

UNIVERSITY OF KWAZULU–NATAL

EFFECTIVENESS OF BUSINESS EDUCATION
ON ENTREPRENEURIAL INTENT

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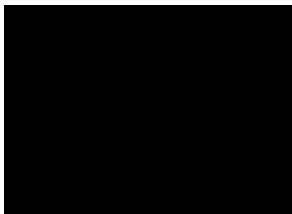
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ABSTRACT

The literature on entrepreneurial intent is extensive. The intention of individuals to set up new businesses has been recognised as an important hypothesis in entrepreneurship research. Self-efficacy is defined in the context of entrepreneurship as the strength of a person's belief that he or she is capable of successfully performing the various roles and tasks of entrepreneurship. Perhaps the most extensive application of self-efficacy has been in the area of training. Business management training is an essential component of the modern academic curriculum. A variety of business management courses are being proposed, without the provision of conclusive quantitative data and information relating to impact of business management training on participants. This research will focus on the impact of business management training on entrepreneurial intention. The aim of this study is to examine the entrepreneurial intent of MBA candidates compared to interns of a government funded programme. This research utilized a quantitative approach. The Liñán and Chen (2009) validated Entrepreneurial Intent Question was used. The measured set of data will consist of two groups namely: (a) TIA intern (TIA) group and (b) MBA candidates (MBA) group. The eligibility criterion for the sample of ten (10) in the MBA group comprised of university post-graduate students who were taking part in the business management training programme. The sample of sixteen (16) in the TIA group comprised of graduate interns employed by Technology Innovation Agency (TIA). Based on the results of this study it can be concluded that (a) an MBA education does not more positively influence attitude toward entrepreneurial behaviour when compared to a TIA funded skills development internship, (b) an MBA education does more positively influence perceived entrepreneurial behaviour control when compared to a TIA funded skills development internship and (c) an MBA education does more positively influence entrepreneurial intent when compared to a TIA funded skills development internship. This research study recommends that the MBA curriculum need to develop techniques to improve a candidate's attitude to entrepreneurial behaviour.

Keywords: Entrepreneurial intent, self-efficacy, MBA students, interns

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CHAPTER ONE

Introduction

1.1 Introduction

The intention of individuals to set up new businesses has been recognised as an important hypothesis in entrepreneurship research (Liñán & Fayolle, 2015). Individual entrepreneurial intent is considered an important research variable (Schlaegel & Koenig, 2014), and is likely to remain an important construct in research relating to enterprising individuals, their cognitions of business opportunities, and their decisions of whether or not to risk exploiting them by creating new ventures (Shepherd, Williams & Patzelt, 2015). Self-efficacy is one's judgment of ability to execute an action, and is therefore a largely perceived construct (Oyugi, 2014). This construct is established as a reliable predictor of a wide variety of goal-directed behaviours. Self-efficacy is defined in the context of entrepreneurship as the strength of a person's belief that he or she is capable of successfully performing the various roles and tasks of entrepreneurship (Ahlin et. al, 2014). Self-efficacy is reported as positively related to one's intention in setting up a business (Ahlin et. al, 2014).

1.2 Motivation for the Study

Perhaps the most extensive application of self-efficacy has been in the area of training (Piperopoulos & Dimov, 2015). It is generally understood that business management training programmes, such as a Master's in Business Administration (MBA), are important in modern academia. A variety of business management courses are being proposed, without the provision of conclusive quantitative data and information relating to impact of business management training on participants. This research will focus on the impact of business management training on entrepreneurial intention.

1.3 Focus of the Study

For the scope of this research study to be practicable, it essential to define the scope of the research. *At the outset*, it should be noted that the research study will be confined to the geographical area of KwaZulu Natal, South Africa. The chosen geographical area may influence the attitude of the participants during their engagement in the MBA degree. *Next*, this study is attentive on tertiary students. The issue of the timing the business management

learning intervention is not within latitude of this study. *Next*, in this research study entrepreneurial intention is the fundamental research variable. It is considered to be a measure of effectiveness of the MBA degree. *Finally*, the content of the MBA degree is not scrutinized in this research undertaking. The MBA programme, from which the participants of this research investigation has sourced, is similar to other MBA programmes which has been categorized as a good using standard criteria (Souitaris et al., 2007).

1.4 Problem Statement of the Study

Entrepreneurial intention is an individual's inner-drive to formulate a clear strategy to undertake the formation of a business. Entrepreneurial intention is defined as "self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future" (Thompson, 2009). The problem statement being addressed in this study is:

“How effective is an MBA education in improving entrepreneurial intent?”

1.5 Research Objectives

The overall focus of this research study is to contribute to the existing literature deficit in relation to the effectiveness of MBA programmes on entrepreneurial intent. The research questions have been carefully chosen so as to contribute to entrepreneurship theory and the subsequent practical application to entrepreneurship in general. In the following, an overview of the research questions is provided.

Objective 1: Evaluate the impact of business management training on entrepreneurial intent

The discussion in the introductory chapter, illustrated that there is no conclusive research data and information relating to effect of business management training on entrepreneurial intention. Therefore, the first research question is:

***RQ1.** To what extent are the differences in entrepreneurial intention perceptions based on receiving an MBA education?*

To answer RQ1, a comparison of the population of positive questionnaire responses from the MBA group and TIA group will be conducted and the following hypothesis will be tested is:

H1. The average proportion of positive responses from the MBA group in relation to entrepreneurial intention perceptions is greater the average proportion of positive responses from the TIA group.

Objective 2: Evaluate the impact of business management training on attitude towards entrepreneurship

A crucial part of doing business is to recognize business opportunity. Entrepreneurship and opportunity are two terms that complement each other. Opportunity recognition enables the entrepreneur to identify a good idea and transform it into a business concept. The functional requirement of this research question is to examine the effect of an MBA teachings on personal attitudes towards starting entrepreneurial activities:

RQ2. To what extent are the differences in attitudes towards entrepreneurial intention based on receiving an MBA education?

To answer RQ2, a comparison of the population of positive questionnaire responses from the MBA group and TIA group will be conducted and the following hypothesis will be tested is:

H2. The average proportion of positive responses from the MBA group in relation to attitudes towards entrepreneurial intentions is greater the average proportion of positive responses from the TIA group.

Objective 3: Evaluate the impact of business management training on perceived entrepreneurial behavioural control

Perceived behavioural control is the person's perception of how easy or difficult it is to become an entrepreneur (Do Paco et. al., 2010). This is different to self-efficacy, because perceived behavioural control includes the person's perception of the controllability of the behaviour and not just the feeling that he or she can manage (Ajzen & Sheikh, 2013). This research question intends to understand the role of an MBA education on perceived entrepreneurial behavioural control:

RQ3. To what extent are the differences in perceived entrepreneurial behavioural control based on receiving an MBA education?

To answer RQ3, a comparison of the population of positive questionnaire responses from the MBA group and TIA group will be conducted and the following hypothesis will be tested is:

H3. The average proportion of positive responses from the MBA group in relation to perceived entrepreneurial behavioural control is greater the average proportion of positive responses from the TIA group.

Objective 4: Evaluate the impact of business management training on the confidence to develop new products

New product development is the locus of the innovative potential of organizations. Every organization, regardless of size, profit motive, or industry experiences regular pressures to renew, expand, or modify its product or service offerings (Situmeang, 2017). The rate of market and technological changes has accelerated in the past decade. Central to competitive success in the present highly turbulent environment is the firm's capability to develop new products (Cankurtaran et. al., 2013). New products are increasingly cited as the key to corporate success in the market. This research question intends to understand the role of an MBA education in improving the confidence to develop new products:

RQ4. To what extent are the differences in confidence to develop new products based on receiving an MBA education?

To answer RQ4, a comparison of the population of positive questionnaire responses from the MBA group and TIA group will be conducted and the following hypothesis will be tested is:

H4. The average proportion of positive responses from the MBA group in relation to confidence to develop new products is greater the average proportion of positive responses from the TIA group.

Objective 5: Evaluate the impact of business management training on entrepreneurial financial acumen

Financial acumen is important for social economic development. There is an apparent information deficit between the financial acumen needs of an individual and the financial

acumen realities of individuals. Financial acumen is an essential knowledge and skill for entrepreneurs with Small, Medium and Micro-Enterprises (SMMEs). SMME entrepreneurs must have the capacity to formulate informed and effective decisions in relation to financial flows. (Samkin et. al., 2014). Individuals with large financial acumen tend to make enhanced financial decisions, such as budgets, expenditures, savings, investment, and financial risk management. In the reality of the financial literacy levels of society, especially the entrepreneur is uncertain. This research question intends to understand the role of an MBA education in improving entrepreneurial financial acumen:

RQ5. *To what extent are the differences in entrepreneurial financial acumen based on receiving an MBA education?*

To answer RQ5, a comparison of the population of positive questionnaire responses from the MBA group and TIA group will be conducted and the following hypothesis will be tested is:

H5. *The average proportion of positive responses from the MBA group in relation to entrepreneurial financial acumen is greater the average proportion of positive responses from the TIA group.*

Objective 6: Evaluate the impact of business management training on entrepreneurial marketing ability

A proficient marketing ability is demonstrated through ease of ascertaining clients' requirements. A proficient marketing ability is also demonstrated through the ease of understanding the factors that affect the clients' purchasing choice. A business that has a proficient marketing capability will achieve enhanced client targeting and enhanced brand positioning in relation to the competitive brands. Enhanced customer targeting and enhanced brand positioning will lead to improved differentiation which will facilitate the business enjoying larger profit margins (Ozdemir, 2017). These larger profit margins will subsequently produce enhanced financial performance for the business (Qureshi, 2017). This research question intends to understand the role of an MBA education in improving entrepreneurial marketing and networking ability:

***RQ6.** To what extent are the differences in entrepreneurial marketing and networking ability based on receiving an MBA education?*

To answer RQ6, a comparison of the population of positive questionnaire responses from the MBA group and TIA group will be conducted and the following hypothesis will be tested is:

***H6.** The average proportion of positive responses from the MBA group in relation to entrepreneurial marketing and networking ability is greater the average proportion of positive responses from the TIA group.*

1.6 Limitations of the Study

The chief restraint recognised during this research was the limited sample size of the MBA group, which is 11, and the limited sample size of the TIA group, which is 17. These small sample sizes were due to the limited access to the target population groups. This was a cross sectional study, therefore causality cannot be calculated. Another limitation of the research was that it was only conducted in KwaZulu-Natal. However, with common business practice the results of the research may be used as a useful indicator for other provinces. High levels of unemployment and the low entrepreneurial activity that exists in KZN, is a common problem that exist across the country. The recommendations of the study could be utilised

as a basis for national findings. The sample chosen does not represent of the sample frame of all individuals in KZN, but only a sample of individuals registered with UKZN as MBA candidates and a sample of the interns affiliated with the Technology Innovation Agency. Therefore the study findings should be interpreted accordingly.

1.7 Chapter Summary

Self-efficacy is defined in the context of entrepreneurship as the strength of a person's belief that he or she is capable of successfully performing the various roles and tasks of entrepreneurship. Perhaps the most extensive application of self-efficacy has been in the area of training. In light of the fact that it is generally understood that business management training programmes, such as a Master's in Business Administration (MBA), are important in modern academia and a variety of business management courses are being proposed, without the provision of conclusive quantitative data and information relating to impact of business management training on participants. The question that arises is: "How effective is an MBA education in improving entrepreneurial intent?" With this question in mind research into factors affecting the UKZN MBA students' entrepreneurial intent are compared to the entrepreneurial intent of a government internship programme.

This chapter provided a synopsis of the study. A comprehensive discussion detailing the research problem and areas of focus, with clarity regarding the intent of this study, the objectives and the research question, and a brief description of the limitations that were experienced during the study was presented.

The next chapter (Chapter 2) will present the literature research that has been gathered to gain an insight into the factors affecting an individual's entrepreneurial intent.

CHAPTER TWO

Theory

2.1. Introduction

This theoretical chapter is focussed on evaluating literature that is essential in formulating a solid base upon which the research questions can be answered. The framework for the development of this theoretical foundation will be directed towards evaluating journal articles within the subject area of the effect of business management training. Also literature relating to the measurement of entrepreneurial intention will also be evaluated. The next sub-chapter sections will introduce the discussions on entrepreneurship and business management training. The summary of the evaluation of the literature will then outline the nature of the research undertaken in the area of business management training and their subsequent effectiveness. The evaluation will also identify information deficits. The chapter concludes with the conceptual framework and a summary of the hypotheses.

2.2. Entrepreneurship Concept

The term entrepreneurship takes an antiquity from 1732, when Cantillon referenced persons that have "a willingness to carry out forms of arbitrage involving the financial risk of a new venture" (Minniti & Lévesque, 2008). Consistent with prior research (Walter & Heinrichs, 2015), we define an entrepreneur as a person who exploits entrepreneurial knowledge and skills to take advantage of a business opportunity thus resulting in the individual owning the business and actively managing the business. An entrepreneur can be illustrated as "one who organises, manages, and assumes the risks of a business or enterprise" (Maritz & Donovan, 2015). Entrepreneurship discussion can be evaluated as a two-tier subject in relation to (a) the progressions before becoming self-employed and (b) the individual. The framework of this research study is confined within the second subject tier namely the factors that individuals becoming entrepreneurs. The research study evaluates individuals who participate in business management training and are potentially spurred into starting their own businesses.

2.3. Business Management Training Concept

The last three decades, has a significant effort made by academia to quantify the significance of higher education in the creation of graduate entrepreneurs (Rideout & Gray, 2013). The significance of new small businesses in creating new employment opportunities has been widely highlighted and accepted (Haltiwanger, 2013). Based on this premise, governments around the world want to create an entrepreneurship culture (Williams & Nadin, 2012). Therefore government funded education systems have a thrust to develop this entrepreneurship culture, especially through business management training. Despite such external influences, there is still considerable evaluation within the academic society as to the capability of universities in general and business schools in particular able to develop this entrepreneurship culture (Lackéus, 2017). Recent research illustrates how attaining of Masters in Business Administration (MBA) contributes to the probability of observing positive dynamics of returns over the long run period on average. The empirical results reveal that getting better education should increase probability of taking right decisions and, therefore, increase the probability of the positive movement of firm's returns. This kind of result may be interesting for investors, who are averse to the probability of loss (Matvieiets, 2012).

Entrepreneurship education programmes can be classified into four categories, namely (a) Entrepreneurial Awareness Education, (b) Education for Start-Up, (c) Education for Entrepreneurial Dynamism and (d) Continuing Education for Entrepreneurs (Linan, 2004). The focus of Entrepreneurial Awareness Education programmes are to provide entrepreneurship knowledge. The secondary objective of Entrepreneurial Awareness Education programmes are to influence entrepreneurial intention attitudes. The focus of Education for Start-Up programmes are to provide knowledge to individuals who have formulated a business idea. The knowledge provided is geared to assist these individuals to solve practical challenges relating to being self-employed. The focus of Education for Entrepreneurial Dynamism programmes are to provide knowledge to individuals who are practicing entrepreneurs. The knowledge provided is geared to stimulate vibrant activities post business start-up. The focus of Continuing Education for Entrepreneurs programmes are to provide life-long learning programmes for experienced entrepreneurs.

Entrepreneurship education research streams can be classified into four categories, namely (a) role of entrepreneurship programmes on the individual and society, (b) systemisation of

entrepreneurship programmes, for example, the use of multimedia environments or curriculum development, (c) entrepreneurship education programmes content and delivery (d) needs of individual participants in entrepreneurship programmes (Bechard & Gregoire, 2005). Based on the above categorisation, this research study can be classified into the following research stream: “Identifying the role of entrepreneurship programmes on the individual”.

2.4 Defining entrepreneurship

There are various opinions on the definition of entrepreneurship. For example, Cromie (2000) claimed that entrepreneurship was a process in pursuit of beginning a new business. Despite the different opinions, the locus of the entrepreneurial method is the appreciation of profit maximization scenarios. The key to entrepreneurship is the identification and exploitation of business opportunities (Shane and Venkataraman, 2000). In principle, the different opinions on entrepreneurship congregate around the concepts of business identification and exploitation. In this dissertation, entrepreneurship is understood as the progression to identify and take advantage of business prospect through the applying knowledge and skills incumbent to the entrepreneur.

2.5 Defining entrepreneurial intention

Intentions are used to predict many collective human actions, such as forming a new commercial prospect (Ajzen, 2015). There are different opinions on the definition of entrepreneurial intentions. Katz and Gartner (1988) explained entrepreneurial intention within the context performing research to create a start-up business venture. Bird (2015) defined that entrepreneurial intention as a psychological state focussed on creating a new business venture. Entrepreneurial intention can be defined as the individual drive of the prospective entrepreneur to begin a new business (Reynolds and Miller, 1992). Based on these definitions, in this dissertation, entrepreneurial intention is defined as the perception (or belief) that an individual has to identify and exploit a business opportunity.

2.6 Defining entrepreneurship education

The variances between entrepreneurship education and business education has been researched (Henry et al., 2004; Hindle, 2007). Entrepreneurship education concentrates on the explicit undertakings that entrepreneurs execute, stressing novelty and business development. Orthodox business education accentuates general business management related to business administration facets (Klandt, 1998). In this dissertation, entrepreneurship education is defined as the method of diffusing entrepreneurial knowledge and skills to individuals to assist them identify and take advantage of a business prospect.

