Entrepreneurial Intention Difference Based on Marketing and Network Marketing Experience

Rabiei Sajjad [1]*

Abstract

In the 21st century, the world is going through a time of severe and rapid transition. The macroeconomic changes will cause the consumers' behaviour and marketer's qualification standards changes that lead to a necessary marketing shift. Marketers in third millennium need more Entrepreneurship knowledge. Therefore, it is important to find an effective and efficient entrepreneurship training system. The main aim of this study is to discover the difference of entrepreneurial intentions between three groups. One that only has marketing experience while the other one has both marketing and network marketing experience and finally the group which people does not have marketing nor network marketing experience. For that reason, a sample of 270 people, 74.80% female and 25.20% male with ages ranging 64.20% more than 30 years old, 28.50% age between 25_30 and 7% below 25 was analyzed. The results showed that the level of entrepreneurial intention of these three groups are totally different. These results can suggest new entrepreneurial training strategy. Finally, to address this issue, some practical implications were presented.

[1] *PhD in Communication, Social studies and Marketing, Sapienza University of Rome, Via Salaria 113, Roma, Italia, 00198, +393911866662, and e-mail address (**Author**) **
rabiee.sajjad@gmail.com

Marketing and Entrepreneurship

In this study, we want to know more about marketers' future roles, and for being equipped for their active role, they need to improve their entrepreneurship knowledge. But Entrepreneurship and Marketing have a lot in common.

Based on the Journal of Strategic Marketing, Entrepreneurship and marketing have been viewed as fundamental strategic orientations or business philosophies by which an organization senses and response to internal and external stimuli and opportunities (Day, 1994; Shane & Venkataraman, 2000). Hills and LaForge (1992, p. 33) argue that 'the underlying philosophy and orientation of the marketing discipline are attuned to market and customer needs, which have direct applicability to entrepreneurship.' They identified that marketing and entrepreneurship were similar in multiple ways, including focusing on the boundary-spanning nature of their activities, extensive interplay with the environment, and their capacity to absorb risk and uncertainty. These orientations expressed in practice are sometimes consistent with each other and often highly interrelated (Becherer & Maurer, 1997; Kwak, Jaju, Puzakova, & Rocereto, 2013; Miles & Arnold, 1991s; Morris & Paul, 1987).

Although they share much in common, entrepreneurship, and marketing, have developed mainly as distinct disciplines (Webb, Ireland, Hitt, Kistruck, & Tihanyi, 2011). However, both incorporate themes such as innovation and creativity, the importance of being opportunistic, flexible, and proactive, and they are essentially process-based and market-driven (Carson, 2010; Gilmore, McAuley, Gallagher, & Carson, 2013).

Based on Prof. Philip Kotler's Marketing 4.0 book, In the practical field, the people who are doing the marketing well are famous entrepreneurs. The best marketers are a community of entrepreneurs who are good dreamers, but not always the leading marketers. They are CEOs, but they act like marketing managers. Such as IKEA founder Ingvar Kamprad which his idea of packaging was the best marketing strategy. Other successful entrepreneurs like Bill Gates or Richard Branson are good at self-promoting. Steve Jobs and his storytelling Apple promotion or Jeff Bezos are examples of the real marketers. Regarding the last USA richest people ranking on Forbes magazine, sixty-two percent are self-made billionaires or successful entrepreneurs. They did good marketing for presenting themselves as well as their businesses. We can even go further and say that all people need to improve their entrepreneurship knowledge if they want to be ready for an uncertain future. Regarding Prof. Philip Kotler, the solution for having a better lifestyle for most people is learning and doing entrepreneurship.

Marketing

The industrial revolution has driven rapid social change and made it easier for consumers to buy products than to manufacture items themselves. Many companies compete to satisfy the new growing market with mass production. Improvement of the transport system and the new form of media like TV helped marketing to flourish. It needed producers to find better ways to grow essential products and provide them with a more sophisticated approach.

The markets were flooded with competition in many sectors. It now needs experts in direct marketing to get and retain customers when businesses

dedicated whole sectors of their corporation exclusively to the selling of the company's goods or services. A product or service was developed in quality, and a brand could form immediately. Firms began to understand that they should focus on sales and create a more substantial reputation through their particular brands. It caused not only an increase in their profits but also rising in their reputation.

