

CHAPTER 4

DATA ANALYSIS AND FINDINGS

The objectives of this research need to be reemphasized.

The Objectives of the Research

1. Create a quality workforce by growing, training, and attracting the finest talent.
2. Support current business and industry.
3. Provide leadership in industry and commerce.
4. Provide strategic oversight.
5. Take strong and visible roles in regional initiatives.
6. Disseminate research and promote technology transfer.
7. Enhance the technology infrastructure.
8. Promote livable communities.
9. Employ a diverse workforce.

The MBA courses are, increasingly, sold in hope of leading to better job prospects and economic well being of the MBA graduates. The contribution made by education to the economic well being of individuals and society has attracted topic for research. Amongst all the educational courses MBA is sold in terms of how it would improve job and economic prospects of the graduates.

This research tests ideas that investment in education can comprise cultural capital, an individual's knowledge about the products of artistic or intellectual traditions which help to distinguish the holder of that knowledge from others, and social capital made up of connections in terms of useful networks. The MBA is sold to the organizations in terms of the competencies and skills learnt on the course will produce effective managers.

The concept of cultural capital arising from pursuing the MBA course has attracted increasing interest in recent times because of its influence on job opportunities and promotions. Cultural capital is divided into embodied capital, which captures long lasting 'dispositions of the body and mind' through, for example, the acquisition of skills and aptitudes, and institutionalized capital, in which cultural capital is objectified (institutionalized) in the qualification. In this latter respect, the qualification is seen as a 'certificate of cultural competence' which confers a value on the holder and confirms or legitimizes the supposed possession of skills and knowledge. Accordingly, the question is whether, within the category of cultural capital, the MBA experience can develop capabilities in the form of embodied capital and the MBA qualification can comprise a badge of recognition in the form of institutional capital to the holder of the degree.

Critics have suggested that MBA in both North America and the UK focuses too much on the functions of management at the expense of the practice of managing with associated interpersonal and leadership skills (Kretovics, 1999; Mintzberg & Gosling, 2002; Simpson, Woods, & Altman, 2005).

Thailand is at a different stage of economic development and has its own specific political and cultural heritage and history of education. What is the evidence about the economic and other contribution made by the MBA courses. Within the context of an MBA, Hay's (2006) UK study provides evidence that an MBA can enhance cultural competence. In essence, an MBA can be seen to confer a value upon the holder which confirms or legitimizes the supposed possession of cultural competence skills which equips an individual with the capability to function within cross-cultural environment. This kind of skill is increasingly valued in an international business environment where individuals are expected to relate effectively with people from a diverse cultural background.

The Asian growth and subsequent economic crisis had highlighted key shortages of managerial talent. More specifically the restructuring of the Thai economy and resulting efficiency gains have resulted in critical shortages of individuals with appropriate management skills to manage its hundreds of state owned enterprises, 100's of joint ventures and multinational enterprises. Perhaps in response, MBA take-up both at home and abroad has proliferated.

Taking a rather broader view of cultural competence as a set of cross-cultural skills and competencies that enable individuals to work effectively in cross-cultural situations (Cross, Bazron, Dennis, & Isaacs, 1989), scholars have argued for the importance of such capital in the work context (e.g. Lynch & Hanson, 1998). Following from this perspective, Reich and Reich (2006) argue that cultural competence is a developmental process that occurs along a continuum rather than an end-state and as such an individual can never fully

achieve cultural competence. Moreover, individuals will often be exposed to different cultural settings which will involve demonstration of different sets of skills in different circumstance. They suggest that what is imperative is for individuals to value diversity; develop the capacity for cultural self assessment; demonstrate sensitivity to the dynamics inherent when cultures interact; and adapt practices to suit specific cultural situations. From an organizational perspective, research suggests that organizations that demonstrate cultural competence achieve better outcomes which include clients' satisfaction and service improvement (e.g. Wade & Bernstein, 1991).

The issue is the extent to which the MBA's taught in some of the private and public universities in Thailand endow such social capital in their students and teach them skills and competencies needed by modern managers. The research examined the motivation to pursue the MBA course in terms of core values of instrumentality and fulfilling to identify whether the pursuance of the MBA programs was purely for instrumental reasons or fulfilling reasons. Instrumental reasons were seen in terms of the financial and other benefits that the MBA will endow whereas the fulfilling values suggest that the pursuance of MBA is for self improvement in terms of knowledge enhancement and self satisfaction.

To test this, the research questions were translated in to a number of hypotheses. These hypotheses were statistically tested and the results are presented here.

Hypotheses:

Ho 1: There is no significant relationship between the age of the respondents and push reasons for pursuing MBA.

