

# **Assessing Determinants of Social Entrepreneurial Intentions Among MBA Students in Windhoek**

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## **Abstract:**

Social entrepreneurship intention (SEI) is a key strategy to address social inequalities. Despite public and private efforts, the prevalence of inequality persists in society. Theory of planned behaviour (TPB) appears to be a fundamental theory in assessing SEI hence this study aims to assess determinants of SEI among students based on TPB. As the MBA program consists of five fields of study and the study intends to have representation from each field, using stratified random sampling was more appropriate as a sampling technique. Quantitative data was collected using structured questionnaires distributed online. SPSS software was used for data visualization and statistical data analysis. All respondents were employed, with 37% being self-employed. The Cronbach Alpha of 0.784 is a good reliable internal consistency, for the items used. Perceived social support (PSS), personal attitude, perceived behavioural control, and social entrepreneurial self-efficacy are the most influential predictors of SEI. Although empathy, moral obligation, and prior experience have weak relationships with SEI, although their correlations are positive. Independent variables account for 64.9% of the variance in SEI. The study contributes to the social entrepreneurship intentions literature among MBA students. Finally, social entrepreneurial intentions can be improved through institutional support. The study suggests conducting additional research covering a broader range of institutions offering MBA programs.

## **Keywords:**

Social Entrepreneurial Intentions, Theory of Planned Behaviour, MBA Students, Windhoek, Namibia .

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## **Introduction**

Studies on social entrepreneurship intentions have seen a lack of empirical studies (Hockerts, 2017; Kruse, Wach & Costa et al., 2018; Kruse, Wach & Wegge et al., 2020). The increasing studies on social entrepreneurial intentions in the last decade have mainly been in two spheres of academic inquiry and institutions realizing the role of social entrepreneurship (Anh, et al., 2021; Tan et al., 2020). Tan et al. (2020) concur that SEI is being recognized as a significant field within social entrepreneurship research and consequently, there is a noticeable increase in SEI research activities. However, there seems to be an oversight of the unique propositions of SEI from prior studies as outflows of conventional entrepreneurship focus override the concept (Tan et al., 2020). Globally, there is a rise in social inequity (Chipeta et al., 2020) that is creating many opportunities for social entrepreneurship prominence, but many efforts are not meeting the required levels of social inequality alleviation (Letsoalo & Rankhumise, 2020). Furthermore, the debate on the research growth of social entrepreneurship being a conceptual approach is remarkable, but the attention rather lacks quantitative empirical investigations on the factors determining social entrepreneurship, especially among students (Chipeta et al., 2020). Lately, the social entrepreneurial intention is equally becoming a key consideration in understanding social entrepreneurship in addressing social demands (De Sousa-Filho et al., 2020). In further agreement with the theoretical foundation that supports SEI, De Sousa-Filho, et al. (2020) illustrate the applicability of the theory of planned behaviour (TPB) and confirm that social entrepreneurial intentions could predict future entrepreneurial behaviour. Therefore, this study aims to provide a better understanding regarding the determinants of SEI among MBA students, for the benefit of Namibian society in addressing the social problems of young graduates that are intending to create social ventures, because the benefits created from social entrepreneurship are reported in research (Du Toit, 2021).

## **Literature Review**

Institutions of higher learning are implementing entrepreneurship education and training to address social problems that remain unaddressed (Al-Mamary et al., 2020; Amofah et al., 2020; Kalitanyi & Bbenkele, 2018). Institutions offering entrepreneurial education could stimulate entrepreneurial behaviour, enrich students' entrepreneurial knowledge and allow for the formation of entrepreneurial social networks (Lu et al., 2021). Lacap et al., (2018) stress the important role of higher education institutions (HEI) in fostering student social entrepreneurial orientation through relevant course offerings to encourage students to participate in social entrepreneurship activities as a contextual predictor of social entrepreneurial intention for the enrichment of students' entrepreneurial knowledge (Lu et al., 2021) and reduce poverty (Elliot, 2019). Many efforts by policymakers, and social, as well as educational institutions to motivate more people to participate in social entrepreneurship, risk failure due to a lack of understanding of the factors that determine social entrepreneurial intentions (Lu et al., 2021; Letsoalo & Rankhumise, 2020; Rambe & Ndofirepi, 2019; Urban & Kujinga, 2017).

