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COLLEGE OF BUSINESS AND ECONOMICS

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QUALITY OF MARKETING EDUCATION AND EMPLOYABILITY SKILLS OF MARKETING GRADUATES': GRADUATES AS PRODUCTS

BY: TIGIST MEKONNEN

JUNE, 2021

ADDIS ABEBA, ETHIOPIA

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Statement of Declaration

This is to certify that **Tigist Mekonnen**, has carried out her original work on the topic entitled **"Quality of Marketing Education and Employability Skills of Marketing Graduates': Graduates as Products"**. The thesis is suitable for the submission of the award of Masters Degree in Marketing Management.

_____

Mesfin Workineh, (PhD), Advisor
June, 2021

Statement of Declaration

I, **Tigist Mekonnen**, declare that this Master research project entitled **"Quality of Marketing Education and Employability Skills of Marketing Graduates: Graduates as Products"** is submitted in partial fulfillment of the requirements for the degree of Master of Arts in Marketing Management at the School of Commerce, Addis Ababa University. This project is not submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work. I have carried out the present study independently with the guidance and support of the research advisor, Mesfin Workineh (PhD).Any other research or academic sources used here in this study have been fully acknowledged.

Name: Tigist Mekonnen, Student

Signature: _____

Place: School of Commerce, Addis Ababa University, Ethiopia

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Abstract

Higher education institutions are required to make fit learners for the world of work by equipping with the necessary knowledge and skills that are required to accomplish assigned tasks in a way they need to be performed. Enhancing graduate employability and making graduates fit for the world of work is partly the responsibility of higher education institutions. Recently studies are being held to assess the paradigm shift whether students should be considered as products or customers of higher education institutions. Based on the different understanding of the output of higher education institutions, in the definition of educational products, scholars have produced two opposing views which are the student-product view and service-product view of higher education. Higher education institutions can be seen as manufacturing companies where their products are graduates with the needed specifications demanded by the labor market consumers, employers. However; the development process is influenced by quality of education. The primary objective of this paper was to assess quality of Marketing education, examine its relationship with employability skills of Marketing graduates and measure the effect of quality of Marketing education on employability skills of Marketing graduates. The study viewed quality of Marketing education as the quality of lecturers', the methods of teaching they employed and availability of learning resources. To address the objectives of the study, data were collected through a structured questionnaire from Marketing graduates working in different government offices and employers of Marketing graduates in different industries. The study employed quantitative methods of research. For both Marketing graduates and employers more than 400 questionnaires were distributed. Returned quetionnareswere organized and analyzed through SPSS version 23. The finding revealed that quality of Marketing education has a positive relationship and significant influence on employability skills of Marketing graduates. Of all the dimensions of quality of Marketing education, methods of teaching is found be the most influential variable followed by quality of lecturers and lastly availability of learning resources.

Key words:*Quality, Marketingeducation, graduates, employability skills*

CHAPTER ONE

INTRODUCTOIN

This chapter includes background of the study, statement of the problem, basic research questions of the study, general and specific objectives, significance of the study, scope and limitation of the study and operational definition of terms.

1.1.Background of the Study

Higher education institutions are required to make fit learners for the world of work by equipping with the necessary knowledge and skills that are required to accomplish assigned tasks in a way they need to be performed. Education enables individuals to discover the creative potentials in them and apply the improvement of the existing skill and technique of performing specific tasks, thereby increasing the efficiency of their personal and societal efforts (Orji, 2012).

Recently studies are being held to assess the paradigm shift whether graduatesshould be considered as products or customers of higher education institutions. Based on the different understandings of the output of HEIs,, in the definition of educational products, scholars have produced two opposing views which are the student product view and service product view of higher education. Scholars who agree with the student-product view think that colleges and universities are an educational factory where the products are students. Obermiller, Fleenor, and Raven (2005) studied the paradigm shift and identified that the faculty members prefer the product orientation whereas graduatesprefer the customer orientation. Conway and Yorke (1991) in their study showed that graduatesare products of education. Similarly, Bethlehem (2018) supported the view that HEIs can be seen as manufacturing companies and their products are students. So these products i.e. graduatesneed to go through the right kind of learning process with the relevant program, academic support and learning resources so that graduatesafter graduation will be competent and knowledgeable enough to compete in the actual work settings.

Enhancing graduates' employability and producing employable graduates through teaching employability skills forms part of the process of educating for highereducationinstitutions (Yorke, 2003). Harvey and Knight (1996), argued that the purpose of higher education is

producing the skilled manpower required. Abas and Imam (2016), also explained that it becomes essential now for higher education institutions (HEIs) to respond to unpredictable labor market requirements by making fit their graduates to the conditional changes. So, from the above definitions it can be inferred that graduates are products of HEIs and the employability skills are the specifications/requirements of these products.

According to Kotler and Armstrong (2010), a product is defined as anything that can meet a need or want. In this sense, higher education graduates can be thought as products that are expected to meet requirements of the need or want of the labor market or their employers.

The dynamic business environment emphasizes the importance of education for teaching graduates' employability skills which are required to get job, complete specific tasks competently, keep jobs and even to change jobs because employability skills are generic in nature which make someone desirable to an organization (Kaur, 2012). Also called job readiness skills, soft skills, core skills, foundational skills; employability skills are not job specific, but are skills which cut horizontally across all industries and vertically across all jobs from entry level to chief executive officer (Sherer and Eadie 1987). Dest (2002), similarly put employability skills as the skills which are required not only to gain employment and perform work assigned, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions.

Yorke (2006) as discussed in Wellman (2010), defined employability skills as set of achievements- skills, understandings and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforces, the community and the economy.However; the quality of education determines the employability skills of graduates that are expected to have at the end of the education process (Anne, 2010).

Quality of education is found to have a significant influence on graduates' employability skills (Yizengaw, 2018; Salmi, Sursock and Olefir 2017 cited in Yizengaw (2018).

The concept of quality has been defined by different authors differently based on the context they refer to define. Likewise, Quality of education is also conceptualized differently based on

the level of education. Yet, fundamentally, quality education is expected to understand the past, is relevant to the present, and has a view to the future (UNESO, 2003). Specifically, higher education is mandated to prepare graduatesfor the world of work (Ng, Abdullah, Nee and Tiew 2009) cited in Pantilla (2017).

UNESCO in its 1995 document states that a higher education is one that is responsive to the general problems facing humanity and the needs of economic and cultural life and more relevant in the context of the specific problems. Harveyand Knight (1996), also defined quality higher education as one that transforms learners i.e., enhance and empower graduatesas knowledgeable, skillful, comprehending and critical people.

Quality higher education is also perceived differently by the different stakeholders in the education system. Employers' view quality higher education as that educates graduates knowledge and experience, personal qualities, ambition, creativity, critical thinking, interpersonal and numeracy skills, and links the student externally with the industry where as studentsbelieve that quality education is characterized by the quality or methods of teaching. On the other hand, teachers view quality of education from the point of the courses content (Dicker, Garcia, Kelley and Mulrooney, 2018). The view of employers evaluates the benefit and usefulness of a study program for career and work tasks (Anne, 2010). It is clearly seen that employers expect graduates to contribute more for the organization that graduates belong beyond the basic task performance.

Consequently, Marketing Education can be defined as teaching marketing knowledge and skills including personal qualities, ambition, creativity, critical thinking, interpersonal skills and link the graduatesto the external industry to cope with and anticipate change, and able to take part for the achievement of the vision of the organization who employee them.

In different studies, quality of education has been characterized by different dimensions. Godswill (2018) used the dimensions: quality of lecturers, methods of teaching and quality of the learning environment to measure the effect of the synergy between teaching marketing theory and practiceon marketing graduates' performance. In this study, quality of Marketinglecturers' is considered as the quality of teachers perceived by graduatesto teach knowledge and skills. These include subject matter knowledge, dedication, punctuality, attendance, meeting deadlines, being

a good role model, critical thinking and creativity (Blaskova, Blasko, Jankalova, Jankal, 2014); methods of teaching - class room lectures, case analysis/thinking activities, discussion method, group work seminars/workshops tour, industrial training (Godswill, 2009) and availability of the learning resources –which include books, library space, internet and learning spaces (Orlu (2013);Irwin, Ball and Desbrow (2012).

Employability skills take a different meaning from country to country based on the needs of specific skillsof the labor market (Yorke, 2006). In this research, employability skill is conceptualized with the skills communication, problem solving, team-work, self-management, using technology, learning, self-management, planning and organizing and initiative and enterprise (Wibrow, 2011), and numeracy skills (Dicker, Garcia, Kelley and Mulrooney, 2018).

Each year, over 150,000 graduates are leaving higher education institutions in Ethiopia (Africa Renewal (2013); Korpela (2017) mentioned in Yizengaw, 2018). Despite, the growth in number and development in institutions offering higher education in Ethiopia, the fact is that employability of various university graduates churned out which makes the quality of education of higher education institutions to remain in a question mark so then the employability skills of their graduates or products.

So, the purpose of this study is to assess the quality of Marketing education given in the undergraduate program and measure its effect on Marketingfirst degree graduates' employability skills.

1.2. Statement of the Problem

The success of education offered by a higher education can be measured through the competencies of its graduates, the knowledge and skills the graduates' acquired and graduates' personal qualities to be applied in the work environment and knowledge and skills that the graduates possessed can be determined through the feedback from employers So, the outcomes of any educational programs can be best measured in terms of how well the graduates applied their university acquired knowledge and skills in the real work situation (Plantilla, 2007).

Anne (2010) studied quality of higher education and employability of graduates andidentified that quality of higher education has a great impact on employability of graduates as it determines the level of knowledge and skills that the graduates have.

Currently; it has been heard and discussed that there exists a gap between the level of knowledge and skills of university graduates and entry level work requirements which are called employability skills. Yizengaw (2018) studied the skills gaps and mismatches of civil engineering graduates' and identified that in addition to the basic skill gaps of engineering, she asserted that engineering graduates lack soft skills. Mohammed and Deresse (2020) studied skill gaps perceived between employers and accounting graduates in Ethiopia and found that knowledge, skills and attitudes are some significant gaps that still exist. Additionally, graduates are facing difficulties to get job.A sizable number of graduates are getting job within a year or more (Yizengaw, 2016). A sizable number of graduates are being entered in to the world of job through their networks than the formal recruitment procedure. Bethlehem (2018) identified that there exists a mismatch between the quality and number of university graduates. A report by the Ethiopian Central Statistics Agency (CSA) also shows that unlike the total unemployment trends in the country, graduate unemployment is increasing from time to time (from 2.6 percent in 2014 to 3.8 percent in 2016). Nigussie and Mulugeta (2018), examined graduate unemployment in Ethiopia using secondary data extracted from surveys conducted by the country's Central Statistics Agency and reported that while the overall unemployment has decreased in Ethiopia, the percentage of graduate unemployment relative to total unemployment has increased. Additionally, graduate unemployment increases from 58,506 in 2016 to 117,061 in 2018 and to 141, 133 in 2020 (CSA, 2016; CSA 2018; CSA 2020). Wolday, Tassew, Manex and Yisak (2016), studied the challenge of youth unemployment in Ethiopia and asserted that the labor market is in short of the skills needed to get their business better. According to the fore

mentioned researchers the acquisition of a degree is not enough but should accompanied by having the right mix of knowledge, skills, abilities, and personal qualities in order to succeed in work place.

During the preliminary investigation, the researcher talked to a number of employers about the employability skill of Marketing undergraduate graduates. Employers report the following problems during the investigation: from the beginning, when graduates come for interview, they don't even know how to respond. After they joined the organization; graduates believe that marketing is an office job, they are not reliable during working hours- they come late frequently and even may not come for no credible reasons, graduates lack to keep the secret of the organization who employee them. In case of problems or issues that need hierarchical reporting, they don't know how to go with it or they may even leave as if nothing happen and graduates lack office ethics. Additionally, graduates' lack the skills to handle problems and have difficulties in coping with an issue or problem. They have no sense of ownership and they are not willing to work with others. Explicitly, employers identified that graduates are deficient in employability skills required of a graduate as a workforce. They informed that graduates are not yet ready to enter and face the complexities and challenges of the world of work.

The above preliminary investigation is similar with the finding of a tracer study made by St. Mary's University Recruitment and Follow-up Office (2012). The study was made to assess the rate of employability and employability skills of the University's graduates. It is found that marketing graduates' job performance is under the expectation of their employers or doesn't match the needs of employers as a result of lacking to have the skills that one undergraduate student needs to enter in to a job.

With regard to Marketing graduates, they mentioned that instructors were not properly covering the courses' content and not well prepared to transfer the knowledge and skills. Furthermore, graduates said that it was very boring to listen to the same way of teaching.

Moreover, regardless of its significance to increase Marketing graduates' employability skills, the researcher found no evidence onthe effect of quality of Marketing education on Marketing graduates employability skills specifically in our country's context. As the skill gaps and mismatches of graduates is increasing in Ethiopia(supported by evidences in the fore mentioned

paragraphs and on chapter 2 in the literature), the researcher believes that it the task of Marketing professionals to study the skill gaps and mismatches of Marketing graduates and make the necessary adjustments to make their products fit for purpose. Consequently, it becomes significant to assess and investigate the effect of quality of Marketing education on Marketing graduates' employability skills.

So, this study tries to assess quality of Marketing education, examine its relationship with Marketing graduates employability skills and measureits effect on the employability skills of Marketing graduates.

1.3.Research Questions

The study answers the following main and sub research questions:

1.3.1. Main Research Question

1. Does quality of marketing education affect Marketing graduates' employability skills?

1.3.2. Sub-research Questions

1. Does quality of lecturers' influence marketing graduates' employability skills?

2. Does methods of teaching influence marketing graduates' employability skills?

3. Does availability learning resources influence Marketing graduates' employability skills?

1.4.Objectives of the Study

1.4.1. General Objective

The primary objective of this study was to assess quality of marketing education and measure its influence on Marketing graduates' employability skills.

1.4.2. Specific Objectives

Following the primary objective, the secondary objectives of this study are listed as follows:

1. To measure the effect of marketing lecturers' quality on marketing graduates' employability skills.
2. To investigate the influence of methods of teaching on marketing graduates' employability skills.
3. To examine the effect of the learning resources on marketinggraduates' employability skills.