Table 6

There is no Significant Relationship Between the Age of the Respondents and Push Reasons for Pursuing MBA

Group Statistics									
Age	N	Mean	Std. Deviation	Std. Error Mean					
20-29	321	3.2130	.59518	.03322					
30-39	75	3.2750	.63205	.07298					

Independent Samples Test									
	Levene's Test for		t test for Equality of Means					95% Confidence	
	Equality of	Variiances						Lower	Upper
Equal variances assumed	.378	.539	-.803	394	.423	-.06199	.07724	-.21386	.08987
Equal variances not assumed			-.773	106.779	.441	-.06199	.08019	-.22096	.09697

Result: Accept

The hypothesis tested whether different age groups joined their MBA program by their own volition or felt that they were forced by their employers, parents or job expectations. This is important as the motivating reasons may have considerable implications of how the students fare and learn from their MBA's.

The results in Table shows that the null hypothesis is accepted. The majority of the respondents do not feel that they were forced.

Ho 2: There is no significant relationship between the university type of the respondents and push reasons for pursuing MBA.

Table 7

There is no Significant Relationship Between the University Type of the Respondents and Push Reasons for Pursuing MBA

Group Statistics									
University	N		Mean	Std. Deviation	Std. Error Mean				
public university	319		3.2320	.56996	.03191				
private university	81		3.1590	.75493	.08388				

Independent Samples Test									
	Levene's Test for		t test for Equality of Means					95% Confidence	
	Equality of							Interval of	
	Variances							the Difference	
								Lower	Upper
Equal variances assumed	10.442	.001	.960	398	.338	.07302	.07610	-.07659	.22264
Equal variances not assumed			.814	104.283	.418	.07302	.08975	-.10494	.25099

Result: Reject

Whilst overall the MBA respondents did not feel that they were forced to take up MBA, this hypothesis shows that there is a difference, though a small one, between the type of universities and whether there were push

reasons for taking on MBA. The private university students feel that there were more ‘push’ reasons for taking up MBA course.

Ho 3: There is no significant relationship between the study mode of the respondents and push reasons for pursuing MBA.

Table 8

There is no Significant Relationship Between the Study Mode of the Respondents and Push Reasons for Pursuing MBA

Group Statistics									
Study	N		Mean		Std. Deviation		Std. Error Mean		
full time	192		3.2116		.58329		.04209		
part time	208		3.2224		.63796		.04423		

Independent Samples Test										
	Levene's Test for Equality of Variances				t test for Equality of Means				95% Confidence Interval of the Difference	
	F	Sig.	t	df	Mean Difference	Std. Error Difference	Lower	Upper		
Equal variances assumed	.314	.576	-.176	398	.861	-.01077	.06128	-.13124	.10971	
Equal variances not assumed			-.176	397.965	.860	-.01077	.06106	-.13081	.10928	

Result: Accept

There is no difference in feeling of ‘push’ reasons for taking up MBA between the full time and part time students.

Ho 4: There is no significant relationship between the program of the respondents and push reasons for pursuing MBA.

Table 9

There is no Significant Relationship Between the Program of the Respondents and Push Reasons for Pursuing MBA

Group Statistics									
Program	N		Mean	Std. Deviation	Std. Error Mean				
International	203		3.1958	.64052	.04496				
Thai	197		3.2392	.58108	.04140				

Independent Samples Test											
	Levene's Test for Equality of Variances		t test for Equality of Means						95% Confidence Interval of the Difference		
	F	Sig.	t	df	Mean Difference	Std. Error Difference	Lower	Upper			
Equal variances assumed	3.499	.062	-.709	398	.479	-.04340	.06120	-.16372	.07692		
Equal variances not assumed			-.710	396.214	.478	-.04340	.06111	-.16355	.07675		

Result: Accept

Whilst there is some difference between the students taking the International program and Thai program and as to whether there were more 'push' factors affecting their decision.

Ho 5: There is no significant relationship between the industry of the respondents and push reasons for pursuing MBA.

Table 10

There is no Significant Relationship Between the Program of the Respondents and Push Reasons for Pursuing MBA

Descriptives									
Pushresons					95% Confidence				
					Interval for Mean				
					Lower	Upper			
					Bound	Bound			
Manufacturing	53	3.0825	.76426	.10498	2.8719	3.2932	1.00	4.75	
Admintration	158	3.3323	.53141	.04228	3.2488	3.4158	1.25	4.50	
Services	81	3.1559	.58247	.06472	3.0271	3.2847	1.62	4.88	
Other	108	3.1609	.63899	.06149	3.0390	3.2828	1.00	4.75	
Total	400	3.2172	.61159	.03058	3.1571	3.2773	1.00	4.88	

ANOVA					
Pushresons	Sum of Squares	df	Mean		
			Square	F	Sig.
Between Groups	3.701	3	1.234	3.356	.019
Within Groups	145.541	396	.368		
Total	149.241	399			

Result: Reject

The results show that at significance level of .019 the hypothesis is rejected as there are differences in feelings of 'push' motive in taking on the MBA course. It appears that the respondents working in Administration feel that they are 'pushed' to attend the MBA course. It may be that the 'push' factor is simply a requirement of MBA is felt to be a requirement for any advancement.

