

Motivators of choosing a management course: A comparative study of Kenya and India

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ABSTRACT

The quest for management training is gaining prominence as organizations restructure to assimilate a workforce with advanced skills in management. This paper presents a comparative examination of the motivators of pursuing a management course in Kenya and India. Five factors are proposed as critical influencers of student choices. A survey design guided by a structured questionnaire was employed in data collection. A comparative analysis reveals that the motivators to pursue an MBA course differ significantly amongst Kenyan and Indian university students. Influence of acquaintances and employability are critical motivators that emerge from the combined data set. A logistic analysis confirms that two predictors, institutional infrastructure and employability are statistically significant. Recommendations are made to institutions of higher learning on the key drivers of their customer expectations.

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1. Introduction

Globalization has brought various benefits and challenges to countries, individuals and organizations alike. Organizations are aligning themselves to face these challenges in myriad ways. Success of any business organization hinges on having a competent management team and a proficient workforce. An effective human resource stems from an excellent training in business and is embedded on a workforce with tacit knowledge and formal education. Cheruiyot, Jagongo, and Owino (2012) defines tacit knowledge as that which cannot be explained fully even by experts and is transferrable from one person to another only through apprenticeship. Formal education in business is acquired through training in management education institutions.

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In Kenya and India management education has expanded rapidly in the last two decades. Management education is offered by an increasing number of institutions than ever before. Most of the universities have introduced management education in their curriculums in the last five years. This study explores a range of factors motivating the career choice of prospective aspirants and students pursuing master's course, management education, Masters in Business Administration (MBA) and allied courses in India and Kenya.

Many students and organizations believe that a course in management provides exposure and learning of managerial skills that are needed in current ever changing business environment. Research has been performed in past to study the importance of MBA degree as a prerequisite for career advancement with very limited comparative studies being registered (Meldine, 2001). Conventional wisdom has it that individuals with a Master's degree in Business Administration (MBA) generally perform better in managerial positions than those who do not hold an MBA degree (Baruch & Peiperl, 2000).

In a dissenting view, Baruch and Peiperl (2000) noted that an MBA qualification does not adequately equip students with both soft and hard skills which are needed for effective management. The soft skills are ignored and the hard skills are emphasized. Empirical studies seem to support this idea. Boyatzis and Renio (1989) demonstrated that MBA programme had significant positive effect on graduates' managerial competencies in areas of information analysis, quantitative analysis, and implementation of projects. But the study contends that the MBA program did not appear effective in enhancing soft skills such as; building relationships with peers and leading people at the work place. Kretovics (1999) observed that MBA studies enhanced acquisition of "hard" managerial skills such as goal setting, information gathering, quantitative analysis, theory application, technology application but was least effective in building interpersonal skills. In a divergent view, an assessment of how MBA graduates fared after attaining MBA degree, led Sturges, Simpson, and Altman (2003) to deduce that the graduates become more effective managers who display self confidence, people management and team working skills.

1.1. Motivators of students choice

In abide to understand the influencers of student choices, Agarwal (2008) concede that; skills, competencies and abilities were the most important determinants in a student choice bracket and that amongst the parent's, the father has the greatest influence in career choice amongst Indian management students. The corporate identity of the institutions and the manner in which the education is imparted is equally an important motivator for choice of the course.

A business administration course attracts aspirants from all the disciplines. The admission criteria of the institutions depend on the concept of the business administration course and specialization areas that the institutions offer. The main criterions often adopted by institutions in selecting students for their courses include; entrance examination, number of years of work, references of peers and teachers, GMAT scores, past performance in exams, group discussions and Interview. Most MBA programmes require applicants to have had at least three to five years of fulltime work experience (Dreter & Rayan, 2006).

The admission to a prestigious Business school in India is quite competitive. Applicants are subjected to entrance examinations like Common Admission Tests at the national and the state level and University Level Tests for B-Schools in the University setups. One of the many tests taken by aspirants is the Common Admission Test. In 2006 there were 180,000; 2007, 230,000; 2008, 276,000 aspirants who took examination in India. Premier schools attract a host of good companies to recruit their employees. This makes the entry to the B-schools competitive. In Kenya the admission criteria to MBA differs from institution to institution. Some institutions admit students after their first degree; others consider the students GPA (Graduate Point Average), while others consider working executives to their programmes depending on number of work experience.

Formation of East African Community has given an open space to organizations for expansion of businesses. This is also one of the factors leading to growing interest among the student to opt for MBA courses. The MBA degree is becoming a preferred choice for fresh undergraduate students and amongst the working executives for enhancement of skills. Businesses are also interested in hiring professionals with an inclination of understanding the influence of economic, political, legal, social, and technological forces on their business performance. Following the global economic crunch of 2007–2011, for instance, organizations become more aggressive in recruiting employees with better understanding of the international issues, to mitigate on such unforeseen circumstances. The growth in international trade has compelled firms to hire personnel with managerial skills at an international business level.

A number of issues motivated this study. First, empirical review of literature revealed substantive information in India but scanty literature existed in Kenya on this topic. Secondly, due to lack of a comparative study between two developing countries (Kenya and India), it was conceived that this study would give a twin perspective of the issue. Thirdly, the management of learning institutions stands to benefit upon understanding the needs of prospective management students. It was with this understanding and the antecedent developments that the study sought to examine what motivates students to pursue post graduate studies in MBA.

1.2. Problem statement

There has been an upsurge in the number of students pursuing post graduate courses, with a majority revealing preference for the MBA course. This is evidenced by the number of students enrolling or wishing to enroll for MBA as their preferred choice of study. The number of institutions offering MBAs has also increased to cash on this overwhelming demand. By virtue

of being an open course, MBA attracts students with diverse backgrounds like engineering, medicine, agriculture among others. In light of this and given the inelastic demand for trained business executives, this study sought to explore what motivates students to seek MBA training. While existing literature reveals a number of motivators, the study was designed to inquire the motivators for current and prospective students in the context of India and Kenya.