1.5. Significance of the Study

This study is useful in the following regards:

1. It provides insights and information on the current quality of Marketing education for the different stakeholders to make reforms and other related measures.
2. It contributes to the literature of quality education and employability skills.
3. It will initiate further discussion and research on the different views of outputs of HEIs and the effect of quality of Marketing education on Marketing graduates' employability skills.

1.6. Scope of the Study

Due to unmanageability of having excess data, the study focuses only to assess the current quality of Marketing education and measure its effect on Marketing graduates' employability skills. Godswill (2018) characterized quality of Marketing education as the level of synergy between marketing theory and practice. In this study quality of Marketing education is conceptualized as the commitment of Marketing educators and apply practical approaches for teaching marketing knowledge and skills and personal qualities to marketing graduates. The study targeted marketing graduates' working in both government and private offices in Addis Ababa. Regarding the study variables though quality education is multidimensional, the researcher uses quality of lecturers, methods of teaching and availability of the learning resources. Employability skill is measured by numeracy skills, problem-solving, communication, planning and organizing, team-working, technology, initiative and enterprise skills, learning, and self-management. Regarding the methods, the study employed quantitative research approach.

1.7.Limitations of the Study

The principal limitation of this paper is lack of literature. It was a very big challenge to get a related literature particularly literature on the paradigm shift of higher education institutions products. Having adequate literature makes a study better in its own.

2. Due to COVID-19, it was unable to have a group discussion and interview with the different stakeholders of the education system particularly the study would have been conclusive if it incorporated the views of marketing educators and the responsible parties in the education system.

3. Last, it would be better if the study differentiates universities by their quality level quality as lecturers' quality, methods of teaching and availability of learning resources may be different in different universities. However; during data collection it was very difficult to get unbiased views of employers for different university graduates. So, the researcher prefers to study the relationship between the overall quality of Marketing education and Marketing graduates' employability skills.

3.1.Organization of the Study

The paper consists of five (5) chapters. The first chapter includes background of the study, statement of the problem, research questions, objective and scope of the study and definition of key terms in the study. The second chapter presents theoretical and empirical reviews of the related literature and the conceptual framework. The research design and methodology are included in the third chapter whereas chapter consists of data presentation, analysis, interpretation and discussion. The last chapter, chapter 5 reports summary of theconclusions and recommendations of the researcher.

3.2. Operational Definition of key Terms

Quality Marketing Education: teaching marketing graduates the knowledge and skills including personal qualities, ambition, creativity, critical thinking, interpersonal skills and link the graduatesto the external industry (Dicker, Garcia, Kelley and Mulrooney, 2018).

Graduates –a holder of an academic degree or diploma (Merriam-Webster)

Quality of Lecturers': refers to what the teachers possess (Barbara, 2013)

Methods of Teaching: refers to what the teachers do in the classroom (Barbara, 2013)

Learning resources: refers to the resources in the institution (Orlu, 2013)

Employability skill: the basic skills necessary for getting a job done (Robinson, 2000)

CAHPTER TWO

REVIEW OF RELATED LITERATURE

This chapter incorporates a review of relevant literature about quality models, educational quality models and empirical evidences on the effect of quality of education on employability skill of graduates and effect of employability skills on graduates' job performance.

2.1. Educational Quality Models

Along the years several quality models have been developed. There are different quality models that are developed for different fields. Yet, as the purpose of this study is to examine quality of Marketing education, below are educational quality models that are developed and being used to assess and improve quality of education.

In order to understand the complex nature of education quality and to develop management strategies for achieving it, it should be necessary to review the different conceptions or models of education quality explicitly or implicitly held by concerned constituencies in practice or by scholars in research.

The below models are developed by Cheng and Tam (1997), as they believe that the concept of quality education is not defined well. Hence, they developed these models to increase the understanding of "what quality education is". The models are summarized as below:

2.1.1. The Goal and Specification Model

This model views education quality as achievement of stated goals and conformance to the given specifications. The goal and specification model is often used in the assessment of educationquality of individual institutions or education systems in a country. It assumesthat there is clear, enduring, normative and well-accepted goals and specifications as indicators and standards for education institutions or education systems to pursue or conform to. An education institution is deemed to be of good education quality if it has achieved the stated goals or conformed to the specifications listed in the institutional plan or program plans. Typical examples of quality indicators may include students' academic achievements, attendance rate, dropout rate, and personal developments, number of graduates enrolled in universities or

graduate schools, professional qualifications of staff, etc. This model is useful if the goals and specifications used for judging education quality are clear and accepted by all involved constituencies (stakeholders), and that there are appropriate indicators which one can use to evaluate whether the institutions have attained the prescribed education standards. An advantage of this model of education quality is that it enables the institution management to focus attention on key components of education program (Cheng and Tam, 1997).

2.1.2. The Resource-input Model

In this model, education quality is considered as the natural result of achievement of quality resources and inputs for the institution (Cheng and Tam, 1997). Because of the pressure of diverse expectations of multiple constituencies (stakeholers), an education institution may be required to pursue different goals and conform to diverse specifications and standards. The resource-input model assumes that scarce and quality resources are necessary for education institutions to achieve diverse objectives and provide quality services in a short time. Therefore, education quality is assumed to be the natural result of achievement of scarce resources and inputs for the institution (Cheng and Tam, 1997). The education quality indicators may include high quality student intake, more qualified staff recruited, better facilities and equipment, better staff-student ratio, and more financial support procured from the central education authority, graduates, parents, sponsoring body or any outside agents. This model is useful if the connections between quality of inputs and outputs are clear (Cameron, 1984) and the resources are very limited for education institutions to achieve stated goals or conform to given specifications. In some Asian countries and cities (Hong Kong), quality student input is often seen as an important indicator of an education institution's success (Cheng and Tam, 1997). Attraction ofhigh-quality student input seems to be a "necessary" condition for some institutions to become successful or achieve high academic performance in examinations. It is often believed that graduatesfrom low socio-economic status families may bring a lot of behavioral and criminal problems from the community, which seriously hinder the educational process. In order to help problem students, more resources are needed, if they are not reallocated from other institutional purposes. The capacity of acquiring scarce and quality resources represents the potential of an education institution that can promise high education quality particularly in a context of great resource competition. To some extent, the model redresses the limitation of the

goal and specification model, linking education quality to the environmental context and resources input. However; this model has its defects because its overemphasis only on acquisition of inputs may reduce the institutional effort put into educational processes and outputs. The acquired resources may become wastage if they cannot be used efficiently to enhance quality of process and outcomes (Cheng and Tam, 1997).

2.1.3. The Process Model

In this model education quality is seen as smooth and healthy internal process and fruitful learning experiences. The process in an education institution is a transformational process which converts inputs into performance and output. A smooth internal institutional process enables staff to perform the teaching task effectively and graduatesto gain fruitful learning experiences easily. The nature and quality of the institution of process often determine the quality of output and the degree to which the planned goals can be achieved. Particularly in education, experience in process is often taken as a form of educational aims and outcomes. Therefore, the process model assumes that an educational institution is of high education quality if its internal functioning is smooth and "healthy" (Cheng and Tam, 1997).

Important internal activities or practices in an educational institution are often considered as significant indicators of education. Leadership, communication channels, participation, co-ordination, adaptability, planning, decision making, social interactions, social climate, teaching methods, classroom management, learning strategies, and learning experiences are often used as indicators of education quality. The process in an educational institution generally includes management process, teaching process, and learning process. Thus, the selection of indicators may be based on these processes, classified as management quality indicators (leadership, decision making), teaching quality indicators (e.g. teaching efficacy, teaching methods), and learning quality indicators (e.g. learning attitudes, attendance rate). If there is a clear relationship between the process in institutional and educational outcomes, this model should be useful. For example, democratic education is strongly emphasized in educational institutions. If we believe that a democratic management process and a democratic teaching process in an educational institution are the necessary conditions for implementing democratic education (Cheng, 1987), then the indicators of a democratic process in an educational institution such as participation in

decision making and partnership in teaching and learning, may be chosen as criteria for evaluating educational quality in implementing democratic education. To a certain extent, the current emphasis on the importance of leadership and culture to the performance of educational institutions may reflect the importance of the process model (Caldwell and Spinks, 1992; Cheng, 1994; Sergiovanni, 1984 discussed in Cheng and Tam, 1997). The process model has its limitations, such as the difficulty in monitoring processes and gathering related data, and the focus on quality of means instead of quality of ends.

2.1.4. The Satisfaction Model

According to this model education quality is defined as the satisfaction of strategic constituencies(stakeholders). The satisfaction model assumes that the satisfaction of strategic constituencies of an educational institution is critical to its survival (Cheng, 1990) and therefore education quality should be determined by the extent to which the performance of an educational institution can satisfy the needs andexpectations of its powerful constituencies (stakeholders). In the school setting, the powerful constituencies may include teachers, management board members, parents, students, alumni, and officers at the education department. Education quality may be a relative concept, depending on the expectations of concerned constituencies or parties. If expected education quality is high and diverse, it will be difficult for institutions to achieve it and satisfy the needs of multiple constituencies. If expected education quality is low and simple, of course it will be easier for educational institutions to achieve it and satisfy the expectations of constituencies so that educational institutions may be perceived as high quality more easily. Furthermore, the objective measurement of quality achievement is often technically difficult and conceptually controversial. Therefore, satisfaction of powerful constituencies/stakeholders is often used instead of some objective indicators as the critical element to assess quality in education institution (Cheng and Tam, 1997). This model emphasizing satisfaction of clients or conformance to clients' expectations or specifications is the very popular model used in the business sector to assess quality. But, if the demands of all the powerful constituencies of an education institution are compatible and the education institution has to respond to these demands, this model may be useful in studying education quality. The indicators of education quality are often the satisfaction of students, teachers, parents, administrators, the education

authority, the management committee, alumni, etc. In some Eastern societies such as Hong Kong and Taiwan, the management board of an educational institution has a dominant influence. In comparison, the influence of parents, students, staff and the public may not so strong. Therefore, satisfaction of the management board of an education institution is often the most important indicator of education quality. If the management board demands high achievement in academic and athletic activities, the education institution can be seen of higheducation quality only if it can satisfy these demands. If the demands of powerful constituencies conflict and cannot be satisfied at the same time, the model may not be appropriate (Cheng and Tam, 1997).

2.1.5. The Legitimacy Model

Education quality is regarded here as the achievement of an education institution's legitimate position or reputation (Cheng and Tam, 1997). In the past, when the educational environment changed slowly and educational institutions received relatively few external challenges, survival of educational institutions might be guaranteed by the central education authority. There seemed little need for the education institutions to ensure any legitimacy for their survival. But now, under the impact of rapid changes and developments, the educational environment becomes more challenging and competitive. Educational institutions have to compete seriously for resources and overcome internal barriers, and on the other hand, they have to face the external challenges and demands for accountability and "value for money" (Education and Manpower Branch and Education Department, 1991; Working Group on Educational Standards, 1994). It is hardly possible for educational institutions to continue or survive without ensuring legitimacy in the community. In order to gain legitimacy for survival and to acquire critical resource, educational institutions have to win the support of the community, build up good public image and show evidence of accountability. The legitimacy model assumes that an educational institution needs to be accepted and supported by the community in order to survive and achieve its mission (Cheng and Tam, 1997). Along this line of thinking, the indicators of education quality are often related to the activities and achievements of public relations and marketing, accountability, public image, reputation, or status in the community, etc. Educational institutions should operate educational programs which conform to the ethical and moral norms of the community in order to gain legitimacy. They also need to promote their own image, in such ways

as participating in district-wide contests, organizing exhibitions of students' work, maintaining a good relationship with district leaders, etc. The model is useful when the survival and demise of educational institutions must be assessed in a changing environment. For example, in some old districts, the student population reduces quickly and some education institutions or schools have to be closed if not enough parents are willing to send their children to them. Among the educational institutions at risk, only those successfully striving for legitimacy or better public relations with the community can survive (Cheng and Tam, 1997). From the standpoint of this model, educational institutions are of high education quality if they can survive in a competing environment. The current emphasis on parental choice and accountability in educational reforms in both Western and Eastern societies seems to support the importance of the legitimacy model for assessing school education quality. Increase in parental choice of educational institutions may create a competitive market environment in which educational institutions have to compete and try their best to provide high quality educational services for the needs of parents. Also, the implementation of accountability systems or quality assurance systems provides a formal mechanism for educational institutions to gain the necessary legitimacy for survival. This can explain why so many educational institutions nowadays are paying more attention to public relations, marketing activities, and building up school-based accountability systems or quality assurance systems (Cheng and Tam, 1997).

2.1.6. The Absence of Problems Model

According to this model education quality means the absence of problems and troubles (Cheng and Tam, 1997). Borrowing the idea of the ineffectiveness model (Cameron, 1984), it is often easier to recognize problems in an institution than to identify its quality because appropriate indicators and measurement techniques which can provide concrete evidence of quality are often difficult to obtain. Hence, instead of looking for quality in an education program, one inspects the educational institution to check whether problems exist.The absence of problems model assumes that if there is an absence of problems, troubles, defects, weaknesses, difficulties, and dysfunctions in an educational institution, this institution is of high education quality. Problems

and deficiencies signal warnings to the administration that some aspects of education quality may be lacking. Hence, during a inspection on an education institution, if no apparent problem arises from its operation, then this institution is assumed to be running smoothly and is fulfilling its educational objectives. This is perhaps the oldest concept of quality in use in industry (Feigenbaum, 1951). Quality control experts tend to look at quality as meaning less scrap, rework, warranty costs, etc., for the final product. The management team of an educational institution may set up stringent quality assurance and monitoring system in order to ensure a deficiency-free environment. Identifying strategies for the improvement of an educational institution can be more precisely done by analyzing problems and defects as opposed to education quality. Therefore, this model is useful particularly when the criteria of education quality are really unclear but strategies for improvement are needed. In general, many education institutions, particularly new ones, are more concerned with overcoming obstacles to basic school functioning than with pursuing excellent quality. This model may be appropriate to them. For those practitioners such as administrators and teaching staff, the absence of problems model may be more basic than the other models. But if people are more interested in high performance or excellent education quality, this model is not sufficient (Cheng and Tam, 1997).

