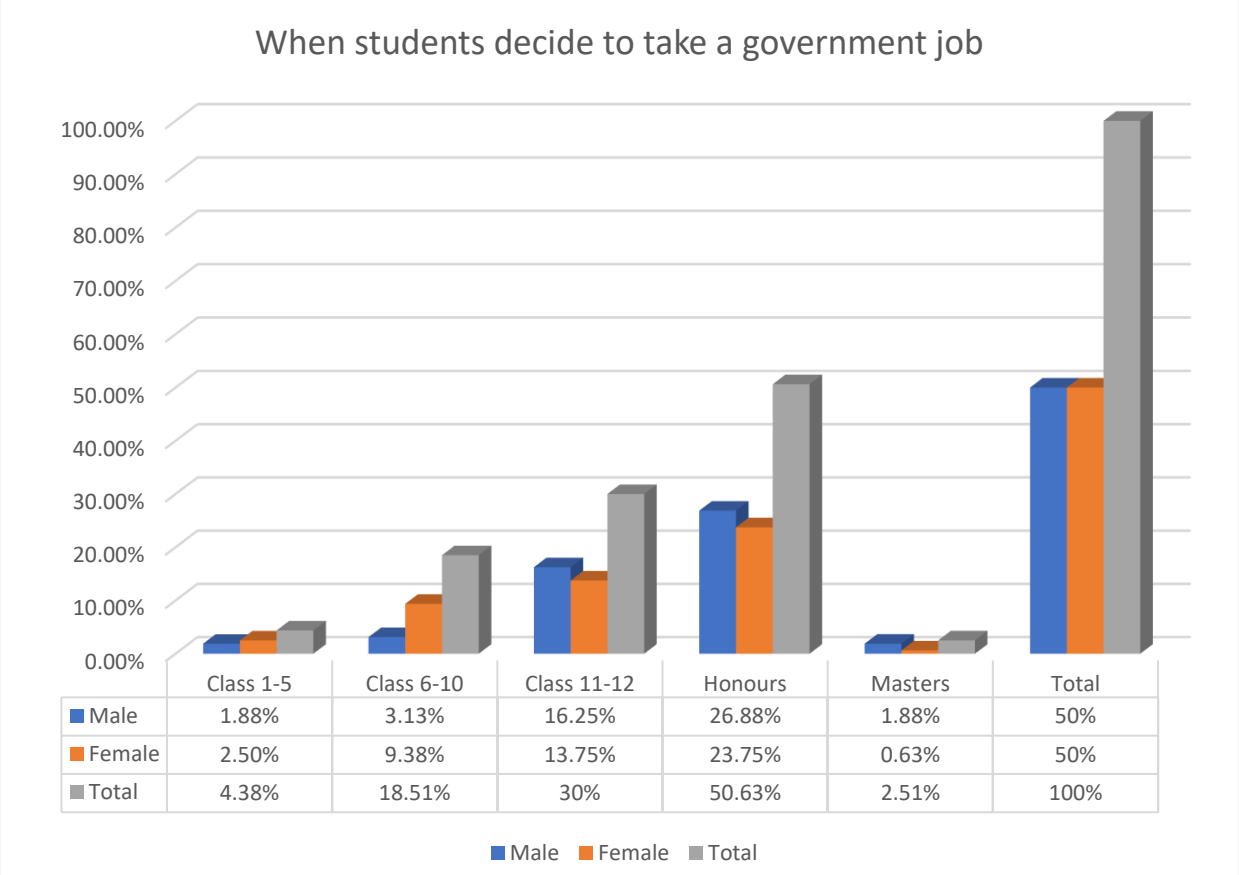
	Family members	University seniors	Government job holder	Teachers	Others	Total
Male	26.25%	5%	8.75%	5%	5%	50%
Female	30.63%	5.63%	4.38%	3.75%	5.63%	50%
Total	56.88%	10.63%	13.13%	8.75%	10.63%	100%

Figure 3: Person who encourage students to take government job.

From Table 3 and Figure 3, this study shows that, 26.25% male students (42 students out of 160), 30.63% female students (49 students out of 160) and 56.88% of total students (91 students out of 160) encourage to take up government job by their family members.

Table 4: When did students decide that you would take a government job?

S/L	Time	Number of students		
		Male	Female	Total
1	Class 1-5	3	4	7
2	Class 6-10	5	15	20
3	Class 11-12	26	22	48
4	Honours	43	38	81
5	Masters	3	1	4
Total		80	80	160



	Class 1-5	Class 6-10	Class 11-12	Honours	Masters	Total
Male	1.88%	3.13%	16.25%	26.88%	1.88%	50%
Female	2.50%	9.38%	13.75%	23.75%	0.63%	50%
Total	4.38%	18.51%	30%	50.63%	2.51%	100%

Figure 4: Time when students decide to take a government job.

From Table 4 and Figure 4, this study shows that, 26.88% male students (43 students out of 160), 23.75% female students (38 students out of 160) and 50.63% of total students (81 students out of 160) decide to take a government job when they are studying in honours.

Table 5: Have students been pressured by your guardians to get government job?

S/L	Level of pressure	Number of Students		
		Male	Female	Total
1	No pressure	17	26	43
2	Less pressure	20	22	42
3	Has Pressure	28	22	50
4	High pressure	11	5	16
5	Very high pressure	4	5	9
Total		80	80	160