Despite the entrepreneurship education and training offered at the Namibia Business School (NBS), as an institution of higher learning at the postgraduate level, there is a need to focus more on the individual and institutional factors that influence SEI to drive SE among students (NBS, 2022). Developing countries facing social inequalities as an emerging market can benefit economically when students are engaged in increased entrepreneurial activities (Amofah et al., 2020). Entrepreneurship is being advanced as an integral approach to addressing some of the social problems globally. In this context, the Global Entrepreneurship Monitor (GEM) (2021) a collaborative cross-country research initiative that reports on entrepreneurship activities in participating countries is making a valuable contribution to enhancing understanding of the concept of entrepreneurship. In their 21st annual study, GEM (2021) states that 50 countries participated in the research process to evaluate entrepreneurial behaviour. However, whilst the global orientation is towards output, the GEM needs further investigation. This report is highly influenced by the global COVID-19 pandemic, stating that entrepreneurship development has decreased mainly due to decreasing household incomes.

### **Social Entrepreneurship (SE)**

Saebi et al. (2019) observe that social entrepreneurship has been conceptualised since the 1950s and recently is gaining scholarly interest as a growing literature stream. Increasing economic activities in a country are greatly influenced by the ongoing creation of new ventures and the improvement of products and services of existing offerings (Osiri et al., 2020). Given that the public sector and governments do not address these social challenges (Letsoalo & Rankhumise, 2020) research illustrates that social entrepreneurship has the potential to fill these gaps. Moreover, to create academic visibility, social entrepreneurship is gaining scholarly attention, not only for research knowledge growth but also for institutional capacity-building initiatives in curriculum development (Akhter et al., 2020).

However, according to Ip, Wu, and Liu et al.(2017), many definitions are being used to explain the concept of social entrepreneurship which ranges from the innovative approach to social problem resolution through idea creation, resource mobilisation, and optimising capacities. According to Cardella et al. (2021), social entrepreneurship is a research field that is gaining attention.

Lately, social entrepreneurship has seen remarkable attention in the academic, practitioner, and public policy arena because of its orientation on solving social problems, especially in developing countries (Su et al.,2019; Hossain, 2021). The importance of social entrepreneurship is in its key role in poverty reduction, creating a sustainable environment to create employment and creation of social value that sustains many communities globally (Su et al., 2019; Akhter et al., 2020).

### **Entrepreneurial intention (EI)**

According to Ip, Liang, and Lai et al. (2020), entrepreneurial intention can result in planned behaviour and ultimately entrepreneurship is a planned behaviour. In contrast, Lu et al. (2021) state numerous

definitions of intention ranging from the first attempt at starting a business with planning, idea generation, and testing to a more practical approach in evaluating the outcome of the entrepreneurial activity before commencing. Lu et al. (2021) conclude that EI is the process-based mental mindset of an individual to engage in entrepreneurship. Entrepreneurial intention plays an important role in the decision-making process of starting a business venture and institutional entrepreneurial education increases entrepreneurial intention (Swarupa & Goyal, 2020). SE is now intentionally accepted as an entrepreneurship approach to addressing social problems and its many aspects are studied more attentively regularly (Lortie & Cox, 2018). Studying EI among university students has merit, as students are the future generation of the communities and at the point of career choices (Ip, Wu & Liu et al., 2017; Fatoki, 2018). Entrepreneurial intention is the eagerness to start a social venture, evaluating the views of other important persons, and understanding your own abilities can lead to entrepreneurial behaviour (Hsu & Wang, 2018). The study of undergraduate and postgraduate students revealed that entrepreneurial self-efficacy with entrepreneurial education are key determinants of intention to become social entrepreneurs (Hassan, 2020). Swarupa and Goyal (2020) argue that entrepreneurship intentions are best formed among university students who are facing career choices and have been exposed to economic and environmental crises.