2.1.7. The Organizational Learning Model

In this model, quality of education is considered to mean continuous development and improvement (Cheng and Tam, 1997). The changing educational environment is producing great impacts on nearly every aspect of functioning in education institutions. There seems to be no static factor or single practice that contributes to education quality forever. Some practices may be good at a certain time but not at another. Therefore, how to deal with environmental impacts and internal process problems is a key issue in assessing whether an educational institution can provide quality service continuously. The organizational learning model assumes that education quality is a dynamic concept involving continuous improvement and development of members, practices, process, and outcomes of an educational institution (Cheng and Tam, 1997). A number of researchers have indicated that organizations, like human beings, can be empowered to learn

and innovate to provide quality services (Fullan, 1993; Schmuck and Runkel, 1985; Senge, 1990). To some extent, this model is similar to the process model (Cheng and Tam, 1997). The difference is that this model emphasizes the importance of learning behaviour for ensuring quality in education; whether the internal process is currently smooth is not so critical. This line of thinking supports the current emphasis of strategic management and development planning in education (Dempster et al., 1993; Hargreaves and Hopkins, 1991 discussed in Cheng and Tam, 1997). The model is particularly useful when educational institutions are developing or involved in educational reform, particularly in a changing external environment. The indicators of education quality may include awareness of community needs and changes, internal process monitoring, program evaluation, environmental analysis, development planning, etc.

In developing countries, there are many new educational institutions because of the expansion of the education systems (Cheng and Tam, 1997). The new institutions have to face many problems in establishing organizational structures, educational processes, dealing with poor quality students, developing staff, and struggling against adverse influences from the community. Also, changes in the economic and political environment demand an effective adaptation of the education system in terms of curriculum change, management change, and technology change (Cheng, 1995b). Against such a background, this organizational learning model may be appropriate for studying education quality. Obviously, the usefulness of this model will be limited if the connection between organizational learning process and educational outcomes is not clear. For example, some old educational institutions have their prestige traditions that can attract a high-quality student input. Even though they may lack organizational learning, they can still winrelatively high student achievement and high status in the community.

According to Cheng and Tam (1997), the applicability of the above discussed models of is not universal in all situations and their usefulness is often limited by contextual conditions. One model may be applicable in some specific contexts but not in others. Traditionally, researchers and others tend to use the models separately. However, attention should be given to the interrelationship between the models and using a comprehensive approach to apply all in managing education quality. From the systems perspective, the seven models of education quality may be interrelated. As a system, the input, process, and output of an educational

institution, and the feedback loop from output to input form a chain and the performance of one-part influences the others.

A review of models of education quality adopted from Cheng and Tam, (1997).

Name	Conception of education quality	Conditions for model usefulness	Indicators/key areas for quality evaluation (with examples)
Goal and Specification Model	Achievement of stated institutional goalsconformance to given specifications	-When institutional goals and specifications are clear, consensual, time-bound and measurable -When resources are sufficient to achieve the goals and conform to the specifications	Institutional objectives, standards and specifications listed in the program plans E.g. Academic achievements, attendance rate, dropout rate etc…
Resource-input Model	Achievement of needed quality resources and inputs for the institution	-When there is a clear relationship between inputs and outputs -When quality resources for the institution are scarce	Resources procured for institutional functioning E.g. Quality of graduatesintake, facilities, financial support and etc….
Process Model	Smooth internal process and fruitful learning experiences	-When there is a clear relationship between process and educational outcomes	Leadership, participation, social interactions, classroom climate, learning activities and experiences etc…..
Satisfaction Model	Satisfactions of all powerful constituencies	-When the demands of the constituencies are compatible and cannot be ignored	Satisfaction education authorities, management board, administrators, teachers, parents, graduatesetc.….
Legitimacy	Achievement of	-When the survival and demise	Public relations, marketing,

Model	the institution's legitimate position and reputation	among education institutions must be assessed -When the environment is very competitive and demanding	public image reputation, status in the community, evidence of accountability etc.….
Absence of Problems Model	Absence of problems and troubles in the institution	-When there is no consensual criteria of quality but strategies for improvement are needed	Absence of conflicts, dysfunctions, difficulties, defects, weaknesses, troubles, etc. ….
Organizational Learning Model	-Adaptation to environmental changes and internal barriers -Continuous improvements	-When institutions are new or changing -When the institutional change cannot be ignored	Awareness of external needs and changes, internal process monitoring, program evaluation, development planning, staff development etc. ….

2.2.Arguments on "What Quality Higher Education is"

Jajda (2014), comprehend the dominant paradigms in quality education debate in to two. According to him the debates on "what quality is in education?" are generally grouped in to two broad categories. These are those that emphasize the technical and rational nature of the outcomes, and those that stress its negotiated nature. In most instances the former approach overcomes which emphasizes an output-based approach.

When it comes to quality of higher education, Badley (1993) argued that the current debate about quality in higher education is often false and simplistic. It is false in that it is only indirectly concerned with the central issues of higher education - good teaching and good learning; and it is also fake in that it is too often focused on the creation of bureaucratic structures. The debate is also simplistic in that, without too much discussion, a crude 'fitness for purpose' definition of quality is soon accepted as a way out of our apparent conceptual confusion. Then he took his

debate in to what he thinks teachers and graduatescare about good courses, good teaching, a good learning environment and eventually good qualifications. He believed that “fitness for purpose” is one-dimensional because he believed that fitness for purpose is one of the dimensions of the multidimensional quality education. Unlike the fore mentioned author, Harvey and Green (1993) argued that quality for higher education is “fitness for purpose” and “fitness for purpose” is multidimensional. They viewed the purpose of higher education quality from the points of customers’ specification and meeting the mission of the organization set by the organization itself as reference for measuring its effectiveness which is the ability of an institution to meet both its customers’ and its own specifications.

Power (2014) mentioned in Jazda (2014), argued that quality education is one that can empower individuals by teaching knowledge, expertise, talents and values to the wise and ethical use. Similarly, Schleicher (2011) also argued that quality education is one that educates creativity.

Anis, Abdulah and Islam (2014), categorized the arguments on the definition of quality education in to three: the first approach is that quality of higher education is conceptualized by three elements – quality of input, quality of the process and quality of the output and they considered education as a system. The input side consists of man power, tangible and intangible facilities and financial resources (Cheng, 1995; Cheng and Tam, 1997; Sahney et al. 2008) whereas the process contains administration, teaching and learning, research and knowledge transformation. The output is the end result of the educational system and will be divided in to tangible and intangible output – satisfaction of stakeholders’, salary, rate of employment and examination result (Becket & Brook, 2008; Sahney et al. 2004).

The second approach is again sub divided in to two schools of thought by Waaty (2003) as discussed in Anis, Abdulah and Islam (2014). The first school of thought argues that quality of higher learning institutions (HLIs) is defined as the functions and activities of higher learning institutions. The activities include students’ intake and registration, developing academic programmers, hiring lecturers, process of teaching and learning as well as non-academic activities that are aimed to support the development of a student. His idea is supported by World Declaration on Higher Education (1998).

The third approach i.e., the second school of thought defined quality with respect to stakeholders' views of quality education. This approach according to Waaty (2005) is popular amongst previous researches. Waaty (2005), argued that the second school of thought i.e. the third approach is advantageous because the stakeholders' approach gives the potential to recognize a number of quality higher education perspectives. This approach is also in line with the argument made and the definition given by Harvey and Green (1993) as these researchers defined quality higher education with respect to the user/customers' requirements. In addition, the definition of the second school of thought is similar to the definitions given by Tang and Hussin (2011), Waaty (2005); Campbell and Rozsnyai (2002); Cheng and Tam (1997); Owlia and Aspinwall (1997); Vroeijenstijn (1993); Vroeijenstijn (1995); Vroeijenstijn (1991); and Hughes (1998) discussed in Anis, Abdulah and Islam (2014).

Anis, Abdulah and Islam (2014) identified that quality education is an indicator for an institution's ability to provide tertiary education for the society besides being an instrument for the nation's economic growth. According to Harvey and Green (1993), in order to define quality of a higher education, it needs an understanding of the different conceptions of quality that inform the different preferences of stakeholders. It is seen that quality education is defined differently by the different stakeholders as there are various stakeholders in higher education. Employers define quality higher education as that it teaches personal qualities, whereas staffs stated quality education as the quality of staffs, quality of teaching and learning and feedback. Graduateson the other hand view quality higher education as the quality of methods of teaching and learning used in the institution.

Harvey and Green (1993), grouped the widely differing conceptualizations of quality in to five where each according to them are discrete but interrelated. These are: quality as exception – quality as something special or distinctive or exclusive or as meeting or exceeding standards or customer specifications and this view is referred as a traditional view of quality; quality as perfection- zero defects and getting things right first time, quality as fitness for purpose- quality has meaning in relation to the purpose of the product i.e. the extent to which the product fits its purpose as the authors accept this as the definition quality when it comes to education this concept by itself is viewed as the quality of higher education to meet its customers' requirements which means it is judged by its outcomes and meeting the mission and objectives of the

organization itself. These views are put to answer “what should be the purpose of a higher institution?”; as value quality is what one gets what he/she pays for; as transformation quality is viewed as a fundamental change of the form or state to fit purpose.

2.3.The Researcher’s Argument on Quality of Higher Education

In this study, the researcher takes or bases the definition “fitness for purpose”. The reason is that the purpose of this research is to assess whether the current marketing education fits labor market requirements which graduated graduatesexpected to have and employers are looking for. Second, the model is developed and analyzed for the purpose of defining quality of a higher education and also in many literatures; this model is used to define quality of higher education. So, this concept is used to assess if higher institutions are fitting their education through meeting customer requirements i.e., employers’ specifications and achieving their stated mission and objectives. As one of the target population for this study are graduated students, quality of marketing education is evaluated against students’ specification. With regard to the graduates employability skills since the employers (labor market) are the users of the skills of the graduates, their view is used as a reference to measure Marketing graduates’ employability skills.

Additionally, according to Kotler and Keller (2014), mission statement of an organization needs to be market oriented which implies that when the market specifications for employability skills change, higher education institutions are required to amend their mission statement too. Harvey and Green (1993) also indicated that the idea “fitness for purpose” implies that as the purpose of needing the product/service changes, so does the requirements of the product/service.

2.2. Graduate Employability

Like quality of education, the concept of employability is conceptualized differently in different countries based on the contexts with a variety of defintions(Hillage and Pollard, 1998; McQuaid and Lindsay, 2002). and it is still a “buzzword, ill-defined and sometimes not well defined even (Philpott, 1999); (Gazier, 1998a discussed in McQuaid and Lindsay (2005).Employability is the

possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to realize his or her aspirations and potential in work (CBI, 1999 cited in McQuaid and Lindsay, 2005). Consequently, graduate employability can be defined as the graduate's personal qualities and competencies that are required to meet the changing needs of employers and customers.

Graduate employment refers to the situation where a graduate obtains a job in the discipline in which he/she was trained (Niguse and Mulugeta, 2018). In the United Kingdom, graduate employment has the meaning of getting a job, regardless of whether or not it is in the field in which the graduate was trained (Yorke, 2006). In the case of our country Ethiopia, the aforementioned definition used by United Kingdom is used to define graduate employment (Niguse and Mulugeta, 2018).

2.3. Graduate Skill Gaps and Mismatchesin Ethiopia

The quality of higher education in creating competitive graduates has been highlighted as a major problem; and the general root of the problem stems from the expansion and dynamism of the Ethiopian higher education system (Salmi, Sursock and Olefir 2017mentioned in Yizengaw, 2018). Yizengaw (2018), studied the skill gaps and mismatches of Engineering graduates who got their degree from Addis Ababa and Bahir Dar universities. She found that graduates were poorly rated in terms of their abilities to apply knowledge to new situations, having prior exposure to engineering work, and understanding business realities. Graduates' abilities to execute tasks independently and their problem-solving skills were also rated as low (Yizengaw, 2018).According to a study made by Mohammed and Deresse (2020) to identify skill gaps of Accounting graduates' in Ethiopia, it is recommended that sustainable employment of graduates can be secured if an improvement on the current curriculum is made to incorporate more employability skills demanded by the labor market.

Wolday, Tassew, Manex and Yisak (2016),studied the challenge of youth unemployment in Ethiopia and identified that employers view the labor market with a surplus of unemployed young people, but with a deficit in the skills they need to advance their enterprises.The researchers also concluded that, the acquisition of a degree is not enough but should be improved by having the right mix of knowledge, skills, abilities, and personal qualities in order to

succeed)and most employers find that accounting university programs are unable to provide graduates with the skills that are required by the profession.

Yizengaw (2018) studied the skill gaps and mismatches of engineering graduates in Ethiopia. She identified that the construction sector is suffering with a low level of capacity and skills by engineering graduates.

With regard to skill gaps and mismatches of graduates though the above few researchers have made effort to study the existing problem, the researcher can't find evidence on the skill gaps and mismatches of Marketing graduates in Ethiopia.

2.4. The Paradigm Shift - Graduates as Products

One of the primary objectives of higher education foundation is to supply graduates by persistently adjusting to the necessities of an exceedingly changing labor market (Haile, Zeleke, Petros, Sifelig and Aragaw, 2019).

Viewing graduates as higher education institution products is an emerging concept. Two views i.e the student-product and student-customer concepts are getting attention though both are in their infant stage.The student-product view graduatesas products of higher education who are talents (students) trained by universities and colleges. According to this view, higher education institutions are educational factories, while products are graduatesand teachers are in charge of processing and marketing. So, it argues that it is the foundation for universities to train high-quality and marketable talent for employers who are users in the labor market.

Obermiller, Fleenor, and Raven (2005) studied the views of faculty members and graduates. The researchers identified that faculty members prefer the student-product concept whereas graduatesview themselves as customers of higher education institutions.Although graduatesare both consumers and products of education (Conway and Yorke 1991 discussed inObermiller, Fleenor, and Raven, 2005), the limited empirical evidence suggests that graduatesfavor a customer orientation.

University faculty members are oriented toward the satisfaction of their society and its expectations. As a social institution, the goal of a university is to produce graduates with the

appropriate knowledge and skills for jobs and productive citizenship. If graduatesdo not have long term success in society, the school's reputation suffers (Obermiller, Fleenor, and Raven, 2005).