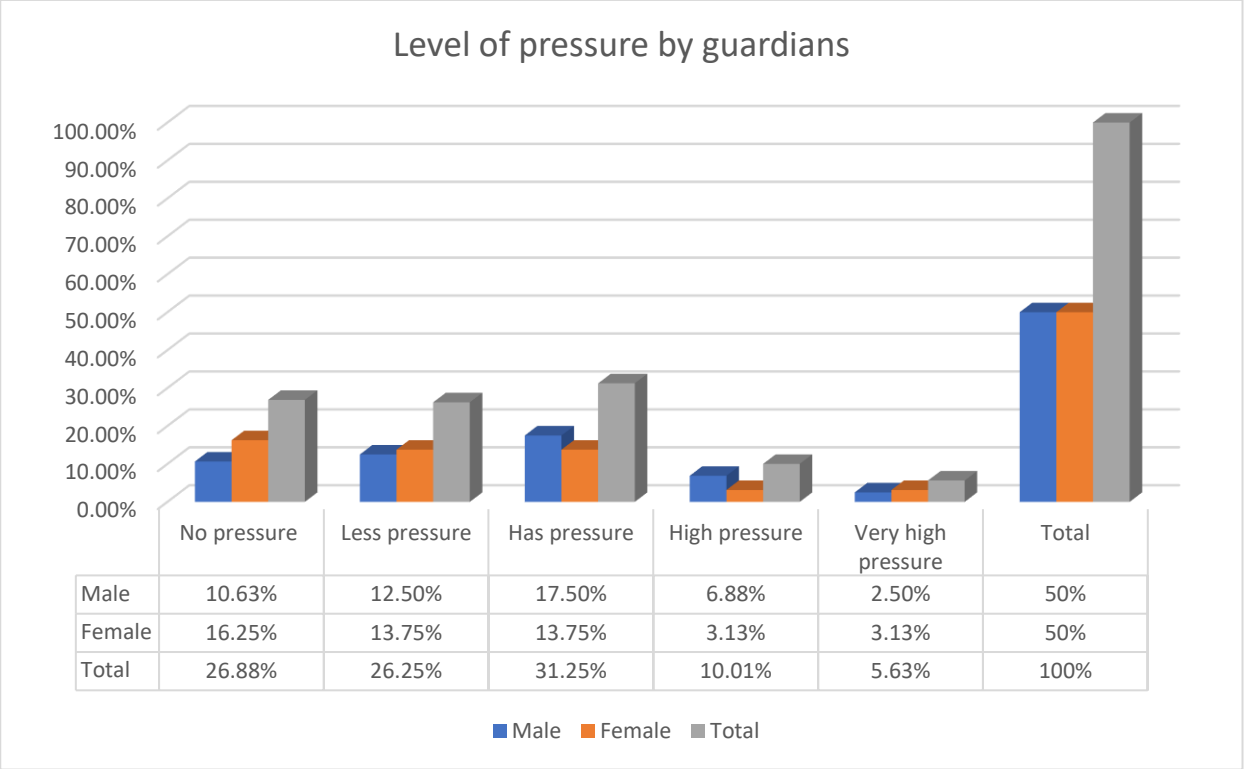
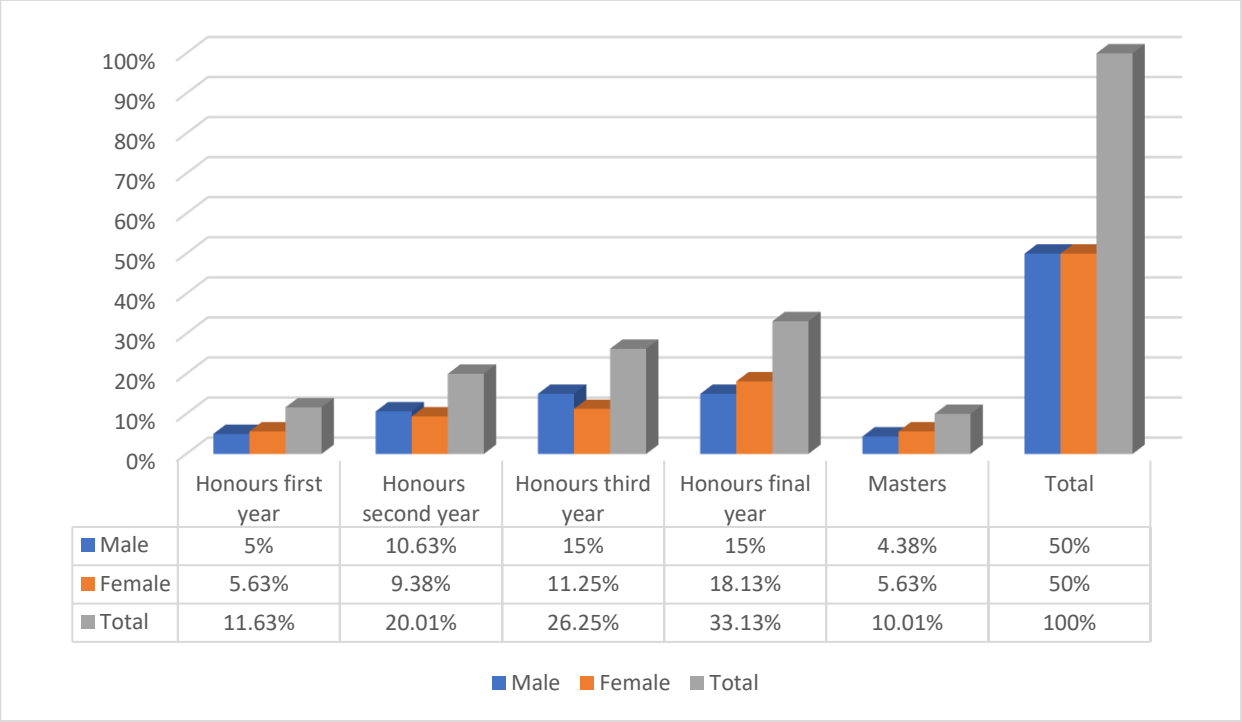


Figure 5: Level of pressure faced by students by their guardians to get government job.

From Table 5 and Figure 5, this study shows that, 17.50% male students (28 students out of 160), 13.75% female students (22 students out of 160) and 31.26% of total students (50 students out of 160) has pressured by their guardians to get a government job. It also shows that most of all 73.12% students has pressured by their guardians in different scale and female student has less pressure than male students.

Table 6: Since when students have been studying for government job?

S/L	Time	Number of Students		
		Male	Female	Total
1	Honours first year	8	9	17
2	Honours second year	17	15	32
3	Honours third year	24	18	42
4	Honours final year	24	29	53
5	Masters	7	9	16
Total		80	80	160



	Honours first year	Honours second year	Honours third year	Honours final year	Masters	Total
Male	5%	10.63%	15%	15%	4.38%	50%
Female	5.63%	9.38%	11.25%	18.13%	5.63%	50%
Total	11.63%	20.01%	26.25%	33.13%	10.01%	100%

Figure 6: Time since when students studying for government job.

From Table 6 and Figure 6, this study shows that, 15% male students (24 students out of 160), 18.13% female students (29 students out of 160) and 33.13% of total students (53 students out of 160) have been studying for government job in honours final year. It also shows that 59.38% students have been studying for government since honours third and honours final year.

Table 7: How many hours a day do students study to get a government job?

S/L	Study time in hours	Number of Students		
		Male	Female	Total
1	1-3 hours	25	36	61
2	4-6 hours	27	23	50
3	7-10 hours	21	15	36
4	11-13 hours	5	4	9
5	14-16 hours	2	2	4
Total		80	80	160