Table 11*Multiple Comparisons*

Multiple Comparisons					
Dependent Variable:		95% Confidence Interval			
Pushresons				Lower Bound	Upper Bound
Admintration	-.24973*	.09623	.048	-.4980	-.0015
Services	-.07332	.10711	.903	-.3496	.2030
Other	-.07833	.10167	.868	-.3406	.1840
Manufacturing	.24973*	.09623	.048	.0015	.4980
Services	.17641	.08285	.146	-.0373	.3902
Other	.17140	.07569	.108	-.0239	.3667
Manufacturing	.07332	.10711	.903	-.2030	.3496
Admintration	-.17641	.08285	.146	-.3902	.0373
Other	-.00502	.08911	1.000	-.2349	.2249
Manufacturing	.07833	.10167	.868	-.1840	.3406
Admintration	-.17140	.07569	.108	-.3667	.0239
Services	.00502	.08911	1.000	-.2249	.2349
Admintration	-.24973*	.09623	.010	-.4389	-.0605
Services	-.07332	.10711	.494	-.2839	.1373
Other	-.07833	.10167	.442	-.2782	.1216
Manufacturing	.24973*	.09623	.010	.0605	.4389
Services	.17641*	.08285	.034	.0135	.3393
Other	.17140*	.07569	.024	.0226	.3202
Manufacturing	.07332	.10711	.494	-.1373	.2839
Admintration	-.17641*	.08285	.034	-.3393	-.0135
Other	-.00502	.08911	.955	-.1802	.1702
Manufacturing	.07833	.10167	.442	-.1216	.2782
Admintration	-.17140*	.07569	.024	-.3202	-.0226
Services	.00502	.08911	.955	-.1702	.1802

The posthoc LSD test in Table 11 confirms the results.

Ho 6: There is no significant relationship between the age of the respondents and instrumental reasons for pursuing MBA.

Table 12

There is no Significant Relationship Between the Age of the Respondents and Instrumental Reasons for Pursuing MBA

Group Statistics									
Age	N		Mean	Std. Deviation	Std. Error Mean				
20-29	321		3.6558	.41573	.02320				
30-39	75		3.5983	.36373	.04200				

Independent Samples Test									
	Levene's Test for		t test for Equality of Means					95% Confidence	
	Equality of	Variances						Lower	Upper
Equal variances									
assumed	2.354	.126	1.102	394	.271	.05743	.05213	-.04506	.15992
Equal variances not									
assumed			1.197	123.407	.234	.05743	.04798	-.03755	.15241

Result: Accept

The Descriptive in Table 12 shows that the mean for the 30-39 is higher than the over 39. However, this is not significant as the significance of .126 means that there are no significant differences between the two age groups in terms of 'instrumental' reasons for pursuing the MBA course. The instrumental reasons means that the MBA is being pursued for what benefits

it can bring rather than for some intrinsic reasons.

The older group has slightly lower scores suggesting that they may have more intrinsic motives for pursuing the MBA.

Ho 7: There is no significant relationship between the university type of the respondents and instrumental reasons for pursuing MBA.

Table 13

There is no Significant Relationship Between the University Type of the Respondents and Instrumental Reasons for Pursuing MBA

Group Statistics									
University	<i>N</i>	Mean	Std. Deviation	Std. Error Mean					
Public university	319	3.6665	.40902	.02290					
Private university	81	3.5602	.39682	.04409					

Independent Samples Test									
	Levene's Test for		<i>t</i> test for Equality of Means					95% Confidence	
	Equality of	Variances						Lower	Upper
Equal variances assumed	.303	.582	2.102	398	.036	.10635	.05059	.00690	.20581
Equal variances not assumed			2.141	126.666	.034	.10635	.04968	.00803	.20467

Result: Reject

The *t* test Table 13 shows that on 2 tailed test at .036 level of significance there are significant differences between the MBA students from

the public and private universities in terms of instrumental reasons for pursuing MBA. From the data we know that the students from the public universities tend to have slightly more instrumental reasons for pursuing MBA.

Ho 8: There is no significant relationship between the study mode of the respondents and instrumental reasons for pursuing MBA.

Table 14

There is no Significant Relationship Between the University Type of the Respondents and Instrumental Reasons for Pursuing MBA

Group Statistics									
Study	N		Mean	Std. Deviation		Std. Error Mean			
Full time	192		3.6465	.38366		.02769			
Part time	208		3.6436	.43077		.02987			

Independent Samples Test										
	Levene's Test for			t test for Equality of Means				95% Confidence		
	Equality of							Lower		Upper
	Variances									
Equal variances										
assumed	3.346	.068	.070	398	.944	.00285	.04092	-.07759	.08330	
Equal variances not										
assumed				.070	397.500	.944	.00285	.04073	-.07722	.08292

Result: Accept

The mode of study does not make any significant difference in terms of instrumental orientation of the MBA students. Both the part time and full time

students show similar level of instrumental orientation.

Ho 9: There is no significant relationship between the program of the respondents and instrumental reasons for pursuing MBA.