Multi-Level Marketing (Mlm)

Network Marketing is based on the network between people who have the same goal of success in their independent business. However, they are connected, and their success depends on their teammate's win. MLM business's structure promotes a real win-win correlation between members, which results in more synergy to the whole system. The value of networks is defined by Robert Metcalfe: $V=N^2$. That means the network's economic value equals the number of the network's users squared, which stands for adding users; the value increases geometrically.

Multi-level marketing (also called network marketing) is a form of direct sales in which independent distributors sell products, usually in their customers' homes or by other means like social media. In theory, distributors can make money from their sales and those of the people they recruit (Barett, 2008). Independent distributors develop an active customer base, which buys the company's products, earns a commission, or the difference between the wholesale and retail price. Additionally, distributors build their downline of independent distributors who also make a customer base, thereby expanding the overall organization (Gonzales, 2008). Multi-level marketing (MLM) techniques are built for establishing healthy relationships

inside the distribution channels of a company. Through relationship referrals and direct selling, the parent company promotes its products directly to consumers. The distributors conduct selling and promotional activity to reduce the company's promotional expenses considerably.

Training Importance for Learning Entrepreneurship Skills

The value of training cannot be neglected. Long ago, numerous studies have demonstrated that there is a correlation between training practices and employee performance. (Abdus Sattar Niazi, 2011). The employee is considered the major element of every firm, and their success and failure are mainly based on their performance (Abdul Hameed., 2011). It is thought that winning organizations generally spend more on training than others because training aids the workforce acquire information about their employment role more finely. Individuals gain knowledge from their possible experience, much healthier performs in contrast with academic information.

Companies must differentiate themselves from competitors in our knowledge-driven society. Amongst other aspects, the competitive advantage can be gained by obtaining a knowledge advantage. A domestic learning process is essential to be close to customers and to satisfy their needs thus. It is necessary to nurture the human knowledge base in globalization times.

However, the cost of training is already one of the biggest challenges of today's corporation system. Companies are trying to optimize their training cost besides all other undeniable costs of operation. Therefore, it is important to find an economic, effective, and already examined way of gaining entrepreneurship knowledge by marketers.
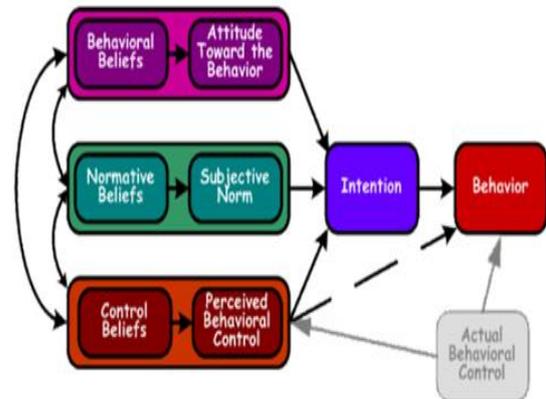
Entrepreneurial Intention

Intention stems from intentionality, a state of mind directing a person's attention toward a specific goal to achieve something. The entrepreneurial process is a way of thinking: a way of thinking that emphasizes opportunities over threats. Identifying opportunity is an intentional process, and, therefore, entrepreneurial intentions are essential for the explanation of entrepreneurship (Krueger, Reilly, & Carsrud, 2000).

Attitude toward entrepreneurial behavior concerns a general evaluation of that behavior; in other words, whether it is attractive or not, entrepreneurial behavior is based on perceived consequences of the behavior and whether it will lead to a desired positive or negative outcome, for example, autonomy, personal wealth, and achievement motivation (Engle et al., 2008).

Theory of Planned Behavior (Tpb)

Entrepreneurial intentions have psychological nature. "Psychologists have proven that intentions are the best predictors of any planned behavior, particularly when the behavior is rare, hard to observe, or involves unpredictable time lags" (Krueger et al., 2000, p.411). Since new business ventures are not developed in a day, entrepreneurship could be a type of planned behavior. To understand people's behavior, Ajzen (1991) developed the 'Theory of Planned Behavior' (hereafter TPB). The TPB of Ajzen (1991) helps to understand how we can change the behavior of people. The central factor in Ajzen's (1991) TPB is the individuals' intentions to perform a specific behavior. Intentions are assumed to be the motivation for certain behavior. Thus, the stronger the intention to perform a certain behavior, the more likely it will be performed.