1.3. Research questions

The study sought answers to the following research questions:

1. Is employability a factor motivating students to choose a management course?
2. Is availability of financial resources a factor influencing students to choose management course?
3. Is the students' choice of a management course influenced by institutional infrastructure?
4. Do acquaintances influence the choice of management courses?
5. Does job performance act as a motivating factor for choosing a management course?

2. Literature review

The review of literature was guided by the research objectives coined to address the following dimensions: importance of employability, financial resource availability, infrastructure of institution, influence of various peer and social groups and job performance as motivators. Following the review, a conceptual framework was proposed and the study hypotheses stated.

During the 1980s an MBA degree was regarded as one of the key routes to career success. Most people came to believe that having an MBA degree was a ticket to a good job and high pay in the work place. There were few universities that offered Business Administration courses. This led institutions to start investing in the development of infrastructures and development of MBA programmes. The pioneering universities emerged in 1980s when the MBA degree was most sought for by students and employers. Most of the pioneering schools adapted the MBA programme influenced by the Harvard and Cambridge universities. In Kenya and India the number of students pursuing the MBA programme has been growing tremendously. This can be evidenced on the number of students who are pursuing MBA and the number of universities that have joined the bandwagon to offer MBA course (Commission for Higher Education, 2011 and University Grants Commission, 2011).

In a study of Chinese diaspora in USA, UK and Australia, [Gatfield and Chen \(2006\)](#) identified three subjective norms that guide students in their choice of a management course in international universities. The three were; subjective norms, perceived behavioral controls and subjective summative norms. [Tan and Laswad \(2005\)](#) reported a study in New Zealand, where a group of accounting students was noted to consider factors like personal preference, referrals and control before taking up a course. It was noted that parents and career counselors had the strongest influence on the students' choice process.

An examination of the concept of service value in business education led [LeBlanc and Nguyen \(1999\)](#) to identify the factors that impact students' evaluation of choosing a programme as including; relationship between price and quality, the knowledge to be acquired, the economic utility of a business degree, image of the institution as well as social and emotional value. It was further noted that male students are more inclined to focus on social value during service consumption and female are more critical of price/quality relationship as it relates to value. In Australia, attitude of students toward the destination country and influence of family and friends emerged as important factors determining student's choices. An investigation of the choice criterion in tertiary institutions in Indonesia led [Joseph and Joseph \(2000\)](#) to identify the critical factors in the students' choice of an institution as encompassing; availability of information on course, possibility getting a job or career advancement as well as the physical aspects and facilities of the learning institution.

[Mazzarol, Soutar, and Seng \(2003\)](#) points out the drivers of market expansion of higher education includes a combination of forces that push students from their country of origin and on the other hand the forces that pull students toward certain host nations. The study indicates that the preferred host nations by 1990's were countries like Australia, USA, Canada, UK and New Zealand and these were more so the results of the professional marketing strategies adapted by such nation to recruit students. In a bid to understand the push and pull factors influencing international student destination choices [Mazzarol and Soutar \(2002\)](#) examined Indonesia, Taiwan, China and India students desire to seek overseas education as well as the influence on their decision making process. The paper revealed several economic and social forces within the home country which influenced students going abroad. One of the push factors is to gain better understanding of western culture, whereas the critical pull factors were the ease with which students are able to access information of the host country, followed by level of knowledge student has about the host country.

Studies by [Chiu \(1999\)](#), [Hay Group \(2005\)](#) and [Agarwal \(2008\)](#). Presents divergent views on what motivates student in different continents with the main reason for the divergence cited as the difference in level of economic development of the countries in which the studies were conducted. In the same context there is also a difference in terms of business environment. In Asia, more specifically Hong Kong ([Beck & Williams, 1989](#)), found out that student's prime motivation to pursue MBA degree course was job performance and the second most important reason was career development. Similar results were reflected by [Luker et al. \(1989\)](#) in a study in America where the following five reasons for pursuing MBA education were

cited: attaining career objectives, getting a promotion, remaining competitive, getting better pay and having personal satisfaction. Related studies have been on career choices of students have been reported by Kyriacou, Coultard, Hultgren, and Stephens (2002) and Ozkale, Kusku, and Saglamer (2004).

Carpenter and Foster (1977) and Beyon, Kellen, and Kishor (1998) present a three dimensional framework used in career classifications. The framework includes; intrinsic, extrinsic and interpersonal factors. The intrinsic factors include; interest on the job, personally satisfying work. These intrinsic factors are internal from within the person who wants to advance in his or her career. The extrinsic aspects include; availability of the jobs, well paying occupations. Extrinsic factors are internal factors that look at career from the organizational perspective in terms of whether there are job as well as how good is the remuneration. The interpersonal factors are; influence of parents and significant others. In an unrelated studies, Carpenter (1997), Horowitz (1997) and MacErlean (1993) identified developing network and getting better job pay as the most common motivators for MBA aspirants. Networking helps in enhancing business as people work with diverse sets. More specifically entrepreneurs need good networks for them to succeed.

Chandrashekar et al. (2004) observe that most business schools offering MBA, cater for complexities of business and tailor their curriculum to address various kinds of learnings. The most prevalent learning methods adopted by business schools include learning by teaching (lectures, case studies, learning by doing projects as part of the courses and real life project with the industry), learning by experiencing (Workshops, international study projects) are common elements of top business.