In this respect, the researcher supports the view that graduates are products of universities as the products are expected to fit the requirements of labor market users that is the employers. There is a need for some task to be done and the specifications of the products determine the fitness of the product for its purpose. Similarly, there are workplace requirements that demand the specifications i.e. the skills and knowledge of graduates. If the job is done well it means that the graduates are designed well by their producers' i.e higher education institutions.

2.4.Empirical Review

2.4.1. Quality of Higher Education and Employability Skill

Yizengaw (2018),studied the skills gaps and mismatches of engineering graduates from Addis Ababa and Bahir Dar universities and she identified that there are skills gaps and mismatches between the skill requirement from engineering graduates and skills gaps are mainly caused by lack of quality higher education. Additionally Yizengaw (2018), identified that those Engineering graduates lack soft skills and soft skills are those termed as employability skills (Sherer and Eadie, 1987). Mohammed and Deresse (2020), studied skills gaps of Accounting graduates in Ethiopia and concluded that knowledge, communication and language skills and professional competency are among the skills that lack Accounting graduates to get a job and get a job done.

Anne (2010) studied quality of higher education and employability of graduates.In her study employabilityis regarded as the benefit and usefulness of the study program for career and work tasks. The researcher asserted that quality of higher education has a great impact on employability of graduates. Subramanian (2017), reviewed existing literature about higher education and employability skills and he concluded that either through a well-designed curriculum or through external agencies before the graduatespass out, a training on employability skills has to be given as part of students' graduation program so that there will be full employment.

Clokie and Fourie (2016) studied the relevance of marketing education curriculum in teaching employability skills and concluded that tertiary institutions are among the responsiblebodies to develop the required competencies within their graduates.

2.4.2. Quality of Lecturers' and Marketing Graduates' Employability Skills

Studies show that quality of teachers is found to have a positive and significant effect on graduates' employability skills. Luntanya (2014) as mentioned in Godswill (2018) confirmed that quality of education cannot exceed the quality of its teachers. Likewise, Higgin (2015), observed that graduatesplaced with high-performing teachers are found to have a progress three times as fast as those placed with low-performing teachers. Sultan and Shafi (2014) studied the impact of perceived teachers' competence on students' performance and asserted that perceived teachers' competence predicted students' performance. The teachers' understandings of the subject matter determine the knowledge and skills to be transferred to graduates(Smithters and Robinson, 2005). Teachers' commitment is an internal force that drives teachers to show enhanced job performance (Tsui & Cheng, 1999 cited in Mustafa, 2017). It is associated with creating an effective learning environment in which graduatesenhance their abilities for greater achievement (Mustafa, 2017).

H1: Quality of Marketinglecturers'influences Marketing graduates' employability skills.

2.4.3. Methods of Teaching and Marketing Graduates' Employability Skills

Tebabal and Kahssay (2011) assured that the primary purpose of teaching is to bring a fundamental change in the learner. Their finding is supported by Munyaradzi (2013) who studied teaching methods and students' academic performance. Harvey (2005) in his study identified that nature of teaching and learning practices in the classroom should aim at developing graduatesto be an effective worker. Similarly, Godswill (2018), studied the relationship between quality of Marketing and Marketing graduates job performance. He used quality of teachers (here quality as the educational qualification of lectureres'), methods of teaching and learning environment to measure quality of Marketing education. He identified that of all the variables he used to measure quality of marketing education, methods of teaching have significant relationship on

marketing graduates' job performace. Adunola (2011) identified that teaching methods has a significant relationship to the employability of graduates.

H2: Teaching methods influences Marketing graduates' employability skills.

2.4.4. Learning resources and Marketing Graduates' Employability Skills

Godswill (2018), Higgin (2015) and Kamaraddin and Kamarazaman (2001) studied the effect of learning resources and that identified learning resources have a strong and positive influence of learning environment on students' performance. Currently, internet is a very important resource to make available books online which is another learning resource. Internet as a learning resource has the potential to promote collaborative and cooperative learning (Irwin, Ball and Desbrow and Leveritt, 2012).

H3: Learning resources influence Marketing graduates' employability skills.

2.6.Conceptual Framework

The diagram below discusses the conceptual model developed from the reviewed literature. The picture states that quality of Marketing education has relationship with marketing graduates' employability skills. The diagram states that the independent variable, quality of marketing education with its dimension quality of lecturers', methods of teaching and learning resources determine the employability skills that marketing graduates' needed to have to get employed.

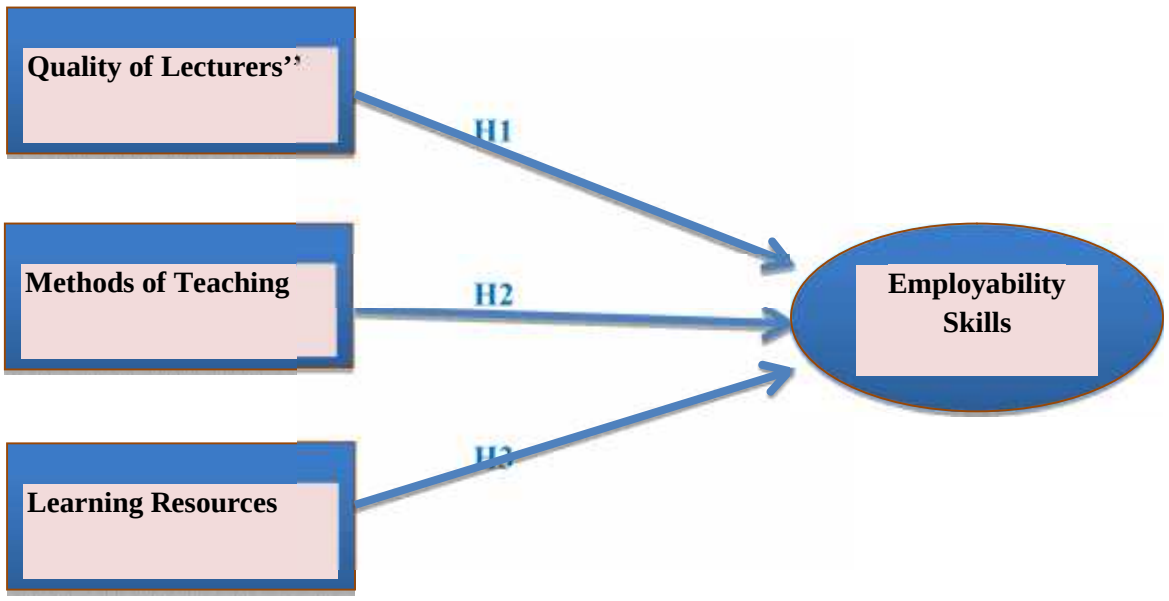

Fig. 1.*Conceptual Model as guided by the literature*

Source: Godswill (2018); (Wibrow, 2011); (Dicker, Garcia, Kelley and Mulrooney, 2018); (Blaskova, Blasko, Jankalova, Jankal, 2014); (Orlu, 2013); Irwin, Ball and Desbrow and Leveritt, 2012)

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter includes the research philosophy, research design, data types and data sources, population of the study, sampling procedure, sample size and sampling technique, data gathering instruments, data analysis technique, reliability and validity and ethical consideration.

3.1. Research Philosophy

Research philosophy refers to the system of beliefs and assumptions about the development of knowledge. More precisely, it is what the researcher is doing when embarking on research: developing knowledge in a particular field and is studied in terms of Ontology, Epistemology and Axiology (Saunders, Lewis and Thornhill, 2016).

Whether a researcher is consciously aware of them or not, at every stage in a research, the researcher will make a number of types of assumption (Burrell and Morgan 1979 discussed in Saunders, Lewis and Thornhill, 2016). These include assumptions about human knowledge (epistemological assumptions), about the realities you encounter in your research (ontological assumptions) and the extent and ways your own values influence your research process (axiological assumptions). These assumptions inevitably shape how a researcher understands the research questions, the methods to be used and how the researcher will interpret the findings (Crotty 1998 cited in Saunders, Lewis and Thornhill, 2016). A well-thought-out and consistent set of assumptions will constitute a credible research philosophy (Saunders, Lewis and Thornhill, 2016).

According to Saunders et al., (2007) and Irani et al. (2008), there is a need for a researcher to explain the data-gathering and analysis methods which will be used to answer the research questions or objectives.

Due to the nature of this research, which is concerned with assessing the quality of Marketing education and employability skill of Marketing graduates and measuring the extent of quality Marketing education on employability skill of graduates' both approaches that is epistemological and Ontological philosophies are applied. This is because epistemology, according to Saunders et al. (2009), "concerns what constitutes acceptable knowledge in a field of study" that is what constitutes quality marketing education. Ontology "is concerned with the nature of reality (Saunders et al., 2009). This philosophy is appropriate as the interest of the researcher is to identify and measure what is "real" about quality of Marketing education, employability skill of graduates' and graduates job performance.

In this study, the research approach is deductive. The researcher follows the approach that the extent of components of quality education determines the level employability skill of Marketing graduates'. The deductive approach starts with specific hypotheses development based on the reviewed literature by the researcher or observed patterns, and gradually tries to test these hypotheses and check if they hold in particular contexts. Typically, a deductive approach is associated with quantitative research.

For the purpose of answering the research questions, the researcher adopted a survey research strategy. The study is a quantitative one since quantitative research involves testing objective theories by examining the relationship among variables and these variables can be measured by instruments so then statistical analyses will be applied to obtain findings. Additionally, quantitative research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Fowler, 2008).

This study used a cross-sectional data as the researcher collected data once.

3.2.Research Design

A research design is the logic that links the data to be collected and the conclusions to be drawn to the initial questions of study and can be used for three purposes (Yin, 2009). Exploratory research focuses on the discovery of ideas and insights by looking for new knowledge through exploration. Descriptive research attempts to describe situations or phenomena. While explanatory research attempts to explain the cause-and-effect relationship between variables.

In this study, the researcher employed both descriptive and explanatory designs since the objective of the research is to assess and describe quality of Marketing education and Marketing graduates' employability skills and the extent to which quality of Marketing education affects employability skill of Marketing graduates'.

3.3.Data Types and Data Sources

The researcher used both primary and secondary data. Primary data are originated by the researcher for the specific purpose of addressing the problem at hand and secondary data is collected for some purpose other than the problem at hand (Malhotra, 2005). Here, primary data is collected to answer the research questions while secondary data were collected to augment the findings of the study.

There are different ways to collect primary data: questionnaires, interview, focus group discussions, etc. are considered necessary per the research design undertaken. Secondary data are usually collected from journals, different existing reports, and statistics by government agencies and any other authorities or entities (Malhotra, 2005).

Primary data is collected using self-prepared questionnaire and secondary data will be obtained from reviewing academic journals and related existing documents.

3.4.Population of the Study

Population for a research is defined as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which the researcher is intended to generalize the result of the research (McMillan and Schumacher, 2001). A population for a study must be defined in terms of elements, units and time (Dillon, 1993).The population for this study are marketing graduates of private and government universities who are working in different activities and employers of Marketing graduates from different industries. Both population groups are found in Addis Ababa.

However; based on the problem observed andmeet the objectives of this research, the target population for this study are Marketing graduates working in different government and private

offices and their employers. This is because the target population is an indicator of the population that is highlighted in the research question and objectives (Saunders, Lewis and Thornill, 2016). With regard to employers, after the pilot test, in order to avoid common method bias the researcher is forced to choose employers randomly than asking for evaluation of employability skills of a specific graduate.

3.5.Sampling Procedure, Sample size and Sampling Technique

3.5.1. Sampling Procedure

From the total population of the study, the sampling frame for this study are the list of Marketing graduates who were graduated from both government and private universities in different years and working in government and private offices and any employers of marketing graduates. Yet, it is found that getting the exact number of marketing graduates' and their employers was not an easy because of difficulty in finding statistical data about the exact list of Marketing graduates and employers in Addis Abeba.

3.5.2. Sample Size

Deciding on the sample size of a certain study is multifaceted as it is influenced by a number of factors such as margins for errors, degree of certainty and statistical technique. The fundamental of sampling is that by selecting some of the elements in a population, conclusions can be drawn about the entire population as a sample size is a representative of the population to be studied (Zikmund, 2003). As said above, the researcher couldn't find the exact number of marketing graduates. In addition to the said problem, previous studies are not also available regarding this study here in Ethiopia to use as a reference. In such a situation, it is allowed to use formulas for unknown population. Thus,the researcher will use the formula recommended by Cochran for a size of unknown population. Cochran's formula allows calculating an ideal sample size given a desired level of precision, desired level of confidence and the attribute proportion of the attribute present in the population.

The Cochran formula is:

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where:

e is the desired level of precision (i.e. the margin of error),

p is the (estimated) proportion of the population which has the attribute in question,

q is 1 – p.

The z-value is found in a Z table.

In this formula, it is assumed that half of the total marketing graduates believe that there is quality of education is good; this gives us the maximum variability. Hence, p=0.5 and the researcher make the confidence level to be 95% which gives the Z value to be 1.96.

((1.96)2 (0.5) (0.5)) / (0.05)2 =385

The same step was done to determine the sample size of employers. So, it is decided to be 385.

3.5.3. Sampling Technique

After choosing a suitable sampling frame and determining the actual sample size required for a study, then a researcher selects the most appropriate sampling technique to obtain an acceptable result which can be generalized to the total population.

Basically, there are two types of sampling techniques; probability and non-probability and sampling technique has its own subtypes. In probability sampling the chance, or probability, of each case being selected from the target population is known and is usually equal for all cases so that it is possible to answer research questions and to achieve objectives that require the researcher to estimate statistically the characteristics of the target population from the sample. Consequently, probability sampling is often associated with survey and experiment research strategies. In the case of non-probability sampling, the probability of each case being selected

from the target population is not known and it is impossible to answer research questions or to address objectives that require the researcher to make statistical inferences about the characteristics of the population. One may still be able to generalize from non-probability samples about the target population, but not on statistical grounds (Saunders, Lewis and Thoronill, 2016).

In this study, probability sampling of which simple random sampling is used so that all organizations that are to be addressed got equal chance to be included in the study.