### **Determinants of Social Entrepreneurial Intentions**

Generally, the social entrepreneurial intentions prediction model introduced by Mair and Nobia (2006) as cited in many studies has been recognised as allowing the measurement of SEI (De Sousa-Filho et al., 2020; Hockerts, 2017; Ip, Wu & Liu et al., 2017; Ip, Liang & Lai et al., 2020) and is regarded as having conducted pioneering work in the formation of social entrepreneurial intentions. In further continuation of this context, Ndofirepi (2020) concludes that spatial context that is social approval, supportive cultural environment, institutional support, and entrepreneurial self-identity are determinants thereof. The ongoing search for additional factors continued to emerge, for instance, Kalitanyi and Bbenkele (2018) in their study in South Africa among university students, suggested that cultural values especially language influence entrepreneurial intentions and advised that a language in practice must disseminate information about entrepreneurship. Ndofirepi (2020) in a study of vocational institutions of higher learning students in Zimbabwe indicates how spatial context, institutional environment, and self-efficacy may affect EI and concludes that spatial context that is supportive of social approval, cultural environment, institutional support, and entrepreneurial self-identity are determinants thereof. Tiwari et al. (2017b), as well as Younis et al. (2020), look at empathy, prior experience, and entrepreneurial self-efficacy as the prominent entrepreneurial intentions in the relationship from their mediating roles. The next sections detail the determinants of SEI as reviewed in the literature.

## **Personal attitude towards behaviour**

Personal attitude is a positive or negative evaluation of future behaviour for its favourable outcome and is supported by intentions (Gieure et al., 2020). Giure et al. (2020) argue that when the evaluation of starting a social enterprise is positive the attitude towards that behaviour is also regarded as positive resulting in the intentions of the individual to be stronger. According to Radzi (2019), attitude is a person's views, opinions, and preferences and is affected by various demographic determinants. Amofah et al. (2020) concur that attitude towards a behaviour is the degree to which a person desires to perform. Mai et al. (2018) state that a positive personal attitude is commonly seen as the ability of the individual to explain entrepreneurial intention and establish the relationship between personal attitude and EI.

## **Perceived behavioural control (PBC)**

Perceived behavioural control is the ability and confidence an individual believes in their ability to have control. In further explanation of the PBC, Kruse, Wach & Costa et al. (2018) state that the ease or difficulty of acting determines the control the person has over the outcome of the action.

## **Empathy**

Rambe and Ndofirepi (2019) contend that empathy is the ability of an individual to think about the feelings of another person. According to Bacq and Alt (2018), empathy emphasizes the focus of social entrepreneurial intentions to be a social aspect. This debate could be definitive of the social entrepreneurship against the traditional commercial entrepreneurship intentions and in supporting this argument, Usman et al. (2022) in their quantitative study among university students in Pakistan, set the link between empathy and social entrepreneurial intentions to state that empathy is a fundamental component of social entrepreneurial intentions. According to Tiwari et al. (2020), empathy is a precursor and a helpful trait to the social entrepreneurial intentions of an individual.

## **Moral obligation**

According to Fatoki (2018), moral obligation is an individual's internal orientation to help other people, especially those in need, and agrees that moral obligation is a good predictor of social entrepreneurial intention. Equally, Rambe and Ndofirepi (2019) explain moral obligation as being behavioural conduct of what the society expects and finds it acceptable within its context and found moral obligation to be a predictor of the social entrepreneurial intentions of students. However, in contrast to his assessment, Ip, Liang & Lai et al. (2020) concur that moral judgement is not in close relation with social entrepreneurial intentions as some researchers argue that there are many other ethical motives and moral responsibilities that are the basis for achieving personal encouragement, especially referring to the Hockerts (2017) study.

## **Perceived social support (PSS)**

In their pioneer work, Mair and Nobia (2006) as cited in Hockerts (2018) regard social support as the external control factor such as funding for a social venture or opinions and views of family and friends. In this context, the influence of external social pressure is measured in deciding to start or not to start a business venture, and as a variable of TPB subjective norms are beliefs and the level of motivation to adhere to these pressures from society, opinions from important family members can result into entrepreneurial behaviour (Tuan & Pham, 2022). Rambe and Ndofirepi (2019) found the predictive relationship of students with social entrepreneurial intentions. Younis et al. (2020) conceptualize that PSS is making an individual feel accepted, valued, and taken care of thereby creating a sense of belonging to a group of supporting people and social networks.

## **Social Entrepreneurial Self-Efficacy (SESE)**

Lu et al. (2021) define SE self-efficacy as the awareness of the individual's ability to perform a target behaviour. Younis et al. (2020) extend this clarification saying that social entrepreneurial self-efficacy is the confidence an individual portrays in their abilities to complete a planned act. Furthermore, self-efficacy as a trigger of entrepreneurial intention emerged as a determinant of a person's belief in his/her ability to perform an entrepreneurial activity (Chipeta et al. 2020).