MBA education should combine explicit knowledge of the basic disciplines with the tacit knowledge that comes from practice. This provides MBA graduates a holistic knowledge to fit in the current changing business environment. There has been an ongoing debate on the gap between theory and practice for MBA graduates. Recent critics (Bennis & O'Toole, 2005; Mintzberg, 2004; Pfeffer & Fong, 2002) point out that there exists a gap between theory and practice for the MBA graduates. These researchers argue that the knowledge and skills delivered by the MBA programs relate poorly to the practitioners needs. Pfeffer and Fong (2002) attribute this gap to the adoption of poorly developed curriculum structure. Some schools combine general management focus with one specific specialization in the major functional areas of management like finance, marketing, strategy, operations and human resource management (Anshuman & Chandrashekar, 2004). These business schools give students an opportunity to specialize in their preferred area for career development. It has been witnessed in India that some institutions offer super specializations by giving students the freedom of concentrating in specific areas like entrepreneurship, real estate management, information technology, biotechnology, consulting among others.

Potential employees have different rates of discount or they face different marginal rates of return on educational investment. As innate abilities are seldom observed labor economists have often used natural experiments to compare workers with same ability, for example comparing the earnings of identical twins (Borjas, 1996, p. 235). Pioneering work of Spencer, and Spencer (1993) suggests that additional education leads to increase in ones earning. Education does not necessarily increase productivity but signals the employers that the individual is well suited for a particular job. In terms of work experience and prior to job training labor economists distinguish between general and specific training. Becker (1993) note that general training enhances ones productivity and this form of human capital (tacit knowledge) can be transferred to any other firm. Individuals pay for this form of training themselves as it is not worthwhile for a specific firm to enhance skills that can be transferred to other firms unless bonding agreement exists.

Empirical literature also points at the existence of a relationship between career choice and family relationship (Blustein, Schultheiss, & Flum, 2004; Phillips, Christopher-Sisk, & Gravino, 2001; Schultheiss, 2003). The relationship may be between father, mother, relatives, colleagues etc. Therefore the relationship may be collective or individual. In India a majority of the students, whose fathers had executive/professional background acknowledged that this influenced their career choice. Agarwal (2008) also contends that a similarity between parent's occupations and their children's career aspirations (Barling, 1990; Trice & Knapp, 1992) has a profound influence on career choice.

Research conducted on Indian MBA students showed that students considered their own skills, competencies, abilities and education and training (intrinsic career choice factors) as playing the most significant role in their choice of a management career. This result replicates other findings by Malach-Pines and Kaspi-Baruch (2007) and Malach-Pines et al. (2002) in five countries (Israel, the UK, Turkey, Cyprus and Hungary). These studies demonstrated that students opting for a managerial career may have similar interest irrespective of nationality.

A popular conception amongst people is that MBA degree makes one fast track career success. Fast tracking of career success may take the form of improved salary and climbing the career ladder (Baruch & Peiperl, 2000). When these benefits are not found by students who have pursued MBA the value of the education acquired is often questioned. Students aspire for skills which assures them of career advancement while employers are in the quest for skills and education that will enhance organization achievements.

3. Conceptual framework

The review of literature led to the development of the conceptual framework in Fig. 1. The study considered five independent variables: job performance, employability, financial factors, institutional infrastructure and influence, while influencer in choosing management courses was the dependent variable. Skill to perform a job, career development, entrepreneurship, accessibility networking, expense on MBA, ease of financing, faculty staff, library resources, eases of

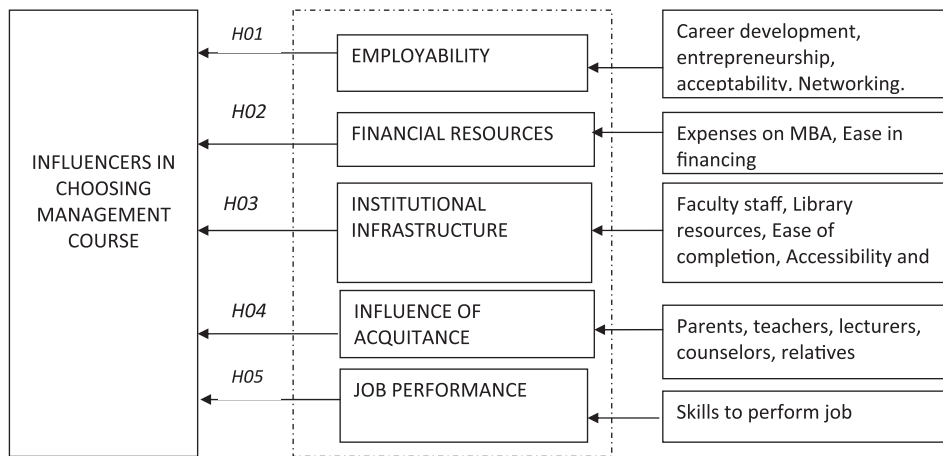


Fig. 1. Conceptual framework.

completion of course, accessibility, parents, teachers, lecturers, counselors and relatives were antecedents to the independent variables.

3.1. Research hypothesis

The following five hypotheses were tested in the study.

H01: There is no statistical difference in the mean of employability as a motivator to aspirants to pursue MBA course in Kenya and in India

H02: There is no statistical difference in the mean of financial resources as a motivator for aspirants to pursue MBA course in Kenya and in India

H03: There is no statistical difference in the mean of institution infrastructure as a motivator to aspirants to pursue MBA course in Kenya and in India

H04: There is no statistical difference in the mean influence of various acquaintances as motivators to aspirants for pursuing MBA course in Kenya and in India

H05: There is no statistical difference in the mean of improvement in job performance as an influence on aspirants of MBA course in Kenya and in India

4. Research methodology

The study is a comparative study of Kenya and India. This study adopted a descriptive research design. Descriptive design enabled the researchers to determine the frequency with which the motivators occurred and to describe the significance of the identified motivators to the study. Using a sample survey, the study sought to examine the factors that lead aspirants to choose an institution of higher learning from where to pursue the MBA course. The population of interest to the study was Masters in Business Administration students or prospects in private universities in Kenya and India. Stratified random sampling was employed to arrive at the final target sample of 197 students. There were 104 respondents from Kenya and 93 from India.