2.7 Review on Entrepreneurship Education

2.7.1 Training subjects of entrepreneurship

The contents of entrepreneurship education should consist of theoretical and practical aspects of entrepreneurship (Dodd et. al, 2013). Entrepreneurship education must cover the following topics: (a) business admittance (Gartner, Bird, & Starr, 1992), (b) entrepreneurship method and (c) industry setting (Binks et al., 2006). Although there are differences between business management and entrepreneurship education, it is inadequate to teach entrepreneurship only by teaching business management since there is a intimate connectivity between the disciplines (Zeithaml and Rice, 1987). Attitudinal preparation of entrepreneurial education students is essential. Entrepreneurial education students will emotionally navigate through risks and uncertainties more adequately if they are psychologically trained on entrepreneurship values and attitudes (Rice, 1985). The entrepreneurship courses should also develop inspiration of students (Souitaris et al., 2007). Further students should be educated to learn from failure through entrepreneurship courses (Shepherd, 2004).

2.7.2 Training approaches of entrepreneurship education

Entrepreneurship education should be taught using a practical methodology focussing setting up and managing a new business (Ronstadt, 1990). The entrepreneurship education teaching methodology should develop the problem-based learning ability of students (Hanke et. al., 2005). The project method can also be used to teach students to develop a business plan (Honig, 2004).

2.7.3 Measuring the effectiveness of entrepreneurship education

The effectiveness of entrepreneurship education has been measured by the benefits to society using indicators such as transfer of technology, fresh job prospect, and support to resident entrepreneurs (Henry, 2004). Vesper and Gartner (1997) measured the effectiveness of entrepreneurship education using the following academic indicators: subjects taught, academic journals, societal impact fullness, graduate activities, inventions, graduates creating businesses, etc.

The impact of entrepreneurship education on venture creation has been researched (Charney and Libecap, 2000). In the study, the sample consisted of 511 graduates. The outcome of the research illustrated that entrepreneurship graduates presented business creation rates of 27% as compared to their non-entrepreneurship graduate peers, who presented business creation rates of 9%. The outcome of the research also illustrated that entrepreneurship education provided optimistic outlook on the graduates' inclination to take advantage of business prospects (i.e., entrepreneurial intention).

The review of the impact of entrepreneurship education surpasses business formation measure (Walter & Block, 2016). Entrepreneurship is a voluntary choice, therefore it is a planned behaviour. This suggests that intention is the most suitable forecaster of entrepreneurial actions (Krueger et al., 2000). Taking advantage of a business prospect is the primary manoeuvre of entrepreneurial intention (Shook et al., 2003).

Entrepreneurship education proliferates an individual's self-efficacy therefore improves the probability that entrepreneurial activities will occur (Ehrlich et al., 2000). A research study was performed among the following student groups: (a) graduates in entrepreneurship, (b) graduates in management, and (c) graduates in other disciplines (Noel, 2001). The results of the research illustrated that there is higher probability that entrepreneurship graduates would demonstrate entrepreneurial behaviours, entrepreneurial intention and entrepreneurial "self-efficacy" when compared the other groups involved in the study. Self-efficacy is congruent with perceived behavioural control. The attitudinal factor of entrepreneurial intention is defined as perceived behavioural control (Krueger et al., 2000). Therefore the attitudinal antecedents of entrepreneurial intention is synergetic with the effectiveness of entrepreneurship education.

Therefore, in this dissertation, we focus on measuring the attitudinal antecedents of entrepreneurial intention, the predictor of entrepreneurial action.

2.8 Trait models

Personality traits are defined as an individual's characteristics that cause the individual to exhibit relatively consistent behaviour for various circumstances. (Ajzen, 2015). Entrepreneurial psychological traits, include accomplishment inspiration, control governor, risk appetite, forbearance of indistinctness, self-assurance, origination, dynamism, necessity for self-government, etc.

The identification of individuals with entrepreneurial personality can be achieved through the utilization of the entrepreneurship trait model. The entrepreneurship trait model can also be used to identify successful entrepreneurs who can grasp entrepreneurial accomplishment. The entrepreneurial trait model, however, has various faults due to the rulebooks of the philosophy. These faults prompted various researchers to question the vigour of the philosophy. The next section will summarise the criticism that the trait models have received.

2.9 Criticism of trait models

Two themes of challenges have been identified with the trait model (Gartner, 1988). Firstly, the entrepreneurial trait model considers "ex-post business start-up scenarios". Trait model considered the time-honoured entrepreneurs' personality traits and correlated those traits with entrepreneurial attitudes and initial commercial behaviour. Secondly, the trait model assumes that individuals are "prisoners of their own personality traits". This postulation may overlook the effect of social and economic situations that might have emotional impact on an individual's judgement. Therefore the trait model is not reflective the real trepidations connected with originating an entrepreneurial endeavour.

From this premise, researchers have attempted to discuss entrepreneurial actions from the viewpoint of intellect, contending that intellectual progression provides a fundamental input into the entrepreneurial method. Therefore, intellectual insight is deliberated as apt to understand entrepreneurial behaviour. Therefore philosophies that are associated to intellectual notions have obtained cumulative consideration in research entrepreneurship activities. Subsequent fragments will explain the fruition of entrepreneurial intention

models. The following fragments will also perform entrepreneurial intention model evaluation.

2.10 Intention models

Intentions are considered by psychologists as being operative to envisage the ensuing behaviour (Ajzen, 2015). Intentions concerning a behaviour echo the inspiration and eagerness of an individual to execute that behaviour. The more intense the intentions, the greater possibility that the intended behaviour will materialise (Ajzen & Sheikh, 2013). The outcome of entrepreneurial intention is entrepreneurial behaviour (Krueger & Brazeal, 1994). In the subsequent subsections, we will review the important entrepreneurial intention models. We will also compare these models so as to select an appropriate model for our research.

2.10.1 Entrepreneurial Event Model (EEM)

The following factors are considered the entrepreneurial event model: (a) perceived desirability, (b) perceived feasibility and (c) propensity to act upon opportunities. The entrepreneurial event model postulates that these factors influence entrepreneurial intention. The entrepreneurial event model then postulates that a displacement event occurs so as to affect the relationship between entrepreneurial intention and actual behaviour. This is illustrated in Figure 2.1 below.

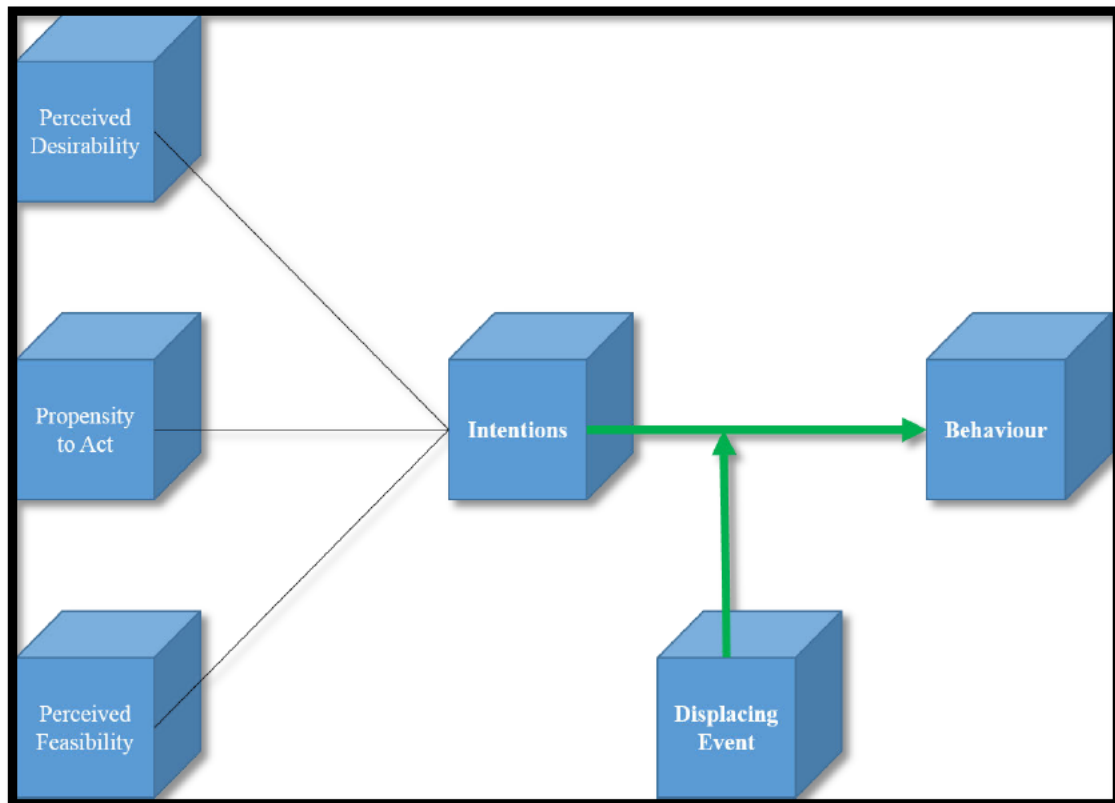


Figure 2.1: Entrepreneurial Event Model ((Shapero & Sokol, 1982)

The degree or extent to which an individual feels that it is attractive to create their own business is defined as perceived desirability. The degree or extent to which an individual feels that he or she has the prerequisite skills to formulate a business is defined as perceived feasibility. This aspect principally echoes self-efficacy (i.e., an individuals' perceived ability to implement a predefined behaviour). Propensity to act is an individual temperament to act on one's decisions. The displacing event is an external precipitating/triggering event or change that impacts the actual commencement of entrepreneurial activity. The following events were identified as potential displacing events: (a) inheritance, (b) job loss, and (c) graduation (Katz, 1992).

2.10.2 Entrepreneurial Intention Model (EIM)

According to cognitive theory, intention is a mental-state that directs an individual's attention towards a specific objective in order to achieve a desired goal (Bird, 2015). The Entrepreneurial Intention Model (Figure 2.2) was developed by interviewing 20 entrepreneurs.

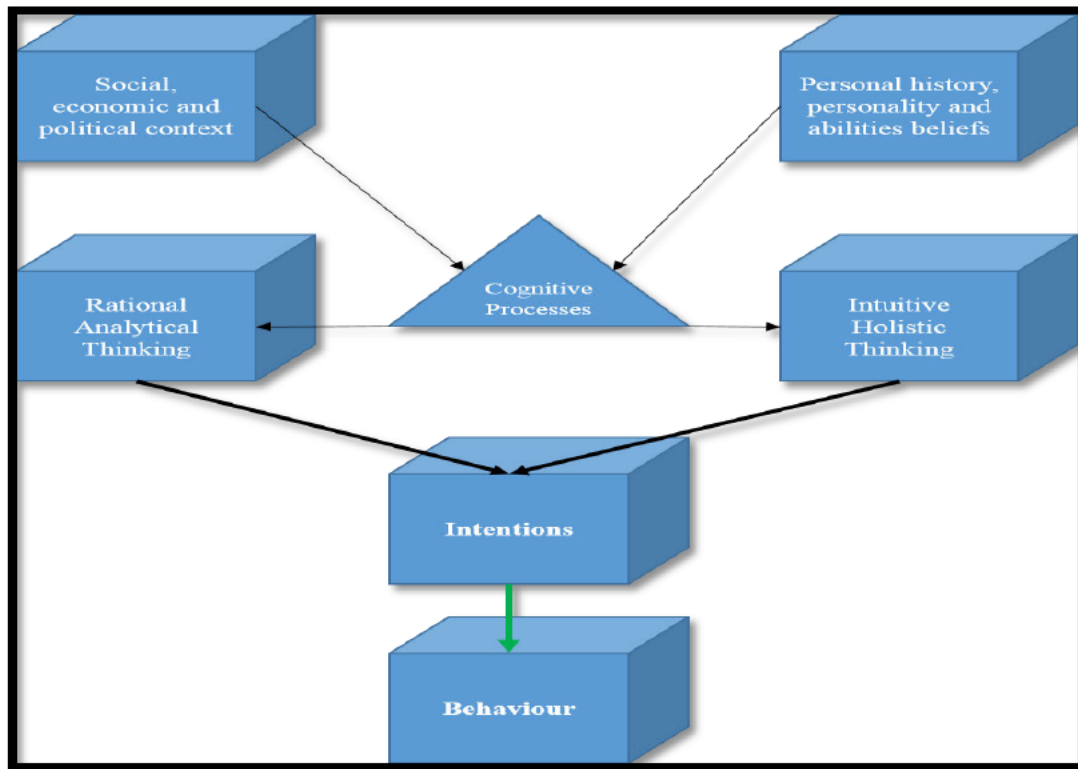


Figure 2.2: Entrepreneurial Intention Model (Bird, 1988)

Conferring from the EIM, entrepreneurial intention is forecasted by individual and circumstantial dynamics. Individual factors embrace previous entrepreneurial experiences, dispositions, and talents. The entrepreneurial intention model identifies the following circumstantial dynamics: (a) economic variables, (b) social variables, and (c) political variables. Economic variables include (a) government deregulation, (b) displacement, and (c) changes in markets. The individual and circumstantial dynamics arise intuitive thought processes and rational thought processes. These thought processes subsequently contribute to entrepreneurial intention. The starting of business activities require the following: (a) developing business plans, (b) opportunity evaluation, and (c) other goal-directed activities. These activities can only be initiated the origination of the intuitive though processes and the rational thought processes discussed above. The entrepreneurial intentions in this model echo psychological state that directs entrepreneurs to take advantage business designs.

2.10.3 Revised EIM

EIM model was revised by including the self-efficacy belief construct (Boyd and Vozikis, 1994). The revised EIM is shown in Figure 2.3.

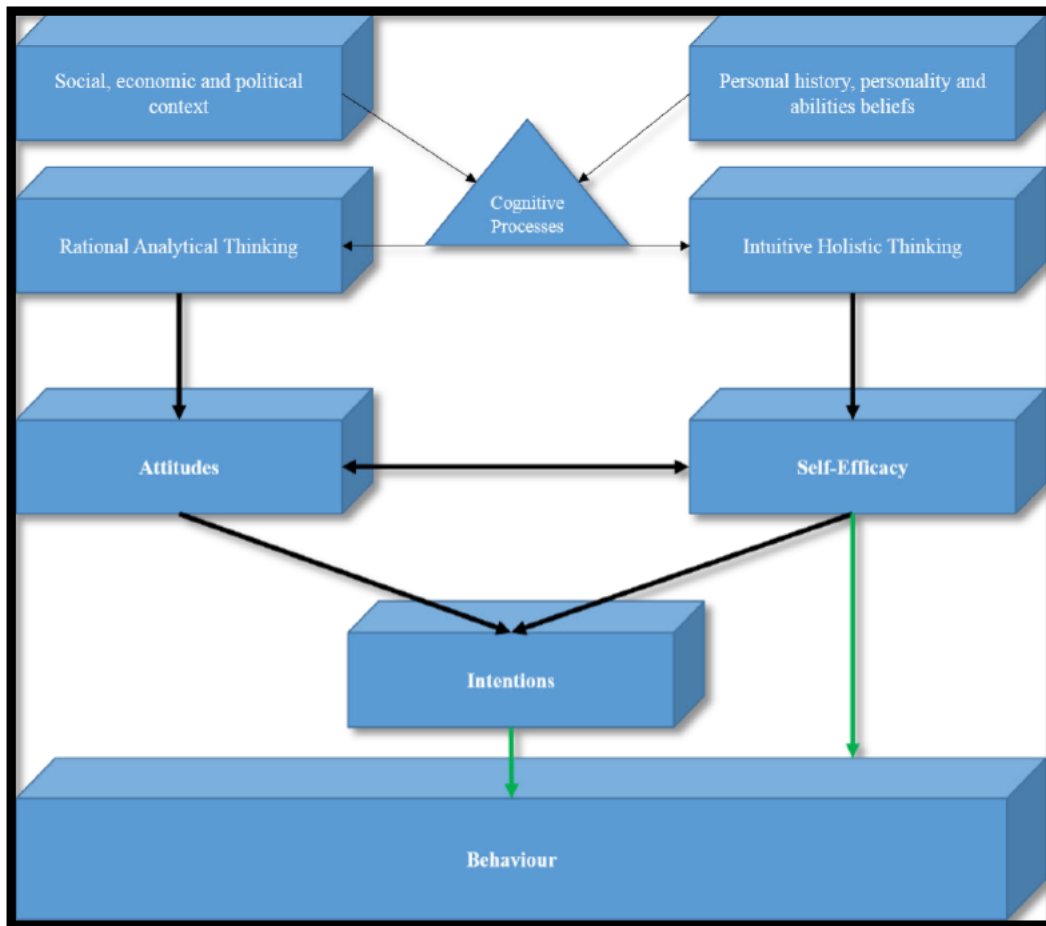


Figure 2.3: Revised EIM (Boyd and Vozikis, 1994)

Self-efficacy captures a person’s ability to take action which subsequently effects the achievements of goals (Hsu et. al., 2017). Self-efficacy can be used to forecast entrepreneurial behaviour and intentions (Boyd and Vozikis, 1994). Rational analytical thinking determine entrepreneurial intentions as illustrated in the Revised EIM. These rational analytical thought processes formulate an individual’s attitude toward a goal-directed behaviour. According the Revised EIM, intuitive holistic thought processes formulate self-efficacy opinions.