3.6.Data Gathering Instruments

In order to gather primary data, a structured questionnaire was distributed to respondents of the study found in different private and government offices. The questionnaire used to measure quality Marketing education is prepared based on the related literature reviewed on quality of education and partly adopted from Godswill (2018). The second questionnaire used for assessing employability skill of Marketinggraduates' is fully self-prepared. The questions are close-ended arranged in a 5-point Likert scale. The questionnaire is prepared with scale that ranges from "strongly agree" to "Strongly disagree".

The questionnaire for Marketing graduates consists of two parts. The first part is composed of questions asking the demographic characteristics of the respondents. The second part includes questions related to the basic research questions.

Questionnaire for employers appears in one part as they were asked only to rate the fitness of employability skills of Marketing graduates for the requirement of the skills need for the current work settings.

3.7. Data Collection Procedures

Self-structured questionnaires were distributed to Marketing graduates prepared in English. With regard to employers, questionnaire was both in English and Amharic to include respondents from all educational backgrounds. The researcher used also mail (telegram) survey because of the the pandemic – COVID 19.

3.8.Data Analyses Techniques

The collected data is organized and analyzed through SPSS 2023. Descriptive and inferential statistics was used to analyze collected data. Of the descriptive statistics, percentage and frequencies are used to describe characteristics of the respondents. From inferential statistics, correlation and regression are employed. Correlation measures the strength (qualitatively) and direction of the linear relationship between two or more variables whereas multiple regression analysis is applied to examine the inter relationships of the dimensions of the independent variable and thedependent. Additionally, multiple regression is used as it helps to measure the effect of the strength of the independent variable on the dependent variable.

3.9.Validity and Reliability

3.9.1. Validity

Validity of the instrument is checked in two ways: content validity measures the degree to which items listed in the questionnaire represent a proper sample of the theoretical content and are accurate (Adams, et al. (2007). Content validity is insured by showing the draft questionnaire to the advisor thereby making judgmental upgrading and face-validity is checked to measure the degree of the appropriateness of the items with respect to the respondents.

3.9.2. Reliability

According to Andrew, Pedersen and McEvoy (2019), Alpha Cronbach's test is an accepted method to measure the internal consistency of items listed in the questionnaire. Therefore, the instrument is measured against Alpha Cronbach's to measure how well a set of variables or items are consistent so it is proved that the items are consistent. Alpha values between 0 and 1 and in social sciences, values at or above 0.7 are desirable but values above 0.9 are undesirable.

Table 2: Reliability Test

Variables	Cronbach's Alpha	Number of Items
Teachers' Quality	0.703	8
Methods of Teaching	0.785	7
Learning	0.806	4

Resources		
Employability Skills	0.793	9

Source: Own Survey, 2021

3.10. Ethical Consideration

The researcher states the academic purpose of the study and respondents were not required to write their name and the institution from where they graduated. Similarly, employers were not asked to give specific evaluations of each graduate. At the same time, while distributing the questionnaire, respondents were assured that the information they are going to provide are keptconfidential and will not be used for any personal use and this study is performed within the acceptable professional ethics.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with data presentation, analysis and interpretation of the results gathered through questionnaire. The demographic characteristics, mean and standard deviation, correlation and regression analyses are included.

4.1. Response Rate

In all, more than 400 questionnaires for Marketing graduates and over 400 for employers of Marketing graduates were distributed. Of the distributed questionnaires, more than 374 and 362 were collected from Marketing graduates and employers respectively. However; in order to make the response rate equal for both groups of the participants, only 362 of the questionnaires from Marketing graduates is considered in this study. So, the response rate for both groups is found to be 94.02%.

In case of missed values, mean substitution was done as this value doesn't change the results obtained.

4.2. Demographic Characteristics of the Respondents

This part includes analyses of characteristics of the respondents that include age, gender, educational qualification and work experience. For employers demographic characteristics are not asked at all.

Demographic analysis of the respondents' helps readers to understand the paper easily and makes also the reading more interesting.

4.1. Age of the Respondents

Descriptive Statistics					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24-30	326	90.1	90.1	90.1
	31-35	36	9.9	9.9	100.0
	Total	362	100.0	100.0	

Source: Own Survey, 2021

Table 4.1 shows that 326(90.1%) of the respondents are between the age 24-35 and 36(9.9%) are under the group 31-35. Sincethe majority of the participants in this study are under the age group 24-30, it can be generalized that most of the respondents in this study are recently graduated.

Table 4.2. Gender of the Respondents

Descriptive Statistics					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	111	30.7	30.7	30.7
	Female	251	69.3	69.3	100.0
	Total	362	100.0	100.0	

Source: Own Survey, 2021

Table 4.2 presents that 111(30.7%) of the respondents are male and 251(69.3%) of the respondents are female. Hence, it is shown that greater than half of the respondents are females.

4.3. Educational Qualification

Descriptive Statistics					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First Degree	314	86.7	86.7	86.7
	Second Degree	48	13.3	13.3	100.0
	Total	362	100.0	100.0	

Source: Own Survey, 2021

The table above shows that 314(86.7%) of the participants have first degree whereas 48(13.3%) have second degree. It is shown that most of the respondents are undergraduate students. So, as the very purpose of this study is to evaluate the current Marketing education and examine its effect on the employability skills of the graduates' is can be concluded that the majority of the respondents may fill the questionnaire based on their experience during undergraduate study.

4.4. Work Experience of the Respondents

Descriptive Statistics					
Frequency			Percent	Valid Percent	Cumulative Percent
Valid	1-2	138	38.1	38.1	38.1
	3-5	185	51.1	51.1	89.2
	6-10 years	39	10.8	10.8	100.0
	Total	362	100.0	100.0	

Source: Own Survey, 2021

The table above depicts that 138(38.1%) of the participants have working experience between 1-2 years, 185(51.1%) have 3-5 years and the rest of the participants 39(10.8%) of the respondents have an experience between 6-10 years. So, based on the analysis given before it can be generalized that the bulk of the respondents have working years between 1-5 which may show that these respondents may respond to questions by relating the current work setting with education that was delivered in their institution.

4.3. Descriptive Statistics of the Variables Using Mean and Standard Deviation

To compare respondents' perceived rating of quality of Marketing education, descriptive statistics of mean and standard deviation is used. The mean indicates thedegree to which the participants in the study averagely agree or disagree with the sameitem in the questionnaire. The higher the mean the more the respondents agree with an item whereas the lower the mean the more the respondents disagree with a question. To arrive at accurate measurement, the use of standard deviation is employed. Standard deviation is a measurement that is designed to find the disparity between the calculated mean (William, 2018). For the purpose of interpretation using mean value, the rounding concept in Mathematics is used since no reference is available.

As per the order of the scale used in the questionnaire 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree and 1=Strongly Disagree. So, rounding is made to get the values of the scales mentioned to reach to conclusion.

4.3.1. Quality of Marketing Education

4.5. Lecturers' Quality

Descriptive Statistics			
Item	**N**	**Mean**	**Std. Deviation**
Subject matter knowledge	362	2.71	.809
Critical thinking	362	2.18	.724

Creativity	362	2.23	.666
Commitment/Dedication	362	2.19	.711
Punctuality	362	2.33	.687
Attendance	362	2.25	.673
Meeting deadlines	362	2.20	.728
Being a role model	362	2.25	.674

Source: Own Survey, 2021

As indicated in table 4.5 the mean value for lecturers' subject matter knowledge is 2.71. The mean value isslightly equivalent to the neutral level of agreement in the questionnaire. From the analysis given, it shows that a bit more than half of the respondents in this study neither agree nor disagree for the statement instructors had the subject matter knowledge to teach the courses they were assigned.

Table 4.5 depicts that the mean value for the question related to lecturers' critical thinking is 2.18. Based on the reference applied to interpret the results, the mean value is nearly equivalent to "2" which represents disagreein the Likert scale. So, from the figure it can be concluded that the majority of the respondents are against the statement instructors were used to solve critical thinking questions. So, it can be inferred that graduateswere not exposed to solving critical thinking questions which inturn influences the critical thinking skill or graduates.

Table 4.5 above presents that the mean value for the question asking lecturers' creative thinking is 2.23 which is equivalent to "2" that denotes disagree on the questionnaire. Generally it can be said that most of the respondents are contrary to the statement that instructors were used to solve questions that need creative thinking.Hence; it can be said that graduateswere not able to get the skill to solve questions that need creativity which finally influences graduates' ability to solve problems that need creativity.

Table 4.5 shows that 2.19 is the mean value for lecturer's commitment/dedication to finish each course's content properly. This value is approximately equal to 2. So, it represents the level of

agreement set at 2 that is “disagree” in the questionnaire. With reference to the analysis said, it can be said that most of the respondents disagree on the statement instructors had the commitment/dedication to finish each course’s coverage properly. So, it can be said that graduateswere not able to grasp the whole content so then the knowledge that should be obtained from the whole content of a course which is one of the requirements that employers are being complaining.

As it is shown on table 4.5 the punctuality of Marketing lecturers to enter class without being late got a mean value of 2.33 which is slightly closer to “disagree” which represents the value “2” in the questionnaire arranged in a Likert scale. So, it can be inferred that more than half of the participants of this study are against the statement which says instructors were punctual to enter class. So, if instructors were late to enter class, they will face challenge to finish a course’s contentand this influences graduates’ knowledge.

Table 4.5 depicts that the mean value for lecturer’s attendance is 2.25 and even a bit lesser than the mean value of punctuality of lecturers’. Its value is nearly closer to “2” which means“disagree” in the questionnaire. From this it can be concluded that greater than half of the participants of this study believe that Marketing lecturers were not coming to class regularly. Therefore; if lecturers were not coming to class regularly, it can be said that the coverage of courses is under question mark so does the knowledge of the graduates that must be obtained.

As it is depicted in table 4.5, 2.20 is the mean value for the question asked to know the level of agreement of graduates if lecturers were meeting deadlines while teaching courses. This value is nearly equivalent to “2” that denotes “disagree” on the Likert scale used in the questionnaire. Based on the information given, it can be inferred that a bulk of the respondents believe that Marketing lecturers were left behind the schedule while courses. Hence; it can be said that either instructors were hurrying students at the end of a semester or left uncovered.Whatever the case, this has an influence on the knowledge of graduates

Table 4.5 shows that the mean value for the question asked on whether the lecturers were a role models or their students or not is 2.25. This value is nearly equal to 2 so it represents the level of agreement “disagree” in the questionnaire. As per the analysis, greater than half of the respondents believe that their lecturers were not a good role model.Role-modeling traits of

teachers' plays an important role in imparting effective moral values implicitly to learners (Narinasamy&Logeswaran, 2015). So, it can be concluded that according to the respondents of this study, those effective moral values were not well imparted to students.

4.6.Methods of Teaching

Descriptive Statistics			
Item	**N**	**Mean**	**Std. Deviation**
Classroom lectures	362	3.58	1.097
Case analysis	362	2.32	.719
Discussion Method	362	2.29	.739
Group Work	362	2.32	.726
Participation	362	2.25	.757
Preparing workshops/seminars	362	2.22	.747
High industrial training	362	2.31	.708

Source: Own Survey, 2021

As is shown in table 4.6, the mean value for the item asking the use of class room lecture by lecturers is 3.58. The mean value denotes "agree" on the Likert scale used in the questionnaire. Based on the information given, it can be inferred that a bulk of the respondents believe that Marketing lecturers were using lecture as a teaching method.However; Lecture method has its own limitation as it can't usually provide evidence of students' understanding and knowledge and there is a possibility of the lecture method to induce passivity and compliance (Brown & Manogue, 2001).

As table 4.6 shows the mean value for the question asking if lecturers were used to solve case analysis questions in the class is 2.32. This value is nearly equal to 2.So, it represents the level of agreement "disagree" in the questionnaire. As per the analysis, greater than half of the respondents are against the statement that instructors were used to solve case analysis questions in the class to increase the understanding of the real world problem. Therefore; it can be inferred that graduates were not exposed to solving real world challenges which they may face in the

world. The case study method is one of the effective methods to achieve the practicalization of theoretical knowledge, because the case study method is a teaching method that enables students to acquire the knowledge and skills to deal with the problem they are working on and to produce information-based solutions in real life situations similar to the situations they are working with (Çakmak&Akgün, 2018).

Table 4.6 presents the discussion methods of Marketing lecturers were used in the class room to teach a course. This item has a mean value of 2.29 which is to some extent closer to “disagree” which takes the value “2” in the questionnaire arranged in a Likert scale. So, it can be inferred that more than half of the participants of this study are against the statement instructors were used different discussion methods to link graduatesto the concept. If so, graduates were receivers of information than processing what they received and the lecturer was the sole authority in the class (Abdulbaki, Suhaimi, Alsaqqaf&Jawad (2018). Discussionmethod allows establishing a rapport with students, stimulating their critical thinking and articulating ideas clearly (McKeachie&Svinicki, 2006 cited in (Abdulbaki , Suhaimi, Alsaqqaf&Jawad (2018)).The goal of a discussion is to get students to practical thinking about the course materialthrough relating with different contexts (Godswill, 2018). Consequently, according to the respondents, it can be concluded that as a result of not using discussion method in the class, the critical thinking ability and problem solving skills of graduates is not well made.

Table 4.6 above presents the experience of marketing lecturers in giving group works. The item has a mean value of 2.32 which is closer to 2 so it has the level of “disagree” in the questionnaire arranged in a Likert scale. So, it can be generalized that more than half of the participants of this study are against the statement instructors were used to give group works. So, for graduates the skill of working together/team working was not well developed before they leave.

Table 4.6 above shows that the mean value is 2.25. The mean value is nearly equivalent to “disagree” level of agreement in the questionnaire. From the analysis given, it shows that the significantly more than half of the respondents in this study are not in support of the statement that instructors were used to participate their graduatesduring discussion in the class. So, the teaching process was not interactive or learner centered teaching method. Participatory teaching increases the attractiveness a subject so that students are able to get the required knowledge from the specific course (Kucharkova and Tocharcikova, 2016). So, based on the finding it can be

concluded that lack of participatory learning adds its on influence for the lack of employability skills of Marketing graduates.