A structured questionnaire was used as the instrument of data collection. The closed ended questions in the questionnaire limited the variability of the response while the open ended questions captured additional motivators. Data was collected from the respondents on a five point Likert type scale, with 1 standing for not important and 5 for most important. The questionnaire was pilot tested to check for its reliability and face validity, after which it was adjusted to conform to the observed difficulties at the pilot test stage. A reliability test of the 23 item scale instrument revealed a Cronbach's alpha value of .901 which meant the instrument was very reliable.

5. Data analysis

After field work, the questionnaires were prepared for analysis. The study undertook three statistical analysis; factor analysis, multivariate analysis of variance (MANOVA) test, and logistic regression modeling, using computer statistical packages. The study employed a MANOVA test in testing the hypothesis that the mean of motivators for pursuing an MBA course in Kenya differ from the ones in India. A factor analysis of the motivators to pursue MBA course in the Indian and Kenyan environment was undertaken to extract the critical factors in the study. Logistic regression modeling was applied in examining the nature of the relationship between the motivators and the choice to pursue an MBA course.

Table 1

Total variance explained for the Kenyan sample.

Component	Initial eigenvalues			Extraction sums of squared loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	3.356	17.663	17.663	3.356	17.663	17.663
2	3.057	16.090	33.753	3.057	16.090	33.753
3	1.834	9.655	43.407	1.834	9.655	43.407
4	1.564	8.233	51.641	1.564	8.233	51.641
5	1.382	7.274	58.915	1.382	7.274	58.915
6	1.217	6.403	65.318	1.217	6.403	65.318
7	1.142	6.009	71.326	1.142	6.009	71.326
8	.919	4.838	76.164			
9	.741	3.900	80.064			
10	.663	3.490	83.553			
11	.613	3.228	86.781			
12	.476	2.504	89.285			
13	.413	2.171	91.456			
14	.397	2.092	93.548			
15	.332	1.748	95.295			
16	.309	1.626	96.921			
17	.248	1.307	98.228			
18	.192	1.010	99.238			
19	.145	.762	100.000			

Extraction method: principal component analysis.

5.1. Factors motivating Kenyan students

Using Exploratory Factor Analysis (EFA), the study sought to examine the factors that motivate students to pursue an MBA course in Kenya. The Kaiser–Meyer–Olkin Measure of Sampling Adequacy (KMO) and a Bartlett's Test were employed as pretests of factor analysis. The KMO statistics of .801 was arrived at and the sample was subsequently considered adequate for the study to proceed with factor analysis. Bartlett's Test of Sphericity was used to test the null hypothesis that the variables in the population correlation matrix are uncorrelated. The Bartlett's Test showed a .000 significance level. This implies a strong relationship existed among the variables, and hence the study proceeded with factor analysis.

The principal component analysis (PCA) was applied in factor extraction. Factor extraction involved the determination of the smallest number of factors that could be used to determine which motivators explained the greatest variations students' choice of an institution. It was noted that 71.326 percent of the variations were explained by the first 7 components (Table 1). This position is confirmed by the initial eigenvalues, where the first seven components had eigenvalues greater than 1. A screen plot further displayed seven components with eigenvalues greater than 1. The study sought to explain the predictors of variations in the seven components extracted using PCA. The influence of friends explains the greatest variations (.855) in component 1 followed by the influence of teachers (.788). Availability of library resources explains (.666) of the variation in

Table 2

Rotated component matrix for the Kenyan sample.

Variable	Component						
	1	2	3	4	5	6	7
Friends	.863						
Relatives	.836						
Parent	.83						
Teachers	.595		.575				
Faculty		.833					
Library resources		.761					
Reputation		.604					
Ease in completion		.558					
Entr'l Skill development		.53				.513	
Counselors			.833				
Accessibility to study			-.548				
Financing				.743			
Financial resources				.734			
Acceptability in market					.879		
Career development					.632		
Imp. of employability							-.752
Job utility of course							.736
Expenses on MBA							
Value addition							.816
							.7

Extraction method: principal component analysis, rotation method: varimax with Kaiser normalization.

Table 3
Factor interpretation for Kenya.

Components	Variables	Factor loadings	Factors	Cronbach's alpha
1	Parent	.830	Influences of acquaintance	.754
	Friends	.863		
	Relatives	.836		
	Teachers	.595		
2	Faculty	.833	Strength of institutional infrastructure	.701
	Reputation	.604		
	Library resources	.761		
	Entr'l skill development	.530		
	Ease in completion	.558		
3	Accessibility to study	-.548	Influence of acquaintances	.754
	Teachers	.575		
	Counselors	.833		
4	Financial resources	.734	Financing	.367
	Financing	.743		
5	Career development	.632	Employability	.349
	Acceptability in market	.879		
	Imp. of employability	-.752		
6	Entr'l skill development	.513	Financing	.367
	Job utility of course	.736		
7	Expenses on MBA	.816	Financing	.367
	Value addition	.700		

component 2 followed by presence of good faculty (.613). Variations in component 3 are explained by availability of finance at (.551). Variations in component 4 are explained to a great extent by the job utility of the course (.697) and conversely explained by the importance of employability (.577). Expenses on MBA explain (.644) of the variations and value addition explains (.535). Variation in component 6 is only explained by availability of financial resources (.605). Acceptability of the course in the market explains (.652) of the variations in component 7. Variations in components 3–7 were therefore explained by one or two variables each.

After factor rotation by Varimax with Kaiser Normalization Method, the rotation converged in 8 iterations, revealing seven (7) components. The Influence of Friends explained the greatest variations (.863) in component 1 followed by the influence of relatives (.836). After the rotation good faculty now explains the greatest variation (.833) in component 2 followed by good availability of library resources, this is the reverse of the unrotated matrix. Variations in component 3 are explained by choosing a course with the help of counselor (.833), influence of teachers explains (.575) of the variations while inability to access the center of study explains (.548) of the variations. Variations in component 4 are explained to a great extent by access to financing by the institutions (.743), availability of financial resources with the student himself explains (.734) of the variations. Acceptability of the course in the market explains (.879) of the variations in component 5 and entrepreneurial skill development explains (.632) of variations. Variations in component 6 are explained to a great extent conversely by improvement of employability (.752), job utility of the course explains (.736) of the variation while entrepreneurial skill explains (.513). Variations in component 7 are now explained by expenses on business administration course (.816) and value addition explains (.700) of the variations (Table 2).