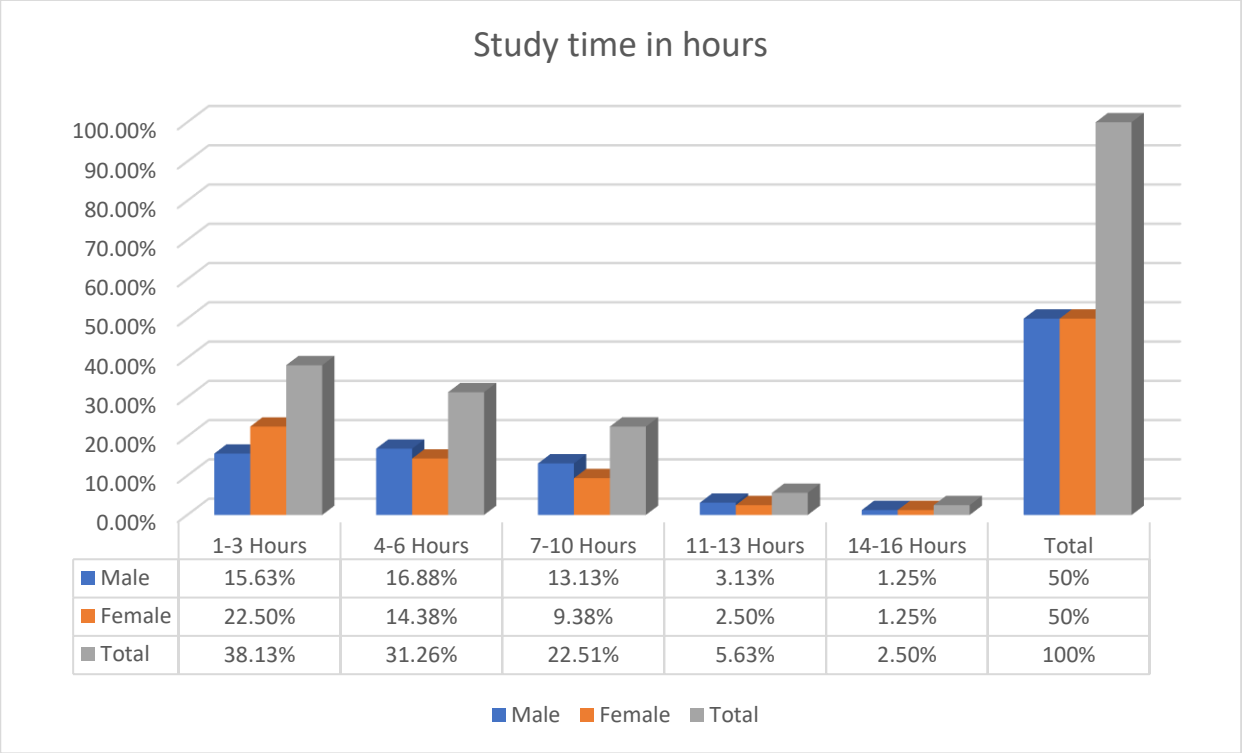


Figure 7: Study time of students in hours.

From Table 7 and Figure 7, this study shows that, 15.63% male students (25 students out of 160), 22.50% of female students (36 students out of 160) and 38.13% of total students (61 students out of 160) study 1-3 hours to get a government job. It also shows that most of all 61.87% student study 4-16 hours to get a government job and male students study more hours than female students.

Table 8: Do students believe they will get a government job?

S/L	Level of belief	Number of Students		
		Male	Female	Total
1	No belief	1	9	10
2	Less belief	7	6	13
3	Belief	38	44	82
4	High belief	18	13	31
5	Very high belief	16	8	24
Total		80	80	160

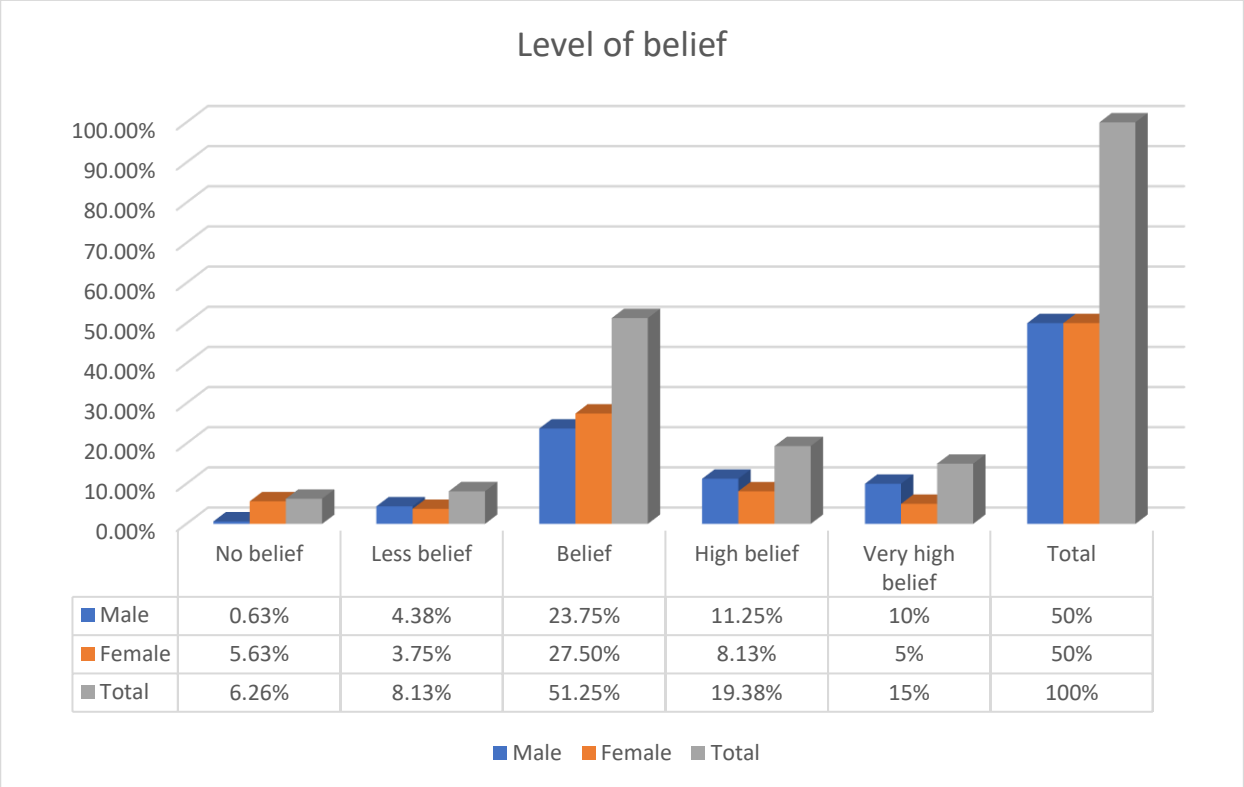
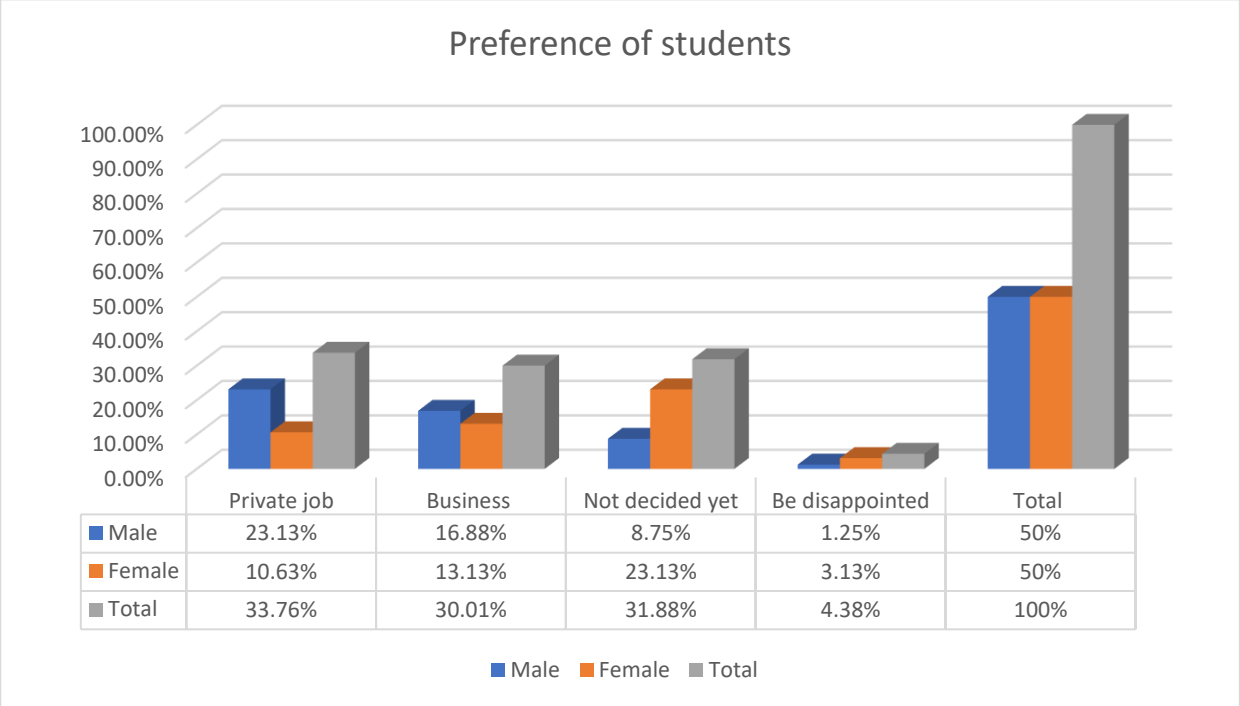