Fig. 1. Three crucial factors in changing the intention and the actual behavior

Entrepreneurial intention questionnaire (Eiq)

The EIQ was developed and tested using 519 students from two Spanish and Taiwanese universities by Linan and Chen (2009) rooted in Azjen's (1991) TRB. These authors explain its development and cross-checking with other similar instruments used, for example, by Krueger et al. (2000), Autio, Keeley, Klofsten, Parker, and Hay (2001). In short, psychometric properties were found to be robust in Linan and Chen's original study, and other researchers have shown similar results (for example, see Malebana, 2014).

Consistent with other similar models (Krueger et al., 2000; and Autio et al., 2001), the EIQ uses Likert-type scales. Five-question statements tap personal attitude. Respondents are asked to indicate their agreement level using a 1 (totally disagree) scale to 7 (totally agree). With the help of this theory and questionnaires, this project will, through a targeted survey, examine the Entrepreneurial intention level of three different groups. One will be the people

who already have marketing experience. They have academic or corporation training knowledge, versus the second group with network marketing experience, and the last group is people who have neither marketing nor network marketing experience. With the help of the excel program, the project will analyse the result of the survey and compare groups on diagrams.

Data Analysis
Introduction

Data in this survey were obtained through a questionnaire with 52 questions regarding the developed model's different aspects. The statistical population included random people who could have marketing experience. In this survey, 270 people participated. The simple sample selection was performed since the sample selection was non-probable and infinite.

First, a list of 500 people was obtained, which could have marketing experience with a different demographic background. In the next step, we had contacted these people, explained the purpose of this study, and asked for their cooperation. People that have shown willingness to cooperate were contacted, and the google form link was sent to them, and they were asked to complete the questionnaire. Finally, 270 people completed the questionnaire. Therefore, the response rate is 54%. They could not miss any questions. Thus, all 270 questionnaires were completed without any lost data. The collected data should primarily be evaluated in terms of reliability and validity. Therefore, after recording all data in Excel, each element of the model is considered in terms of reliability. The reliability of the data was determined through the normal distribution model and other tests. Excel software was used for analysis.

This quantitative analysis aims to understand how adults' Marketing and Network Marketing experience can affect their Entrepreneurship ability to be ready for their future active role in the Marketing field. So, we try to identify the model that can analyse the database from the surveys about Entrepreneurship Intention. We will examine the effect of Network Marketing's entrepreneurship training and atmosphere on people's Entrepreneurship intention.

Dataset

Our data set is formed of 270 completed questionnaires from random people on social media. Including 202 girls and 68 boys, mainly from Italy and Iran of different age groups. They all filled the questionnaires online on the google forms platform, and participants used their email addresses for submitting their questionnaires. So, all answers and details are saved online and can be reviewed.

There were 41 questions in total, and among them, 28 questions were related to the EIQ test. However, the rest was about adding information to help this research and other possible future research for studying the topic in depth. Participants, to submit the survey, had to answer all questions, so at the end, 270 accepting questionnaires were gathered and analysed. The demography of participants is presented below (fig. 2.):
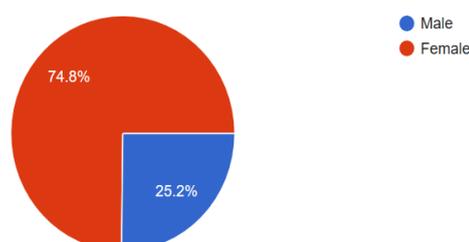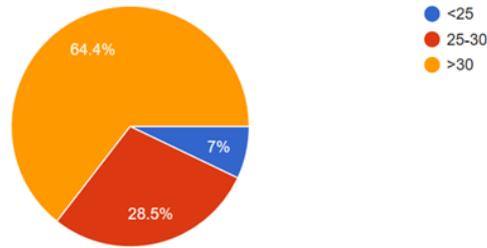
Fig. 2. Gender and Age Distribution of Dataset