2.10.4 Theory of Planned Behaviour (TPB)

The theory of reasoned action (Fishbein & Ajzen, 1975) was extended to form Theory of Planned Behaviour (TPB) (Ajzen ,1991) by inclusion of the perceived behavioural control factor. The Theory of Planned Behaviour, as illustrated in Figure 2.4, is used to describe planning behaviour such as entrepreneurship.

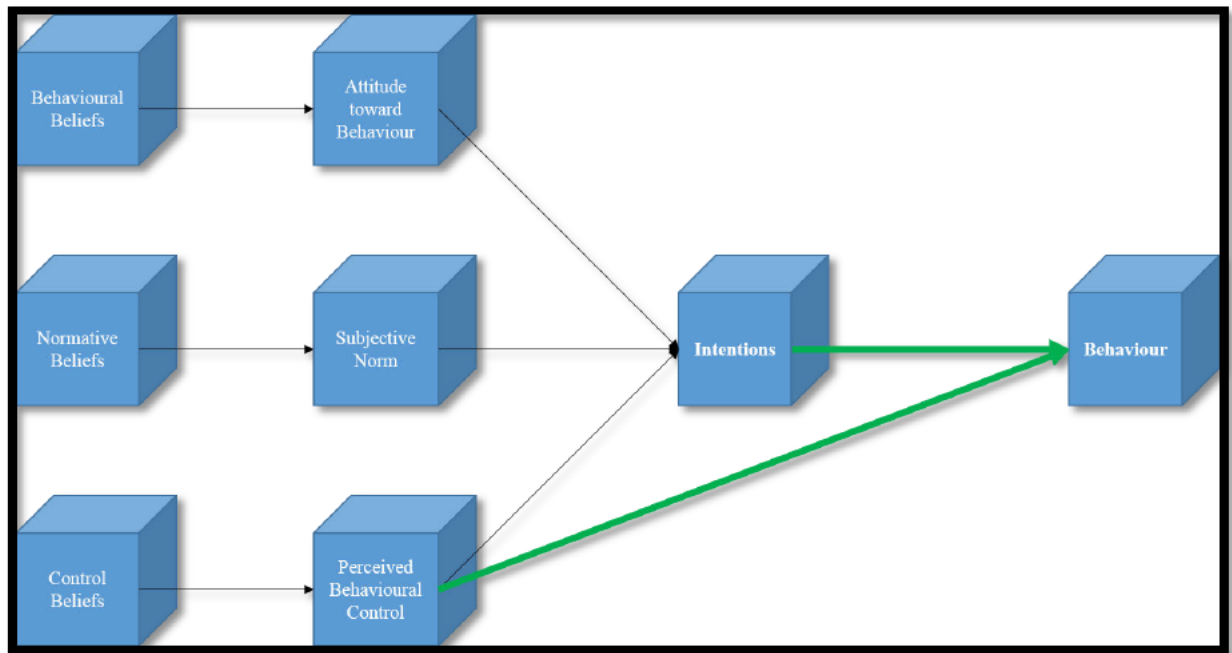


Figure 2.4: Theory of Planned Behaviour (Ajzen, 1991)

The Theory of Planned Behaviour uses 3 attitudinal antecedents to determine intention. The first antecedent is the attitude toward the behaviour. The antecedent describes the extent to which an individual has a favourable or unfavourable perception of the behaviour. The attitude toward the behaviour is dependent upon a person's perception of the expected outcomes of the behaviour. Behavioural beliefs (i.e. the probable outcomes of certain behaviours) are encapsulated in the thought processes associated with the expected outcomes. Let us consider the following scenario, an individual who has faith that it is valuable to execute a given behaviour will be attitudinally positive in relation to the behaviour, otherwise, the individual will be attitudinally negative in relation to the behaviour. The second antecedent is the subjective norm. This antecedent describes the extent to which an individual has a favourable or unfavourable perception of social pressures that an individual will experience if the individual performs or does not to perform the behaviour. The perception of social pressures describes the perception that other people would encourage or discourage the execution of the behaviour. The individual will probably execute the behaviour if the people who considered significant to the individual approve of the behaviour. The individual will probably not execute the behaviour if the people who considered significant to the individual disapproves of the behaviour. The third antecedent is the perceived behavioural control. This antecedent describes the extent to which an individual has a favourable or unfavourable perception of the individual's physical capability

to execute the behaviour. The perception of an individual's physical capability describes the perception that the individual has regarding availability of resources (capital, skills, material etc) and a support structure to execute the behaviour. The perception of an individual's physical capability also describes the perception that the individual has regarding availability of resources (capital, skills, material etc) and a support structure to overcome the perceived barriers preventing the execution of the behaviour. The individual will probably execute the behaviour if the individual perceives that the support structures and resources are available for the execution of the behaviour and to assist in overcoming the barriers.

2.10.5 Economic-Psychological Model (EPM)

The various contributors to an individual's intention to create their own business is illustrated in Figure 2.5 (Davidsson, 1995).

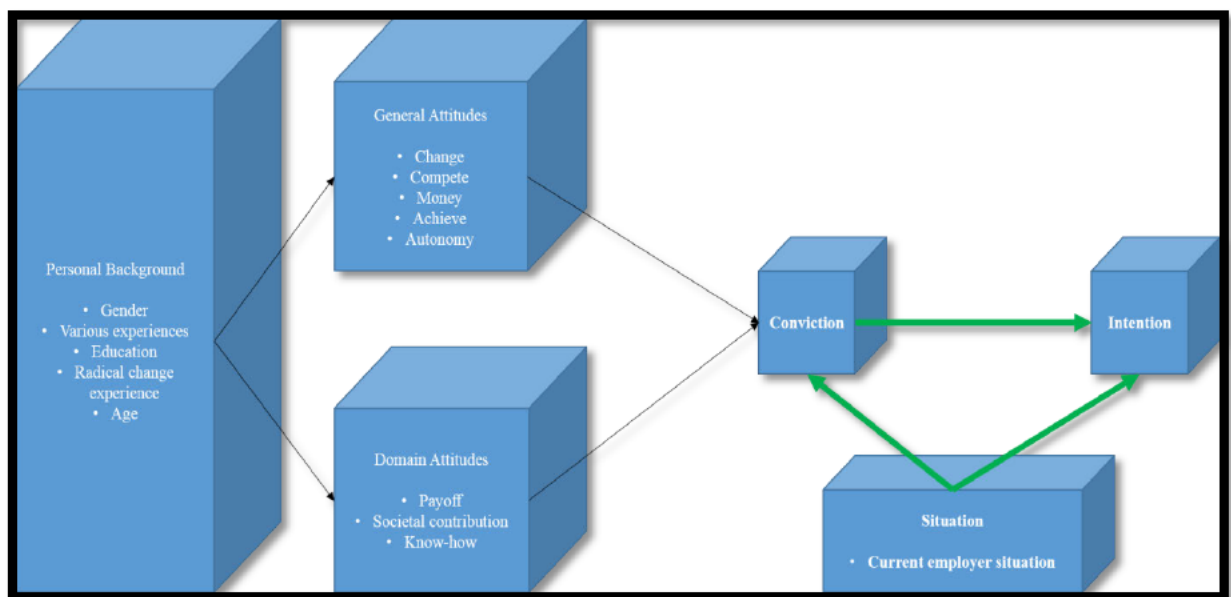


Figure 2.5: Economic Psychological Model

The economic psychological model (Figure 2.5) encapsulates the specific factors that affect the entrepreneurial intention. The primary determining factor of entrepreneurial intention is dominated by the role of conviction. This is the most significant contribution of the economic psychological model. According to the model, general attitudes and domain attitudes are affected by the individual's background. General psychological dispositions result in general attitudes. In the model, attitudes towards entrepreneurship are strongly correlated to domain

attitudes. Further in the model, situational factors such as the current employment status affects both the conviction and intention.

2.10.6 Structural Model of Entrepreneurial Intention (SMEI)

The structural model for entrepreneurial intention evaluates the influence of attitude on entrepreneurship as is illustrated in Figure 2.6, (Luthje and Franke, 2003).

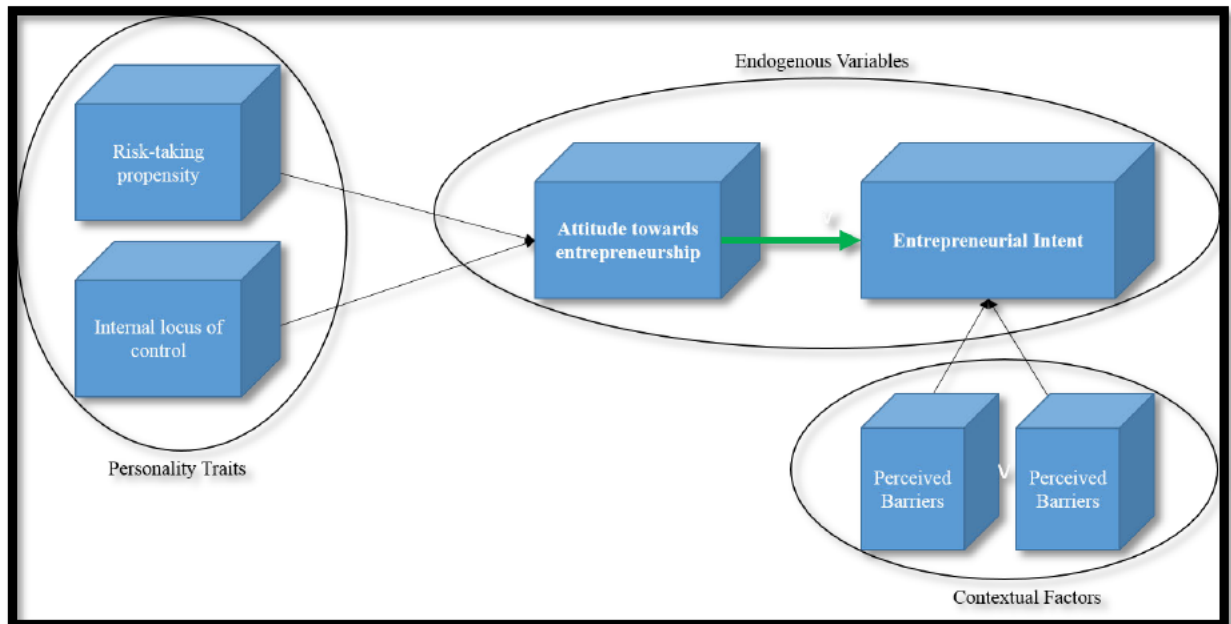


Figure 2.6: Structural Model of Entrepreneurial Intention (Luthje and Franke, 2003)

The model explains that attitudes regulate the correlation among entrepreneurial behaviour and personality traits. It is assumed by the model that the intention for new business creations is inadvertently influenced by the following personality traits: (a) ability to control one's self and (b) propensity to take risks. This inadvertent influence is affected by entrepreneurial attitudes. The model explains that entrepreneurial intentions are directly impacted by contextual factors such support structures and entrepreneurial barriers.

2.10.7 Comparison of the entrepreneurial intention models

Several entrepreneurial intentions models have been formulated. These models are harmonious. These entrepreneurship intention models focus on the pre-entrepreneurial event as opposed to the ex-post entrepreneurial event. The trait model provides a reflection of the ex-post entrepreneurial event. The pre-entrepreneurial event models also are formulated with a foundation characterised by (1) attitude and behaviour theory (Ajzen, 2015) and (2) self-efficacy theory (Hsu et. al., 2017). These models also explain that external factors affect entrepreneurial intention secondarily through attitudinal factors (Bird, 2015).

A comparative review of the formulation of entrepreneurial intention models has revealed that the entrepreneurial intention models have been steered principally by three models: (a) the entrepreneurial event model, (b) the entrepreneurial intention model, and (c) the theory of planned behaviour model.

The entrepreneurial intention model and the two newly developed models, entrepreneurial psychological model and the structural model for entrepreneurial intention are to some extent compatible with other intention models. The main disadvantage of the entrepreneurial intention model (EIM), structural model for entrepreneurial intention (SMEI) and the entrepreneurial psychological model (EPM) is that these models do not provide sufficient information as to the method by which the entrepreneurial intention can predict entrepreneurial behaviour especially at the social or individual level. EIM emphasises on the intuitive thought processes and rational thought processes. EIM does not embrace the paradigms of perceived self-capability, social norm or attitude. EPM and SMEI chiefly gravitates around entrepreneurship attitudes and circumstantial dynamics. EPM and SMEI exhibit non-deliberation on the development of entrepreneurial intention through the impact of social norm. Empirical quantitative data and information deficits were identified in the EPM, SMEI and EIM models when compared to the other models. Therefore, EPM, SMEI and EIM will not form the theoretical basis of our study. The next section will evaluate the entrepreneurial event model (EEM), the revised entrepreneurial intention model (revised EIM) and the theory of planned behaviour model (TPB). The output of this evaluation will be the selection of the most appropriate theoretical model for our studies.

2.10.8 Compatibility of EEM, TPB, & revised EIM

The revised EIM, TPB, and EEM are compatible to a significant extent. This significant compatibility is revealed through the evaluation of their foundational theories namely (a) intention theory, (b) self-efficacy theory and (c) goal-setting theory. The foundational theory of the EEM and the TPB model is intention theory. The foundational theories for the revised EIM are self-efficacy theory and goal-setting theory.

Planned behaviour is formulated through the development intentions, as articulated by the intention theory (Ajzen, 2015). An individual's is bridged with their actual behaviour through their intention. Entrepreneurial attitudes is effected by intentions through personality factors and background factors. These entrepreneurial attitudes illustrate the attractiveness of the behaviour and the perceived control that an individual has over the behaviour.

The relationship between goals and task performance or goals and actions is articulated by the goal-setting theory (Locke & Latham, 1990). In goal-setting theory, a specific and achievable goal that is well-defined will improve an individual's performance. An effortless realisable goal will have an adverse performance consequence.

Social cognitive theory is based on the principle of self-efficacy theory. Self-efficacy theory articulates that social behaviour ensues through the proactive assignation of individuals make the behaviour a reality through their individual actions (Hsu et. al., 2017). The self-system comprises of cognitive skills, abilities and a person's attitudes. This system regulates an individual's perception about situations. The self-system also regulates individual's behaviour in reaction to diverse situations.

Intention theory, goal-setting theory and self-efficacy theory are analogous in implication while these theories could be applied to different dominions. A goal could characterise the degree to which an individual desires to accomplish some results through confronting some obstacles. According to goal-setting theory, group normative information affect attitudes. These attitudes are deliberated upon to the extent the attitudes affects the attractiveness of performance objectives. It has been argued that a goal can be used to measure a behaviour (Ajzen, 2015). It has also been argued that goal realisation can be achieved through a

sequence of definite activities that need to be executed. Therefore, goal and intention are principally synergetic. Self-efficacy is an imperative theory for three of these models. Goal performance is momentarily influenced by self-efficacy. It has been argued that there is proportional relation between self-efficacy and goal performance and commitment (i.e. higher self-efficacy, the higher goal performance and commitment will be) (Seijts & Latham, 2001). Perceived behavioural control is synergetic to self-efficacy. Since self-efficacy is reflective of the perceived behavioural control, self-efficacy is an important constituent of intention theory (Krueger et al., 2000).

Although EEM, TPB and revised EIM are applied in different domains, self-efficacy function encapsulates their compatibility.

2.10.9 Selecting the best model—TPB

The revised EIM has not acquired sufficient empirical support when compared to the EEM and the TPB models. While the facilitating function of self-efficacy, the all-inclusive revised EIM model has empirical data and information deficits. Consequently, the revised EIM is apposite to be utilized in this work when equated with the other two models. Although bearing in mind the influence of subjective norm, the revised EIM and EEM exhibit deficiency of data when explaining this influence. In the revised EIM and EEM, attitude concerning the formation of a new company is deliberated as a wide-ranging idea that is influenced individual and circumstantial dynamics which subsequently affects a person's desirability or willingness to undertake the formation of a new company. In a different way, TPB evidently extricates attitude concerning to individual curiosity or desirability concerning attitude due to social influence (i.e., social level) and the entrepreneurial behaviour (personal level). This departure of the attitudinal antecedents is expressive and essential as it make available supplementary meticulous material when equated with the other two models. It is generally accepted that an individual appraisal of the entrepreneurship opportunity is not exclusive of the sentiments of other folks who are imperative to the individual (Ajzen, 2015). These sentimental folks might comprise of spouse, parents, co-workers, close friends, classmates, teachers etc. Consequently, subjective norm which discusses to how these sentimental folks assessment of the individual undertaking entrepreneurship is a significant influencing aspect of entrepreneurial intention. The probability that the individual will engage in entrepreneurial activities will be higher if the sentimental folks think that the individual should perform such entrepreneurial activities.

Otherwise, the individual would circumvent entrepreneurship if sentimental folk frown on entrepreneurship activities. Therefore only TPB relates entrepreneurial intention to a social level. TPB takes into consideration the influence of subjective norm that echoes an individual's attitude due to the views of sentimental folks. This influence has a direct bearing on entrepreneurial intention. Therefore, TPB make available a richer depiction of the methodology by which entrepreneurial intention is developed. Therefore, the TPB model will be used as the theoretical foundation of this dissertation.