Table 15

There is no Significant Relationship Between the Program of the Respondents and Instrumental Reasons for Pursuing MBA

Group Statistics									
Program	N	Mean	Std. Deviation	Std. Error Mean					
International	203	3.5696	.41103	.02885					
Thai	197	3.7227	.39160	.02790					

Independent Samples Test									
	Levene's Test for		<i>t</i> test for Equality of Means					95% Confidence	
	Equality of	Variances						Lower	Upper
Equal variances									
assumed	.011	.918	-3.813	398	.000	-.15313	.04016	-.23209	-.07418
Equal variances not									
assumed			-3.816	397.866	.000	-.15313	.04013	-.23203	-.07424

Result: Reject

The data in Table 15 shows a significance level of .000 in a 2 tailed test, which means that there are significant differences between the MBA students from the International and Thai program on the instrumental scale. The International course students tend to have more instrumental reasons for

pursuing the MBA course. The international courses tend to be expensive and therefore it may be that it attracts more instrumentally oriented students.

Ho 10: There is no significant relationship between the industry of the respondents and instrumental reasons for pursuing MBA.

Table 16

There is no Significant Relationship Between the Industry of the Respondents and Instrumental Reasons for Pursuing MBA

Descriptives									
Pushresons					95% Confidence				
					Interval for Mean				
					Lower	Upper			
					Bound	Bound			
Manufacturing	53	3.6179	.41124	.05649	3.5046	3.7313	3.00	4.75	
Admintration	158	3.6741	.40050	.03186	3.6111	3.7370	2.50	4.75	
Services	81	3.6373	.41250	.04583	3.5461	3.7286	2.62	4.62	
Other	108	3.6215	.41807	.04023	3.5418	3.7013	2.00	4.75	
Total	400	3.6450	.40833	.02042	3.6049	3.6851	2.00	4.75	

ANOVA					
Instrumental	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	.236	3	.079	.471	.703
Within Groups	66.291	396	.167		
Total	66.528	399			

Result: Accept

The ANOVA results in Table 16 shows a significance level of .703 which signifies that there is no significant difference in the instrumental orientation based on different industries.

Ho 11: There is no significant relationship between the age of the respondents and fulfilling reasons for pursuing MBA.

Table 17

There is no Significant Relationship Between the Age of the Respondents and Fulfilling Reasons for Pursuing MBA

Group Statistics									
Age	N		Mean	Std. Deviation	Std. Error Mean				
20-29	321		3.6149	.39177	.02187				
30-39	75		3.6192	.38817	.04482				

Independent Samples Test										
		Levene's Test for Equality of Variances		t test for Equality of Means				95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed										
		.270	.604	-.086	394	.932	-.00429	.05016	-.10290	.09432
Equal variances not assumed										
				-.086	111.950	.932	-.00429	.04987	-.10310	.09452

Result: Accept

The Table 17 shows 2 tailed t test result as .932 and therefore there is no significant difference in fulfilling reasons for pursuing the MBA course. Self fulfilling values represent values where action is pursued for its own sake rather than some other benefits.

Ho 12: There is no significant relationship between the university type of the respondents and fulfilling reasons for pursuing MBA.



Table 18

There is no Significant Relationship Between the University Type of the Respondents and Fulfilling Reasons for Pursuing MBA

Group Statistics									
University	<i>N</i>		Mean	Std. Deviation	Std. Error Mean				
Public university	319		3.6342	.39066	.02187				
Private university	81		3.5355	.41090	.04566				

Independent Samples Test									
	Levene's Test for		<i>t</i> test for Equality of Means					95% Confidence	
	Equality of	Variiances						Lower	Upper
Equal variances assumed	1.319	.251	2.010	398	.045	.09871	.04912	.00214	.19529
Equal variances not assumed			1.950	119.355	.054	.09871	.05062	-.00152	.19895

Result: Reject

The 2 Tailed *t* test shows significance level of .045 and therefore we find that there is a slight difference between the public and private universities in terms of fulfilling values. Surprisingly the public university students show greater level of fulfilling values. It would appear that the public university students are slightly more interested in following MBA course for the sake of

fulfillment and knowledge for itself.

Ho 13: There is no significant relationship between the study mode of the respondents and fulfilling reasons for pursuing MBA.

Table 19

There is no Significant Relationship Between the Study Mode of the Respondents and Fulfilling Reasons for Pursuing MBA

Group Statistics									
University	N		Mean	Std. Deviation	Std. Error Mean				
Public university	192		3.6406	.37028	.02672				
Private university	208		3.5898	.41832	.02901				

Independent Samples Test									
		Levene's Test for Equality of Variances		t test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig.	Lower	Upper	
Equal variances assumed		6.606	.011	1.281	398	.201	-.02713	.12869	
Equal variances not assumed				1.288	397.312	.199	-.02675	.12832	

Result: Accept

The 2 tailed *t* test results in Table 19 shows significance level of .201, which indicates that the mode of study is not a significant factor in determining fulfilling values.

Ho 14: There is no significant relationship between the program the respondents follow and fulfilling reasons for pursuing MBA.