Table. 1. Dataset Information

No NM and M		NM and M		M	
Mean	84,39047619	Mean	97,63	Mean	92,87302
Standard Error	1,356809933	Standard Error	1,181905	Standard Error	1,450761
Median	86	Median	99	Median	94
Mode	92	Mode	102	Mode	96
Standard Deviation	13,90316458	Standard Deviation	11,81905	Standard Deviation	11,51506
Sample Variance	193,2979853	Sample Variance	139,69	Sample Variance	132,5965
Kurtosis	-0,095494871	Kurtosis	1,232577	Kurtosis	0,343246
Skewness	-0,483815731	Skewness	-0,83459	Skewness	-0,52802
Range	61	Range	61	Range	57
Minimum	48	Minimum	59	Minimum	57
Maximum	109	Maximum	120	Maximum	114
Sum	8861	Sum	9763	Sum	5851
Count	105	Count	100	Count	63
Confidence Level (95,0%)	2,690605013	Confidence Level (95,0%)	2,345156	Confidence Level (95,0%)	2,900029

Participants are divided into three main groups: 1) People who do not have any experience in neither Marketing nor Network Marketing. 2) People who had experience in both Network Marketing and Marketing and finally 3) People who have just Marketing experience.

EIQ's highest number was 120, and the lowest recorded 48. All other useful data is reported below (Table 1.)

Fig. 3. Normal Distribution Histogram.

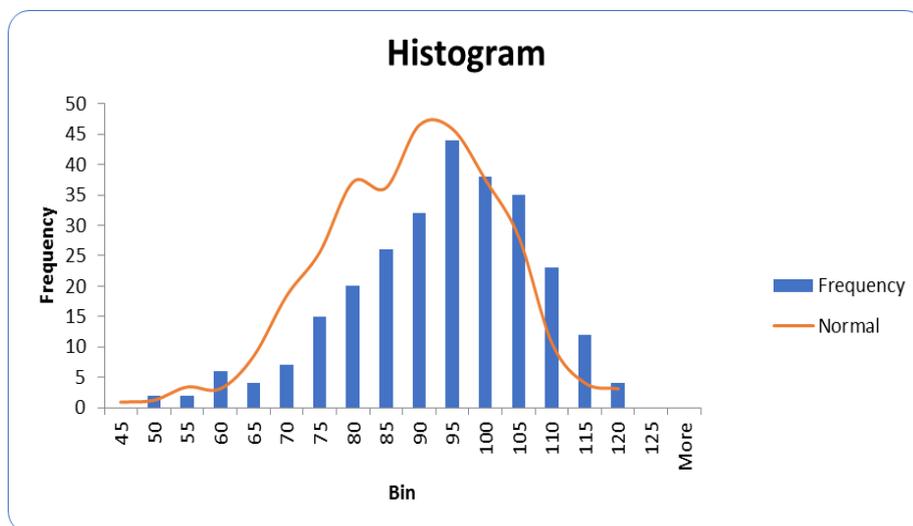*These graphs show that the distribution of EIQ ranks is almost normal (fig. 3.)*

Fig. 3. Normal Distribution Histogram.

Statistical Methodology

Hypothesis testing or significance testing is a technique using data measured in a sample to test a statement or hypothesis about a factor in a population. In this approach, if the hypothesis about the population parameter was true, we test any hypothesis by evaluating how a sample statistic might have been chosen.

Examining the whole population would be the best way of evaluating if a statistical theory is valid. Since that is often impossible, a random sample of the population is usually studied by researchers. The hypothesis is dismissed if the sample data is not consistent with the statistical hypothesis.

Two forms of statistical theories exist.

❖ Null hypothesis. The null hypothesis, denoted by Ho, is usually the hypothesis that sample observations result purely from chance.

❖ Alternative hypothesis. The alternative hypothesis, denoted by H1 or Ha, is the hypothesis that some non-random cause influences sample observations.

The analysis plan includes decision rules for rejecting the null hypothesis. These decision rules in two ways - concerning a P-value or regarding a region of acceptance.

❖ P-value. The P-value tests the validity of a null hypothesis. Assume that the test statistics are identical to S. The P-value is the probability that a test statistic as extreme as S can be observed, given that the zero hypotheses are valid. We reject this null hypothesis if the P-value is less than the significance level.

❖ The Acceptation Region. There is a range of values in the accepting field. If the test statistics fall within the acceptance zone, the null hypothesis shall not be dismissed. The accepting area is calculated such that the potential for an error of type I is equal to the level of significance.

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❖ The rejection region. The value set outside the acceptance region is referred to as the rejection region. If the test statistic would be included in the rejection area, the null hypothesis shall be rejected. In these instances, we conclude that at α-degree of significance, the hypothesis was rejected.