The factor extraction process was followed by a factor interpretation. Variables with large factor loading were grouped together and the common characteristics amongst them identified, resulting in the amalgamation of the 7 components into 4 factors. The variables with the highest factor loading for factor 1 were friends, relatives, parents and teachers. These were interpreted as the factor *influence of acquaintance*. Presence of good faculty, reputation of the educational institution, availability of good library resources, strength of institution to support good entrepreneurial skill development and the ease

Table 4
Total variance explained in the Indian sample.

Component	Initial eigenvalues			Extraction sums of squared loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	2.394	12.602	12.602	2.394	12.602	12.602
2	1.994	10.497	23.099	1.994	10.497	23.099
3	1.778	9.359	32.459	1.778	9.359	32.459
4	1.453	7.647	40.106	1.453	7.647	40.106
5	1.403	7.385	47.491	1.403	7.385	47.491
6	1.217	6.407	53.898	1.217	6.407	53.898
7	1.125	5.920	59.819	1.125	5.920	59.819
8	1.045	5.501	65.320	1.045	5.501	65.320

Extraction method: principal component analysis.

Table 5
Component matrix of the Indian sample.

	Components							
	1	2	3	4	5	6	7	8
Expenses on MBA			.513					
Imp. of employability	.522							
Financial resources					-.642			
Faculty Reputation						-.505		
Library resources	.561							
Career development				.644				
Entr'l skill development				.510				
Ease in completion								
Accessibility to study								
Financing	.608							
Acceptability in market	.520							
Parent		.648						
Friends								
Relatives			.522	-.532				
Teachers							.561	
Counselors			-.503					
Job utility of course								
Value addition								

of completion of the course were interpreted as the factors *strength of the institutional infrastructure*. Availability of financial resources with the student and financing of courses by various institutions like the educational institution, financing institutions, expenses on the MBA course and the perceived value addition of the course were identified as the factor *financing*. Pursuing the MBA course for development of career, the acceptability of the course in the market, and importance of the content of the course leading to employability and the job utility of the course were identified as the factor *Employability*.

The 4 factors were subjected to a Cronbach's alpha to determine the strength of the factor structure. The factors influence of acquaintance and the strength of institutional infrastructure had Cronbach's alpha value of .754 and .701, while the factors financing and employability had alpha values of .367 and .349 respectively. Financing and employability had $\alpha < 0.7$ and were hence considered insignificant in motivating students in Kenya to pursue a management course. The study concluded that the key motivators to students who seek to further an MBA course in Kenya were the influence of acquaintance and the strength of institutional infrastructure (Tables 3–5).

5.2. Factors motivating Indian students

An EFA was applied in examining the factors that motivate students to pursue an MBA course in India. A component matrix was extracted using PCA, taking into consideration variables with an absolute value $> .5$, and eigenvalues $> .5$ revealed that 8 components accounted for 65.32 percent of the variations, leaving 34.68 percent of the variations unexplained. Following a Varimax with Kaiser Normalization rotation of the matrix, only 7 components were explained. The greatest variations in

Table 6
Rotated component matrix of the Indian sample.

	Component						
	1	2	3	4	5	6	7
Expenses on MBA	-.686						
Financing	.669						
Job utility of course		.783					
Friends		.633					
Acceptability in market			.758				
Library resources			.688				
Entr'l skill development				.775			
Ease in completion				.656			
Relatives		.506		.596			
Financial resources					-.671		
Accessibility to study					.603		
Reputation						.773	
Teachers						-.507	
Parent							
Career development							-.811

Extraction method: principal component analysis. rotation method: varimax with Kaiser normalization.

Table 7
Factor interpretation for India.

Factor	Variables	Factor loadings	Factor	Cronbach's alpha
1	Expenses on MBA	-.686	Financing	-.720
	Financing	.669		
2	Job utility of course	.783	Influence	.494
	Friends	.633		
	Relatives	.506		
3	Library resources	.688	Employability	.782
	Acceptability in market	.758		
4	Entr'l skill development	.775	Employability	.782
	Relatives	.596		
	Ease in completion	.656		
5	Accessibility to study	.603	Financing	-.720
	Financial resources	-.671		
6	Reputation	.773	Institutional infrastructure	-.405
	Teachers	-.507		
7	Career development	-.811	Employability	.782

component 1 were explained conversely by expenses on MBA (.686) followed by financing with the greatest variations (.669). After the rotation, job utility of a course explained (.783) of the variations followed by influence of friends explaining (.633) of the variations in component 2. The greatest variations in component 3 were explained by acceptability of the course in the market (.758) followed by library resources (.688). The greatest variations in component 4 were explained by entrepreneurial skill development (.775) followed by ease of completion of the course (.656). Variations in component 5 were explained to a great extent by accessibility to study (.603), followed by a negative variation of financial resources (.671). Variations in component 6 were explained by reputation of the institution (.773) followed conversely by teachers (.507). Last, career development conversely explained (.811) of the variations in component 7 (Table 6).

The factor extraction process was followed by factor interpretation. It was observed that high expenses of the MBA course negatively influence the desirability while availability of finances, inability to access financial resources and accessibility of the place of study influences the student's choice to pursue an MBA course. The four were interpreted as the factor *financing*. The enrichment in an individual after completing the course would influence the job utility while the influence of friends and relatives in deciding the choice of the course were identified as the factor *influence*. Developing entrepreneurial skills, acceptability of the course in the market, availability of strong library resources, positive word of mouth from relatives and the ease of completion of the course were interpreted as the factor *employability*. Reputation of the educational institution and the influence of teachers in choosing the course were identified as the factor *institutional infrastructure*.