Figure 8: Students level of belief that they will get a government job.

From Table 8 and Figure 8, this study shows that, 23.75% male students (38 students out of 160), 27.50% female students (44 students out of 160 students) and 51.25% of total students (82 students out of 160) has belief that they will get a government job. It also shows that most of all 85.63% students have belief that they will get a government job. It also shows that male students have little bit high belief than female students.

Table 9: What do students do if they unfortunately do not get a government job?

S/L	Preference	Number of Students		
		Male	Female	Total
1	Private job	37	17	54
2	Business	27	21	48
3	Not decided yet	14	37	51
4	Be disappointed	2	5	7
Total		80	80	160



	Private job	Business	Not decided yet	Be disappointed	Total
Male	23.13%	16.88%	8.75%	1.25%	50%
Female	10.63%	13.13%	23.13%	3.13%	50%
Total	33.76%	30.01%	31.88%	4.38%	100%

Figure 9: Preferences of students if they fail to manage a government job.

From Table 9 and Figure 9, this study shows that, 23.13% male students (37 students out of 160), 10.63% female students (17 students out of 160) and 33.76% of total students (54 students out of 160) prefer private job if they unfortunately do not get a government job. It also shows that most of all 63.77% students want to do private job and business if they fail to manage a government job. Here, we also see that male student prefer private job more than doing business and female student prefer business a little bit than private job. Another important and terrible matter we see that most of all 26.26 % female students and 10% male students not decided yet about what they do if they fail to manage a government job.

Table 10: Why don't students prioritize private job?

S/L	Reason	Number of Students		
		Male	Female	Total
1	Low social status	7	9	16
2	Less job security	42	29	71
3	Huge pressure	18	30	48
4	The sole dominance of the boss	8	7	15
5	Family discouragement	5	5	10
Total		80	80	160

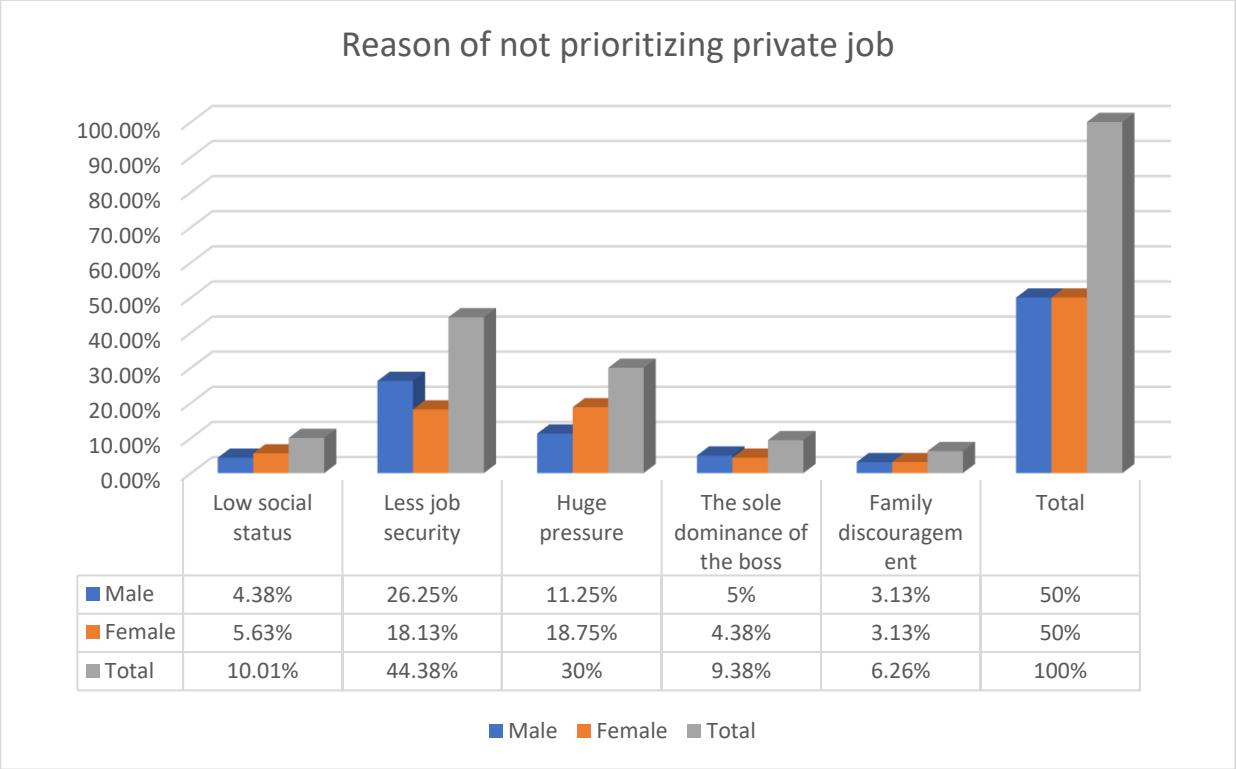


Figure 10: Reasons of students not prioritizing private job.

From Table 10 and Figure 10, this study shows that, 26.25% male students (42 students out of 160), 18.13% female students (29 students out of 160) and most of all 44.38% of total students (71 students out of 160) do not prioritize private job for less job security. It also shows that most of all 30% students do not prioritize private job for huge working pressure, 10.01% for low social status, 9.38% for the sole dominance of the boss and 6.26% for family discouragement.

Table 11: Are students acquiring the skill they need for a private job besides preparing government job?