Anova, F-Test, T-Test and Z-test

The one-way ANOVA compares the means between the concerned groups concerned and decides if either of those means vary substantially from each other in a statistical way. It checks the null hypothesis, specifically:

$$H0 : \mu1 = \mu2 = \mu3 = \ldots = \mu k \qquad (1)$$

Where μ = group mean and k = group number when the single-way ANOVA returns a statistically significant result, we accept the alternate hypothesis (HA), which means that there are two group means statistically significantly different. It is important to remember at this phase that ANOVA on one-way is an omnibus test statistic and can't tell you which particular groups were substantially different statistically, except for at least two groups.

The following assumptions are needed for using the ANOVA test:

❖ Each group sample is drawn from a normally distributed population

❖ All populations have a common variance

❖ All samples are drawn independently of each other

❖ Within each sample, the observations are sampled randomly and independently of each other

❖ Factor effects are additive

In our case, samples meet all the conditions above.

F-TEST

F-test is a statistical test that helps us find whether two population sets have the same standard deviation or variances in their datasets' normal distribution. But F-tests should primarily include the normal distribution of the data sets. This is applied to F distribution under the null hypothesis. F-tests are a very critical aspect of the Variance Analysis (ANOVA) and are determined by two variance ratios of two separate data sets. F value formula is:

F Value = Variance of 1st Data Set / Variance of 2nd Data Set

The main theoretical assumptions on which an F-test is based are: The population for each sample must be normally distributed with identical mean and variance, and All sample observations must be randomly selected and independent.

T-Test

The T-test is used to determine whether or not two data sets vary significantly. The one-way t-test version is used to determine if the sample varies considerably from the population. The one-sample t-test formula is represented using the sample mean, the theoretical population mean, mean, the sample standard deviation, and sample size. It is interpreted mathematically as,

$$t = (\bar{x} - \mu) / (s / \sqrt{n}) \qquad (2)$$

where $\bar{x}$ = Observed Mean of the Sample, μ = Theoretical Mean of the Population, s = Standard Deviation of the Sample, n = Sample Size

The T-test is usually used when the population variance is unknown, and samples are less than thirty.

In t-testing, the typical assumptions are those related to the measurement scale, random sampling, normal data distribution, sample size adequacy, and variance equality in standardized deviations.

Z-TEST

Z Test Statistics is a statistical approach used to test an alternative hypothesis vs. a null hypothesis. It is used to decide whether the two samples' mean is different when there are known variances and the sample is large. Z Tests assess whether the sample varies significantly from the population mean. Z Test is usually used in large issues (In this case, big means more than 30 samples.)

z test formula is represented as,

Z Test = $(\bar{x} - \mu) / (\sigma / \sqrt{n})$ (3)

Here, $\bar{x}$ = Mean of Sample, μ = Mean of Population, σ = Standard Deviation of Population and

n = Number of Observation

The assumptions of the one-sample z-test are as following. 1. The data are continuous (not discrete). 2. The data follow the normal probability distribution. 3. The sample is a simple random sample from its population. Everyone in the population has an equal probability of being selected in the sample. 4. The population standard deviation is known.

Null Hypothesis and Alternative Hypothesis

H0: There is no significant difference in EIQ rank between three different groups, including 1) People who do not have any marketing or network marketing experience. 2) People who had experience in both Network Marketing and Marketing and finally 3) People who have just Marketing experience.

Ha: There is a significant difference in EIQ rank between the three mentioned different groups.

Table. 2. Anova test of three groups.

The P-value is equal to 2,54E-12, which is lower than 0.05, so based on the ANOVA test, H0 will be rejected, and Ha is acceptable, which means all three groups are different in the EIQ mean level (Table. 2.)

Table. 2. Anova test of Three Groups.

ANOVA: Single Factor						
SUMMARY						
Groups	*Count*	*Sum*	*Average*	*Variance*		
no NM and M	107	9019	84,28972	193,3775		
NM and M	100	9763	97,63	139,69		
M	63	5851	92,87302	132,5965		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	9419,987	2	4709,994	29,55624	2,54E-12	3,029597
Within Groups	42548,31	267	159,357			
Total	51968,3	269				

However, groups are different from each other. The highest mean of EIQ ranks belongs to the group in which participants have Marketing and Network Marketing experience. Then, the group's Mean that contained people who have just Marketing experience is on the second place. There is a group with the people who have neither Marketing nor Network Marketing experience in the third place. Here we try to understand the significance level of the mean difference between two different combinations. 1) (NO M and NM) vs. (M). 2) (M) vs. (M and NM) 3) (NO M and NM) vs. (M and NM) For doing so,

we use F-test and T-test analysis.