As it is indicated on table 4.6 the experience of Marketing lecturers in preparing workshops/seminars for more understanding of the course they used to give. The item has a mean value of 2.22 which is very closer to 2 so it has the level of “disagree” in the questionnaire arranged in a Likert scale. So, it can beinferred that larger than half of the participants of this study are against the statement instructors were used to prepare workshops. Hence, based on the finding, it can be generalized that there was no or little practicalization of a theory by Marketing lecturers. This adds its own consequence for the lack of practical skills of Marketing graduates.

As it is depicted ontable 4.6 above the experience of Marketing lecturers in taking their students to industries to have them the exposure to the practical market of their profession scored a mean value of 2.31 which is nearer to “2”which has the level of “disagree” in the questionnaire organized in a Likert scale. So, it can be concluded that the majority half of the participants of this study are contrary to the statement instructors were used to prepare industrial training.Industrial training increases the understanding of students concerning real business, enhancing the ability of the students to evaluate and assimilate classroom learning, acquiring a better understanding of the theoretical points introduced in the classroom, getting the opportunity to apply the knowledge acquired in the classroom to resolve real workplace issues, improving the students’ self-development and soft skills, and, ultimately, improving their subsequent academic performance (Knechel and Snowball, 1987; Lowe, 1965; English and Koeppen, 1993; Gabris and Mitchell, 1989; Krull et al., 2001; Fender and Watson, 2005; Beck et al., 2008; Paisey and Paisey, 2009; Cord et al., 2010; and Gizzard, 2011cited in Nor and Ismali, 2015).

4.8. Learning Resources

Descriptive Statistics			
Item	**N**	**Mean**	**Std. Deviation**
Availability of recent books	362	2.27	.709

Internet	362	2.36	.692
Library space	362	2.17	.677
Learning spaces	362	2.35	.690

Source: Own Survey, 2021

The above table depicts that the mean value of the participants of this study asked to show their level agreement for the availability of recent books. The mean value is nearly equivalent to "2" which represents disagree in the Likert scale. So, from the mean value it can be inferred that the majority of the respondents are against the statement that recent books were available. Though the researcher can't find evidence on the effect of availability of recent books on students' knowledge, it is believed that recent books incorporate emerging thoughts that can make students up-date on the knowledge related to their discipline.

As it is shown on table 4.6 above, the mean value for the participants' response is 2.36. This value is equivalent to "2" in the questionnaire and represents "disagree". So, from the mean value it can be generalized that the majority of the respondents in this study are contrary to the statement that there was enough internet connection as a learning resource. Availability of internet as a learning resource is important to access online books easily and internet has the potential to promote collaborative and cooperative learning (Irwin, Ball and Desbrow and Leveritt, 2012). Hence; according to the respondents, it can be inferred that they had no access to enough internet connection that may put its own influence to learn interactively.

Table 4.6 depicts that the mean value of the participants of this study asked to show their level agreement for the availability of enough library space. The mean value is 2.17 which is very closer to "2" that represents "disagree" in the Likert scale. Hence, from the value of the mean it can be generalized that higher than half of the respondents are not in support of the statement.Library space works as a central distribution and circulation platform for booksharing activities. Moreover; library as a physical space takes up an addition role of providing a comfortable, quiet and safe environment for self-regulated learning activities for people without the privilege of privacy at homeas verbal discussion is forbidden in most of the library spaces

(Li, Wu and Su, 2018). So, according to the respondents, lack of enough library space may made them no to spend their time by reading in a quiet and safe environment that helps to concentrate and which in turn affects the level of academic knowledge that they needed to get.

Table 4.6 aboveshows the mean value of the participants of this study asked to show their level of agreement for the availability of enough learning space. The mean value is 2.35 which is nearly equivalent to “2” that represents “disagree” in the Likert scale. Hence, from the analysis given it can be generalized that more than half of the participants are against of the statement. Learning and teaching are found to have a positive influence in encouraging and supporting active and collaborative modes of teaching and learning(Robertson, Baumann, Bilgin, Bulger,. Coutts, Engel, Giuriato, Gudlaugsdottir, Rigney, Tomossy(2012).

4.8 Employability Skills of Marketing Graduates

Descriptive Statistics			
Item	**N**	**Mean**	**Std. Deviation**
Numeracy skills	362	2.01	.666
Communication skill	362	2.13	.674
Problem solving skill	362	2.03	.717
Team working skill	362	2.12	.704
Self-management skill	362	1.99	.678
Using technology skills	362	2.02	.704
Experiential learning skill	362	2.16	.719
Planning and organizing skills	362	1.96	.671
Initiative and enterprise skills	362	1.99	.727

Source: Own Survey, 2021

Table 4.6 above shows the mean value of the participants of this study asked to show their level agreement for the level of numeracy skills Marketing graduates have. The mean value is 2.01 which is almost equivalent to “2” that represents “disagree” in the Likert scale. Hence, from the

given analysis it can be generalized that more than half of the participants agree that Marketing graduates' lack the required numeracy skills.

The table above shows the mean value of the participants of this study questioned to show their level agreement for the level of communication skills Marketing graduates have. The mean value is 2.13 which is almost equivalent to "2" that shows "disagree" in the questionnaire. Hence, based on the information given ahead, it can be concluded that more than half of the participants agree that Marketing graduates' lack the required communication skills.

The table on the top depicts the mean value of the stated item. The mean value is 2.03 which is almost equivalent to "2" that shows "disagree" in the questionnaire. Hence, based on the information given before, it can be generalized that greater than half of the participants are against the statement that Marketing graduates' have the required problem-solving skills.

Table 4.8. on the top depicts the mean value for the item listed in the table. The mean value is 2.12 which is practically equivalent to "2" that represents "disagree" in the questionnaire. Hence, based on the information given before, it can be generalized that majority of the participants agree that Marketing graduates' lack the required team-working skills.

Table 4.8 shows the mean value for the item put in the table. The mean value is 1.99 which is practically equivalent to "2" that represents "disagree" in the questionnaire. Hence, based on the analysis presented, it can be said that most of the participants in this study disagree that Marketing graduates' have the required self-management skills.

The table above shows that the mean value for the item questioned for the participants in this study is 2.02 which is practically equivalent to "2" that shows "disagree" in the questionnaire. Hence, based on the analysis given ahead, it can be generalized that most of the participants in this study disagree that Marketing graduates' have the required skills to use technology.

The table above shows that the mean value for the item questioned for the participants in this study is 2.16 which is almost equivalent to "2" that shows "disagree" in the questionnaire. Hence, based on the analysis given ahead, it can be concluded that most of the participants in this study agree that Marketing graduates' lack the required skills to experiential learning skills.

The table above shows the mean value for the item in the table questioned for the participants in this study is 1.96 which is closer to “2” that shows “disagree” in the questionnaire. So, based on the analysis said, it can be inferred that most of the participants in this study agree that Marketing graduates’ lack the required skills to planning and organizing skills.

The table above shows the mean value for the item in the table questioned for the participants in this study is 1.99 which is closer to “2” that shows “disagree” in the questionnaire. So, based on the analysis said, it can be inferred that most of the participants in this study disagree that Marketing graduates’ have the required skills to initiative and enterprise skills.

4.3.3. Overall Descriptive Statistics

4.9 Grand Mean for the Dependent and Independent Variables

Descriptive Statistics			
	N	**Mean**	**Std. Deviation**
Lecturers’ Quality	362	2.2918	.40473
Methods of Teaching	362	2.4680	.52548
Learning Resources	362	2.2859	.55020
Employability Skills	362	2.0451	.42707
Valid N (list wise)	362		

Source: Own Survey, 2021

The above table shows that overall the grand mean for lecturers’ quality is 2.29. This value is closer to “2” that represents “disagree” in the questionnaire. So, from the grand mean value it can be concluded that the majority of the respondents agree the dimensions used can’t represent the quality of lecturers’.

With regard to the methods of teaching, though the grand mean value is far closer to “disagree”, it can be said that a considerable number of the respondent are against on the methods of teaching adopted by Marketing lecturers’. Hence, it can be said that the methods of teaching used by the lecturers were not able transfer the required knowledge and skills.

Learning resource has a mean value of 2.28 which closer to “2” that represents “disagree” in questionnaire. So it can be said that more than half of the respondents agree that there is lack of learning resources.

The mean value for the dependent variable i.e. Employability Skills is 2.04 which is almost equal to “2” that symbolizes “disagree” in the questionnaire. So, based on the mean value it can be concluded that the majority of the respondents in this agree that Marketing graduates lack the required employability skill to get a job done.

4.4. Inferential Statistics

4.4.1.Correlation Analysis

Correlation is a measure of monotonic (linear) association between two variables. A monotonic (linear) relationship between two variables is a one in which either as the value of one variable increases so does the value of the other value; or as the value of one variable increases, the value of the other variable decreases. So, the change in the magnitude of one variable is associated with a change in the magnitude of another variable either in the same or in the opposite direction (Schober, Boer and Schewarte, 2018). Hence; if two variables move in the same direction it is shows that the two variables have direct or positive relationship whereas if they move in opposite direction it is shows that the two variables have inverse or negative relationship.

The range for the correlation coefficient is from -1 to +1.A perfect correlation of –1 or +1 means that all the data points lie exactly on the straight line, which a researcher expects and correlation coefficient of 0 tells two variables have no relationship (Schober, Boer and Schewarte, 2018).

Conventional Approach to Interpreting a Correlation Coefficient

Absolute Magnitude of the Observed Correlation	**Coefficient Interpretation**
0.00–0.10	Negligible correlation
0.10–0.39	Weak correlation
0.40–0.69	Moderate correlation

0.70–0.89	Strong correlation
0.90–1.00	Very strong correlation

Source: Schober, Boer and Schewarte, 2018

4.10. Pearson Correlation of the Variables

Correlations					
		Lecturers' Quality	**Methods of Teaching**	**Learning Resources**	**Employability Skills**
Lecturers' Quality	**Pearson Correlation**	1	.505**	.403**	.655**
	Sig. (2-tailed)		.000	.000	.000
	N	362	362	362	362
Methods of Teaching	**Pearson Correlation**	.505**	1	.551**	.778**
	Sig. (2-tailed)	.000		.000	.000
	N	362	362	362	362
Learning Resources	Pearson Correlation	.403**	.551**	1	.681**
	Sig. (2-tailed)	.000	.000		.000
	N	362	362	362	362
Employability Skills	Pearson Correlation	.655**	.778**	.681**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	362	362	362	362
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: Own Survey, 2021

The above table shows that quality of Marketing lecturers' has a positive and moderate relationship with employability skills with the value 0.655 whereas methods of teaching and employability skills have a positive and strong relationship with a correlation coefficient of 0.778 and learning resources has a moderate and positive relationship with employability skills of Marketing graduates. Generally, it can be concluded that all the independent variables of the study have a positive relationship with the dependent variable.

4.5. Multiple Regression Analysis

Multiple regression analysis refers to a set of techniques for studying the straight-line relationships among two or more variables.In order to conduct multiple regression analysis there need to be sufficiently large sample size, variables of the study need to vary, dependent variable must be scale type (interval or ratio scaled) and no or little collinearity among the independentvariables (Sarstedt and Mooi, 2014). In order to conduct a regression analysis, the researcher is required to determine the variables to be included and decide on how the model is assumed.

According to Sarstedt and Mooi (2014), In order to get valid results in regression analysis, test assumptions are made. These are:

1. The regression model can be expressed in a linear way
2. The expected mean error of the regression model is zero
3. The variance of the errors is constant (homoscedasticity)
4. The errors are independent (no autocorrelation) and an optional
5. The errors need to be approximately normally distributed

4.6.Testing the Assumptions for Multiple Regression

Before conducting the regression analysis, testing whether the assumptions made are met or is needed. This is necessary to confirm that the obtained data can truly represent the sample and

that researcher has obtained the best results (Hair, Anderson,William&Tatham, 1998 discussed in Semira, 2019).

4.6.1. Multicollinearity Test

Multicollinearity occurs when the multiple linear regression analysis includes several variables that are significantly correlated not only with the dependent variable but also to each other. Multicollinearity makes some of the significant variables under study to be statistically insignificant(Shrestha, 2020). Moreover, when independent variables have found to have multicollinear relationship, there will be sharing of predictive power (Pedhajur,1997 mentioned in Shrestha, 2020).

Multicollinearity relationship among the independent variables may lead to paradoxical effect. This means that the model fits the data well, even though none of the independent variables have a statistically significant impact on the dependent variable. This happens because independent variables are highly correlated and they both convey essentially the same information. In this case, neither may contribute significantly to the model after the other one is included. But together they contribute a lot. If both variables are removed from the model, the fit would be much worse. So the overall model fits the data well, but no independent variable makes a significant contribution when it is added to the model (Bhar.2018).

In this study in order to detect whether a multicollinearity problem is there between independent variables, Tolerance and Variance Inflation Factor are used. When the correlation changes from 0 (or when additional variables are added), the value of the VIF increases, and the value of the standard error of the regression parameter increases with the square root of the VIF. The reciprocal of the VIF is called the tolerance. It is equal to $1 - R^2 j$, where each predictor is regressed on all of the other predictors in the analysis. A rule of thumb that is sometimes given for the tolerance and the VIF, the tolerance should not be less than 0.1 and the VIF should not be greater than 10 (Miles, 2005).

4.11.Multicollinearity

Coefficients			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Lecturers' Quality	.723	1.384
	Methods of Teaching	.601	1.664
	Learning Resources	.675	1.481
a. Dependent Variable: Employability Skills			

The table above shows that the tolerance level for all the independent variables used in the study is less not less than the cut off line i.e .0.1. Similarly, the VIF for quality of lecturers', methods of teaching and learning resources is below the cut off line too. So, it is observed that there is no multicollinearity problem among the independent variables of this study.

4.6.2. Homoscedasticity Test for the Error Terms

Homoscedasticity, or homogeneity of variances, is an assumption of equal or similar variances in different groups being compared.So, to confirm the assumption for the relationship between independent variable and dependent variable, the variance of dependent variable values must be equal at each value of independent variables (Hair, Black, Babin, and Andersong, 2010).