2.11 Hypotheses

In this dissertation, the identified avenue of research is to **assess the effectiveness of an MBA education in improving the candidate's entrepreneurial intent**. The impact of a business management training programme (MBA education) is measured by the theory of planned behaviour and its variables: entrepreneurial intentions, attitudes toward behaviour, perceived behavioural control and subjective norms. The sample consists two groups namely the MBA group and the TIA group. The experiment group consists of a group of university post-graduate students who voluntarily chose to follow a business management training programme, namely a Master's in Business Administration (MBA), consisting of different coherent business management courses. The control group is a group of graduate candidates that are have no formal business management training.

Current research confirms that entrepreneurship education impacts entrepreneurial self-efficacy (Wilson et al., 2007). Theory of planned behaviour has three constructs attitude toward behaviour, perceived behavioural control, subjective norms. Based on current research, it expected that the business management training program should positively impact the constructs of the theory of planned behaviour. As entrepreneurial intention is dependent on and directly influenced by these three variables in the theory of planned behaviour, it can be expected that entrepreneurial intention will be positively influenced by the business management training programme and that the MBA group will have higher scores on the constructs than the TIA group.

Hypotheses:

H1. The average proportion of positive responses from the MBA group in relation to entrepreneurial intention perceptions is greater the average proportion of positive responses from the TIA group.

H2. *The average proportion of positive responses from the MBA group in relation to attitudes towards entrepreneurial intentions is greater the average proportion of positive responses from the TIA group.*

H3. *The average proportion of positive responses from the MBA group in relation to perceived entrepreneurial behavioural control is greater the average proportion of positive responses from the TIA group.*

H4. *The average proportion of positive responses from the MBA group in relation to confidence to develop new products is greater the average proportion of positive responses from the TIA group.*

H5. *The average proportion of positive responses from the MBA group in relation to entrepreneurial financial acumen is greater the average proportion of positive responses from the TIA group.*

H6. *The average proportion of positive responses from the MBA group in relation to entrepreneurial marketing and networking ability is greater the average proportion of positive responses from the TIA group.*

The hypotheses will be tested against the TIA group, which is expected to have lower values in attitude toward behaviour, perceived behavioural control, entrepreneurial intention, and subjective norms when compared to the participants of the MBA degree.

2.12 Chapter Summary

This chapter discusses the concept of entrepreneurship and in particular the entrepreneur is defined as an individual who utilizes entrepreneurial learning (knowledge and skills) to exploit a business opportunity thus resulting in the individual owning the business and actively managing the business. This concept of business management training is also discussed the concept of business management training with a focus on the four types of entrepreneurial education programmes. The chapter then concentrated on the definitions of three significant terms: entrepreneurship, entrepreneurial intention, and entrepreneurship education. Entrepreneurship is demarcated as an origination progression to take advantage of a business prospect by relating entrepreneurial knowledge and skills. Entrepreneurial intention is an intellectual depiction of activities for taking advantage of a business prospect by relating entrepreneurial knowledge and skills. Entrepreneurship education is a progression of diffusing entrepreneurial knowledge and skills to candidates so as to enable them to take advantage of a business prospect. The chapter also summarised on the major philosophies of entrepreneurship. Foremost positions of research on entrepreneurship are centred by two philosophies: the trait models and intention-based models. The trait models induce from the personality traits of the person attempting to formulate an association among traits and entrepreneurial behaviour. Six foremost entrepreneurial intention models are recognised and the progression of these models is deliberated. The six models are (1) EEM, (2) EIM, (3) revised EIM, (4) TPB, (5) EPM, and (6) SMEI. The establishment of entrepreneurial intention models essentially has been directed principally by three models: EEM, EIM and TPB. Even though the three models illustrate certain degree of compatibility, TPB is deliberated as superior in relation to the other models since TPB affords more particulars regarding intention. TPB has also evidenced effective to elucidate entrepreneurial behaviour. Therefore, the TPB model is engaged as the theoretical basis of the study.

The next chapter (Chapter 3) will present the methodology used to practically evaluate the hypotheses of this research study.

CHAPTER THREE

Research Methodology

3.1 Introduction

This chapter is aimed at presenting the objectives, the data capturing techniques and the appropriate research methodology used to capture data on the topic, “What is the effectiveness of an MBA study programme on improving entrepreneurial intent?” The researcher chose to employ the quantitative research methodology over the qualitative research method because of the advantages offered.

3.2. Aims and Objectives of the Research Methodology

3.2.1. Aim

The aim of this study is to examine the entrepreneurial intent of MBA candidates compared to interns of a government funded programme.

3.2.2. Research Objectives:

The objectives’ of this research are:

- To compare the entrepreneurial intent of MBA students to the entrepreneurial intent of TIA funded interns.
- To compare the attitude towards entrepreneurship of MBA students to the attitude towards entrepreneurship of TIA funded interns.
- To compare the perceived entrepreneurial behavioural control of MBA students to the perceived entrepreneurial behavioural control of TIA funded interns.
- To compare the confidence to develop new products of MBA students to the confidence to develop new products of TIA funded interns.
- To compare the entrepreneurial financial acumen of MBA students to the entrepreneurial financial acumen of TIA funded interns.
- To compare the entrepreneurial marketing and networking of MBA students to the entrepreneurial marketing and networking of TIA funded interns.

3.3. Participants and Location of the Study

The study focuses on two groups. One group are part-time MBA students at the University of KwaZulu-Natal. The other group are interns who are funded by the Technology Innovation Agency and are working in Durban.

3.4. Data Collection Strategies

The researcher utilized the survey research methodology which involved collecting data by putting a set of pre-formulated questions in a predetermined sequence in a structured questionnaire, to a sample of individuals drawn so as to be a representative of a given population. Fox and Bayat (2007, p. 9) states that cross-sectional research involves the simultaneous study of individuals representing different levels of development, hence this research took that form. Availability sampling technique was used as the respondents' became participant researchers by choice, and not according to a sampling plan; however the only disadvantage of this technique is that findings are not generalized to other populations as the characteristics and experience of other populations are not known.

In designing the questionnaire, the researcher utilized the semantic differential. This is effected via a statement in a questionnaire which asks the respondents to respond by Yes or No.

3.5. Research Design and Methods

3.5.1. Description and Purpose

This research utilized a quantitative approach. Burns and Grove (2009, p. 777) define quantitative research as a formal, objective, systematic process to describe and test relationships and examine cause and effect interactions among variables. The purpose of this research is descriptive, explanatory and exploratory since it seeks to compare the perceptions of MBA students to entrepreneurship to the perceptions of TIA funded interns to entrepreneurship.

3.5.2. Construction of the Instrument

Sekaran and Bougie (2013) explains that rigorous research design ought to emphasis on three extents:

- Phrasing of the enquiries;
- Forecasting of topics in such a manner that variables would be characterised, scaled and coded after the receiving of the answers; and
- Standard form of the survey.

All three facets of the research design are significant as these facets can curtail predispositions in the research. The design of the survey subjects was constructed on assembling data from respondents who were observed to be pertinent to the study, and to discovering responses to questions constructed on the objectives of the study.

Sequencing of questions is of utmost prominence. Sekaran and Bougie (2013) stressed the necessity to utilize the funnel tactic of levitating questions, namely, from more wide-ranging to more unambiguous and from informal to more thought-provoking which enables a suave advancement through the subjects on the questionnaire. This sequencing method was employed in evolving the questionnaire for this study.

Questions can either be open-ended or closed. Closed questions request the respondents to decide amid a group of substitutes specified by the researcher. The choice among the substitutes should be quite easy to convert to the numerical format so as to perform statistical analysis. Open ended questions permit respondents to answer the questions, in any manner that the respondents choose (Welman, Kruger and Mitchell, 2012). The questionnaire utilized in this study comprised of closed type questions only. Cautious deliberation was significant when determining a response arrangement as this has consequences for statistical analysis. Variables warrant a measurement methodology that facilitates the application of scales to measure different variables. “A scale” is demarcated as “a tool by which individuals are distinguished as to how they differ from one another on the variables of interest to our study” Sekaran and Bougie (2013, p. 185). The choosen scales for this study included nominal and interval scales. Nominal scales permit the researcher to allocate subjects to certain categories or groups, whereas interval scales permit the researcher to execute

mathematical computations on the data collected. To maximize the return rate for the submitted notice to take part of this research, the researcher designed a cover letter which accompanied the notice. In the cover letter the researcher tried to motivate potential respondents by relying on the power of persuasion to gain their co-operation, highlighting the benefits that are likely to be derived from responding to the questionnaire. (See Appendix One for a copy of the questionnaire).

3.5.3. Measuring Instrument

The Liñán and Chen (2009) validated Entrepreneurial Intent Questionnaire was used. Section 1 of the EIQ collected demographic information. Section 2 focused on ‘entrepreneurial intent’ (5 questions), Section 3 on ‘attitude towards becoming an entrepreneur’ also known as ‘personal attitude’ (6 questions), Section 4 on ‘perceived behavioural control’ (9 questions), Section 5 on ‘new product development’ (4 questions), Section 6 on ‘financial acumen’ (3 questions), Section 7 on ‘marketing and networking’ (5 questions) and Section 8 on ‘entrepreneurial competencies’ (4 questions).

3.5.4. Recruitment of Study Participants

As mentioned earlier (3.3 – Participants and Location of the Study), the study was confined to part-time MBA students and TIA funded interns. Recruitment of participants was conducted through the following mechanisms: The notice to conduct the research was communicated to all part-time MBA students via oral lecture time communication. The notice to conduct the research was also communicated orally to the TIA interns during a structure lecture-style course. Finally with all of the above mediums in place, requests were made to re-distribute the survey to the respondent’s network of colleagues at work (TIA interns) or during lectures (MBA students).

3.5.5. Administration of the Questionnaire

The Entrepreneurial Intent Questionnaire is based on self-evaluations. Self-evaluations contain valid components and biased components (John & Robins, 1994). The degree of bias varies based on individual differences in narcissism (John & Robins, 1994). To reduce the effect of bias on the results of the study, a comparative group was introduced (Pannucci & Wilkins, 2010). The overall dataset consists of two groups that represent one comparative group (namely, TIA) and one focus group (namely, MBA). The eligibility criterion for the sample in the MBA group comprises university post-graduate students who were taking part

in the business management training programme. The sample in the comparative group (2) comprises graduate interns employed by Technology Innovation Agency.

	Samples	
Group Number	1	2
Classification	MBA	TIA
Business Management Training Programme Name	MBA	Not participating in any
Provide of programme	GSB&L (UKZN)	Not applicable
Participant Origin	UKZN	Technology Innovation Agency (TIA)
Permission to conduct questionnaire	Granted (HSS/1257/016M)	Granted (Head: ISD)
Data Acquisition for Research Question	RQ1,2,3,4,5,6	RQ1,2,3,4,5,6
Number of Participants	11	17
Mean Age	36	27
Gender Distributions (Male/Female Split - %)	70% / 30%	50% / 50%
Questionnaires Distributed	11	17
Questionnaires Collected	10	16
Questionnaires Completed	10	16

Table 3.1: Overview of Samples

3.5.6. Pretesting and Validation

3.5.6.1 Pretesting of the questionnaire

“The accuracy and consistency of the responses can be achieved by pre-testing the questionnaire using a small sample of the respondents with characteristics similar to the target population” (Hair, Money, Samouel and Page, 2007). The questionnaire was given to colleagues to see whether they had difficulties in understanding any items. Respondents were

requested to fill out the questionnaire and then asked them to highlight what kinds of thoughts ran through their minds as they answered the questions. The researcher also made reference to Karabenick, Wooley, Friedel, Ammon, Blazeovski and Kelly's (2007, p. 143) questioning techniques to pilot respondents:

1. Please read this question aloud
2. What is this question trying to find out from you?
3. Which answer would you choose as the right answer for you?
4. Can you explain to me why you chose that answer?

All these responses helped to identify the kinds of responses that were likely to be obtained. The responses, questions and comments were helpful in improving the final list of questions in the questionnaire.

3.5.6.2. Validation of the questionnaire

The validity and reliability of a measuring instrument are correlated with the verdicts of a research (Collis and Hussey, 2014). Hair et al. (2007) explained that the validity of an instrument is the fortitude of the degree to which the instrument essentially measures the expected measurement variables. There are various methods by which the validity of research can be evaluated. This research will reconnoitre only two namely (a) content validity and (b) construct validity.

- Content validity certifies that the measure comprises of satisfactory and characteristic set of subjects that beat against the idea (Sekaran and Bougie, 2013). The larger the quantum of the subjects that represent the dominion or cosmos of the idea being measured, the content validity is considered more significant (Sekaran and Bougie, 2013)
- The construct validity denotes the quantum to which the questionnaire measures the envisioned construct rather than extraneous constructs or measurement inaccuracies (Welman et al., 2012). The measuring instrument needs to measure that which it is formulated to measure.

With the comment from the respondents to the pre-test, the researcher was content that the witnessed answers of the questionnaire had sufficiently enclosed the purposes of the study. The researcher was therefore assured that the test of content validity was achieved. The

researcher was content with the construct validity which was assessed through a correlation analysis.

3.5.6.3. Reliability

Reliability is associated to the discoveries of the research and connected to the integrity of the results (Welman et al., 2012). The reliability of a measuring instrument designates the degree to which the measured variable is devoid of predisposition (independent of bias) and therefore provides reliable measurement transversely of time and the various subjects in the instrument (Sekaran and Bougie, 2013). A measuring instrument is reliable if it yields stable outcomes. Two significant facets of reliability are stability and consistency. Sekaran and Bougie (2013) explained that stability is associated with the capability of a measure to sustainably be the same while traversing time notwithstanding uncontrollable testing environments or the psychological position of the respondents themselves. Sekaran and Bougie (2013) also explained that consistency is suggestive of the uniformity of the subjects being measured in relation to the identified the construct. Measurement stability can be accomplished by: Test–retest reliability. The test-retest method is used to govern the measurement instrument so that at least on two occasions the same representative sample is tested. The sample is obtained from the population for which the instrument is planned to be utilized on (Welman et al., 2012). The test–retest coefficient verifies the reliability and stability across time. This test could not be conducted on the research study due to time constraints.

3.6. Data Analysis

According to Blaxter, Hughes and Tight (2010, p. 185) data analysis “usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques”. An essential process in data analysis is data coding, which necessitates the assignment of a numeric value to the participants’ responses.

During this research, data which was located on a paper format was captured into EXCEL format by the researcher. The researcher then made use of both descriptive and inferential statistics. Leedy and Ormrod (2014) state that inferential statistics involve using a small sample of population and then estimating the characteristics of the larger population from which the sample of population was taken and then estimating the characteristics of the larger population from which the sample has been drawn. From this description inferential statistics

provide a way of helping us to make reasonable guesses about a large, unknown population by examining a small sample that is known.

3.7. Chapter Summary

This chapter was centred on the research methodological approach which this study took. It began with clear highlights on the aims and objectives of the study. Data collecting procedures were examined in great breadth; the research design in the form of a survey was used in this research. In this section the researcher also explored the theoretical issues and practicalities involved in using a questionnaire as a research instrument; furthermore the process where the question was pretested and validated was also examined. The chapter also looked at the fundamental aspects of this research, these are the participants of this study. Finally, attention was given to how data was manipulated and analysed. In the next chapter 4, presentation of results will be alluded to.

CHAPTER FOUR

Analysis of Results

4.1 Introduction

This chapter will focus on the research findings that were gathered from the survey questionnaire, and will display how it was collated and subsequently analysed to enable the researcher to make inferences in respect of the specific questions contained in the questionnaire.

4.2 Analysis of response

4.2.1 Response rate

Out of the 11 MBA student respondents that started the survey, a total number of 10 responded to the questionnaire and 1 did not. Giving us a 91 percent response rate for the MBA student group.

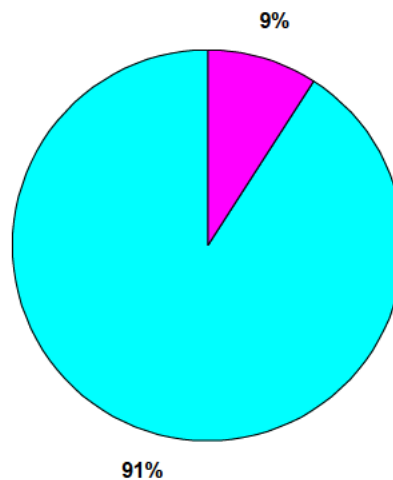


Figure 4.1: Pie chart of the MBA student response rate

Out of the 17 TIA intern respondents that started the survey, a total number of 16 responded to the questionnaire and 1 did not. Giving us a 94 percent response rate for the TIA intern group.

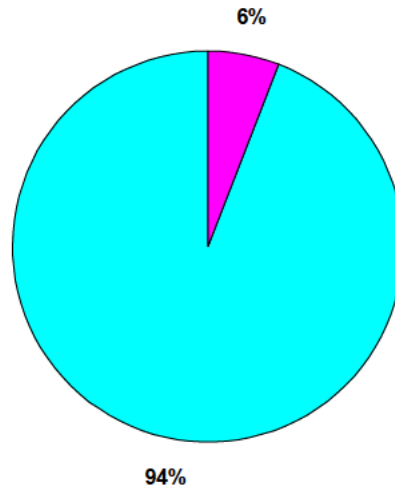


Figure 4.2: Pie chart of the TIA intern response rate

4.2.2 Profile of respondents

The profile of the respondents is looked upon in terms of the age and education received. The Figure 4.3 shows the distribution of the MBA student respondents in terms of their age.