## **Social Entrepreneurial Intention (SEI)**

There are a variety of ways in which the literature describes SEI (Tiwari et al., 2017a) for instance Jadmiko (2021); Hockerts (2017); Lacap et al., (2018) argue that SEI is a future action-orientated behaviour to address social inequalities. It seems now that social entrepreneurial intention is a strong predictor of future social entrepreneurial behaviour (Tiwari et al., 2017a; Kalitanyi & Bbenkele, 2018). According to Tiwari et al. (2017a), there are many variations and definitions of what intentions mean to different researchers often based on the unit of investigation (Jadmiko, 2021; Hockerts, 2017; Lacap et al., 2018). Urban (2020) defines social entrepreneurial intention as a resolve to start a social venture sometime in the future. Elliot (2019) conceptualises social entrepreneurial intention as the mindful responsiveness and preoccupation to start a new business venture focusing on addressing social challenges. In simple terms, SEI can be reconstructed as a concept when an individual is dedicated to using new ways of solving social problems through entrepreneurship fundamentals (Usman et al., 2022). According to Kruse, Wach & Costa et al. (2018) and Chipera et al. (2020), the model to predict the social entrepreneurial intention to determine its antecedents is the main theoretical orientation to have evolved during the periodical review of the SEI. Osiri et al. (2020) show that social entrepreneurial intentions are influential determinants, based on the theory of planned behaviour. According to Osiri et al. (2020), the theory of planned behaviour postulates that a person's intent to do some activity is a good indicator that

the person would perform that action. It is on that basis that social entrepreneurial intention is assumed to be a planned future behaviour (Ali, 2021).

## **Prior Experience**

Hockerts (2017), indicates that prior experience and family exposure to organisations with social missions have a positive influence on the social entrepreneurial intentions of students. On the other hand, Fatoki (2018) concludes that prior experience working with a social organisation solving complex problems positively impacts the social entrepreneurial intentions of university students. According to Lacap et al. (2018), prior experience with social ventures plays an important role in determining social entrepreneurial intentions among students to encourage social venture creation in the future.

## **Methods and Data**

In reviewing the main research question for this study, a proper philosophical orientation of the study was positivist as data collection and interpretation were used to explain the phenomenon (Ali, 2021). This study is explanatory research that aims to describe the relationship between social entrepreneurial intentions and its determinants whilst testing the theory of planned behaviour to measure the predictive capability of the determinants (Alharahsheh & Pius, 2020). According to Rahi (2017), explanatory research is mostly suited for the quantitative approach. This study deduced that the explanatory research objective would enable the researcher to attempt and explain the intentions of MBA students to establish the nature of the reality of the phenomenon (Ali, 2021).

## **Methodological choice**

The research approach adopted was quantitative and used computational techniques and mathematical models for the analysis of the data. It is further attested that this type of research methodology is becoming more prevalent in business studies research among others (Mohajan, 2020). The theory of planned behaviour is being tested in this study, hence this study confirms the deductive approach that is aligned with the theory. Urban and Kujinga (2017) in their study on students in South Africa, highlight the quantitative research design as most appropriate to assess social entrepreneurial intentions among students. A research strategy evaluates the process of collecting and interpreting the data and helps the researcher answer the research questions (Alharahsheh & Pius, 2020). The study employs a survey research strategy and the collection of data using structured pre-designed, self-administered online questionnaires. Data was collected from first-year 2021 MBA students at the NBS totaling 136 from the population of 148 in five fields of study entrepreneurship, management strategy, public sector management, finance, and natural resources management.

## **Population**

Rahi (2017) defines population as “all people “who are eligible for research. Permission was requested and granted by the NBS administration to collect data about the MBA first-year students for the population. The population is drawn from the 2021 academic first-year intake. NBS provided contact details for 148 students, making up the population of the study from which the sample was determined. Chinaire et al. (2021) agree that students are the right population to conduct future behavioral studies due to their eagerness, improving educational background, and “proficiency in cognitive skills”.

## **Sample**

Sampling is a technique or more closely a process to select a segment or units from the bigger population that can be used to represent the beliefs, views, and attitudes of the bigger group (Mohajan, 2020). Many researchers found that a smaller group from a population has the potential to make good extrapolation about the bigger group as the smaller group is more cost-effective and easier to collect data from (Rahi 2017). According to Hassan (2020), the stratified random sampling technique is applicable when students of different cohorts are included for equal representation of the sample. As the MBA has five cohorts, this study used stratified random sampling to select 136 participants to ensure each field is represented. Using stratified random sampling, a sample size of 136 MBA students was selected from a population of 148 with 109 responses.