S/L	Level of skill	Number of Students		
		Male	Female	Total
1	Very less	7	14	21
2	Less	35	39	74
3	Abundant	20	19	39
4	High	15	6	21
5	Very high	3	2	5
Total		80	80	160

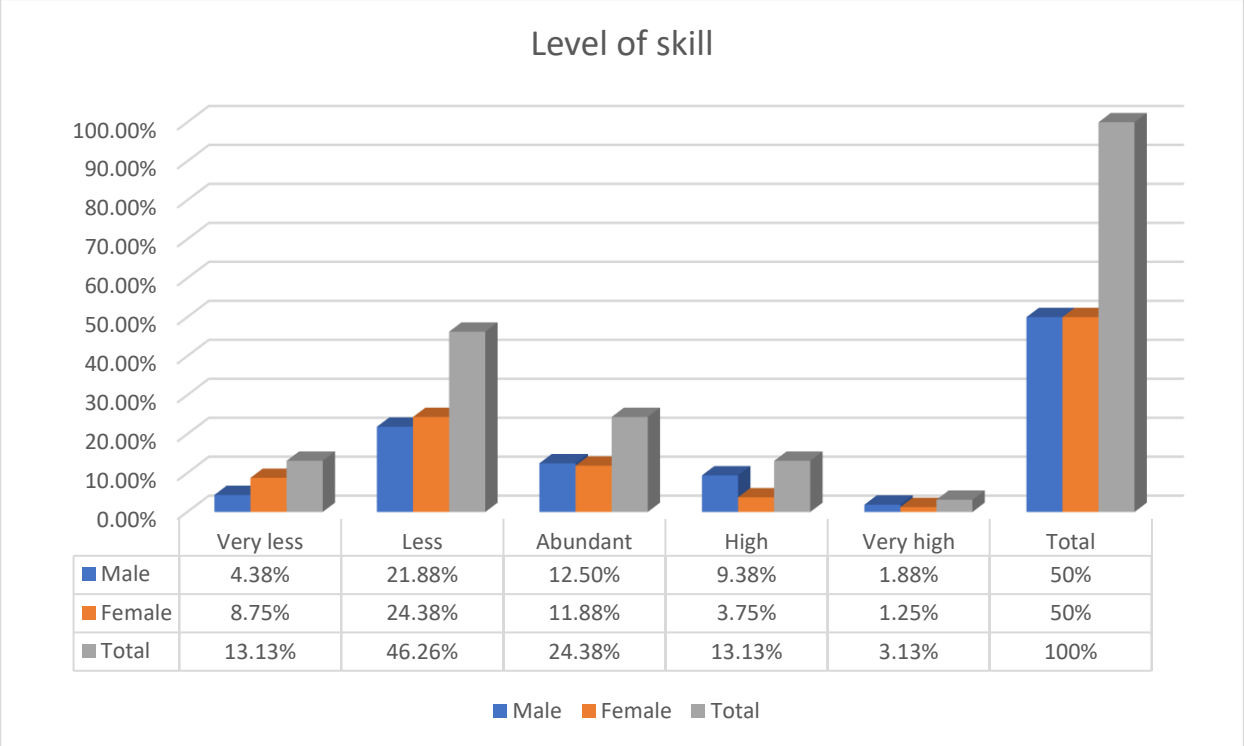
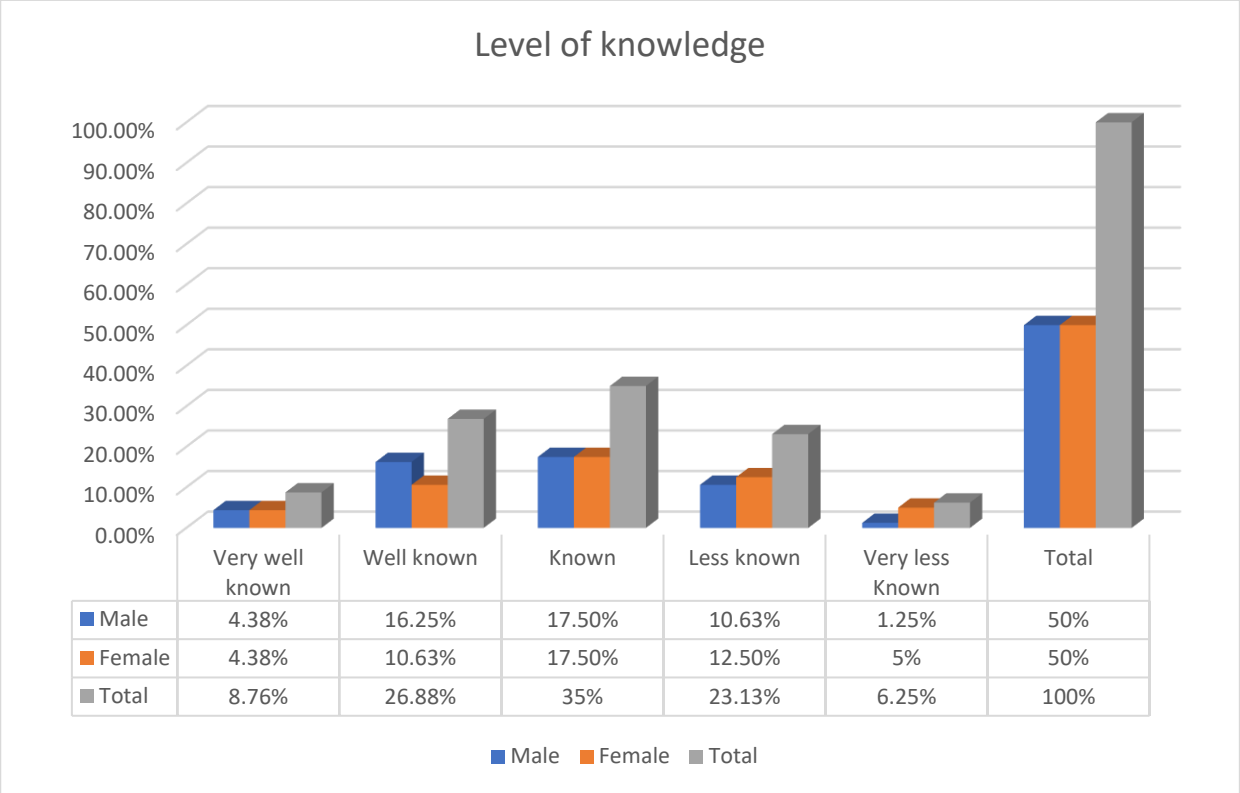


Figure 11: Level of skill of students for a private job besides preparing government job.

From Table 11 and Figure 11, this study shows that, 21.88% male students (35 students out of 160), 24.38% female students (39 students out of 160) and most of all 46.26 % (74 students out of 160) have less skill needed for private job. It also shows that 59.39% of total students have less and very less skills needed for private job that is terrible and female students have less skill and male students.

Table 12: Do students know the private sector of their subject?

S/L	Level of knowledge	Number of Students		
		Male	Female	Total
1	Very well known	7	7	14
2	Well known	26	17	43
3	Known	28	28	56
4	Less known	17	20	37
5	Very less known	2	8	10
Total		80	80	160



	Very well known	Well known	Known	Less known	Very less Known	Total
Male	4.38%	16.25%	17.50%	10.63%	1.25%	50%
Female	4.38%	10.63%	17.50%	12.50%	5%	50%
Total	8.76%	26.88%	35%	23.13%	6.25%	100%

Figure 12: Level of knowledge of students about private sector of their subject.

From Table 12 and Figure 12, this study shows that, 17.50% male students (28 students out of 160), 17.50% female students (28 students out of 160) and most of all 35% of total students (56 students out of 160) know about the private job sector of their subject. It also shows that most of all 29.38% of total students do not know the private sector of their subject.

Table 13: How do university teachers guide students about their career choice?