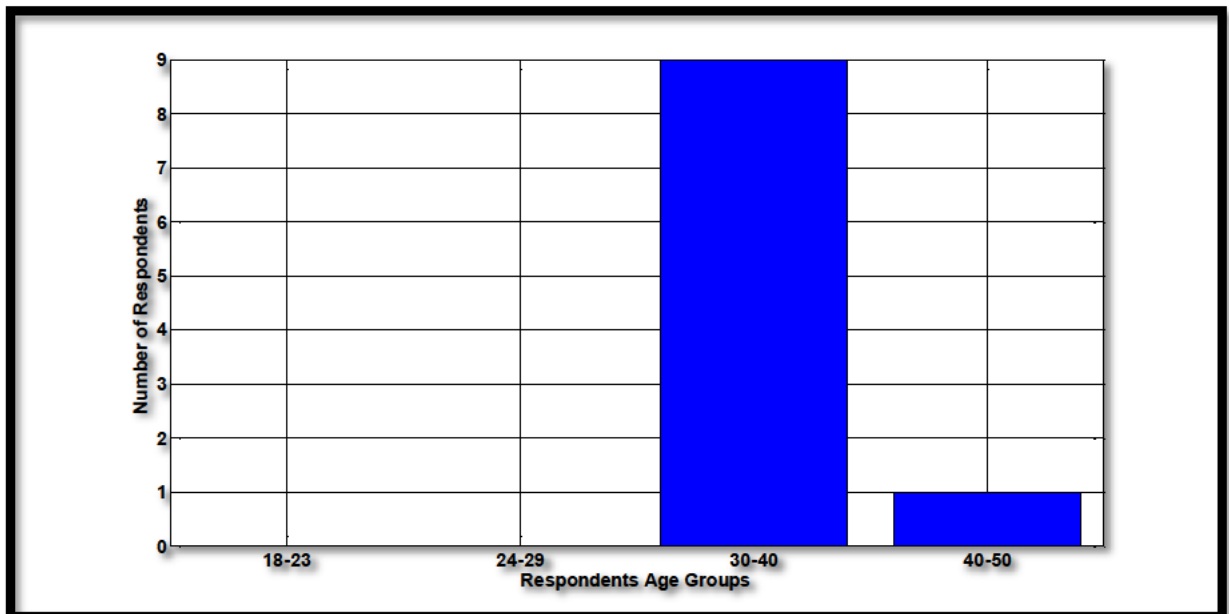


Figure 4.3: MBA Respondents Age Groups

The results show that 90% of the MBA respondents were in the age group 30 to 40 years old. The Figure 4.4 shows the distribution of the MBA student respondents in terms of their education status.

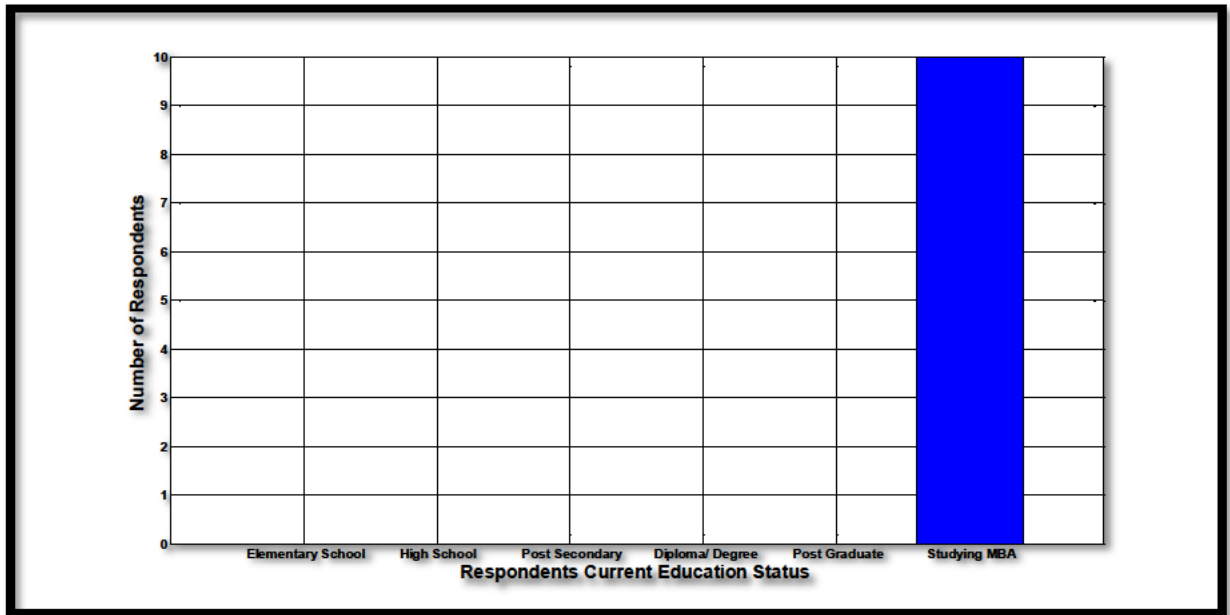


Figure 4.4: MBA Respondents Education Status

The results in Figure 4.4 illustrates that 100% of the MBA respondents were studying towards an MBA degree.

The Figure 4.5 shows the distribution of the TIA intern respondents in terms of their age.

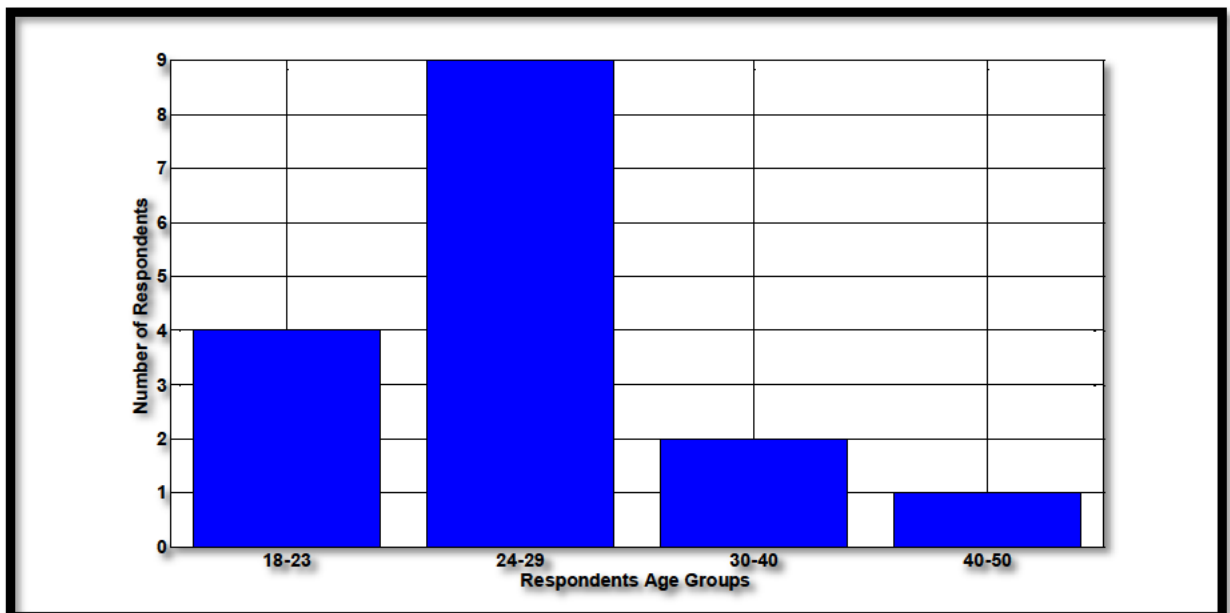


Figure 4.5: TIA Intern Respondents Age Groups

The results show that more than 50% of the MBA respondents were in the age group 24 to 29 years old. The Figure 4.6 shows the distribution of the TIA intern respondents in terms of their education status.

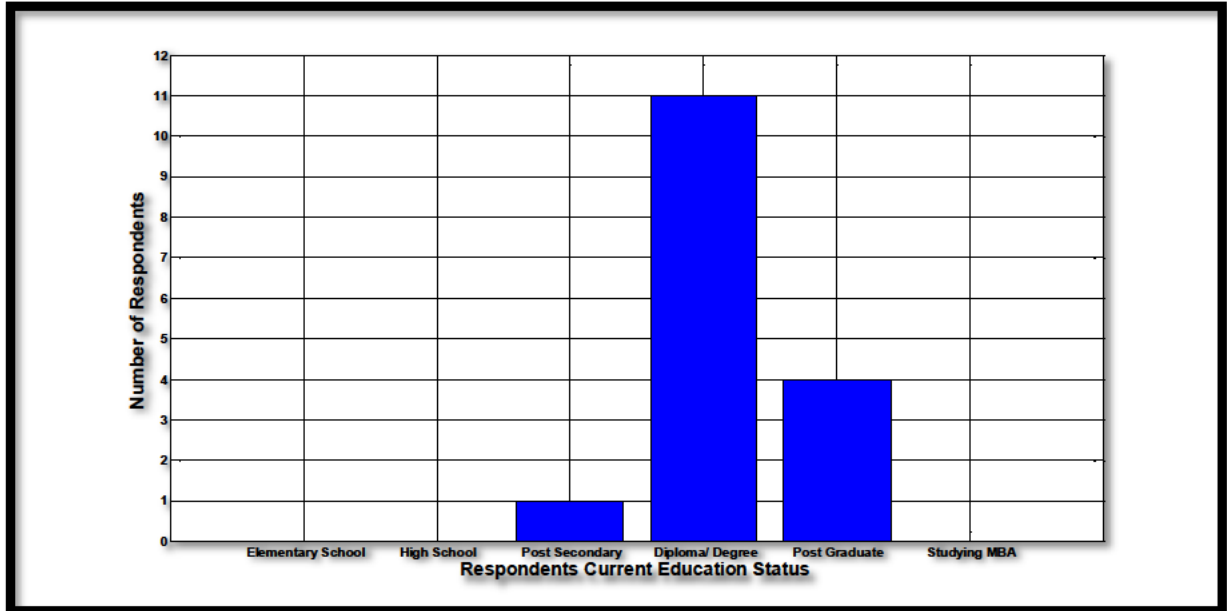


Figure 4.6: TIA Intern Respondents Education Status

The results in Figure 4.6 illustrates that about 69% of the TIA intern respondents possessed a degree or diploma and none of them were studying towards an MBA degree.

Based on the results presented in Figure 4.4 and 4.6, these two sets of respondents are adequate to perform the study to evaluate the effectiveness of an MBA education on entrepreneurial intent.

4.3 Results of the study

The aim of this study was to compare the entrepreneurial intentions MBA students to TIA interns, hence each and every response had to be analysed against the intended research objectives of this study. The following section includes the six research questions and the 6 associated hypotheses.

4.3.1 Research Question 1: Comparison of an MBA education to a TIA funded skills development internship on entrepreneurial intent

Figure 4.7 illustrates the results of responses to questions relating to entrepreneurial intent. These response to these questions attempt to answer the following research question:

RQ1. To what extent are the differences in entrepreneurial intention perceptions based on receiving an MBA education?

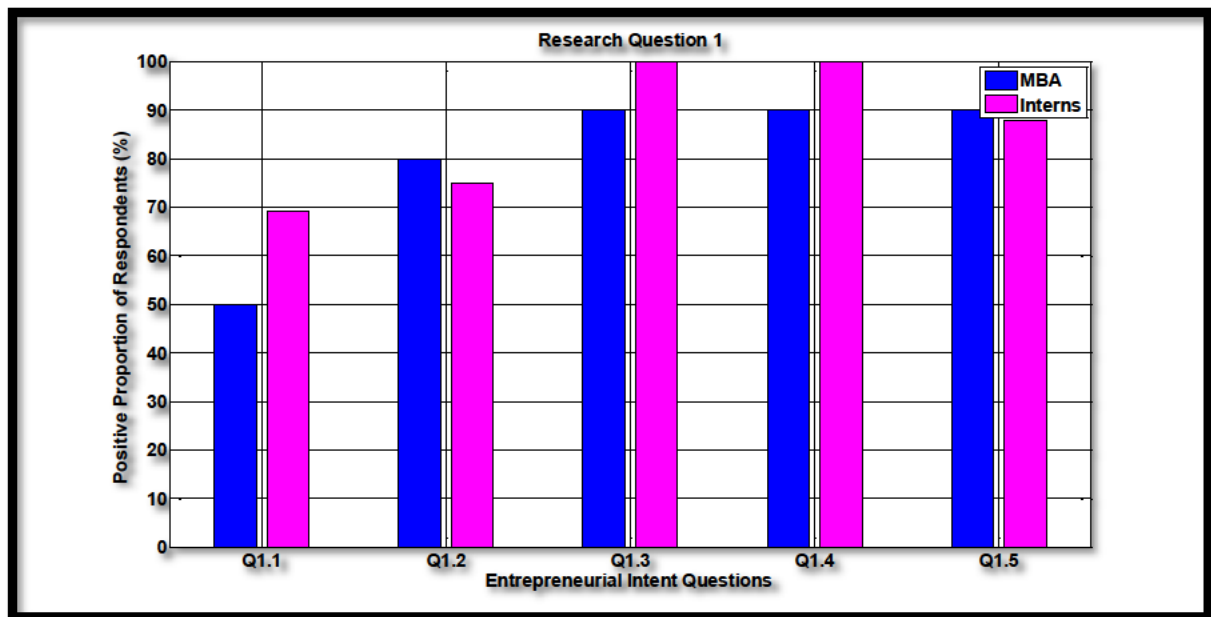


Figure 4.7: Summary of results for Research Question 1

The results in Figure 4.7, indicate that 50% MBA student respondents were ready to do anything to be entrepreneurs and the results also indicate that 69% of the TIA intern respondents were ready to do anything to be entrepreneurs. The results indicate that 80% MBA student respondents have professional goal is to be an entrepreneur and the results also indicate that 75% of the TIA intern respondents have a professional goal is to be an

entrepreneur. The results indicate that 90% MBA student respondents are willing to make every effort to start and run their own business and the results also indicate that 100% of the TIA intern respondents are willing to make every effort to start and run their own business. The results indicate that 90% MBA student respondents are determined to create a business venture in the future and the results also indicate that 100% of the TIA intern respondents are determined to create a business venture in the future. The results indicate that 90% MBA student respondents do not have doubts about ever starting their own business in the future and the results also indicate that 88% of the TIA intern respondents do not have doubts about ever starting their own business in the future.

To answer RQ1, a comparison of the population of positive responses from the MBA group and TIA group needs to be conducted. The data presented in Figure 4.7 is interval in nature. This problem objective-data type combination suggests that the parameter to be tested in the difference between two means, $\mu_1 - \mu_2$, where μ_1 is the average proportion of positive responses of the MBA group and μ_2 is the average proportion of positive responses of the TIA group. The hypothesis to be tested is:

H1. The average proportion of positive responses from the MBA group in relation to entrepreneurial intention perceptions is greater the average proportion of positive responses from the TIA group.

$$H1: (\mu_1 - \mu_2) > 0$$

A two-sample *t* test was conducted to test H1. The average positive proportion of responses for the MBA candidates was compared with the average positive proportion of responses for the TIA candidates. The level of significance was set at .05.

The results of the test for equal variances is illustrated in Table 4.1 below.

F-Test Two-Sample for Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	80	86.4
Variance	300	201.3
Observations	5	5
Df	4	4
F	1.49031	
P(F<=f) one-tail	0.35424	
F Critical one-tail	6.38823	

Table 4.1: F-test results for RQ1

Based results illustrated in Table 4.1, there is insufficient proof to surmise that the population variances are not equal, therefore the equal-variances t-test of ($\mu_1 - \mu_2$) was utilized. The results of the two sample t-test assuming equal variances is illustrated in Table 4.2.

t-Test: Two-Sample Assuming Equal Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	80	86.4
Variance	300	201.3
Observations	5	5
Pooled Variance	250.65	
Hypothesized Mean Difference	0	
Df	8	
t Stat	-0.6392	
P(T<=t) one-tail	0.27029	
t Critical one-tail	1.85955	
P(T<=t) two-tail	0.54058	
t Critical two-tail	2.306	

Table 4.2: t-test results for RQ1

The value of the test statistic is -0.64. The one-tail p-value is 0.27029 therefore the test statistic falls outside the rejection region. A result, it can be concluded that there is not enough evidence to infer that MBA group have more positive intentions on starting entrepreneurial activities than the TIA group.

4.3.2 Research Question 2: Comparison of an MBA education to a TIA funded skills development internship on personal attitudes towards entrepreneurship

Figure 4.8 illustrates the results of responses to questions relating to personal attitudes towards entrepreneurial intentions. These response to these questions attempt to answer the following research question:

RQ2. To what extent are the differences in attitudes towards entrepreneurial intention based on receiving an MBA education?