Homoscedasticity describes a situation in which the error term (that is, the "noise" or random disturbance in the relationship between the independent variables and the dependent variable) is the same across all values of the independent variables. Heteroscedasticity (the violation of homoscedasticity) is present when the size of the error term differs across values of an independent variable. The impact of violating the assumption of homoscedasticity is a matter of degree, increasing as heteroscedasticity increases (Statistics Solution, 2013).

The scatter plot on the graph should show a fairly even rectangular shape along its length. If there is homoscedasticity means the residuals (the difference between the values of the observed

and predicted dependent variable)are normally distributed and the residuals have constant variance (Statistics, 2013).

In this study, the graph (see the appendix) depicts that the responses are concentrated in around similar area but with insignificant outliers. This shows that errors have constant variance.

4.6.3. Normality Test

A normality test is used to determine whether sample data has been drawn from a normally distributed population (within some tolerance).The values that are assumed to be normally distributed are the means across samples. The Assumption of Normality claims that the sampling distribution of the mean is normal or that the distribution of means across samples is normal.Normality refers to the shape of a normal distribution of the metric variable (Mordkoff, 2016). In this study, skewness and kurtosis are used to test the normality of the data.

Skewness and kurtosis are measures of shape data distribution. Skewness is the measure of lack of symmetry. A distribution is symmetric if the right side of the distribution is similar to the left side of the distribution. Symmetric data has skewness which is equal to 0. If the value for skewness is greater than 0, so it is said that the distribution is right-skewed whereas if its value is less than 0 it is called left-skewed. Kurtosis is the measure of the peakedness of the distribution. It tells whether the distribution is taller or shorter than the normal distribution. If the value of the kurtosis is 0, then the data is said to be distributed normally. Kurtosis value greater than 0 shows that the distribution is taller the normal and kurtosis value less than 0 states that data is flatter than the normal distribution ((Hair, Black, Babin, and Andersong, 2010).).

The most commonly used critical values for skewness and kurtosis are ±2.58 (.01 significance level) and ±1.96 respectively which corresponds to a .05 error level. With these simple tests, the researcher can easily assess the degree to which the skewness and peakedness of the distribution vary from the normal distribution.

4.12. Normality Test

Descriptive Statistics					
	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Lecturers' Quality	362	-.204	.128	-.878	.256
Methods of Teaching	362	-.426	.128	-.893	.256
Learning Resources	362	-.412	.128	-.974	.256
Employability Skills	362	-.049	.128	-.996	.256
Valid N (listwise)	362				

Source: Own Survey, 2021

Based on the table above it is indicated that the skewness values for both the independent variables and dependent variable are negative, it is observed that distribution for the data set used in this study is slightly skewed to the left. With regard to kurtosis values, since all the aforementioned variables have values negative values too, it is indicated that data has a flatter

distribution. Generally, the normality test shows that the calculated values for kurtosis and skewness fall within acceptable range.

4.7.Multiple Linear Regression Analysis Results

Multiple regression analysis is conducted to determine the predicting power of the independent variables(quality of lecturers, methods of teaching and learning resources)over the dependent or outcome or criterion variable (employability skills). Additionally, the analysis helps to identify the direct effect of the independent variables on the dependent one and to figure out the most influencing independent variable among the used ones. Hypotheses were also tested using the regression analysis. In this study the significance level is 0.05 with 95% confidence.

4.7.1. Model Specification

Model specification is the process of determining which independent variables to include and exclude from a regression equation. It helps to determine the mathematical relationship of the dependent and independent variables. Hence; the model specification for this study is presented below:

$Y=\alpha+\beta1X1+\beta2X2+\beta3X3+E$

$ES=\alpha+\beta1X1+\beta2X2+\beta3X3+E$

$ES=\alpha+\beta1QL+\beta2TM+\beta3LR+$

Where:

ES=Employability skill/predicteddependent variable

α= the constant

β=the coefficient of each independent/predictor variable

QL=Quality of Lecturers'/ value of the predictor coefficient

TM=Teaching Methods/value of the predictor coefficient

LR=Learning Resource/value of the predictor coefficient

= the error term

4.13.Regression

Model Summary					
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**Durbin-Watson**
1	.873[a]	.762	.760	.20923	1.974
a. Predictors: (Constant), Learning Resources, Teachers' Quality , Methods of Teaching					
b. Dependent Variable: Employability Skills					

The model in the table aboveexplains how much of the variance in the measurement of Marketing graduates' employability skills is explained by the underlying independent variables. The value of R indicates the multiple correlation coefficient between the independent and the dependent variables. R value from 0 to 1 shows a larger correlation and 1 represents an equation that perfectly predicts the observed value(Pedhazur,1982).

The value R=0.873shows that the linear combination of the independent variables (quality of lecturers', methods of teaching and learning resources) strongly predict the outcome variable Marketing graduates employability skills. According to Pedhazur (1982), R^2 is a measure of how much of the variability in the criterion/dependent variable is contributed by the predictors. On the table it is shown that R^2=0.762. The figure tells that the linear combination of the independent/predictor variables explains 76.2% of the variance in the employability skills of Marketing graduates' and the remaining 23.8% is explained by other variables (extraneous variables) which are not included in this study.

The adjusted R^2 also gives additional signal on how well the model result can be generalizable (Pedhazur, 1982). For the model result to be generalizable, its value is required to be the same or

very closer to the value of $R^{2.}$ It adjusts the value of R^2 to more precisely to characterize the target population under study (Pedhazur, 1982)(Pedhazur, 1982). In the model shown above, R^2 and adjusted R^2 (0.762-0.760=0.002) i.e 0.2%. This difference means that if model was derived from a population other than sample included in this study, the result will be altered by 0.2%.

4.14. ANOVA

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50.171	3	16.724	382.024	.000[b]
	Residual	15.672	358	.044		
	Total	65.843	361			
a. Dependent Variable: Employability Skills						
b. Predictors: (Constant), Learning Resources, Teachers' Quality , Methods of Teaching						

According to Pedhazur (1982), ANOVA test of F statistics shows the degree to which the regression model fits the data. If the F-statistics is large and the significance level less than 0.05 then the alternative hypotheses which state the relationship between the independent variable and dependent variable will be accepted. As it is shown on above table the value for the F-statistics is 382.024 at 1% significance level. So, all the alternative hypotheses have passed the test and it is identified that there is relationship between the independent (lecturers' quality, methods of teaching and learning resources) and dependent (employability skills of Marketing graduates') variables.

4.15. Coefficient of Regression Equation

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.144	.069		-2.096	.037
	Teachers' Quality	.317	.032	.301	9.914	.000

	Methods of Teaching	.370	.027	.455	13.692	.000
	Learning Resources	.240	.024	.309	9.855	.000
a. Dependent Variable: Employability Skills						

$Y=\alpha+ \beta1X1 + \beta2X2+ \beta3X3+\varepsilon$

ES = -0.144 + 0.317**TQ** + 0.370**MT** + 0.240**LR**+ε

As it is indicated in the above table, all the three independent variables (quality of lecturers', methods of teaching and learning resources) used in this study have a positive relationship with the dependent/outcome variable (employability skills) since the β values are all positive with lecturers quality got β=0.317, for methods of teaching β=0.370 and for learning resources β=0.240.

All the three predicator variables are found to be a significant predictor of level of employability skills of Marketing graduates' since the sig. value < 0.05 for all the independent variables and the value for all the coefficients of the independent variables is positive. Among the independent variables used in this study, methods of teaching β=0.370 which is the highest of the rest two independent variables. So, it is indicated that methods of teaching is the most influencing variable followed by quality of lecturers with β=0.317 and the last is learning resources with β=0.240.

From the above information, keeping methods of teaching and learning resources constant, a one unit increase in quality of lecturers' increases employability skills of Marketing graduates' by 31.7%. By keeping the level of quality of lecturers' and learning resource constant, a one unit increase in methods of teaching marketing courses increases the level of employability skills of marketing graduates' by 37%. Finally, by keeping the level of quality of Marketing lecturers' and the methods of teaching constant, a one unit increase on the availability of learning resources increases the level of employability skills of Marketing graduates by 24%.

4.16.Hypothesis Testing

A hypothesis is a statement of the researcher's expectation or prediction about relationship among study variables. The research process begins and ends with the hypothesis. It is core to the entire procedure and, therefore, is of the utmost importance. Hypothesis is nothing but the heat of the research(Dyanand, 2018). The null hypothesis predicts that there will be no relationship between the dependent and the independent variables while the alternative hypothesis states that there is a relationship between the two groups of variables. With the help of statistical tests, the researcher is expected to decide on which of the hypotheses to reject or accept.

4.16.Testing the Hypotheses of the Study

Hypothesis	Result	Reason
H1: Quality of Marketing lecturers' influences employability skills of Marketing graduates'.	Supported	β=0.317 Sig=0.000
H2: Methods of teaching influences employability skills of Marketing graduates'.	Supported	β =0.370 Sig=0.000
H3: Learning resources influence employability skills of Marketing graduates'.	Supported	β =0.240 Sig=0.000

4.17. Discussion of the Findings

With reference to the data analysis, of all the independent variables used in the study,methods of teaching is found to be the most influential variable. Next to methods of teaching, quality of Marketing lecturers' is the second determinant variable followed by availability of learning resources. This finding is in line with findings of Godswill (2018) and Adunola, (2011).

Godswill (2018), found that methods of teaching is the most predictor variable that determines the level of synergy between Marketing theory and practice. Similarly graduatesbelieve that quality education is characterized by the quality or methods of teaching (Dicker, Garcia, Kelley and Mulrooney, 2018). Adunola, 2011 as cited in Kumar (2017), asserted that poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learner. Similarly, Berry, Daughtrey&Wieder (2010) studied and asserted that the teaching quality gap explains much of the student achievement gap because teachers' knowledge is a key factor in teacher professionalism and determines student outcomes (Sonia, 2014).

However; based on the findings of the study, the most applied teaching method is classroom lecture. This finding is also supported by (Anbessa, 2018) who studied methods of teaching in Ethiopian higher education institutions. Lecture method is complained for being it is a a passive method of teaching/teacher centered and doesn't allow students to ask questions, it transfers the same content at the same pace and provides a teacher's interpretation only on the subject matter. In teacher centered approach graduatessimply obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 1999).

The purpose of teaching at any level is to bring a fundamental change in the learner (Ambelu and Gerbregzhabher, 2011). Consequently, for higher education institutions to make their products fit their purpose with the labor market requirements (knowledge and skills), lecturers are required to adopt different methods of teaching so thatgraduates can be made in accordance with the needs and wants of the employers.

Quality of lecturers' is also found to have a positive relationship with the employability skills of Marketing graduates. The finding is supported by Mustefa (2017). In his study he identified that commitment to teaching is a crucial factor to contribute to the achievement of students.Luntanya (2014) as mentioned in Godswill (2018) confirmed that quality of education cannot exceed the quality of its teachers. Higgin (2015) also observed that graduatesplaced with high-performing teachers are found to have a progress three times as fast as those placed with low-performing teachers.Teachers' commitment is an internal force that drives teachers to show enhanced job performance (Tsui & Cheng, 1999 cited in Mustafa, 2017). Teachers' quality is associated with

creating an effective learning environment in which graduatesenhance their abilities for greater achievement (Mustafa, 2017).

The third independent variable i.e availability of learning resources is also positively associated with employability skills of Marketing graduates'. This finding is in line with the findings of Godswill (2018), Higgin (2015) and Kamaraddin and Kamarazaman (2001) who studied the effect of learning resources. In their study they identified that learning resources have a strong and positive influence of on students' knowledge. Internet is a very important resource to make available books online which is another learning resource. Internet as a learning resource has the potential to promote collaborative and cooperative learning (Irwin, Ball and Desbrow and Leveritt, 2012).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains summary of the major findings, conclusions which are drawn out from the major findings, recommendations based on the results of the study to suggest possible solutions for the problems identified and direction for future research.

5.1.Summary of the Major Findings

The study has the following major findings:

- ✓ Quality of Marketing lecturers' is represented by their subject matter knowledge however; all the other dimensions used to measure lecturers' quality have lower mean values.
- ✓ With regard to the methods of teaching,nearly half of the respondents neither agree nor disagree that the methods of teaching that Marketing teachers were using can be represented by the dimensions used.
- ✓ More than half of the respondents in this study agree that there is lack of learning resources.

- ✓ Majority of the respondents (employers) in this study agree that Marketing graduates lack the required employability skills to get a job done.
- ✓ Quality of lecturers' has a positive and moderate effect on the employability skills of Marketing graduates'. Quality of lecturers is the second predictor variable of level of employability skills of Marketing graduates. Keeping other independent variables used in this study constant, a unit increase in the quality of lecturers' increases the level of employability skills of Marketing graduates by 31.7%. According to half of the respondents, lecturers have received better point on their subject matter knowledge.
- ✓ Methods of teaching are found to have a strong and positive influence on Marketing graduates' employability skills. It is identified that, among the independent variables which are used in the study, methods of teaching are the most predictor. Keeping other independent variables constant, a unit increase in methods of teaching increases level of employability skills of Marketing graduates' by 37%. It is found that the most used method of teaching is classroom lecture.
- ✓ Availability of learning resources is the third influential independent variable. Based on the findings of the study, learning resources also have a moderate and positive influence on Marketing graduates' employability skills and it is the third influential variable. Keeping other independent employed in this study constant, a unit increase on the availability of learning resources increases level of employability of Marketing lecturers by 24%.
- ✓ Most of the employers' participated in this study agree that Marketing graduates' lack the required employability skills to get a job done. Marketing graduates have received better evaluation on their numeracy skills.
- ✓ Finally, graduates as products are found to lack the required product specifications needed to make them fit for their purpose.

5.2.Conclusions

Based on the research findings, the following conclusions are drawn:

- ✓ Lecturers' quality is found to be characterized by subject matter knowledge. Lacking to be committed, punctual, attendant and unable to be a role model affects the knowledge and behavioral values to be transferred to students.

- ✓ Since class room lecture is the most used teaching method, it is concluded that the teaching method that lecturers were adopted is better represented by class room lecture. The teaching method adopted by Marketing lecturers' were teacher centered since the most frequently used teaching methods is class room lecture which is complained most of the time for being passive. So, students were less involved in the learning process which then affects the understandings of students.