Table 20

There is no Significant Relationship Between the Program the Respondents Follow and Fulfilling Reasons for Pursuing MBA

Group Statistics											
Program	N	Mean	Std. Deviation	Std. Error Mean							
International	203	3.5536	.38197	.02681							
Thai	197	3.6767	.40204	.02864							
Independent Samples Test											
		Levene's Test for Equality of Variances						t test for Equality of Means		95% Confidence Interval of the Difference	
								Lower	Upper		
Equal variances assumed											
	1.401	.237	-3.141	398	.002	-.12314	.03920	-.20021	-.04607		
Equal variances not assumed											
			-3.139	395.394	.002	-.12314	.03923	-.20027	-.04601		

Result: Reject

Table 20 shows significance level of .002 which indicates that there is a significant difference between the MBA International program students compared to the Thai program students. The Thai program students appear to pursue the MBA course for intrinsic reasons to fulfil needs for knowledge rather than just for instrumental purposes.

Ho 15: There is no significant relationship between the industry of the respondents and fulfilling reasons for pursuing MBA.

Table 21

There is no Significant Relationship Between the Industry of the Respondents and Fulfilling Reasons for Pursuing MBA

Descriptives									
Pushresons					95% Confidence				
					Interval for Mean				
					Lower	Upper			
					Bound	Bound			
Manufacturing	53	3.5354	.38829	.05334	3.4284	3.6424	2.88	4.88	
Admintration	158	3.6606	.38368	.03052	3.6003	3.7209	2.75	4.62	
Services	81	3.6065	.35923	.03991	3.5270	3.6859	2.81	4.38	
Other	108	3.5909	.43941	.04228	3.5070	3.6747	2.00	4.75	
Total	400	3.6142	.39631	.01982	3.5753	3.6532	2.00	4.88	

ANOVA						
Instrumental	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.	
Between Groups	.733	3	.244	1.563	.198	
Within Groups	61.935	396	.156			
Total	62.668	399				

Result: Accept

The Table 21 shows ANOVA results of .198 significance and therefore the null hypothesis is accepted as there is no significant difference in fulfilling values between the MBA students from different universities.

Ho 16: There is no significant relationship between the satisfaction level of the respondents and the program MBA of part time or full time.

Table 22

There is no Significant Relationship Between the Satisfaction Level of the Respondents and the Program MBA of Part Time or Full Time

Group Statistics				
Study	N	Mean	Std. Deviation	Std. Error Mean
Full time	192	3.6363	.48578	.03506
Part time	208	3.4503	.57028	.03954

Independent Samples Test									
	Levene's Test for		<i>t</i> test for Equality of Means					95% Confidence	
	Equality of	Variances						Lower	Upper
Equal variances									
assumed	3.657	.057	3.497	398	.001	.18596	.05318	.08141	.29052
Equal variances not									
assumed			3.519	395.492	.000	.18596	.05285	.08207	.28986

Result: Reject

The level of satisfaction derived from the MBA program was examined between the full time and part time students. The *t* test results from 2 tailed test shows a significance level of .001 indicating that there is a significant difference in the level of satisfaction between the part time and full time

students. The full time students show a slightly higher level of satisfaction from their MBA program compared to the part time students.

Ho 17: There is no significant relationship between the satisfaction level of the respondents and whether the study in private or public university.

Table 23

There is no Significant Relationship Between the Satisfaction Level of the Respondents and Whether the Study in Private or Public University

Group Statistics									
University	N		Mean	Std. Deviation	Std. Error Mean				
Public university	319		3.5235	.52511	.02940				
Private university	81		3.6029	.58900	.06544				

Independent Samples Test									
	Levene's Test for		t test for Equality of Means					95% Confidence	
	Equality of	Variiances						Lower	Upper
Equal variances assumed	.191	.662	-1.184	398	.237	-.07937	.06701	-.21110	.05236
Equal variances not assumed			-1.106	114.377	.271	-.07937	.07175	-.22149	.06275

Result: Accept

The results in Table 22 shows that there is no significant relationship between the level of satisfaction derived from their MBA programs pursued at

the public or private universities. Both groups show minimal levels of satisfaction.

Ho 18: There is no significant relationship between the utility of the subjects studied and mode of attendance.

Table 24

There is no Significant Relationship Between the Utility of the Subjects Studied and Mode of Attendance

Group Statistics									
Study	N	Mean	Std. Deviation	Std. Error Mean					
Full time	192	3.7927	.51098	.03688					
Part time	208	3.8202	.53195	.03688					

Independent Samples Test									
	Levene's Test for		<i>t</i> test for Equality of Means					95% Confidence	
	Equality of	Variances						Lower	Upper
Equal variances									
assumed	1.687	.195	-.526	398	.599	-.02748	.05224	-.13019	.07522
Equal variances not									
assumed			-.527	397.363	.599	-.02748	.05216	-.13002	.07505

Result: Accept

The utility of the MBA was measured in terms of the range and depth of the subjects studied and the extent to which the respondents felt that the

subjects studied were useful in their work. The results show significance level of .599 and therefore it is accepted that there is no significant difference between the full time and part time students in their perception of the utility derived from their MBA program. However, the mean scores suggests that the part time students derived slightly greater utility.