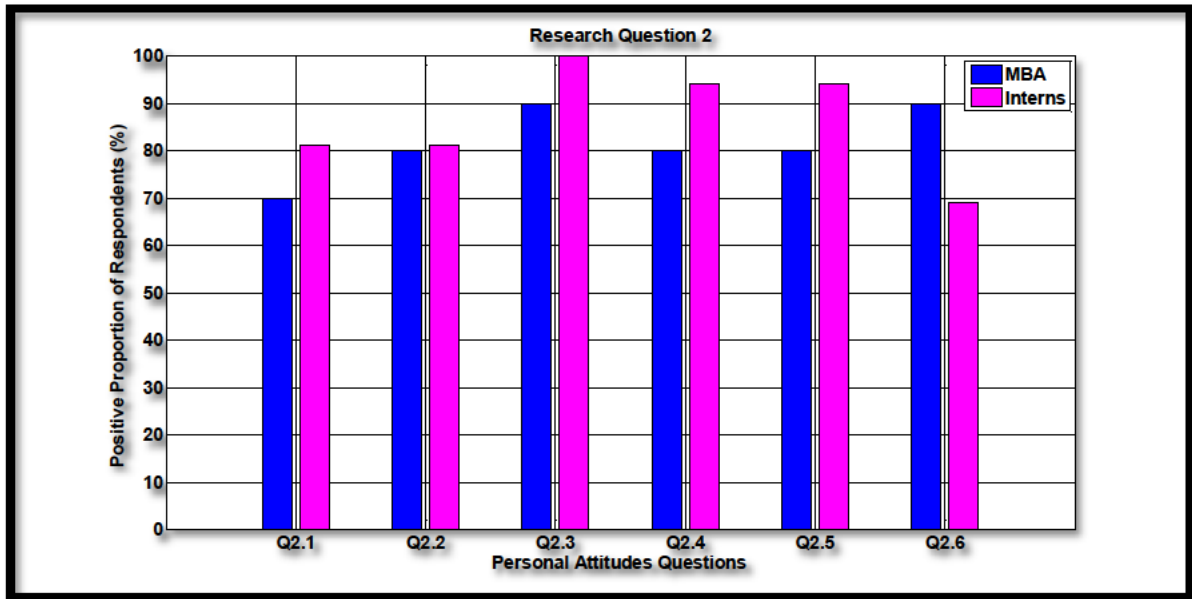


Figure 4.8: Summary of results for Research Question 2

The results indicate that 70% MBA student respondents perceive that being an entrepreneur implies more advantages than disadvantages to them personally and the results also indicate that 81% of the TIA intern respondents perceive that being an entrepreneur implies more advantages than disadvantages to them personally. The results indicate that 80% MBA student respondents perceive that an entrepreneurship career is attractive and the results also indicate that 81% of the TIA intern respondents perceive that an entrepreneurship career is attractive. The results indicate that 90% MBA student respondents felt that if they had the opportunity and resources, they would like to start a business and the results also indicate that 100% of the TIA intern respondents felt that if they had the opportunity and resources, they would like to start a business. The results indicate that 80% MBA student respondents felt that amongst various career options, they would rather be an entrepreneur and the results also indicate that 94% of the TIA intern respondents felt that amongst various career options, they would rather be an entrepreneur.

The results indicate that 80% MBA student respondents felt that being an entrepreneur would give them great satisfaction and the results also indicate that 94% of the TIA intern respondents felt that being an entrepreneur would give them great satisfaction. The results indicate that 90% MBA student respondents felt that their education had contributed positively to their attitude towards becoming an entrepreneur and the results also indicate

that 69% of the TIA intern respondents felt that their education had contributed positively to their attitude towards becoming an entrepreneur.

To answer RQ2, a comparison of the population of positive responses from the MBA group and TIA group needs to be conducted. The data presented in Figure 4.8 is interval in nature. This problem objective-data type combination suggests that the parameter to be tested in the difference between two means, $\mu_1 - \mu_2$, where μ_1 is the average proportion of positive responses of the MBA group and μ_2 is the average proportion of positive responses of the TIA group. The hypothesis to be tested is:

H2. The average proportion of positive responses from the MBA group in relation to attitudes towards entrepreneurial intentions is greater the average proportion of positive responses from the TIA group.

$$H2: (\mu_1 - \mu_2) > 0$$

A two-sample *t* test was conducted to test H2. The average positive proportion of responses for the MBA candidates was compared with the average positive proportion of responses for the TIA candidates. The level of significance was set at .05.

The results of the test for equal variances is illustrated in Table 4.3 below.

F-Test Two-Sample for Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	80	90
Variance	50	73.5
Observations	6	6
Df	5	5
F	0.68027	
α	0.05	
p-value	1.31722	
F Critical one-tail	5.05033	

Table 4.3: F-test results for RQ2

Based results illustrated in Table 4.3, there is insufficient proof to surmise that the population variances are not equal, therefore the equal-variances *t*-test of $(\mu_1 - \mu_2)$ was utilized. The results of the two sample *t*-test assuming equal variances is illustrated in Table 4.4.

t-Test: Two-Sample Assuming Equal Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	80	90
Variance	50	73.5
Observations	6	6
Pooled Variance	61.75	
Hypothesized Mean Difference	0	
Df	10	
t Stat	-2.2042	
P(T<=t) one-tail	0.02604	
t Critical one-tail	1.81246	
P(T<=t) two-tail	0.05207	
t Critical two-tail	2.22814	

Table 4.4: t-test results for RQ2

The value of the test statistic is -2.2042. The two-tail p-value is 0.052 therefore the test statistic falls outside the rejection region. As a result, it can be concluded that there is not enough evidence to infer that MBA group have more positive personal attitudes towards starting entrepreneurial activities than the TIA group.

4.3.3 Research Question 3: Comparison of an MBA education to a TIA funded skills development internship on perceived entrepreneurial behavioural control

Figure 4.9 illustrates the results of responses to questions relating to perceived entrepreneurial behavioural control. These responses to these questions attempt to answer the following research question:

***RQ3.** To what extent are the differences in perceived entrepreneurial behavioural control based on receiving an MBA education?*

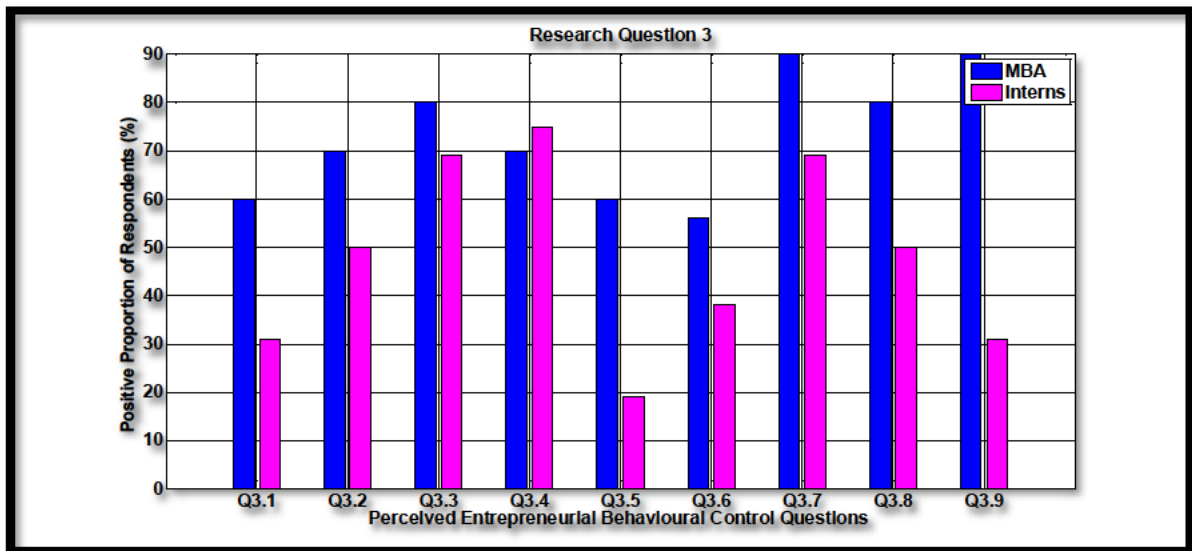


Figure 4.9: Summary of results for Research Question 3

The results indicate that 60% MBA student respondents perceived that to start a business and keep it working would be easy for them and the results also indicate that 31% of the TIA intern respondents perceived that to start a business and keep it working would be easy for them. The results indicate that 70% MBA student respondents perceived that they would be able to control the creation process of a new business and the results also indicate that 50% of the TIA intern respondents perceived that they would be able to control the creation process of a new business. The results indicate that 80% MBA student respondents believed that they would be completely able to start a business and the results also indicate that 69% of the TIA intern respondents believed that they would be completely able to start a business. The results indicate that 70% MBA student respondents felt that they were prepared to do anything to be an entrepreneur and the results also indicate that 75% of the TIA intern respondents felt that they were prepared to do anything to be an entrepreneur. The results indicate that 60% MBA student respondents perceived that they knew all about the necessary practical details needed to start a business and the results also indicate that 19% of the TIA intern respondents perceived that they knew all about the necessary practical details needed to start a business. The results indicate that 56% MBA student respondents felt that if they wanted to, they could easily start and run a business and the results also indicate that 38% of the TIA intern respondents felt that if they wanted to, they could easily start and run a business. The results indicate that 90% MBA student respondents felt that if they tried to start a business, they would have a high chance of being successful and the results also indicate that 69% of the TIA intern respondents felt that if they tried to start a business, they

would have a high chance of being successful. The results indicate that 80% MBA student respondents perceived that it would be very easy for them to develop a business idea and the results also indicate that 50% of the TIA intern respondents perceived that it would be very easy for them to develop a business idea. The results indicate that 90% MBA student respondents perceived that their education had provided them with sufficient knowledge to start a business and the results also indicate that 31% of the TIA intern respondents perceived that their education had provided them with sufficient knowledge to start a business.

To answer RQ3, a comparison of the population of positive responses from the MBA group and TIA group needs to be conducted. The data presented in Figure 4.9 is interval in nature. This problem objective-data type combination suggests that the parameter to be tested in the difference between two means, $\mu_1 - \mu_2$, where μ_1 is the average proportion of positive responses of the MBA group and μ_2 is the average proportion of positive responses of the TIA group. The hypothesis to be tested is:

***H3.** The average proportion of positive responses from the MBA group in relation to perceived entrepreneurial behavioural control is greater the average proportion of positive responses from the TIA group.*

$$\mathbf{H3:} (\mu_1 - \mu_2) > 0$$

A two-sample *t* test was conducted to test H3. The average positive proportion of responses for the MBA candidates was compared with the average positive proportion of responses for the TIA candidates. The level of significance was set at .05.

The results of the test for equal variances is illustrated in Table 4.5 below.

F-Test Two-Sample for Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	68	48.75
Variance	70	574.219
Observations	9	9
Df	8	8
F	0.1219	
α	0.05	
p-value	1.99256	
F Critical one-tail	3.4381	

Table 4.5: F-test results for RQ3

Based results illustrated in Table 4.5, there is insufficient proof to surmise that the population variances are not equal, therefore the equal-variances t-test of ($\mu_1 - \mu_2$) was utilized. The results of the two sample t-test assuming equal variances is illustrated in Table 4.6.

t-Test: Two-Sample Assuming Equal Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	68	48.75
Variance	70	574.219
Observations	9	9
Pooled Variance	322.109	
Hypothesized Mean Difference	0	
Df	16	
t Stat	2.27528	
P(T<=t) one-tail	0.0185	
t Critical one-tail	1.74588	
P(T<=t) two-tail	0.037	
t Critical two-tail	2.11991	

Table 4.6: t-test results for RQ3

The value of the test statistic is 2.2752. The two-tail p-value is 0.0185 therefore the test statistic falls inside the rejection region. A result, it can be concluded that there is enough evidence to infer that MBA group have more positive perceptions of entrepreneurial behavioural control than the TIA group.

4.3.4 Research Question 4: Comparison of an MBA education to a TIA funded skills development internship on the confidence to develop new products

Figure 4.10 illustrates the results of responses to questions relating to confidence to develop new products. These response to these questions attempt to answer the following research question:

***RQ4.** To what extent are the differences in confidence to develop new products based on receiving an MBA education?*

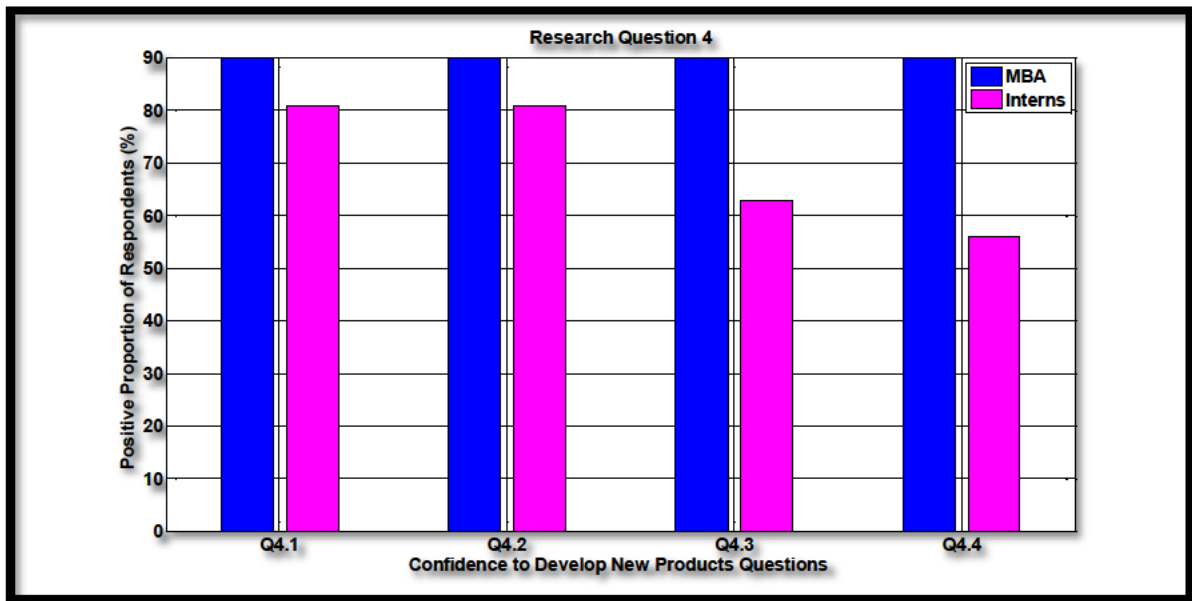


Figure 4.10: Summary of results for Research Question 4

The results indicate that 90% MBA student respondents perceived that their current education helps them generate a new idea for a product or service and the results also indicate that 81% of the TIA intern respondents perceived that their current education helps them generate a new idea for a product or service. The results indicate that 90% MBA student respondents perceived that their current education helped them identify a need for a new product or service and the results also indicate that 81% of the TIA intern respondents perceived that their current education helped them identify a need for a new product or service. The results indicate that 90% MBA student respondents perceived that their current education helped them design a product or service that will satisfy customer needs and wants and the results also indicate that 63% of the TIA intern respondents perceived that their current education helped them design a product or service that will satisfy customer needs and wants. The results indicate that 90% MBA student respondents perceived that their current education helps them estimate customer demand for a new product or service and the results also indicate that 56% of the TIA intern respondents perceived that their current education helps them estimate customer demand for a new product or service.

To answer RQ4, a comparison of the population of positive responses from the MBA group and TIA group needs to be conducted. The data presented in Figure 4.10 is interval in nature. This problem objective-data type combination suggests that the parameter to be tested in the difference between two means, $\mu_1 - \mu_2$, where μ_1 is the average proportion of positive

responses of the MBA group and μ_2 is the average proportion of positive responses of the TIA group. The hypothesis to be tested is:

H4. *The average proportion of positive responses from the MBA group in relation to confidence to develop new products is greater the average proportion of positive responses from the TIA group.*

$$\mathbf{H4:} (\mu_1 - \mu_2) > 0$$

A two-sample *t* test was conducted to test H4. The average positive proportion of responses for the MBA candidates was compared with the average positive proportion of responses for the TIA candidates. The level of significance was set at .05.

The results of the test for equal variances is illustrated in Table 4.7 below.

F-Test Two-Sample for Variances		
	MBA	TIA
Mean	90	70.3125
Variance	0	166.016
Observations	4	4
Df	3	3
F	0	
α	0.05	
p-value	2	
F Critical one-tail	9.27663	

Table 4.7: F-test results for RQ4

Based results illustrated in Table 4.7, there is insufficient proof to surmise that the population variances are not equal, therefore the equal-variances *t*-test of $(\mu_1 - \mu_2)$ was utilized. The results of the two sample *t*-test assuming equal variances is illustrated in Table 4.8.

t-Test: Two-Sample Assuming Equal Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	90	70.3125
Variance	0	166.016
Observations	4	4
Pooled Variance	83.0078	
Hypothesized Mean Difference	0	
Df	6	
t Stat	3.05595	
P(T<=t) one-tail	0.01117	
t Critical one-tail	1.94318	
P(T<=t) two-tail	0.02234	
t Critical two-tail	2.44691	

Table 4.8: t-test results for RQ4

The value of the test statistic is 3.05595. The two-tail p-value is 0.02234 therefore the test statistic falls inside the rejection region. A result, it can be concluded that there is enough evidence to infer that MBA group have more confidence to develop new products than the TIA group.