## **Research instruments**

A questionnaire was used for the data collection process. It was designed using Google Digital Forms. As all students may have access to digital platforms on the Internet, electronic mail was used to distribute the link for the online self-administered pre-set questionnaire. The questionnaire divided into two sections was used as the data collection instrument. The first part of the questionnaire consisted of six questions for the demographic data, which included which MBA program the student was enrolled in, age group, entrepreneurship family background, gender, work experience, and work experience as a self-employed person.

The second part of the questionnaire consisted of 31 measurement statements across eight variables. The following determinants were adopted from Hockerts (2017), Ip, Wu, and Liu et al. (2017), and Wach et al. (2021) specifically personal attitude towards behaviour with five statements, perceived behavioural control consisting of six statements, empathy with three statements, moral obligation with four statements. This study uses variables in the questionnaire that were tested and validated in prior studies on students having social entrepreneurial intentions (Hockerts, 2017, Al-Mamary et al., 2020, Wach et al. 2021, Ip, Wu & Liu et al., 2017).



## **Data collection procedure**

The selected participants were sent email notifications informing them about the commencement of the data collection process of the survey and respondents were sent an electronic link to the online survey that used Google Forms. A telephonic follow-up was done to ensure the distributed template was received and accessible for completion. As no details of who responded initially were captured, repeat emails were sent to all recipients to increase the response rate, and that caused some frustrations to some students who had already completed the study as an apology was offered in such instances. A total of 109 responses were received from the sample of 136 for the period October 2021 until July 2022, representing an 80% response rate.

## **Data analysis**

This study deployed descriptive data analysis methods using computer software to generate statistical data for analysis and interpretation. The determinants assessed are personal attitude, empathy, moral obligation, perceived social support, perceived behavioural control, social entrepreneurial intent, and prior experience as adopted from prior studies (Hockerts, 2017, 2018; Rambe & Ndofirepi, 2019). According to Letsoalo and Rankhumise (2020), internal consistency is the reliability measure of the extent to which items in a construct measure the same construct. Cronbach's alpha is the most widely used internal consistency test when a survey strategy is used in combination with a Likert-style item (Letsoalo & Rankhumise, 2020). The acceptable internal consistency level of .7 or above is widely reported as the most acceptable outcome for the internal consistency of scale in the Likert-style questions (Tiwari et al., 2017a). Chinaire et al. (2021) concur that a Cronbach's Alpha in the range of 0.5 to 1.0 is valid for entrepreneurship studies. This is contrary to Ali's (2020) proposal of 0.7 as the cut-off for an acceptable level however the level depends on the research orientation (Letsoalo & Rankhumise, 2020). The Cronbach's alpha of .784 is reached for this study and it is important to have an acceptable level above 0.7 for this metric to ensure that the data is fit for statistical evaluation that includes the measurement model in correlation and regression analysis exercise (Fatoki, 2020).

## **Results**

The study assessed the determinants of social entrepreneurial intentions among MBA students by answering research questions. Perceived social support (PSS) has the highest predictor of SEI amongst the students followed by prior experience. The results show female respondents accounted for 57%, whilst the 26-35 age group had 61% of the respondents. It was revealed that most respondents were employed, with 37% being self-employed. The Cronbach's Alpha of 0.784 for all measuring items surpassed the 0.7 threshold for the reliability of the internal consistency to affirm the reliability of the study. The findings indicate that perceived social support (PSS) (.483) has the highest positive correlation with SEI whereas personal attitude revealed a positive moderate correlation at (.422).

Similarly, perceived behavioural control (.415) and social entrepreneurial self-efficacy (SESE) correlated at (.410) show a positive moderate correlation respectively. Empathy and moral obligation both show a weak positive correlation with SEI at (.275) and (.263) respectively. Prior experience shows a positive weak correlation at (.398) with SEI and on the predictive characteristics of the determinants, PSS contributes 32.2% and prior experience contributes 26.2% to the variance of SEI. All variables combined are responsible for 64.9% variability in the SEI.