Ho 19: There is no significant relationship between the utility of the subjects studied and attendance at private or public university.

Table 25

There is no Significant Relationship Between the Utility of the Subjects Studied and Attendance at Private or Public University

Group Statistics									
University	N	Mean	Std. Deviation	Std. Error Mean					
Public university	319	3.8461	.51844	.02903					
Private university	81	3.6531	.50796	.05644					

Independent Samples Test									
	Levene's Test for		<i>t</i> test for Equality of Means					95% Confidence	
	Equality of	Variances						Lower	Upper
Equal variances									
assumed	.022	.883	3.004	398	.003	.19300	.06424	.06669	.31930
Equal variances not									
assumed			3.041	125.706	.003	.19300	.06347	.06739	.31860

Result: Reject

The utility derived from the MBA programs by the public and private universities was measured by using t test and the significance level of .003 shows that there is a significant difference between the private and public universities in terms of utility derived from the MBA course. The public university students showed significantly higher level of utility derived from their MBA program. As explained the utility is measured in terms of the usefulness of the subjects studied in their work and life.

Ho 20: There is no significant relationship between the mode of attendance and future prospect.

Table 26

There is no Significant Relationship Between the Mode of Attendance and Future Prospect

Group Statistics									
Study	<i>N</i>	Mean	Std. Deviation	Std. Error Mean					
Full time	192	3.5990	.79797	.05759					
Part time	208	3.5649	.92175	.06391					

Independent Samples Test									
		Levene's Test for Equality of Variances		<i>t</i> test for Equality of Means				95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed									
	2.240	.135	.394	398	.694	.03405	.08653	-.13605	.20416
Equal variances not assumed									
			.396	396.393	.692	.03405	.08603	-.13508	.20319

Result: Accept

The level of future prospects was examined to see how pursuing MBA program was perceived as being useful in terms of improving their future prospects for promotion and or better job. The t test results show a significance level of .694 on t test, which means that there is no significant difference between the full time and part time students in terms of how they perceived their future prospects.

Ho 21: There is no significant relationship between the type of university attended and future prospect.

Table 27

There is no Significant Relationship Between the Type of University Attended and Future Prospect

Group Statistics									
University	<i>N</i>	Mean	Std. Deviation	Std. Error Mean					
Public university	319	3.5094	.88926	.04979					
Private university	81	3.8642	.68926	.07658					

Independent Samples Test										
		Levene's Test for Equality of Variances		<i>t</i> test for Equality of Means				95% Confidence Interval of the Difference		
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>Mean Difference</i>	Lower	Upper	
Equal variances assumed										
		3.426	.065	-3.344	398	.001	-.35479	.10611	-.56340	-.14619
Equal variances not assumed										
				-3.884	154.953	.000	-.35479	.09135	-.53524	-.17435

Result: Reject

The type of university attended seem to make a significant difference in the perception of how the MBA program was perceived as helping their future prospects (.001 sig.). The private university students perceived better prospects in terms of future promotion and or better job.

Ho 22: There is no significant relationship between the mode of attendance and competencies learnt.

Table 28

There is no Significant Relationship Between the Mode of Attendance and Competencies Learnt

Group Statistics									
Study	N	Mean	Std. Deviation	Std. Error Mean					
Full time	192	3.8880	.56251	.04060					
Part time	208	3.9994	.52453	.03637					

Independent Samples Test									
	Levene's Test for		<i>t</i> test for Equality of Means					95% Confidence	
	Equality of	Variances						Lower	Upper
Equal variances									
assumed	.484	.487	-2.049	398	.041	-.11138	.05435	-.21823	-.00452
Equal variances not									
assumed			-2.043	389.264	.042	-.11138	.05450	-.21854	-.00422

Result: Reject

This hypothesis was used to test the extent to which the respondents felt that their MBA program had taught them a range of competencies. The

competencies examined were analytical, comprehension, leadership, managing change, financial analysis and other range of competencies. The 2 tailed t test shows a significance level of .041 indicating that there is a significant difference in the assessment of competencies learnt between the full time and part time MBA students. The mean scores suggests that the part time university students feel that their course teaches them more competencies as against the full time university students.

Ho 23: There is no significant relationship between the type of university and competencies learnt.

Table 29

There is no Significant Relationship Between the Type of University and Competencies Learnt

Group Statistics									
University	N		Mean	Std. Deviation	Std. Error Mean				
Public university	319		4.0121	.50499	.02827				
Private university	81		3.6852	.61875	.06875				

Independent Samples Test										
	Levene's Test for		t test for Equality of Means						95% Confidence	
	Equality of								Interval of	
	Variances								the Difference	
									Lower	Upper
Equal variances										
assumed	4.396	.037	4.960	398	.000	.32696	.06592	.19737	.45656	
Equal variances not										
assumed			4.398	108.568	.000	.32696	.07434	.17962	.47430	

Result: Reject

The competencies learnt at the private and public universities was assessed. The 2 tail t test results show significance level of .000, which means that there is a significant difference between the private and public university MBA students in terms of their assessment of competencies learnt. The public university students feel that they learn more competencies compared to the private university students.