4.3.5 Research Question 5: Comparison of an MBA education to a TIA funded skills development internship on entrepreneurial financial acumen

Figure 4.11 illustrates the results of responses to questions relating to entrepreneurial financial acumen. These response to these questions attempt to answer the following research question:

***RQ5.** To what extent are the differences in entrepreneurial financial acumen based on receiving an MBA education?*

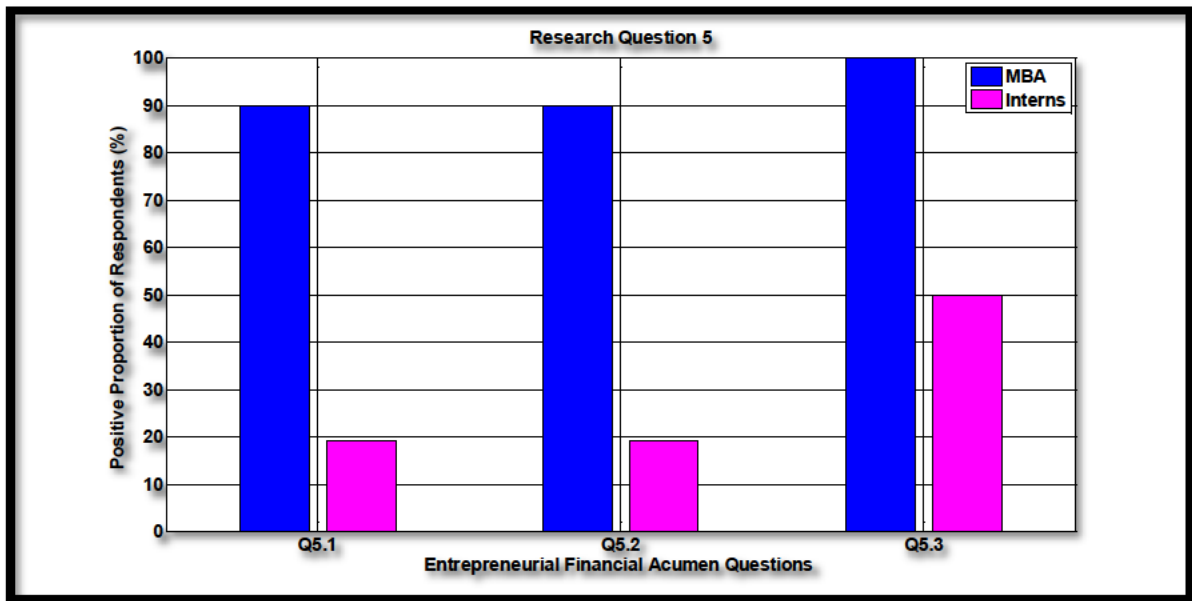


Figure 4.11: Summary of results for Research Question 5

The results indicate that 90% MBA student respondents perceived that their current education helps them organise and maintain the financial records of their business and the results also indicate that 19% of the TIA intern respondents perceived that their current education helps them organise and maintain the financial records of their business. The results indicate that 90% MBA student respondents perceived that their current education helps them manage financial assets of their business and the results also indicate that 19% of the TIA intern respondents perceived that their current education helps them manage financial assets of their business. The results indicate that 100% MBA student respondents perceived that their current education helps them read and interpret financial statements and the results also indicate that 50% of the TIA intern respondents perceived that their current education helps them read and interpret financial statements.

To answer RQ5, a comparison of the population of positive responses from the MBA group and TIA group needs to be conducted. The data presented in Figure 4.11 is interval in nature. This problem objective-data type combination suggests that the parameter to be tested in the difference between two means, $\mu_1 - \mu_2$, where μ_1 is the average proportion of positive responses of the MBA group and μ_2 is the average proportion of positive responses of the TIA group. The hypothesis to be tested is:

H5. The average proportion of positive responses from the MBA group in relation to entrepreneurial financial acumen is greater the average proportion of positive responses from the TIA group.

$$H5: (\mu_1 - \mu_2) > 0$$

A two-sample *t* test was conducted to test H5. The average positive proportion of responses for the MBA candidates was compared with the average positive proportion of responses for the TIA candidates. The level of significance was set at .05.

The results of the test for equal variances is illustrated in Table 4.9 below.

F-Test Two-Sample for Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	93.3333	29.1667
Variance	33.3333	325.521
Observations	3	3
Df	2	2
F	0.1024	
α	0.05	
p-value	1.81422	
F Critical one-tail	19	

Table 4.9: F-test results for RQ5

Based results illustrated in Table 4.9, there is insufficient proof to surmise that the population variances are not equal, therefore the equal-variances *t*-test of $(\mu_1 - \mu_2)$ was utilized. The results of the two sample *t*-test assuming equal variances is illustrated in Table 4.10.

t-Test: Two-Sample Assuming Equal Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	93.3333	29.1667
Variance	33.3333	325.521
Observations	3	3
Pooled Variance	179.427	
Hypothesized Mean Difference	0	
Df	4	
t Stat	5.86693	
P(T<=t) one-tail	0.00211	
t Critical one-tail	2.13185	
P(T<=t) two-tail	0.00421	
t Critical two-tail	2.77645	

Table 4.10: t-test results for RQ5

The value of the test statistic is 5.867. The two-tail p-value is 0.00421 therefore the test statistic falls inside the rejection region. A result, it can be concluded that there is enough evidence to infer that MBA group are more confident with their entrepreneurial financial acumen than the TIA group.

4.3.6 Research Question 6: Comparison of an MBA education to a TIA funded skills development internship on entrepreneurial marketing and networking

Figure 4.12 illustrates the results of responses to questions relating to entrepreneurial marketing and networking ability. These response to these questions attempt to answer the following research question:

RQ6. To what extent are the differences in entrepreneurial marketing and networking ability based on receiving an MBA education?

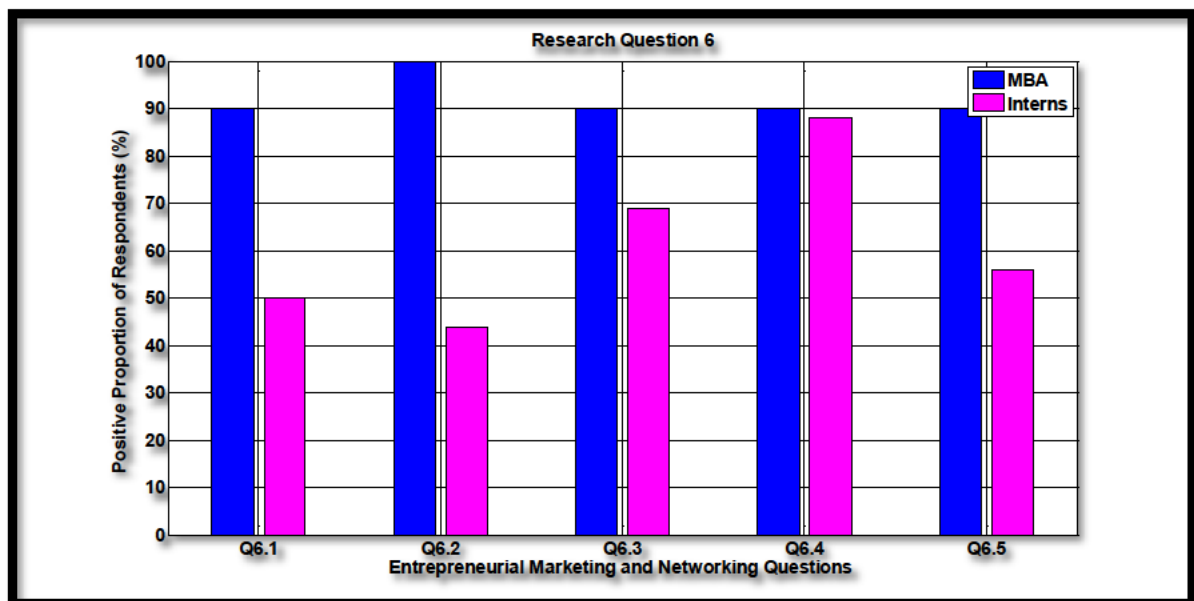


Figure 4.12: Summary of results for Research Question 6

The results indicate that 90% MBA student respondents perceived that their current education helps them determine a competitive price for a new product or service and the results also indicate that 50% of the TIA intern respondents perceived that their current education helps them determine a competitive price for a new product or service. The results indicate that 100% MBA student respondents perceived that their current education helps them to design an effective marketing or advertising campaign for a new product or service

and the results also indicate that 44% of the TIA intern respondents perceived that their current education helps them to design an effective marketing or advertising campaign for a new product or service. The results indicate that 90% MBA student respondents perceived that their current education helps them to get others to identify with and believe in their vision and plans for a new business and the results also indicate that 69% of the TIA intern respondents perceived that their current education helps them to get others to identify with and believe in their vision and plans for a new business. The results indicate that 90% MBA student respondents perceived that their current education helps them to make contact with and exchange information with others and the results also indicate that 88% of the TIA intern respondents perceived that their current education helps them to make contact with and exchange information with others. The results indicate that 90% MBA student respondents perceived that their current education helps them to develop and maintain favourable relationships with potential investors and the results also indicate that 56% of the TIA intern respondents perceived that their current education helps them to develop and maintain favourable relationships with potential investors.

To answer RQ6, a comparison of the population of positive responses from the MBA group and TIA group needs to be conducted. The data presented in Figure 4.12 is interval in nature. This problem objective-data type combination suggests that the parameter to be tested in the difference between two means, $\mu_1 - \mu_2$, where μ_1 is the average proportion of positive responses of the MBA group and μ_2 is the average proportion of positive responses of the TIA group. The hypothesis to be tested is:

H6. *The average proportion of positive responses from the MBA group in relation to entrepreneurial marketing and networking ability is greater the average proportion of positive responses from the TIA group.*

$$\mathbf{H6:} (\mu_1 - \mu_2) > 0$$

A two-sample *t* test was conducted to test H6. The average positive proportion of responses for the MBA candidates was compared with the average positive proportion of responses for the TIA candidates. The level of significance was set at .05.

The results of the test for equal variances is illustrated in Table 4.11 below.

F-Test Two-Sample for Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	92	61.25
Variance	20	300.781
Observations	5	5
Df	4	4
F	0.06649	
α	0.05	
p-value	1.97765	
F Critical one-tail	6.38823	

Table 4.11: F-test results for RQ6

Based results illustrated in Table 4.11, there is insufficient proof to surmise that the population variances are not equal, therefore the equal-variances t-test of ($\mu_1 - \mu_2$) was utilized. The results of the two sample t-test assuming equal variances is illustrated in Table 4.12.

t-Test: Two-Sample Assuming Equal Variances		
	<i>MBA</i>	<i>TIA</i>
Mean	92	61.25
Variance	20	300.781
Observations	5	5
Pooled Variance	160.391	
Hypothesized Mean Difference	0	
Df	8	
t Stat	3.83907	
P(T<=t) one-tail	0.00248	
t Critical one-tail	1.85955	
P(T<=t) two-tail	0.00495	
t Critical two-tail	2.306	

Table 4.12: t-test results for RQ6

The value of the test statistic is 3.839. The two-tail p-value is 0.00495 therefore the test statistic falls inside the rejection region. A result, it can be concluded that there is enough evidence to infer that MBA group are more confident with their entrepreneurial marketing and networking ability than the TIA group.

4.4 Chapter Summary

The results obtained from the analysis of data have highlighted the perceptions of the individuals that responded. The research objectives for the study were all clearly addressed by the responses that were given from the responses to the questionnaire. The data was presented in graphic form. Based on the above findings, some conclusions have been drawn and recommendations have been suggested together with limitations of this study. These will be clearly discussed in depth in chapter five together with the recommendations for future studies.

CHAPTER FIVE

Discussion

5.1 Introduction

This dissertation aims to assess the effectiveness of an MBA education in improving the candidate's entrepreneurial intent. Post the extensive literature review on entrepreneurship and education, TPB (Theory of Planned Behaviour) was selected as the theoretical framework for analysing the results. A comparison study was conducted between the group of MBA candidates and the TIA group. The TIA group consisted of a group TIA interns. That is, we investigated whether the MBA students had higher level of attitudes and intention toward entrepreneurship than the TIA group students who did not touched upon the MBA curriculum. In the following sections, we will first discuss the results presented in previous chapter (Chapter 4).

5.2 Theoretical Framework for the Discussion

The decision to choose entrepreneurship as a career option is a consciously voluntary decision (Buang et. al., 2016). Therefore it is significant to analyse how that decision is made (Shepherd et. el., 2015). Entrepreneurship may be viewed as a process that occurs over time (McMullen & Dimov, 2013). In this regard, entrepreneurial intentions would be the first step in the evolving process of business creation (Alvarez et. al., 2013).

The intention of carrying out a given behaviour may be affected by several factors, such as needs, values, wants, habits, and beliefs (Bird, 2015). In particular, Ajzen (2015) calls "antecedents" the set of cognitive variables that would exert their influence on intention (personal attitude towards the behaviour, perceived social norms, and perceived behavioural control). More favourable "antecedents" would make more feasible the intention of carrying that behaviour out (Liñán, 2004).

Intention becomes the fundamental element towards explaining behaviour. It indicates the effort that the person will make to carry out that entrepreneurial behaviour (Liñán, 2004). And so, it captures the three motivational factors that influence behaviour (Ajzen, 2015):

- *Attitude towards the behaviour* refers to the degree to which the individual holds a positive or negative personal valuation about being an entrepreneur (Ajzen & Sheikh, 2013). It would include not only affective (I like it, it makes me feel good, it is pleasant), but also evaluative considerations (it is more profitable, has more advantages).
- *Perceived Social Norms* would measure the perceived social pressure to carry out - or not to carry out- that entrepreneurial behaviour. In particular, it would refer to the perception that “reference people” would approve of the decision to become an entrepreneur, or not (Ajzen & Sheikh, 2013).
- *Perceived Behavioural Control* would be defined as the perception of the easiness or difficulty in the fulfilment of the behaviour of interest (becoming an entrepreneur). It is, therefore, a concept quite similar to perceived self-efficacy (SE) (Hsu et. al., 2017). Perceived behavioural control would include not only the feeling of being able, but also the perception about behaviour controllability. That is, the extent to which performing it or not is up to the person.

5.3 Research Question 1: Comparison of an MBA education to a TIA funded skills development internship on entrepreneurial intent

Intentions are considered by psychologists as being operative to envisage the ensuing behaviour (Ajzen, 2015). Intentions concerning a behaviour echo the inspiration and eagerness of an individual to execute that behaviour. The more intense the intentions, the greater possibility that the intended behaviour will materialise (Ajzen & Sheikh, 2013). The outcome of entrepreneurial intention is entrepreneurial behaviour (Krueger & Brazeal, 1994). The objective this research question was to compare the impact of MBA education on an individual’s entrepreneurial intent by comparing the intentions to start entrepreneurial activity of a group of individuals that received an MBA education with the intentions to start entrepreneurial activity of a group of individuals that did not received an MBA education. The analysis of the results from the study, reveal that individuals with an MBA education do not have more positive intentions on starting entrepreneurial activities than individuals without an MBA education.

5.4 Research Question 2: Comparison of an MBA education to a TIA funded skills development internship on personal attitudes towards entrepreneurship

The Theory of Planned Behaviour uses three attitudinal antecedents to determine intention. The first antecedent is the attitude toward the behaviour ((Ajzen, 2015). This antecedent describes the extent to which an individual has a favourable or unfavourable perception of the behaviour. The attitude toward the behaviour is dependent upon an individual's perception of the expected outcomes of the behaviour. Behavioural beliefs (i.e. the probable outcomes of certain behaviours) are encapsulated in the thought processes associated with the expected outcomes. Let us consider the following scenario, an individual who has faith that it is valuable to execute a given behaviour will be attitudinally positive in relation to the behaviour, otherwise, the individual will be attitudinally negative in relation to the behaviour. The objective this research question was to compare the impact of MBA education on an individual's personal attitude towards entrepreneurial intent by comparing the personal attitudes towards entrepreneurial intent of a group of individuals that received an MBA education with the personal attitudes towards entrepreneurial intent of a group of individuals that did not received an MBA education. The analysis of the results from the study, reveal that individuals with an MBA education do not have more positive personal attitudes towards starting entrepreneurial activities than individuals without an MBA education.

5.5 Research Question 3: Comparison of an MBA education to a TIA funded skills development internship on perceived entrepreneurial behavioural control

The Theory of Planned Behaviour uses three attitudinal antecedents to determine intention. One of the antecedent is the perceived behavioural control (Ajzen, 2015). This antecedent describes the extent to which an individual has a favourable or unfavourable perception of the individual's physical capability to execute the behaviour. The perception of an individual's physical capability describes the perception that the individual has regarding availability of resources (capital, skills, material etc.) and a support structure to execute the behaviour. The perception of an individual's physical capability also describes the perception that the individual has regarding availability of resources (capital, skills, material

etc.) and a support structure to overcome the perceived barriers preventing the execution of the behaviour. The individual will probably execute the behaviour if the individual perceives that the support structures and resources are available for the execution of the behaviour and to assist in overcoming the barriers. The objective this research question was to compare the impact of MBA education on an individual's perceived entrepreneurial behavioural control by comparing an individual's perceived entrepreneurial behavioural control of a group of individuals that received an MBA education with an individual's perceived entrepreneurial behavioural control of a group of individuals that did not received an MBA education. The analysis of the results from the study, reveal that individuals with an MBA education have more positive perceptions of entrepreneurial behavioural control than individuals without an MBA education.