The study sought to examine the internal reliability of the 4 factors using Cronbach's alpha test. The factors employability and financing had Cronbach's alpha value of .782 and -.720, while the factors influence and institutional infrastructure had alpha values of .494 and -.405 respectively. The factors influence and institutional infrastructure had $\alpha < 0.7$ and were hence considered insignificant in motivating students in India to pursue a management course. The study concluded that the key motivators to students who seek to further an MBA course in India were employability and financing (Table 7).

Table 8
Rotated component matrix for combined Kenya and India data.

Variable	Component					Factor	Cronbach's alpha
	1	2	3	4	5		
Relatives	.797					Influence	.761
Job utility of course	.768						
Friends	.762						
Imp. of employability	.701					Employability	.744
Expenses on MBA	-.697						
Teachers							
Reputation						Financing	.317
Ease in completion		.803					
Entr'l skill development		.688					
Library resources		.563				Influence	.761
Financing			.794				
Acceptability in market			.537			Institutional infrastructure	.363
Financial resources							
Counselors				.783		Institutional infrastructure	.363
Parent				.607			
Accessibility to Study					.775	Institutional infrastructure	.363
Faculty					.573		
Career development					.571		

Table 9
Multivariate tests.

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial eta squared
Intercept	Pillai's trace	.997	3545.820	1.000	11.000	.000	.997
	Wilks' lambda	.003	3545.820	1.000	11.000	.000	.997
	Hotelling's trace	322.347	3545.820	1.000	11.000	.000	.997
	Roy's largest root	322.347	3545.820	1.000	11.000	.000	.997
Financial	Pillai's trace	.813	4.336	11.000	11.000	.011	.813
	Wilks' lambda	.187	4.336	11.000	11.000	.011	.813
	Hotelling's trace	4.336	4.336	11.000	11.000	.011	.813
	Roy's largest root	4.336	4.336	11.000	11.000	.011	.813
Institutiinfra	Pillai's trace	.880	5.046	16.000	11.000	.005	.880
	Wilks' lambda	.120	5.046	16.000	11.000	.005	.880
	Hotelling's trace	7.340	5.046	16.000	11.000	.005	.880
	Roy's largest root	7.340	5.046	16.000	11.000	.005	.880
Influence	Pillai's trace	.900	5.197	19.000	11.000	.004	.900
	Wilks' lambda	.100	5.197	19.000	11.000	.004	.900
	Hotelling's trace	8.976	5.197	19.000	11.000	.004	.900
	Roy's largest root	8.976	5.197	19.000	11.000	.004	.900
Financial*institutiinfra	Pillai's trace	.571	2.933	5.000	11.000	.064	.571
	Wilks' lambda	.429	2.933	5.000	11.000	.064	.571
	Hotelling's trace	1.333	2.933	5.000	11.000	.064	.571
	Roy's largest root	1.333	2.933	5.000	11.000	.064	.571
Financial*influence	Pillai's trace	.654	1.730	12.000	11.000	.186	.654
	Wilks' lambda	.346	1.730	12.000	11.000	.186	.654
	Hotelling's trace	1.887	1.730	12.000	11.000	.186	.654
	Roy's largest root	1.887	1.730	12.000	11.000	.186	.654
Institutiinfra*influence	Pillai's trace	.596	1.355	12.000	11.000	.311	.596
	Wilks' lambda	.404	1.355	12.000	11.000	.311	.596
	Hotelling's trace	1.478	1.355	12.000	11.000	.311	.596
	Roy's largest root	1.478	1.355	12.000	11.000	.311	.596
Financial*institutiinfra*influence	Pillai's trace	.000	.000	.000	.000	.	.
	Wilks' lambda	1.000	.000	.000	11.000	.	.
	Hotelling's trace	.000	.000	.000	2.000	.	.
	Roy's largest root	.000	.000	1.000	10.000	1.000	.000

5.3. Factors motivating students (Kenya and India)

A combined data set of Kenya and India was subjected to an EFA test. The rotated solution resulted in a four factor structure comprising of; influence, employability, institutional infrastructure and financing. The associated Cronbach's alpha test of Influence and employability resulted in the values .761 and .744 respectively, while institutional infrastructure and financing

Table 10
Tests of between-subjects effects.

Source	Dependent variable	Type III sum of squares	df	Mean square	F	Sig.	Partial eta squared
Corrected Model	Unilocat	47.092	179	.263	5.788	.001	.989
	Motivation	45.259	179	.253	5.563	.002	.989
Intercept	Unilocat	161.174	1	161.174	3545.820	.000	.997
	Motivation	235.526	1	235.526	5181.564	.000	.998
Financial	Unilocat	2.168	11	.197	4.336	.011	.813
	Motivation	1.643	11	.149	3.286	.030	.767
Institutiinfra	Unilocat	3.670	16	.229	5.046	.005	.880
	Motivation	3.847	16	.240	5.289	.004	.885
Influence	Unilocat	4.488	19	.236	5.197	.004	.900
	Motivation	5.111	19	.269	5.918	.002	.911
Financial*institutiinfra	Unilocat	.667	5	.133	2.933	.064	.571
	Motivation	.533	5	.107	2.347	.111	.516
Financial*influence	Unilocat	.944	12	.079	1.730	.186	.654
	Motivation	2.922	12	.243	5.356	.005	.854
Institutiinfra*Influence	Unilocat	.739	12	.062	1.355	.311	.596
	Motivation	.579	12	.048	1.062	.464	.537
Financial*institutiinfra*influence	Unilocat	.000	0000
	Motivation	.000	0000
Error	Unilocat	.500	11	.045			
	Motivation	.500	11	.045			
Total	Unilocat	461.000	191				
	Motivation	536.000	191				
Corrected total	Unilocat	47.592	190				
	Motivation	45.759	190				

Table 11
Omnibus tests of model coefficients.