Ho 24: There is no significant relationship between the university attended and skills learnt.

Table 30

There is no Significant Relationship Between the University Attended and Skills Learnt

Group Statistics									
University	N	Mean	Std. Deviation	Std. Error Mean					
Public university	319	3.6382	.44917	.02515					
Private university	81	3.5670	.49006	.05445					

Independent Samples Test										
		Levene's Test for Equality of Variances		t test for Equality of Means					95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed		3.147	.077	1.251	398	.212	.07122	.05695	-.04073	.18317
Equal variances not assumed				1.187	116.438	.237	.07122	.05998	-.04757	.19001

Result: Accept

The MBA course philosophy emphasizes a range of skills that students should acquire as part of their studies. The skills measured were analyzing data, leading discussions, reading and understanding financial and other data, identifying important issues, formulating action plans, evaluating and monitoring, planning and executing. These are important skills and form part of or should form part of any MBA courses.

The significance of .212 suggests that there is no significant difference between the public and private universities in terms of the assessment of skills learnt. Further examination of the data suggests that neither group felt that the skill acquisition was very important part of their course.

Chapter Conclusion of Findings:

The research looked at private and public universities and part time and full time MBA students to explore the various hypotheses. How far were MBA students 'pushed' by their parents, employers and others to pursue the MBA. There was no difference in feeling of 'push' reasons for taking up MBA between the full time and part time students though there is some difference between the students taking the International program and Thai program and as to whether there were more 'push' factors affecting their decision.

The differences in terms of industry they worked in showed that at significance level of .019 there were differences in feelings of 'push' motive in taking on the MBA course. It appears that the respondents working in Administration feel that they are 'pushed' to attend the MBA course. It may

be that the 'push' factor is simply a requirement of MBA is felt to be a requirement for any advancement.

There were no significant differences between the age groups in terms of 'instrumental' reasons for pursuing the MBA course. The instrumental reasons mean that the MBA is being pursued for what benefits it can bring rather than for some intrinsic reasons.

The older group has slightly lower scores suggesting that they may have more intrinsic motives for pursuing the MBA.

There were significant differences between the MBA students from the public and private universities in terms of instrumental reasons for pursuing MBA. From the data we know that the students from the public universities tend to have slightly more instrumental reasons for pursuing MBA.

The mode of study did not make any significant difference in terms of instrumental orientation of the MBA students. Both the part time and full time students show similar level of instrumental orientation.

The data showed that there are significant differences between the MBA students from the International and Thai program on the instrumental scale. The International course students tend to have more instrumental reasons for pursuing the MBA course. The international courses tend to be expensive and therefore it may be that it attracts more instrumentally oriented students.

There was no significant difference in the instrumental orientation based on different industries.

Equally there were no significant difference in fulfilling reasons for pursuing the MBA course. Self fulfilling values represent values where action is pursued for its own sake rather than some other benefits.

There was a slight difference between the public and private universities in terms of fulfilling values. Surprisingly the public university students show greater level of fulfilling values. It would appear that the public university students are slightly more interested in following MBA course for the sake of fulfillment and knowledge for itself.

The mode of study is not a significant factor in determining fulfilling values. The Thai program students appear to pursue the MBA course for intrinsic reasons to fulfil needs for knowledge rather than just for instrumental purposes.

There was no significant difference found in fulfilling values between the MBA students from different universities.

The level of satisfaction derived from the MBA program was examined between the full time and part time students. The *t* test results from 2 tailed test shows a significance level of .001 indicating that there is a significant difference in the level of satisfaction between the part time and full time students. The full time students show a slightly higher level of satisfaction from their MBA program compared to the part time students. The level of satisfaction derived from their MBA programs pursued at the public or private universities were minimal for both universities.

The utility of the MBA was measured in terms of the range and depth of the subjects studied and the extent to which the respondents felt that the

subjects studied were useful in their work. The results show significance level of .599 and therefore it is accepted that there is no significant difference between the full time and part time students in their perception of the utility derived from their MBA program. However, the mean scores suggests that the part time students derived slightly greater utility.

The utility derived from the MBA programs by the public and private universities was measured by using *t* test and the significance level of .003 shows that there is a significant difference between the private and public universities in terms of utility derived from the MBA course. The public university students showed significantly higher level of utility derived from their MBA program. As explained the utility is measured in terms of the usefulness of the subjects studied in their work and life.

The level of future prospects was examined to see how pursuing MBA program was perceived as being useful in terms of improving their future prospects for promotion and or better job. The *t* test results show a significance level of .694 on *t* test, which means that there is no significant difference between the full time and part time students in terms of how they perceived their future prospects.