5.6 Research Question 4: Comparison of an MBA education to a TIA funded skills development internship on the confidence to develop new products

New product development is the locus of the innovative potential of organizations. Every organization, regardless of size, profit motive, or industry experiences regular pressures to renew, expand, or modify its product or service offerings (Situmeang, 2017). The rate of market and technological changes has accelerated in the past decade. Central to competitive success in the present highly turbulent environment is the firm's capability to develop new products (Cankurtaran et. al., 2013). New products are increasingly cited as the key to corporate success in the market. The objective this research question was to compare the impact of MBA education on an individual's perceived confidence to develop new products by comparing an individual's perceived confidence to develop new products of a group of individuals that received an MBA education with an individual's perceived confidence to develop new products of a group of individuals that did not received an MBA education. The analysis of the results from the study, reveal that individuals with an MBA education have more confidence to develop new products than individuals without an MBA education.

5.7 Research Question 5: Comparison of an MBA education to a TIA funded skills development internship on entrepreneurial financial acumen

Financial acumen is important for social economic development (Tavlaridis & Gibson, 2017). There is an apparent information deficit between the financial acumen needs of an individual and the financial acumen realities of individuals (Nieuwenhuizen, 2016).

Financial acumen is an essential knowledge and skill for entrepreneurs with Small, Medium and Micro-Enterprises (SMMEs). SMME entrepreneurs must have the capacity to formulate informed and effective decisions in relation to financial flows. (Samkin et. al., 2014). Individuals with large financial acumen tend to make enhanced financial decisions, such as budgets, expenditures, savings, investment, and financial risk management. In the reality of the financial literacy levels of society, especially the entrepreneur is uncertain. The objective of this research question was to compare the impact of MBA education on an individual's perceived entrepreneurial financial acumen by comparing an individual's perceived entrepreneurial financial acumen of a group of individuals that received an MBA education with an individual's perceived entrepreneurial financial acumen of a group of individuals that did not receive an MBA education. The analysis of the results from the study, reveal that individuals with an MBA education are more confident with their entrepreneurial financial acumen than individuals without an MBA education.

5.8 Research Question 6: Comparison of an MBA education to a TIA funded skills development internship on entrepreneurial marketing and networking

A proficient marketing ability is demonstrated through ease of ascertaining clients' requirements. A proficient marketing ability is also demonstrated through the ease of understanding the factors that affect the clients' purchasing choice. A business that has a proficient marketing capability will achieve enhanced client targeting and enhanced brand positioning in relation to the competitive brands. Enhanced customer targeting and enhanced brand positioning will lead to improved differentiation which will facilitate the business enjoying larger profit margins (Ozdemir, 2017). These larger profit margins will subsequently produce enhanced financial performance for the business (Qureshi, 2017). The objective of this research question was to compare the impact of MBA education on an individual's perceived entrepreneurial marketing and network ability by comparing an individual's perceived entrepreneurial marketing and network ability of a group of individuals that received an MBA education with an individual's perceived entrepreneurial marketing and network ability of a group of individuals that did not receive an MBA education. The analysis of the results from the study, reveal that individuals with an MBA education are more confident with their entrepreneurial marketing and networking ability than individuals without an MBA education.

5.9 Chapter Summary

This chapter was centred on the discussion of the results presented in Chapter 4. The discussion is in pursuit of addressing the hypotheses presented in Chapter 2. In an attempt to address the hypotheses, 6 sub-research questions were developed in Chapter 3. The discussions in this chapter answers the 6 sub-research questions. The summary of discussions presented in this chapter is as follows.

A greater proportion of the sampled interns were more positive about the intentions to start entrepreneurial activities than the sampled MBA group. Therefore an MBA education does not significantly improve an individual's entrepreneurial intent. A greater proportion of the sampled interns were more positive about their personal attitudes to entrepreneurship than the sampled MBA group. Therefore an MBA education does not significantly improve an individual's attitude towards entrepreneurship. A greater proportion of the sampled MBA students were more positive about their perceived entrepreneurial behaviour control than the sampled intern group. Therefore an MBA education does improve an individual's perceived entrepreneurial behavioural control. A greater proportion of the sampled MBA students were more positive about their ability to develop new products when compared to the sampled intern group. Therefore an MBA education does improve an individual's perceived confidence to develop new products. A greater proportion of the sampled MBA students were more positive about their individual's perceived entrepreneurial financial acumen than the sampled intern group. Therefore an MBA education does improve an individual's perceived entrepreneurial financial acumen. A greater proportion of the sampled MBA students were more positive about their perceived entrepreneurial marketing and network ability than the sampled intern group. Therefore an MBA education does improve an individual's perceived entrepreneurial marketing and network ability.

Based on these discussions, the next chapter (Chapter 6) will provide a conclusion to the study and will provide recommendations to improve the entrepreneurial intention of MBA students and the entrepreneurial intentions of the interns.

CHAPTER SIX

Conclusion and Recommendations

6.1 Introduction

This objective of this research was to assess the effectiveness of an MBA education in improving the candidate's entrepreneurial intent. The impact of a business management training programme (MBA education) was measured by the theory of planned behaviour and its variables: entrepreneurial intentions, attitudes toward behaviour, perceived behavioural control. The sample consists two groups namely the MBA group and the TIA group. The MBA group consists of a group of university post-graduate students who voluntarily chose to follow a business management training programme, namely a Master's in Business Administration (MBA), consisting of different coherent business management courses. The TIA group is a group of graduate candidates that are have no formal business management training. The following hypotheses were investigated:

H1. The average proportion of positive responses from the MBA group in relation to entrepreneurial intention perceptions is greater the average proportion of positive responses from the TIA group.

H2. The average proportion of positive responses from the MBA group in relation to attitudes towards entrepreneurial intentions is greater the average proportion of positive responses from the TIA group.

H3. The average proportion of positive responses from the MBA group in relation to perceived entrepreneurial behavioural control is greater the average proportion of positive responses from the TIA group.

H4. The average proportion of positive responses from the MBA group in relation to confidence to develop new products is greater the average proportion of positive responses from the TIA group.

H5. The average proportion of positive responses from the MBA group in relation to entrepreneurial financial acumen is greater the average proportion of positive responses from the TIA group.

H6. The average proportion of positive responses from the MBA group in relation to entrepreneurial marketing and networking ability is greater the average proportion of positive responses from the TIA group.

In the following sections, we will evaluate these hypotheses based on the discussions presented in previous chapter (Chapter 5).

6.2 Conclusion

A greater proportion of the sampled interns were more positive about the intentions to start entrepreneurial activities than the sampled MBA group (Figure 4.7). The analysis of the results from the study, reveal that individuals with an MBA education do not have more positive intentions on starting entrepreneurial activities than individuals without an MBA education. Further a greater proportion of the sampled interns were more positive about their personal attitudes to entrepreneurship than the sampled MBA group (Figure 4.8). The analysis of the results from the study, reveal that individuals with an MBA education do not have more positive personal attitudes towards starting entrepreneurial activities than individuals without an MBA education. Therefore an MBA education does not more positively influence attitude toward entrepreneurial behaviour.

A greater proportion of the sampled MBA students were more positive about their perceived entrepreneurial behaviour control than the sampled intern group (Figure 4.9). The analysis of the results from the study, reveal that individuals with an MBA education have more positive perceptions of entrepreneurial behavioural control than individuals without an MBA education. Further a greater proportion of the sampled MBA students were more positive about their perceived ability to develop new products when compared to the sampled intern group (Figure 4.10). The analysis of the results from the study, reveal that individuals with an MBA education have more confidence to develop new products than individuals without an MBA education. Further a greater proportion of the sampled MBA students were more positive about their individual's perceived entrepreneurial financial acumen than the sampled intern group (Figure 4.11). The analysis of the results from the study, reveal that individuals with an MBA education are more confident with their entrepreneurial financial acumen than individuals without an MBA education. Further a greater proportion of the sampled MBA students were more positive about their perceived entrepreneurial marketing and network ability than the sampled intern group (Figure 4.12). The analysis of the results from the study, reveal that individuals with an MBA education are more confident with their entrepreneurial marketing and networking ability than individuals without an MBA education. Therefore an MBA education does more positively influence perceived

entrepreneurial behaviour control when compared to a TIA funded skills development internship.

According the Theory of Planned Behaviour, one attitudinal antecedents of entrepreneurial intent is the attitude toward entrepreneurial behaviours. Based on results evaluating the attitude toward the entrepreneurial behaviours, it would appear that an MBA education does not more positively influence entrepreneurial intent when compared to a TIA funded skills development internship. However, according the Theory of Planned Behaviour, another attitudinal antecedents of entrepreneurial intent is the perceived entrepreneurial behavioural control. Based on results evaluating the attitude toward the entrepreneurial behaviours, it would appear that an MBA education does more positively influence entrepreneurial intent when compared to a TIA funded skills development internship. Due to the conflicting views of these two antecedents, the qualitative analysis of the results of this study does not disprove the hypothesis, therefore it is concluded that *an MBA education does more positively influence attitude toward entrepreneurial behaviour (a), and perceived entrepreneurial behavioural control (b) and entrepreneurial intention (c) when compared to a TIA funded skills development internship.*

6.3 Implications of this Research

This study adds to the body of literature on entrepreneurial intent. In particular, it contributes to impact of MBA programmes on entrepreneurial intent. This study contributes to the scholarly evidence particularly in the South African context. The stakeholders who will benefit from this research study are:

- GSB&L (UKZN) – GSB&L can use the findings of this research to improve the MBA programme so as to improve the entrepreneurial intent (namely the attitude towards entrepreneurial behaviour antecedent) of its candidates thus improving the impact of the GSB&L (UKZN) in relation to the South African economy.
- Potential MBA candidates – These potential MBA candidates can use the findings of this research to obtain understanding of exactly how the MBA programme helps them become entrepreneurs.
- Aspiring entrepreneurs - These aspiring entrepreneurs can use the findings of this research to understand how components of an MBA programme can help become better entrepreneurs.

6.4 Limitations of the Study

The chief restraint recognised during this research was the limited sample size of the MBA group, which is 10, and the limited sample size of the TIA group, which is 16. This small sample sizes were due to the limited availability of the target population groups. This was a cross sectional study, therefore causality cannot be calculated. Another limitation of the research was that it was only conducted in KwaZulu-Natal. However, with common business practice the results of the research may be used as a useful indicator for other provinces. High levels of unemployment and the low entrepreneurial activity that exists in KZN, is a common problem that exist across the country. The recommendations of the study could be utilised as a basis for national findings. The sample chosen does not represent of the sample frame of all individuals in KZN, but only a sample of individuals registered with UKZN as MBA candidates and a sample of the interns affiliated with the Technology Innovation Agency. Therefore the study findings should be interpreted accordingly.

6.5 Recommendations to solve the research problem

This research illustrates that the MBA curriculum improves an individual's perceived entrepreneurial behavioural control, that is, an individual's entrepreneurial self-efficacy. This research also reveals that the MBA curriculum need to develop techniques to improve an individual's attitude to entrepreneurial behaviour.

6.6 Recommendations for future research

The Theory of Planned Behaviour uses 3 attitudinal antecedents to determine intention. The one antecedent is the attitude toward the entrepreneurial behaviour. Another attitudinal antecedent is the perceived entrepreneurial behavioural control. These two attitudinal antecedents were investigated in this research study. A third antecedent is the subjective norm. This antecedent describes the extent to which an individual has a favourable or unfavourable perception of social pressures that an individual will experience if the individual performs or does not to perform the behaviour. The perception of social pressures describes the perception that other people would encourage or discourage the execution of the behaviour. The individual will probably execute the behaviour if the people who considered significant to the individual approve of the behaviour. The individual will probably not execute the behaviour if the people who considered significant to the individual disapproves of the behaviour. This subjective norm attitudinal antecedent was not explored

in the study, therefore it is recommended that subjective norm attitudinal antecedent be investigated in the future as to solve the research problem.

This study only focused on the employees perceptions on internal auditing at the University of KwaZulu-Natal, therefore other universities in South Africa should also be consulted in future studies. This will certainly help higher education policy makers to come up with better management systems that will improve the quality of services rendered in these institutions.

6.7 Chapter Summary

This study set out to assess the effectiveness of an MBA education in improving the candidate's entrepreneurial intent. A few objectives were developed and data was collected from two groups namely the MBA group (namely the MBA students) and the TIA group (namely the interns). Below is a summary of the findings in terms of the objectives. In summary, the study has illustrated that:

- An MBA education does not more positively influence attitude toward entrepreneurial behaviour when compared to a TIA funded skills development internship.
- An MBA education does more positively influence perceived entrepreneurial behaviour control when compared to a TIA funded skills development internship.
- An MBA education does more positively influence entrepreneurial intent when compared to a TIA funded skills development internship.

It is clear from the above that this study was able to meet its objectives and thus address the research objectives posed at the beginning of the study.

CHAPTER SEVEN

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APPENDIX ONE

Questionnaire

NEW VENTURE CREATION SURVEY

SECTION 1- DEMOGRAPHIC PROFILE

DP1. Please indicate your gender. (Tick one Box)

Male	Female

DP2. Please indicate the age bracket to which your age falls.

1	2	3	4	5
18-23	24-29	30-40	40-50	50 or over

DP 3. Please indicate your highest level of educational achievement? (Tick one box)

1	2	3	4	5	6
Elementary School	High School	Some Post-Secondary	Diploma/ Degree College	Post Graduate Degree	Currently Studying MBA

Other, specify _____

DP4 Have you any formal training in business management? Tick one box.

Yes	No

DP 5. If the answer is yes, which of the following training have you taken?

Training	Yes	No
Financial management		
Business plan writing		
Business communication		
Use of ICTs		
Marketing		

SECTION 2: ENTREPRENEURIAL INTENT

	Yes	No
Q1.1 I am ready to do anything to be an entrepreneur.		
Q1.2 My professional goal is to be an entrepreneur.		
Q1.3 I will make every effort to start and run my own business.		
Q1.4 I am determined to create a business venture in the future.		
Q1.5 I do not have doubts about ever starting my own business in the future.		

SECTION 3: PERSONAL ATTITUDES

	Yes	No
Q2.1 Being an entrepreneur implies more advantages than disadvantages to me.		
Q2.2. A career as an entrepreneur is totally attractive to me.		
Q2.3 If I had the opportunity and resources, I would like to start a business.		
Q2.4 Amongst various options, I would rather be an entrepreneur.		
Q2.5 Being an entrepreneur would give me great satisfaction.		
Q2.6 My education has contributed positively to my attitude towards becoming an entrepreneur.		

SECTION 4: PERCEIVED BEHAVIOURAL CONTROL

	Yes	No
Q3.1 To start a business and keep it working would be easy for me.		
Q3.2 I am able to control the creation process of a new business.		
Q3.3 I believe I would be completely able to start a business.		
Q3.4 I am prepared to do anything to be an entrepreneur.		
Q3.5 I know all about the necessary practical details needed to start a business.		
Q3.6 If I wanted to, I could easily start and run a business.		
Q3.7 If I tried to start a business, I would have a high chance of being successful.		
Q3.8 It would be very easy for me to develop a business idea.		
Q3.9 My education has provided me with sufficient knowledge to start a business.		

SECTION 5: NEW PRODUCT DEVELOPMENT

	Yes	No
Q4.1 My current education helps me generate a new idea for a product or service.		
Q4.2 My current education helps me identify the need for a new product or service.		
Q4.3 My current education helps me design a product or service that will satisfy customer needs and wants.		
Q4.4 My current education helps me estimate customer demand for a new product or service.		

SECTION 6: FINANCIAL ACUMEN

	Yes	No
Q5.1 My current education helps me organise and maintain the financial records of my business.		
Q5.2 My current education helps me manage financial assets of my business.		
Q5.3 My current education helps me read and interpret financial statements.		

SECTION 7: MARKETING AND NETWORKING

	Yes	No
Q6.1 My current education helps me to determine a competitive price for a new product or service.		
Q6.2 My current education helps me to design an effective marketing or advertising campaign for a new product or service.		
Q6.3 My current education helps me to get others to identify with and believe in my vision and plans for a new business.		
Q6.4 My current education helps me to make contact with and exchange information with others.		
Q6.5 My current education helps me to develop and maintain favourable relationships with potential investors.		

APPENDIX TWO

Ethical Clearance



23 September 2016

Dr Leon Chetty (9900300)
Graduate School of Business & Leadership
Westville Campus

Dear Dr Chetty,

Protocol reference number: HSS/1257/016M

Project title: Effectiveness of Business Education on Entrepreneurial Intent

Full Approval – Expedited Application

In response to your application received on 16 August 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Muhammad Hoque
Cc Academic Leader Research: Dr Emmanuel Mutambara
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

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Website: www.ukzn.ac.za



Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

APPENDIX THREE

Turnitin Report

EFFECTIVENESS OF BUSINESS EDUCATION ON ENTREPRENEURIAL INTENT

ORIGINALITY REPORT

8%	7%	3%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	3%
2	lbms03.cityu.edu.hk Internet Source	2%
3	edudoc.ch Internet Source	1%
4	146.230.128.141 Internet Source	1%
5	www.saibw.co.za Internet Source	1%

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