S/L	Level of guidance	Number of Students		
		Male	Female	Total
1	Very well	8	12	20
2	Well	35	31	66
3	Not good	29	27	56
4	Bad	6	6	12
5	Very bad	2	4	6
Total		80	80	160

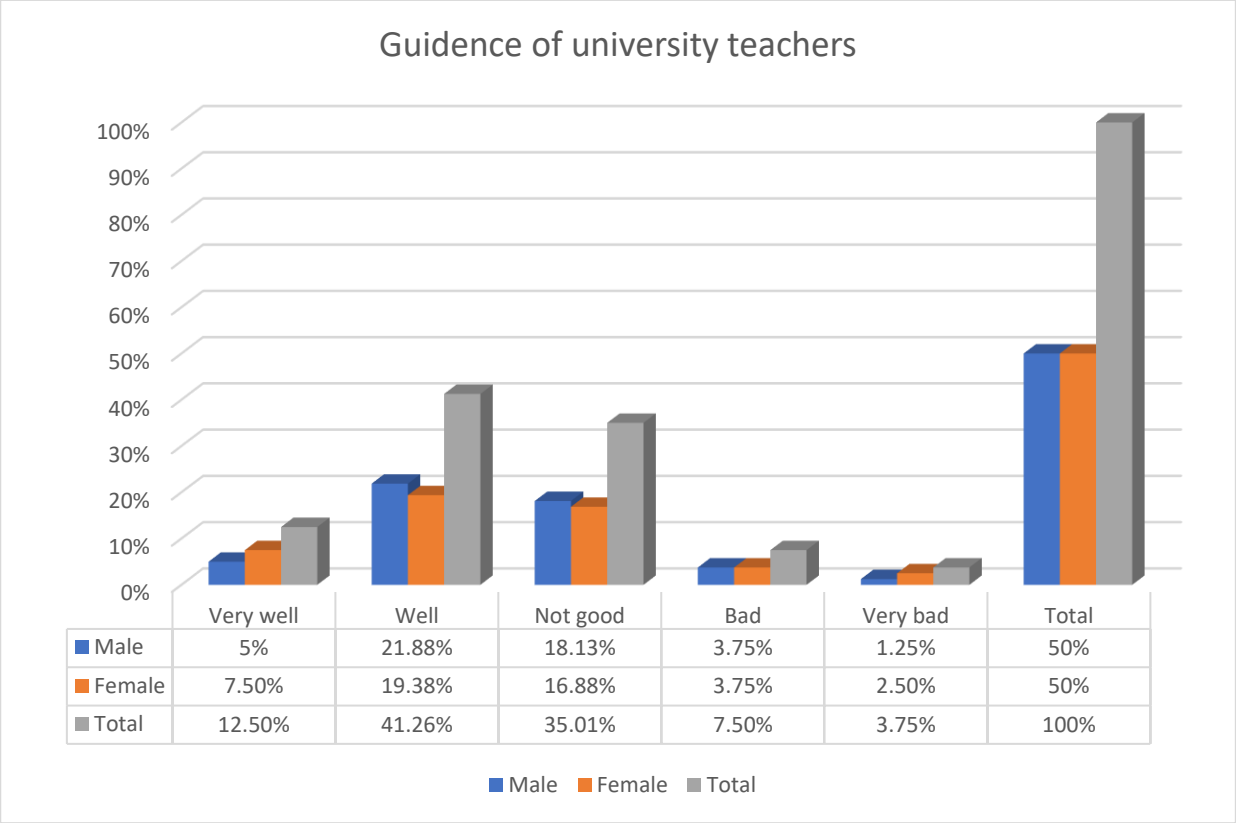


Figure 13: Guidance of university teachers about career choice to their students.

From Table 13 and Figure 13, this study shows that, 21.88% male students (35 students out of 160), 19.38% female students (31 students out of 160) and most of all 41.26% of total students (66 students out of 160) claim that guidance of their teachers about their career choice is well. It also shows that 46.26% are not satisfied to their teachers' guidance about their career choice.

Table 14: What is the balance between government or private job and subject studying by the students?

S/L	Level of balance	Number of Students		
		Male	Female	Total
1	Very good	8	8	16
2	Good	40	28	68
3	Neutral	19	29	48
4	Bad	8	10	18
5	Very bad	5	5	10
Total		80	80	160

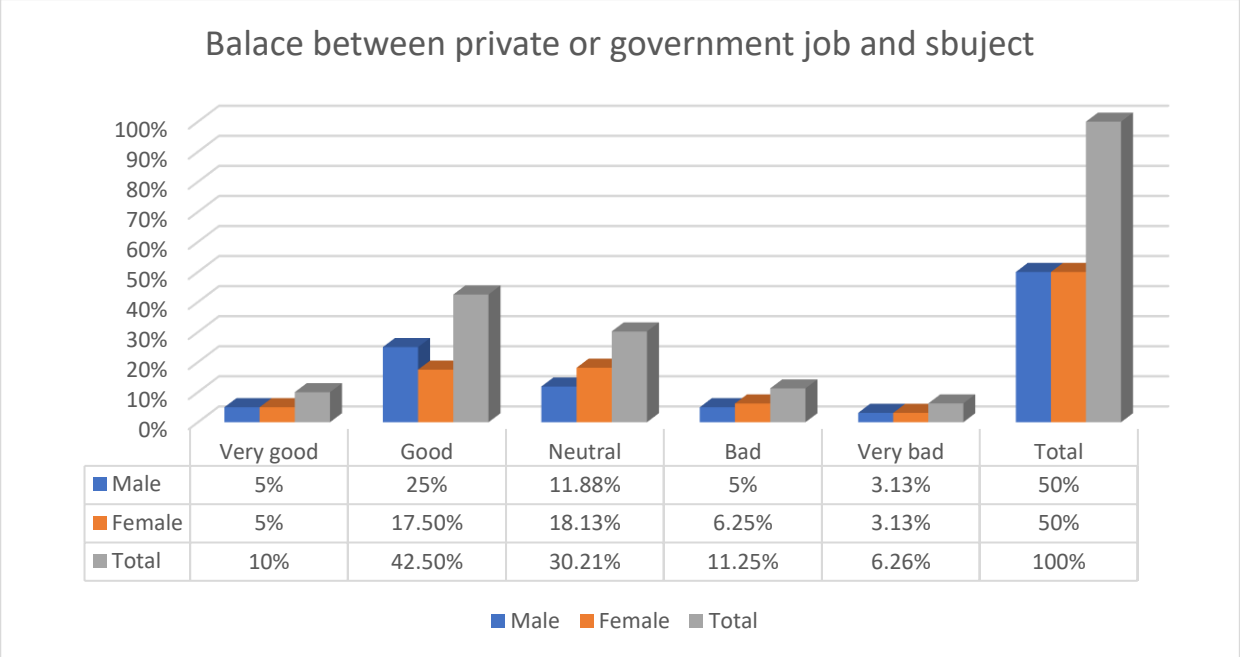
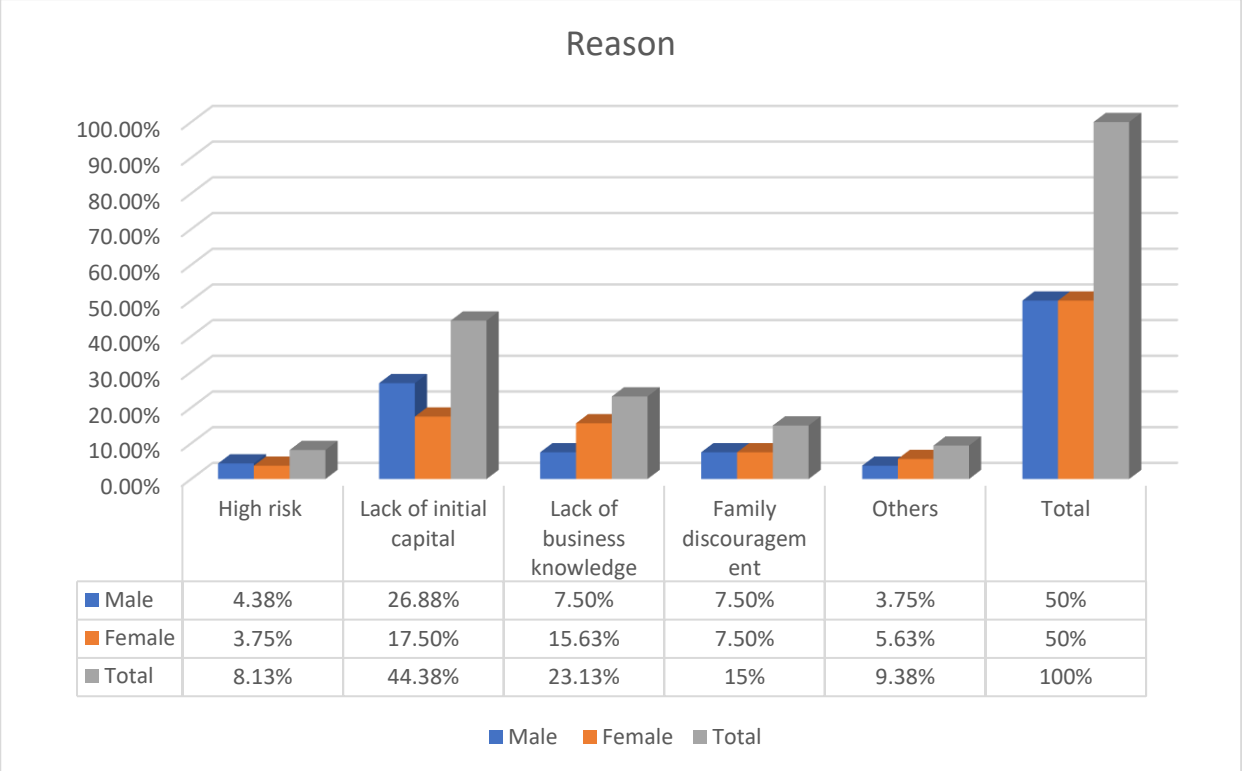