## **Discussion**

The findings show that perceived social support is the primary determinant and agree with findings among students in studies by Akhter et al., (2020); Ip, Wu & Liu et al., (2017); and Hockerts, (2017). Closely relating to SEI is the personal attitude with positive moderate positive correlation in conformity with the studies by Tiwari et al. (2017a) and Mohammed et al. (2017) who stated the impact of attitude on students' interest in social entrepreneurial intentions. Perceived behavioral control positive finding agrees with findings by Luc (2018), Hockerts (2017), and Chinaire et al. (2021). SESE is in alignment with similar findings from studies by Hockerts (2017, 2018), Fatoki (2018), Lacap et al. (2018), and Bacq & Alt (2018) however, Ip, Wu & Liu et al. (2017) have found SESE not to be related to SEI. Empathy finding agrees with other research findings by Hockerts (2017, 2018), Fatoki (2018), Bacq & Alt (2018), Rambe & Ndofirepi (2019), and Ip, Wu & Liu et al., (2017). in contrast to studies by Ip, Wu & Liu et al. (2017) and Hockerts (2017) that found a negative but significant relationship between this construct with SEI. Prior experience finding agrees with other studies by Hockerts (2017), Ip, Wu, Liu et al (2017).

## **Conclusion**

This study sought to assess the determinants of social entrepreneurial intentions among MBA students at the Namibia Business School at the University of Namibia and identified eight variable constructs. The constructs are personal attitude, perceived behavioural control, empathy, moral obligation, perceived social support, social entrepreneurial self-efficacy, social entrepreneurial intent as the dependent variable, and prior experience. From the assessment, it was found that these determinants have an impact on social entrepreneurial intention using both correlation and regression analysis. The results illustrate that positively statistically significant relationships exist and the determinants can predict social entrepreneurial intentions.

Equally, literature review and ongoing addition of variables or factors to be used as moderating the antecedents of SEI are increasing both internally and externally to the individual. As shown in this study, SE intentions can predict SE behaviour and hence an action to encourage these intentions must start with an understanding of the factors that influence SE intentions. This study contributes to this field of research about MBA students when assessing the determinants of social entrepreneurial intentions of first-year MBA students in all fields of study at the NBS. Despite the varying level of relationship, results

show that all variables used in this study, namely: personal attitude, perceived behavioural control, empathy, moral obligation, perceived social support, entrepreneurial self-efficacy, and social entrepreneurial intent as the dependent variables and prior experience have a positive relationship with SEI.

This result implies that to encourage social entrepreneurial intentions among MBA students, NBS must design an academic curriculum with practical projects to empower students to become social entrepreneurs in the future. Furthermore, SE intentions appear to predict SE behaviour more dominantly hence an action to encourage these intentions should start with an understanding of the factors that influence SE intentions. In addition, this contribution adds to the institutional capacity visibility for the social entrepreneurship curriculum development, resource allocation, and career choice motivation.

As the results indicate, students should be regarded as the change agents through the process of social entrepreneurship education. Furthermore, teaching practitioners can be role models in pursuing social entrepreneurship with active engagement in practical community projects that are integrated. The additional support is that students require that institutions of higher learning consider developing social networks that can serve as a resourceful initiative for alleviating social problems where students can design the outcomes required.

In fulfilling their role, institutions of higher learning must ensure that the entrepreneurial process is embedded into the education and learning programmes with the specific purpose of students starting a venture. In conclusion, this study shows that social entrepreneurship is a process that enables individuals to explore business opportunities and develop such opportunities into innovative solutions whilst finding funding for a new business that addresses social problems with concurrent commercial activities. In Namibia, where youth unemployment and poverty are prevalent, SE initiatives can enhance efforts that aim to address community social issues.

The study was limited by a few factors like the respondents' possible apathy in not seeing the need to respond timely due to academic pressures or other competing commitments. The study was further limited by the research methodology that consisted of the selected population and sampling technique due to the scope of the MBA program. Furthermore, the study was confined to MBA students at one institution and only in Windhoek. Frequent direct communication and regular follow-ups expressing the need to provide relevant feedback helped the study data collection alleviate these limitations.

This study showed different relationships among variables; hence a further study may investigate those with not-so-strong correlation relationships to analyze the predictive strength. Furthermore, the study was based on the first-year MBA students and further study could consider the final year MBA students. Finally, as this study was conducted in a single institution, further studies can include more institutions offering MBA studies.

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