Group Comparison
No m and Nm) vs. (m)

There are enough samples on our observation, 63 people in (M) group and 107 people on (NM and M) one, that we can call our sample large. In this case, Z-test can be enough for studying the mean difference between the groups, but we also add F-test and T-test in order because we can assume our population Variance is unknown.

Table. 3. F-Test for (NO M and NM) vs. (M) groups.

F-Test Two-Sample for Variances		
	no NM and M	*M*
Mean	84,28971963	92,87301587
Variance	193,3775348	132,5965182
Observations	107	63
df	106	62
F	1,458390744	
P(F<=f) one-tail	0,053404042	
F Critical one-tail	1,469509884	

As it is shown on the above table (Table. 3.), F value (1,458390744) is lower than F Critical value (1,469509884) that which means these two groups are in equal variances category, and we can do T-test two-sample assuming equal variances for understanding that is there any significant level of difference between these two groups EIQ ranks or not.

Null hypothesis and Alternative hypothesis

H0: There is no significant difference in EIQ ranks between (M) and (no M and NM) groups.

Ha: There is a significant difference in EIQ ranks between (M) and (no M and NM) groups.

We start with Z-test, and then we also look at the T-test analysis.

Table. 4. Z-Test for (NO M and NM) vs. (M) groups.

Z-Test: Two Sample for Means		
	no NM and M	*M*
Mean	84,28971963	92,87301587
Known Variance	191,57	130,49
Observations	107	63
Hypothesized Mean Difference	0	
z	-4,367852896	
P(Z<=z) one-tail	6,2737E-06	
z Critical one-tail	1,644853627	
P(Z<=z) two-tail	1,25474E-05	
z Critical two-tail	1,959963985	

There are two ways to test our hypothesis. First, we look at the P(Z<=z) two-tail value (1,25474E-05) that is less than 0.05, and we can reject our null hypothesis and accept the alternative one. The second way is to check the Z value (-4,367852896) if it is less than the z Critical two-tail value and this simply means the rejection of the null hypothesis (Table. 4.).

Table. 5. t-Test for (NO M and NM) vs. (M) groups.

t-Test: Two-Sample Assuming Equal Variances		
	no NM and M	*M*
Mean	84,28971963	92,87301587
Variance	193,3775348	132,5965182
Observations	107	63
Pooled Variance	170,9464453	
Hypothesized Mean Difference	0	
df	168	
t Stat	-4,133917144	
P(T<=t) one-tail	2,80952E-05	
t Critical one-tail	1,653974208	
P(T<=t) two-tail	5,61904E-05	
t Critical two-tail	1,974185191	

As reported above (Table. 5.), the P two-tail value (5,61904E-05) is less than 0.05, so the H0 hypothesis will be rejected, and we accept the Ha hypothesis, which means there is a significant difference between these two groups' mean. The confidence level for this result is more than 95%.

(M) vs. (M and NM)

There are enough samples on our observation, 63 people in the M group and 100 people on NM and M one, that we can call our sample large. In this case, Z-test can be enough for studying the mean difference between the groups, but we also add F-test and T-test in order because we can assume our population Variance is unknown.

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Table. 6. F-Test for (M) vs. (M and NM) groups.

F-Test Two-Sample for Variances		
	NM and M	*M*
Mean	97,63	92,87301587
Variance	139,69	132,5965182
Observations	100	63
df	99	62
F	1,053496743	
P(F<=f) one-tail	0,417314144	
F Critical one-tail	1,475150313	

As it is shown in the above table (Table. 6.), the F value (1,053496743) is lower than the F Critical value (1,475150313) that which means these two groups are in equal variances category, and we can do T-test two-sample assuming equal variances for understanding that is there any significant level of difference between these two groups EIQ ranks or not.

Null hypothesis and Alternative hypothesis

H0: There is no significant difference in EIQ ranks between (M) and (M and NM) groups.
Ha: There is a significant difference in EIQ ranks between (M) and (M and NM) groups.
We start with Z-test, and then we also look at the T-test analysis.