		Chi-square	df	Sig.
Step 1	Step	164.744	60	.000
	Block	164.744	60	.000
	Model	164.744	60	.000

had alpha values of .363 and .317. The entire sample set therefore shows that two factors are most critical in motivating student choice of a learning institution; influence of acquaintances and employability (Table 8).

5.4. Test of research hypotheses

A one way between groups multivariate analysis of variance (MANOVA) was performed to test the hypothesis that the mean of motivators for pursuing an MBA course in Kenya differs from the ones in India. The five motivators used as independent variables were; finance, influence, employability, institutional infrastructure, and job performance. The dependent variables were university location (India or Kenya) and motivation.

Preliminary test of normality, linearity, univariate and multivariate outliers, homogeneity of variance matrices and multicollinearity were undertaken with no major violation being noted. The significance column in the Levene's test of equality of error variance reflected values greater than .05 and hence the assumption of equality was met. Because the study involved only two groups (India and Kenya), the *F*-test for Wilks' Lambda, Hotellings Trace and Pillas' Trace were identical. A multivariate analysis revealed that the significance level associated with the Wilks' Lambda was less than .05 for three independent variables; finance, influence and institutional infrastructure, hence the study deduced that there were differences among the groups. The significant results in multivariate analysis were followed by a test of between subject's effects of the five research hypotheses:

H_{01} : There is no statistical difference in the mean of employability as a motivator to aspirants to pursue MBA course in Kenya and in India

H_{02} : There is no statistical difference in the mean of financial resources as a motivator for aspirants to pursue MBA course in Kenya and in India

H_{03} : There is no statistical difference in the mean of strength of the institution as a motivator to aspirants to pursue MBA course in Kenya and in India

H_{04} : There is no statistical difference in the mean Influence of various acquaintances as motivators to aspirants for pursuing MBA course in Kenya and in India

H_{05} : There is no statistical difference in the mean of improvement in job performance as an influence on aspirants of MBA course in Kenya and India

The study was guided by a .05 alpha level initially, but to reduce the possibility of Type 1 error a separate analysis on five variables was undertaken, where the alpha value of .05 was divided by five giving a new alpha of .001 as suggested by Bonferroni (Field, 2005). A test of between subject's effects on the five variables was adopted in hypothesis testing. Employability reflected an $F(1, 186) = 2.114$, an alpha value of .021 and a partial eta squared = .115. The alpha value failed to meet the Bonferroni adjusted alpha level of .001 and hence the study failed to accept the null hypothesis (H_{01}). This implied that there was a statistically significant difference between employability amongst respondents in India and Kenya as a motivator to aspirants to pursue MBA course in.

A one way MANOVA test of the factor finance, reflected an $F(1, 186) = 4.336$, an alpha value of .011 and a partial eta squared = .0813 implying that there was a large effect size. The alpha value was not significant and hence the study failed to accept the null hypothesis (H_{02}). This implied that there was a statistically significant difference between financial resource amongst respondents in India and Kenya as a motivator to aspirants to pursue MBA course in. A test of between subject's effects of the factor institutional infrastructure reflected an $F(1, 186) = 5.046$, an alpha value of .005 and a partial eta squared = .880. The alpha value was significant and hence the study failed to reject the null hypothesis (H_{03}). This implied that there was a statistical significant difference between institutional infrastructure amongst respondents in India and Kenya as a motivator to aspirants to pursue MBA course (Table 9).

MANOVA test of the factor influence of acquaintance yielded an $F(1, 186) = 5.197$, an alpha value of .004 and a partial eta squared = .900. The result was deemed significant, the effect size large and hence the study failed to reject the null hypothesis

Table 12
Model summary.

-2 log likelihood	Cox & Snell R square	Nagelkerke R square
92.019	.578	.782

Table 13
Classification table.

Observed		Predicted		Percentage correct
		Motivation		
		Motivated	Not motivated	
Motivation	Motivated	69	7	90.8
	Not motivated	9	106	92.2
Overall Percentage				91.6

Table 14
Hosmer and Lemeshow Test

Chi-square	df	Sig.
6.536	8	.587

Table 15
Variables in the equation.

Variables	B	S.E.	Wald	df	Sig.	Exp(B)
Employability	4.592	2.588	3.149	1	.076	98.698
Institutiinfra	−5.691	2.946	3.732	1	.053	.003
Constant	.414	.148	7.850	1	.005	1.513

(H_{04}). This implied that there was no statistically significant difference between the influence of acquaintance amongst respondents in India and Kenya as a motivator to aspirants to pursue a management course. A test of between subject's effects of the construct job performance resulted in an $F(1, 186) = 4.910$, an alpha value of .219 and a partial eta squared = .151. The results were not significant and hence the study failed to reject the null hypothesis (H_{05}). This implied that there was no a statistically significant difference in job performance as a motivator to aspirants to pursue an MBA course between respondents in India and Kenya (Table 10).

The test of the research hypotheses using MANOVA, led the study to conclude that there was a significant difference between the Kenyan and Indian respondents on three motivators; employability, finance, and institutional infrastructure. The study results further shows that there was no significant difference between the Kenyan and Indian respondents on the two motivators; acquaintance and job performance.