Figure 14: Balance between government or private job and the subject studying by the students.

From Table 14 and Figure 14, this study shows that, 25% of male students (40 students out of 160), 17.50% of female students (28 students out of 160) and most of all 42.50% students (68 students out of 160) claim that the balance between their subject and government or private job is good. It also shows that most of all 52.50% students claim that that the balance between their subject and government or private job is good, and another 47.50% students claim that the balance between their subject and government or private job is neutral and bad.

Table 15: Why don't students prioritize being an entrepreneur rather than to be a government job holder?

S/L	Reason	Number of Students		
		Male	Female	Total
1	High risk	7	6	13
2	Lack of initial capital	43	28	71
3	Lack of business knowledge	12	25	37
4	Family discouragement	12	12	24
5	Others	6	9	15
Total		80	80	160



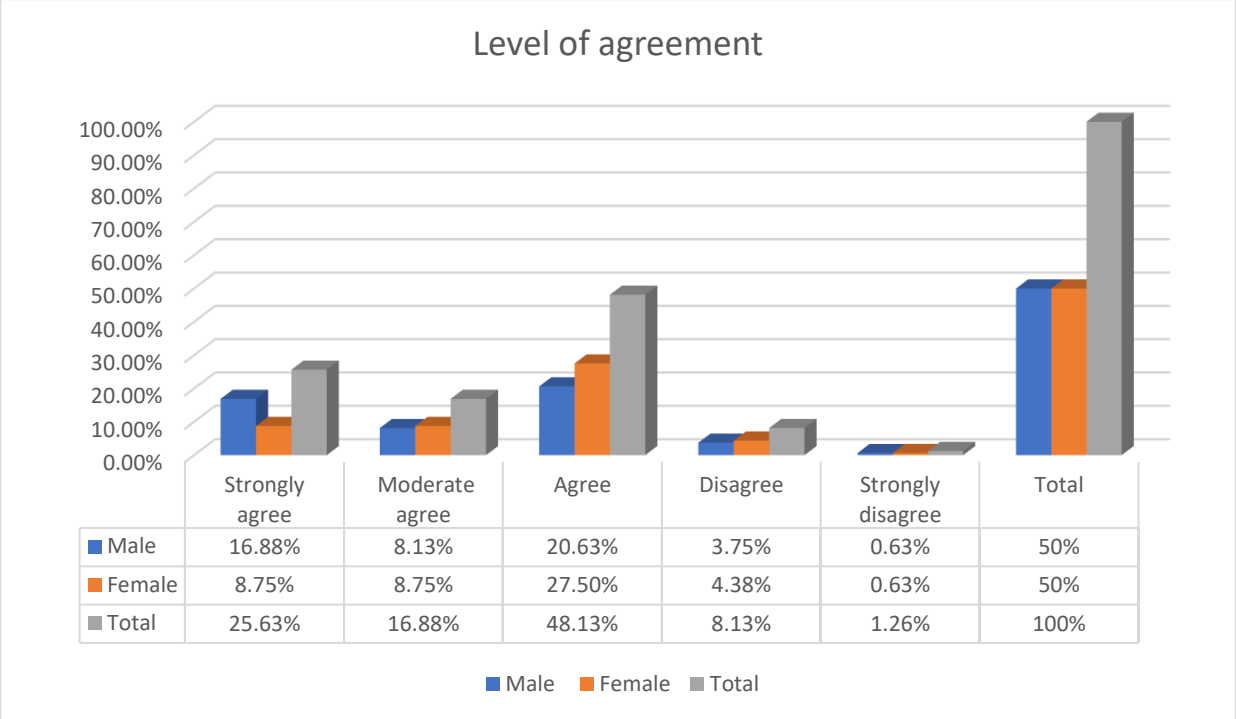
	High risk	Lack of initial capital	Lack of business knowledge	Family discouragement	Others	Total
Male	4.38%	26.88%	7.50%	7.50%	3.75%	50%
Female	3.75%	17.50%	15.63%	7.50%	5.63%	50%
Total	8.13%	44.38%	23.13%	15%	9.38%	100%

Figure 15: Reasons of students not prioritize being an entrepreneur.

From Table 15 and Figure 15, this study shows that, 26.88% male students (43 students out of 160), 17.50% female students (28 students out of 160) and most of all 44.38% of total students (71 students out of 160) do not prioritize being an entrepreneur for lack of initial capital. It also shows that 23.13% of total students do not prioritize being an entrepreneur for lack of business knowledge.