Table. 7. Z-Test for (M) vs. (M and NM) groups.

z-Test: Two Sample for Means		
	M	*NM and M*
Mean	92,87301587	97,63
Known Variance	130,49	138,29
Observations	63	100
Hypothesized Mean Difference	0	
z	-2,559527843	
P(Z<=z) one-tail	0,005240723	
z Critical one-tail	1,644853627	
P(Z<=z) two-tail	0,010481446	
z Critical two-tail	1,959963985	

There are two ways to test our hypothesis. First, we look at the P(Z<=z) two-tail value (0,010481446) that is less than 0.05, and we can reject our null hypothesis and accept the alternative one. The second way is to check the Z value (-2,559527843) if it is less than the z Critical two-tail value and this result simply means the rejection of the null hypothesis (Table. 7.).

Table. 8. t-Test for (M) vs. (M and NM) groups.

t-Test: Two-Sample Assuming Equal Variances		
	NM and M	M
Mean	97,63	92,87301587
Variance	139,69	132,5965182
Observations	100	63
Pooled Variance	136,9583486	
Hypothesized Mean Difference	0	
df	161	
t Stat	2,527050492	
P(T<=t) one-tail	0,006233437	
t Critical one-tail	1,654373057	
P(T<=t) two-tail	0,012466873	
t Critical two-tail	1,974808092	

As reported above (Table. 8.), the P two-tail value (0,012466873) is less than 0.05, so the H0 hypothesis will be rejected, and we accept the Ha hypothesis, which means there is a significant difference between these two groups mean. The confidence level for this result is more than 95%.

(NO M and NM) vs. (M and NM)
There are enough samples on our observation, 107 people in (no NM and M) group and 100 people on (NM and M) one, that we can call our sample large. In this case, Z-test can be enough for studying the mean difference between the groups, but we also add F-test and T-test in order because we can assume our population Variance is unknown.

Table. 9. F-Test for (NO M and NM) vs. (M and NM) groups.

F-Test Two-Sample for Variances		
	no NM and M	*NM and M*
Mean	84,28971963	97,63
Variance	193,3775348	139,69
Observations	107	100
df	106	99
F	1,384333416	
P(F<=f) one-tail	0,051288713	
F Critical one-tail	1,387765441	

As it is shown in the above table (Table. 9.), the F value (1,384333416) is lower than the F Critical value (1,387765441) that which means these two groups are in equal variances category, and we can do T-test two-sample assuming equal variances for understanding that is there any significant level of difference between these two groups EIQ ranks or not.

Null hypothesis and Alternative hypothesis
H0: There is no significant difference in EIQ ranks between (no NM and M) and (M and NM) groups.
Ha: There is a significant difference in EIQ ranks between (no NM and M) and (M and NM) groups.
We start with Z-test, and then we also look at the T-test analysis.

Table. 10. Z-Test for (NO M and NM) vs. (M and NM) Groups.

z-Test: Two Sample for Means		
	no NM and M	*NM and M*
Mean	84,28971963	97,63
Known Variance	191,57	138,29
Observations	107	100
Hypothesized Mean Difference	0	
z	-7,488781892	
P(Z<=z) one-tail	3,475E-14	
z Critical one-tail	1,644853627	
P(Z<=z) two-tail	6,95E-14	
z Critical two-tail	1,959963985	

There are two ways to test our hypothesis. First, we look at the P(Z<=z) two-tail value (6,95E-14) that is less than 0.05, and we can reject our null hypothesis and accept the alternative one. The second way is to check the Z value (-7,488781892) if it is less than the z Critical two-tail value and this simply means the rejection of the null hypothesis (Table. 10.).

Table. 11. t-Test for (NO M and NM) vs. (M and NM) groups.

t-Test: Two-Sample Assuming Equal Variances		
	no NM and M	*NM and M*
Mean	84,28971963	97,63
Variance	193,3775348	139,69
Observations	107	100
Pooled Variance	167,4503839	
Hypothesized Mean Difference	0	
df	205	
t Stat	-7,41188376	
P(T<=t) one-tail	1,60494E-12	
t Critical one-tail	1,652320556	
P(T<=t) two-tail	3,20988E-12	
t Critical two-tail	1,971603499	

As reported above (Table. 11.), the P two-tail value (3,20988E-12) is less than 0.05, so the H0 hypothesis will be rejected, and we accept the Ha hypothesis, which means there is a significant difference between these two groups mean. The confidence level for this result is more than 95%.