5.5. Logistic regression analysis of factors motivating students to pursue management courses

The study adopted a logistic regression analysis to assess the impact of factors identified by EFA above on motivation to pursue a management course. The model contained four factors (influence, employability, institutional infrastructure and financing) earlier identified from the combined data set of Kenyan and Indian respondents as critical predictors of a student's choice of pursuing an MBA course. An Omnibus test of the full model coefficients containing all the predictors was statistically significant with a Chi square $(8, N = 191) = 164.744$, and $p = 0.000$. This indicated that the model was able to distinguish between respondents who were motivated and those who were not motivated by the identified factors. The model as a whole explained 57.8% (Cox and Snell R^2) and 78.2% (Nagelkerke R^2) of the variance in motivation of students and at the same time correctly classified 90.8% of the respondents as having been motivated by the identified factors. The model yielded a Hosmer and Lemeshow test value of .587 which is above the threshold of .05 and hence the model was interpreted as providing a good fit. Out of the four factors identified by EFA, only two predictor variables made a statistically significant contribution to the model (institutional infrastructure and employability). The strongest predictor of motivation to start a management course was employability recording an odd score of 98.698. This indicated that respondents who were motivated by the possibility of getting employed were 98 times more likely to pursue the course than those who were motivated by other factors. The odd score of .002 for institutional infrastructure indicated that lack of or inadequate institutional infrastructure is likely to negatively motivate respondents .002 times, holding the other factors in the model constant (Tables 11–15).

6. Conclusions

Using EFA the study identified four motivators in Kenya and four motivators in India as prominent factors motivating aspirants to join management courses. The factors with the highest factor loadings in Kenya were influence of acquaintances, strength of institutional infrastructure, financing and employability in order of ranking. An internal validity test using Cronbach's alpha led the study to identify influence of acquaintance and the strength of institutional infrastructure as more

reliable factors in explaining students' motivation in Kenya. An EFA of the Indian data revealed four motivators financing, employability, institutional infrastructure and influence of acquaintances in order of ranking. An internal validity test further showed that employability and financing were more reliable in explaining the motivation of students to pursue a management course in India. An EFA followed by Cronbach's alpha test of the combined data set of Kenyan and Indian respondents led the study to identify two critical determinants of student choice as influence of acquaintances and employability. This finding is consistent with the position taken by Blustein et al. (2004) and Agarwal (2008). The conceptual framework had identified five variables of which four emerged as the critical factors.

Influence of acquaintance was the most important factor in determining the choice of institution to pursue MBA in Kenya. This implied that building relationship with present students, parents, relatives and teachers is critical in attracting future students. It was also noted that the influence of acquaintance was significant in the Kenyan context due to lack of information about the various programmes in the educational institutions, which conversely in the Indian context is abundant in the form of written literature like periodicals, web site information, newspapers information and television & radio shows and advertisement. Although influence of acquaintances comes as number two identifier in the case of Indian motivators it was first in the Kenyan motivators, hence the influence of acquaintances comes out as an important motivator for both Indian and Kenyan students. These results replicate other findings of the study by Barling (1990) and Trice and Knapp (1992) conducted in India about the influence of fathers motivating their children to take up management courses.

Most of the institutions offering management education in Kenya are new hence the strength of institutional infrastructure is an important consideration as a motivator for the students. Second, students compare institutions with American and European Standards, hence they consider these factor as second in their importance, conversely in case of Indian context the factor falls at the fourth place. In India there are many institutions offering management courses to choose from and students choice of institution may be subservient to attaining the degree hence the factor choice of institutions is not as critical as other factors.

Employability was discovered as the major motivator for India respondents. In Indian context most of the students who take up an MBA course are fresh from Bachelors' courses. A masters degree in management is considered as a degree which is a gateway to employability. Whereas in Kenyan context students join Masters programme once they are employed and mostly are self financers of the masters programmes. Hence in Indian context employability in MBA is a critical motivator. Financing emerged as the second most significant factor influencing the student's choice of institution to pursue an MBA course in India. This indicated that availability of finances and ability to access financial resources were main variables that influenced student's choice in India. It further meant that the fees charged by the university must be competitive and affordable if the institution is to attract management students. The findings indicated that high fees had negative influence on student's choice process. Significance of Finance in India also meant that there were more universities offering scholarship programmes in India as compared to Kenya, leaving Indian respondents with more options to choose from.

The study concludes that the motivators to pursue an MBA course differ significantly amongst Kenyan university students and Indian university students and prospective students. Differences between the two were most significant along three constructs; employability, finance and institutional infrastructure. However the study observed no significant difference between influence of acquaintance and job performance. Although the above two factors were considered in the conceptual framework, their insignificance cannot be ignored. The study infers that motivators to pursue an MBA course are galvanized on employability, institutional infrastructure, financial resources, influence of acquaintances and job performance.

7. Managerial implications

The study suggests that managers of institutions of higher learning should focus attention on all the five factors stated in the conceptual framework. Emphasis should however be placed on developing market driven courses, to capture employability construct as perceived as critical by customers. Courses offered should enhance job performance and be relevant to the current market needs. Educational institutions should recognize the role of teachers in influencing student enrollment, and train them to be coaches and mentors of current and prospective students. University management should invest in the development and strengthening institutional infrastructure as it determines student's choice. Emphasis should be placed on building lasting relationships with present students, parents and alumni, as the study shows that this segment has significant influence on persuading other customers to join educational institutions for a management course. Educational institutions should tie up with financial institutions to offer loan facilities to students seeking higher education. The paper is therefore a pointer of the factors that will affect marketing decisions for educational service institutions targeting management students. These factors are drivers to the design of competitive marketing strategies geared at customer attraction, satisfaction and ultimate retention.

8. Areas of future research

The research could be furthered on the following areas. As the environment is fast changing more programmes could be studied rather than just constraining to management programmes. In the process of conducting this research it was felt that financing is a critical issue hence various levels and packages of financing in line with the delivery modes of the programmes could be analyzed, as this could be beneficial to the students as well as institutions. Many institutions are moving on to distance learning programmes which could have different motivators for the students taking such programmes. Studies could

be conducted in this area also. The current study was conducted on two economies an emerging one and a developing one, other studies could be conducted on a combination of developed and a developing countries. Literature review points at studies conducted on gender issues and these studies could be further carried out on gender based motivators. A trend that is emerging is the choice of programmes other than management programmes and such programmes could be included in future studies. Future studies can consider the use of structural equation modeling (SEM) to examine the relationship using confirmatory factor analysis (CFA).

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