Table 16: Would students agree to be an entrepreneur if they were provided with training and initial capital from the government to become an entrepreneur?

S/L	Level of agreement	Number of Students		
		Male	Female	Total
1	Strongly agree	27	14	41
2	Moderate agree	13	14	27
3	Agree	33	44	77
4	Disagree	6	7	13
5	Strongly disagree	1	1	2
Total		80	80	160



	Strongly agree	Moderate agree	Agree	Disagree	Strongly disagree	Total
Male	16.88%	8.13%	20.63%	3.75%	0.63%	50%
Female	8.75%	8.75%	27.50%	4.38%	0.63%	50%
Total	25.63%	16.88%	48.13%	8.13%	1.26%	100%

Figure 16: Students level of agreement to be an entrepreneur if they were provided with training and initial capital from the government to become an entrepreneur.

From Table 16 and Figure 16, this study shows that, 20.63% male students (33 students out of 160), 27.50% female students (44 students out of 160) and most of all 48.13% of total students (77 students out of 160) agree to be an entrepreneur if they were provided with training and initial capital from the government. It also shows that 90.64% of total students agree to be an entrepreneur in different level of agreements if they were provided with training and initial capital from the government.

CHATER 5

Findings and suggestions

5.1 Findings

Students of arts and social science faculty prioritize government job more than other faculties students. Most of the students prioritize government job for better job security. 58.76% of total students (94 students out of 160) prefer government for better job security. 16.25% have an intention to serve the public, 11.25% students prefer government for the reason of social status and 10.63% prefer government job for power and money. Most of all 44.38% of total students (71 students out of 160) do not prioritize private job for less job security. It also shows that most of all 30% students do not prioritize private job for huge working pressure, 10.01% for low social status, 9.38% for the sole dominance of the boss and 6.26% for family discouragement.

Around 60% percentage students are encouraged by their family members to take a government a job. More than 50% students decide to take a government job in honours level. Most of all 73.12% students have pressured by their guardians in different scale of pressure. 59.38% students studying for getting a job since honours third and final year. Most of all 61.87% students' study 4-16 hours in a day to get a government job. This study also shows that most of all 85.63% student's belief that they will get a government job, but total government employees of Bangladesh are 6.2% of total labour force. Around 64% students want to do private job and business if they fail to manage a government job. Almost 60% students have less and very less skill needed for private job. 29.38% of total students do not know the private sector of their subject. 46.26% of total students are not satisfied to their teachers' guidance about their career choice. 47.50% students claim that the balance between government and private job and their subject is not good. Almost 45% students do not prioritize being an entrepreneur for lack of initial. More than 90% students agree to be an entrepreneur in different level of agreement if they were provided with initial capital and training from the government.

5.2 Suggestions

- Guardians should not create any kind of pressure to their children.

- Students should acquire the skills needed for private job because government job sectors employment opportunities are only 6.2% of total labour force.
- Policy maker should offer more degrees that have ample opportunities for public and private employment.
- Government and private job employer should ensure better job security in the private job sectors.
- University teachers should provide proper guidance to their students about their career choice.
- Government should offer initial capital and training to worthy students to be an entrepreneur.

CHAPTER 6

Conclusions, policy implications and future work

6.1 Conclusions

This study focused on determining the career choices made by university students and identifying the factors influencing their career choices. The findings indicate public/government jobs were highly prioritized by young Bangladeshi people, however, better job security, social status, working environment, educational track and guardians influence were the most influential factors in setting a career goal. As already described, students preferring job prospects and family responsibility selected public services; the work diversity, on the other hand, was associated with private jobs. Nevertheless, this study provided invaluable information regarding the career dilemma among university students and unearthed the determinants of career choice decisions. Not only these findings are a significant contribution to the existing literature on career choices of university students in the context of Bangladesh, but also this information, without any doubt, is essential for policymakers to (re)-think and (re)-consider the explored factors when offering jobs, public/government, or private/non-government. Nonetheless, researchers also anticipate that it is vital for higher educational institutions as well as the government to analyze the supply-demand chain and to re-design academic curriculum to keep things aligned for future job specifications.

6.2 Policy implications

- The government needs to establish labour laws and a pension policy for private sector employee, to make sure that the facilities ratio of employees between private and public sector is equal.
- The current government need to play a supportive role and balance the prevailing untenable situation and build up a standard pay structure and facilities for all citizens—whether they be in the public or private sectors.
- Higher educational institutions as well as the government to analyze the supply-demand chain and to re-design academic curriculum to keep things aligned for future job specifications.

6.3 Future work:

Data collected from various pubic and private universities and colleges will make this research more reckonable. 160 students are not enough for this work. More students are required, and more factors should be considered for this type of work. Inclusion of more students, guardians, teachers, private job employer, policy maker will enrich this work.

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Appendix

Questionnaire

Dear respondent,

This is Mohammad Juwel Miah, MBA in Accounting and Information Systems (Thesis Semester), Hajee Mohammad Danesh Science and Technology University. I am going to conduct a survey on, "**The trend of prioritizing government job compares to private job among university students".** I do hereby request you to fill up the questionnaire. The information provided by you will be kept highly confidential and will be used for academic purpose only. Your cooperation is highly appreciated. Please put tick (√) mark in the appropriate box.

Name:

Gender: □ Male □ Female

Graduate Level: □Undergraduate □ Postgraduate

Faculty:

Name of the University:

Please answer the following questions

1. Why do you prefer government job?

□Social status □Better job security □Family request □To serve the public □Power/Money

2. Who encouraged you to take-up government job?

□Family members □University Seniors □Government job holder □Teachers □Others

3. When did you decide that you would take a government job?

□Class 1-5 □Class 6-10 □Class 11-12 □ Honours □Masters

4. Have you been pressured by your guardians to get government job?

□No pressure □Less pressure □Has pressure □High pressure □Very high pressure

5. Since when have you been studying for a government job?

□Honours first year □Honours second year □Honours third year □Honours final year □Masters

6. How many hours a day do you study to get a government job?

□1-3 Hours □ 4-6 Hours □7-10 Hours □11-13 Hours □14-16 Hours

7. Do you believe you will get a good government job?

□No belief □Less belief □Belief □High belief □Very high belief

08. What do you do if you unfortunately do not get a government job?

□Private job □Business □Not decided yet □Be disappointed

09. Why don't you prioritize private job?

□Low social status □Less Job security □Huge pressure □The sole dominance of the boss □Family discouragement

10. Are you acquiring the skills you need for a private job besides preparing government job?

□Very less □Less □Abundant □High □Very high

11. Do you know about the private job sectors of your subject?

□Very well-known □Well known □Known □Less known □Very less known

12. How do university teachers guide you about your career choice?

□Very well □Well □Not good □Bad □Very bad

13. What is the balance between government job/private job and the subject you are studying?

□Very good □Good □Neutral □Bad □Very bad

14. Why don't you prioritize being an entrepreneur rather than be a government job holder?

□High risk □Lack of initial capital □Lack of business knowledge □Family discouragement □Others

15. Would you agree to be an entrepreneur if you were provided with training and initial capital from the government to become an entrepreneur?

□Strongly agree □Moderate agree □Agree □Disagree □Strongly disagree