The type of university attended seem to make a significant difference in the perception of how the MBA program was perceived as helping their future prospects (.001 sig.). The private university students perceived better prospects in terms of future promotion and or better job.

This hypothesis was used to test the extent to which the respondents felt that their MBA program had taught them a range of competencies. The

competencies examined were analytical, comprehension, leadership, managing change, financial analysis and other range of competencies. The 2 tailed t test shows a significance level of .041 indicating that there is a significant difference in the assessment of competencies learnt between the full time and part time MBA students. The mean scores suggests that the part time university students feel that their course teaches them more competencies as against the full time university students.

The competencies learnt at the private and public universities was assessed. The 2 tail t test results show significance level of .000, which means that there is a significant difference between the private and public university MBA students in terms of their assessment of competencies learnt. The public university students feel that they learn more competencies compared to the private university students.

The MBA course philosophy emphasizes a range of skills that students should acquire as part of their studies. The skills measured were analyzing data, leading discussions, reading and understanding financial and other data, identifying important issues, formulating action plans, evaluating and monitoring, planning and executing. These are important skills and form part of or should form part of any MBA courses. There was no significant difference between the public and private universities in terms of the assessment of skills learnt. Further examination of the data suggests that neither group felt that the skill acquisition was very important part of their course.

Summary and Conclusion

This chapter presents the results of quantitative research surveying student values and motivation to discuss the findings. The results are as

Table 31

Hypotheses Summary

Hypothesis	Accepted	Rejected
Ho1: There is no significant relationship between the age of the respondents and push reasons for pursuing MBA.	<input type="checkbox"/> <input type="checkbox"/>	
Ho2: There is no significant relationship between the university type of the respondents and push reasons for pursuing MBA.		<input type="checkbox"/> <input type="checkbox"/>
Ho3: There is no significant relationship between the study mode of the respondents and push reasons for pursuing MBA.	<input type="checkbox"/> <input type="checkbox"/>	
Ho4: There is no significant relationship between the program of the respondents and push reasons for pursuing MBA.	<input type="checkbox"/> <input type="checkbox"/>	
Ho5: There is no significant relationship between the industry of the respondents and push reasons for pursuing MBA.		<input type="checkbox"/> <input type="checkbox"/>

Table 31 (continued)

Hypothesis	Accepted	Rejected
Ho6: There is no significant relationship between the age of the respondents and instrumental reasons for pursuing MBA.	<input type="checkbox"/> <input type="checkbox"/>	
Ho7: There is no significant relationship between the university type of the respondents and instrumental reasons for pursuing MBA.		<input type="checkbox"/> <input type="checkbox"/>
Ho8: There is no significant relationship between the study mode of the respondents and instrumental reasons for pursuing MBA.	<input checked="" type="checkbox"/>	
Ho9: There is no significant relationship between the program of the respondents and instrumental reasons for pursuing MBA.		<input type="checkbox"/> <input type="checkbox"/>
Ho10: There is no significant relationship between the industry of the respondents and instrumental reasons for pursuing MBA.	<input type="checkbox"/> <input type="checkbox"/>	
Ho11: There is no significant relationship between the age of the respondents and fulfilling reasons for pursuing MBA.	<input type="checkbox"/> <input type="checkbox"/>	

Table 31 (continued)

Hypothesis	Accepted	Rejected
Ho12: There is no significant relationship between the university type of the respondents and fulfilling reasons for pursuing MBA.		<input type="checkbox"/> <input type="checkbox"/>
Ho13: There is no significant relationship between the study mode of the respondents and fulfilling reasons for pursuing MBA.	<input type="checkbox"/> <input type="checkbox"/>	
Ho14: There is no significant relationship between the program of the respondents and fulfilling reasons for pursuing MBA.		<input type="checkbox"/> <input type="checkbox"/>
Ho15: There is no significant relationship between the industry of the respondents and fulfilling reasons for pursuing MBA.	<input type="checkbox"/> <input type="checkbox"/>	
Ho16: There is no significant relationship between the satisfaction level of the respondents and the program MBA of part time or full time.		<input type="checkbox"/> <input type="checkbox"/>
Ho17: There is no significant relationship between the satisfaction level of the respondents and whether the study in private or public university.	<input type="checkbox"/> <input type="checkbox"/>	

Table 31 (continued)

Hypothesis	Accepted	Rejected
Ho 18: There is no significant relationship between the utility of the subjects studied and mode of attendance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Ho19: There is no significant relationship between the utility of the subjects studied and attendance at private or public university.		✓
Ho20: There is no significant relationship between the mode of attendance and future prospect.	<input type="checkbox"/> <input type="checkbox"/>	
Ho21: There is no significant relationship between the type of university attended and future prospect.		✓
Ho 22: There is no significant relationship between the mode of attendance and competencies learnt.		✓
Ho 23: There is no significant relationship between the type of university and competencies learnt.		✓
Ho 24: There is no significant relationship between the university attended and skill learnt.	<input type="checkbox"/> <input type="checkbox"/>	