Coclusions, Implications and Limitation

Based on the results, we can see a significant difference in entrepreneurship intention rank between selected groups. It may mean marketing itself can give more participants' entrepreneurial spirit, but when people have Network marketing experience, they show a more entrepreneurial intention related to the Network Marketing atmosphere and MLM training system. MLM's economic and effective entrepreneurial system can be a good model to study for other firms that want to be ready for marketing 4.0 upcoming changes.

This analysis has some limits like it needs more sample numbers from different countries and a more significant number of target questions for further case investigation. However, at this level, we can introduce the MLM entrepreneurial method as an effective way of enriching entrepreneurship knowledge and intention of marketers or interested customers who have the potential to be future marketers for the firm with the help of Word Of Mouth or providing information about the products' effectiveness with the beloved company. The last section will inspire scholars to go deeper into the effect on Customer Knowledge Management phenomena, which still has a lot to study.

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Appendix
Sample of EIQ questionnaires
Giving the questions 1 to 21 the answer between 1 to 7 regarding:
● 1) strongly disagree
● 2) moderately disagree
● 3) slightly disagree
● 4) neutral
● 5) slightly agree
● 6) moderately agree
● 7) strongly agree
1. Starting my own business sounds attractive to me
2. I can spot a good opportunity long before others can
3. To start my own company would probably be the best way for me to take advantage of my education
4. I excel at identifying opportunities
5. I am confident that I would succeed if I started my own business
6. I consider entrepreneurship to be a highly desirable career alternative for people with my education
7. It would be easy for me to start my own business
8. Nothing is more exciting than seeing my ideas turn into reality
9. I would rather find a new company than be the manager of an existing one
10. It is more beneficial to society to have large enterprises than small firms
11. In my university, people are actively encouraged to pursue their own ideas
12. In my university, you get to meet lots of people with good ideas for a new business
13. I enjoy facing and overcoming obstacles to my ideas
14. My family and friends support me to start my own business
15. I have the skills and capabilities required to succeed as an entrepreneur
16. Entrepreneurship courses at my university prepare people well for an entrepreneurial career

17. In business, it is preferable to be an entrepreneur rather than a large firm employee
18. Entrepreneurship cannot be taught
19. I love to challenge the status quo
20. In my university, there is a well-functioning support infrastructure to support the start-up of new firms
21. I know many people in my university who have successfully started up their own business
22. If I became an entrepreneur, my family would consider it to be
Bad -3 -2 -1 0 1 2 3 Good
23. If I became an entrepreneur, my close friends would consider it to be
Bad -3 -2 -1 0 1 2 3 Good
24.Overall, I consider an entrepreneurship career as
Bad -3 -2 -1 0 1 2 3 Good
25. I can take risks with my money, such as investing in stocks
Very unlikely 1 2 3 4 5 Very likely
26. When I travel, I like to take new routes
Very unlikely 1 2 3 4 5 Very likely
27. I like to try new foods, new places, and new experiences
Very unlikely 1 2 3 4 5 Very likely
28. I will take a serious risk within the next 6 months
Very unlikely 1 2 3 4 5 Very likely
29. Have you ever participated in any form of entrepreneurship education?
● Yes
● No
30. Have you ever participated in entrepreneurship education (e.g. Advanced Business Innovation, Small Business Management and Accounting)
● Yes
● No
31. Have you ever participated in entrepreneurship courses?
● Yes
● No

32. Do you plan to be self-employed in the foreseeable future after you graduate?
● Very probable
● Quite probable
● Quite improbable
● Very improbable

33. Estimate the probability (0-100%) you will start your own business next year? .... %

34. Estimate the probability (0-100%) you will create your own business in the next five years? .... %

35. What is your age?
● <20
● 20-21
● 22-23
● 24-25 ● >25

36. Please indicate your gender
● Male
● Female

37. Are you currently self-employed?
● Yes
● No

38. Are your parents currently self-employed?
● Yes
● No

39. Have your parents ever been self-employed?
● Yes
● No

40. Among ten people, 100 Euros are disposed of by a lottery. What are the most that you would be willing to pay for a ticket in this lottery?
........€