- ✓ With regard to the availability of learning resources, it can be concluded that there is lack of learning resources which in turn affects the level of knowledge that must be obtained as a result of interactive and collaborative learning.

- ✓ Quality of lecturers' has a positive and moderate effect on the employability skills of Marketing graduates' and is the second predictor variable of level of employability skills of Marketing graduates. So, improvement on quality of lecturers' will increase the employability skills of Marketing graduates'.

- ✓ Since methods of teaching is the most predictor,adopting the different methods of teaching used in this study increases level of employability skills particularly the practical skills of Marketing graduates' better than that of quality of Marketing lecturers'.

- ✓ There is lack of learning resources so, increasing the availability of learning resources increases collaborative and interactive teaching and helps students to get up to date knowledge.

- ✓ Graduates as products lack the required product specifications needed to make them fit for their purpose and meet the changing needs and wants of the labor market.

5.3.Recommendations

Based on the findings and conclusions of the study, the researcher recommends and suggests the following:

- ✓ Higher education institutions are required to motivate lecturers to be committed, punctual and be a good role model for their students. Universities should provide adequate chances for career development so that lecturers can equip themselves with up to date knowledge. It is known that, currently as a result of the expansion of higher education institutions in Ethiopia, lecturers have more teaching loads (Tessema (2009) cited in Nigussie and Mulugeta (2018) which in turn affects their commitment, punctuality and attendance to manage a course properly.

- ✓ Higher education institutions are required to adopt a Problem-based learning. Problem-based learning is required to make fit university products/graduates for their purpose. According to Hmelo-Silver (2004), problem-based learning (PBL) is an instructional method in which graduates learn through facilitated problem solving. In PBL, student learning centers on a complex problem that does not have a single correct answer. Graduates work in collaborative groups to identify what they need to learn in order to solve a problem. They engage in self-directed learning (SDL) and then apply their new knowledge to the problem and reflect on what they learned and the effectiveness of the strategies employed. The teacher acts to facilitate the learning process rather than to provide knowledge. The goals of PBL include helping graduates develop 1) flexible knowledge, 2) effective problem-solving skills, 3) self-directed learning skills, 4) effective collaboration skills, and 5) intrinsic/inherent motivation.To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives because teaching methods are the pipe through which the knowledge and skills of the lecturers can be transferred to students.

- ✓ Learning resources specially, the internet is an important factor to facilitate the teaching leaning through collaborative learning and by helping to make available books online (Shin, 1997). Recent books are needed to understand the contemporary issues in the field of study. Enough library space is needed as a library is the only silent place in a university compound where graduates can collect their attention to read.

- ✓ With regard to employability skills of Marketing graduates, the above recommendations are required to be implemented in order to increase fitness of the graduates for their

purpose. So, the producers i.e higher education institutions need to redesign their product specifications to meet the changing needs of the labor market.

- ✓ As understanding the market place needs and wants is the first step in the marketing process (Kotler and Armstrong, 2009), in order for these producers (higher education institutions) to meet the needs of the labor market, they need to assess employers' demand i.e. the knowledge and skills needed to be incorporated in their products (graduates) as a product requirement/specification. One of the primary objectives of higher education foundation is to produce graduates by persistently adjusting to the necessities of an exceedingly changing labor market (Haile, Zeleke, Petros, Sifelig and Aragaw, 2019).
- ✓ The researcher believes that ongoing graduate (un)employability tracer study shall be done by MoSHE (Ministry of Science and Higher Education)which is the responsible body to ensure whether the knowledge and skills being provided by both government and private higher educations institutionsare inline with the needs and wants of the employers.
- ✓ As quality education is an indicator for an institution's ability to provide tertiary education for the society besides being an instrument for the nation's economic growth (Anis, Abdulah and Islam, 2014). So, higher education institutions in Ethiopia are required to reconsider their stakeholder orientation.

5.4.Directions for Future Research

Despite the limitations of this research, the researcher believes that this study will encourage future studies on the view of student-product perspective of higher education institutions. Additionally, future researchers shall go on the topic through mixed methods of approach to incorporate the views of marketing educators and the different stakeholders in the education system so that the finding will be conclusive.

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Addis Ababa University

School of Commerce Department of Marketing Management

Questionnaire to be filled by Marketing Graduates

Dear Participant,

This questionnaire is intended to conduct a research for partial fulfillment of the requirements of MA in Marketing Management. The purpose of this study is to examine the effect of quality of Marketing education on Marketing graduates' employability skills. Any information provided by you is for academic purposes only and all responses would be treated with the strictest of confidence. I would much appreciate it, if you could kindly take a little of your time to complete the attached questions. You are not required to write your name, from where you graduated and where you are currently working. This is done to get your unbiased responses for the items listed. Your honest and precise responses will make the study more valuable.

Thank you for your kind participation.

Part I. Demographic Characteristics of the Respondents

For each question in this section, please put a tick mark (✓) in the box next to the answer you choose.

1. Please point to your age group.

a. 24-30 ☐

b. 31 – 35 ☐

c. 46 – 49 ☐

d. 50 and over ☐

2. Please state your highest qualification obtained.

a. First Degree ☐

c. Second Degree ☐

c. If other, please specify_____

3. Please confirm your gender

a. Male ☐ b. Female ☐

4. Please specify how long you have been working for this company.

a. 1-2 ☐

b. 3-5 ☐

c. 6-10 years ☐

d. > 10 years ☐

Part II. Questions related to the basic research questions.

Instruction: Please respond to each item by circling in the box relating to the level of your agreement.

Strongly Disagree=1 Disagree=2 Neutral=3 Agree=4 Strongly Agree=5

Lecturers' Quality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Instructors had the subject matter knowledge to teach the courses they were assigned					
Instructors had the abilities to solve critical thinking questions					
Instructors had the abilities to solve questions that need creative thinking					
Instructors had the commitment/dedication to finish each course's content properly					
Instructors were punctual to enter class					
Instructors were used to come to class regularly					
Instructors met deadlines to finish while teaching courses					
Instructors were a good role model for me today in the work place					
Methods of Teaching	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Instructors used classroom lectures most of the time					
Instructors used to solve case analysis questionsin the class to give know how of the real world problem					
Instructors used different discussion methods to link students to the concept					
Instructors used to give group works					
Instructors used to participate their students in the class					
Instructors used to prepare seminars/workshop tours for more					

understanding of a course					
Instructors used to prepare high industrial training for a better understanding if the course required to do so					
Learning Resources	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Recent books were available to up-date contemporary concepts					
There was enough library space					
There was enough internet connection to support the teaching learning system					
Enough learning spaces were available to discuss with friends whenever there we need to have group discussions					

Addis Ababa University

School of Commerce Department of Marketing Management

Questionnaire to be filled by Employers

Dear Participant,

This questionnaire is intended to conduct a research for partial fulfillment of the requirements of MA in Marketing Management. The purpose of this study is to measure Marketing graduates employability skills. Any information provided by you is for academic purposes only and all responses would be treated with the strictest of confidence. I would much appreciate it, if you could kindly take a little of your time to complete the questionnaire. You are not required to mention your name and organization. Your honest and precise responses will make the study more valuable.

Thank you for your kind participation.

Strongly Agree=5 Agree=4 Neutral=3 Disagree=2 Strongly Disagree=1

Employability Skills	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Marketing graduates' have the required numeracy skills					
Marketing graduates' have the required communication skills					
Marketing graduates' have the required problem-solving skills					
Marketing graduates' have the required team-working skills					
Marketing graduates' have the required self-management skill					
Marketing graduates' have the knowledge for using technology to get a job done					
Marketing graduates' have the required experiential learning skills					
Marketing graduates' have the required planning and organizing skills					
Marketing graduates' have the required initiative and enterprise skillsto get a job done					

አዲስአበባዮኒቨርሲቲ

የንግድሥራትምህርትቤት

ማርኬቲንግማኔጅመንትዲፓርትመንት

በቀጣሪዎችየሚሞላመጠይቅ

ውድተሳታፊ

ይህመጠይቅበማርኬቲንግማኔጅመንትትምህርትክፍልየማስተርስ (MA) መስፈርቶችንበከፊልለማሟላትምርምርለማረግየታሰበነው።የዚህጥናትዓላማየግብይትተመራቂዎች ንየሥራችሎታለመለካትሲሆንበእርስዎየሚሰጠውማንኛውምመረጃለጥናታዊፅሑፍብቻየሚውልሲ ሆንሁሉምምላሾችበጥብቅእምነትይጠበቃሉ።መጠይቁንለማጠናቀቅትንሽጊዜዎንበደግነትቢወስዱበ ጣምአደንቃለሁ።ስምዎንእናየሚሰሩበትንመስሪያቤትስምመጥቀስአይጠበቅብዎትም።ትክክለኛእናአ ጭርመልስዎጥናቱንየበለጠዋጋያለውያደርገዋል።

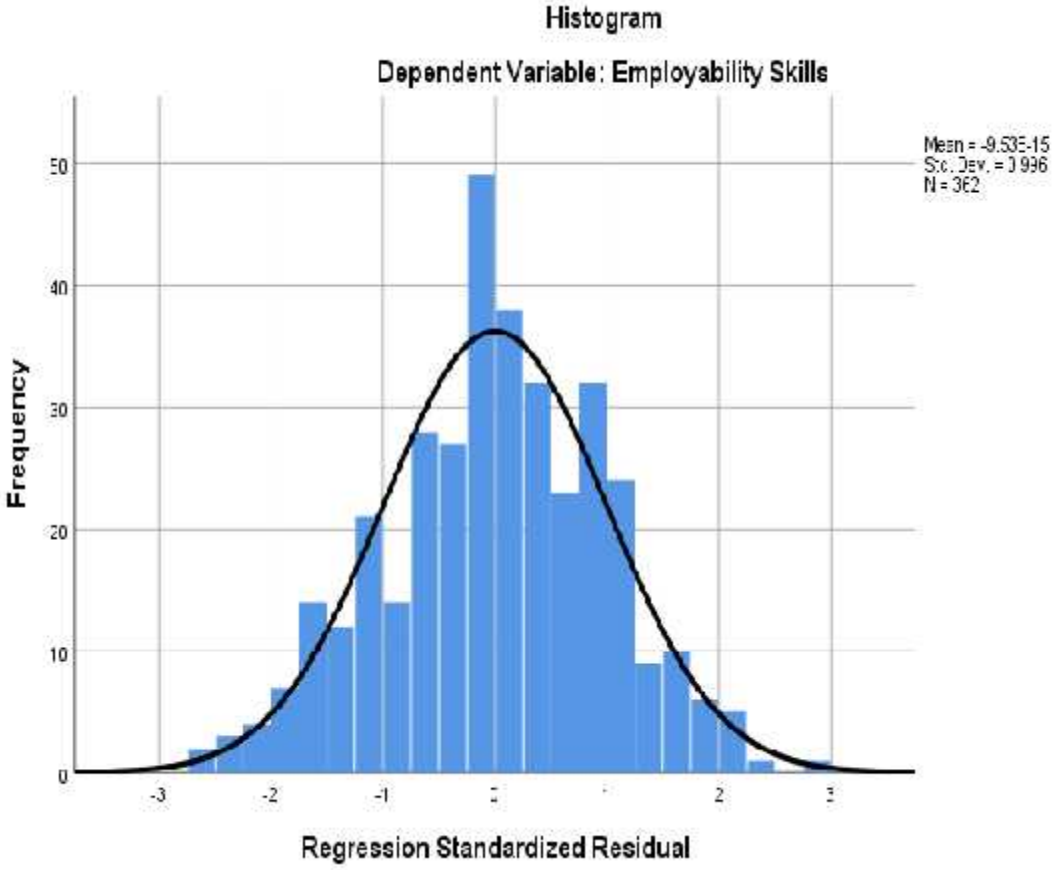
ስለመልካምተሳትፎዎአመሰግናለሁ።

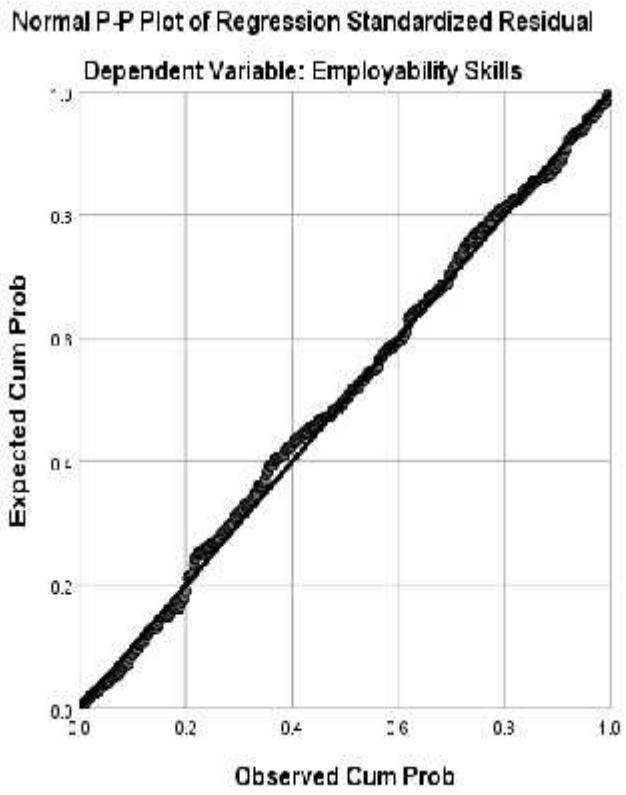
በጣምእስማማለሁ=5 እስማማለሁ=4 ገለልተኛ=3 አልስማማም=2 በጣምአልስማማም=1

	የሥራተቀጣሪነትችሎታ	በጣምእስማማለሁ	እስማማለሁ	ገለልተኛ	አልስማማም	በጣምአልስማማም
1	የግብይትተመራቂዎችየሚፈለገውንየቁጥርችሎታአላቸው።					
2	የግብይትተመራቂዎችየሚፈለገውንየግንኙነትችሎታአላቸው።					
3	የግብይትተመራቂዎችአስፈላጊውንየችግርአፈታትችሎታአላቸው።					
4	የግብይትተመራቂዎችየሚፈለገውንበቡድንየመስራትችሎታአላቸው።					
5	የግብይትተመራቂዎችየሚ					

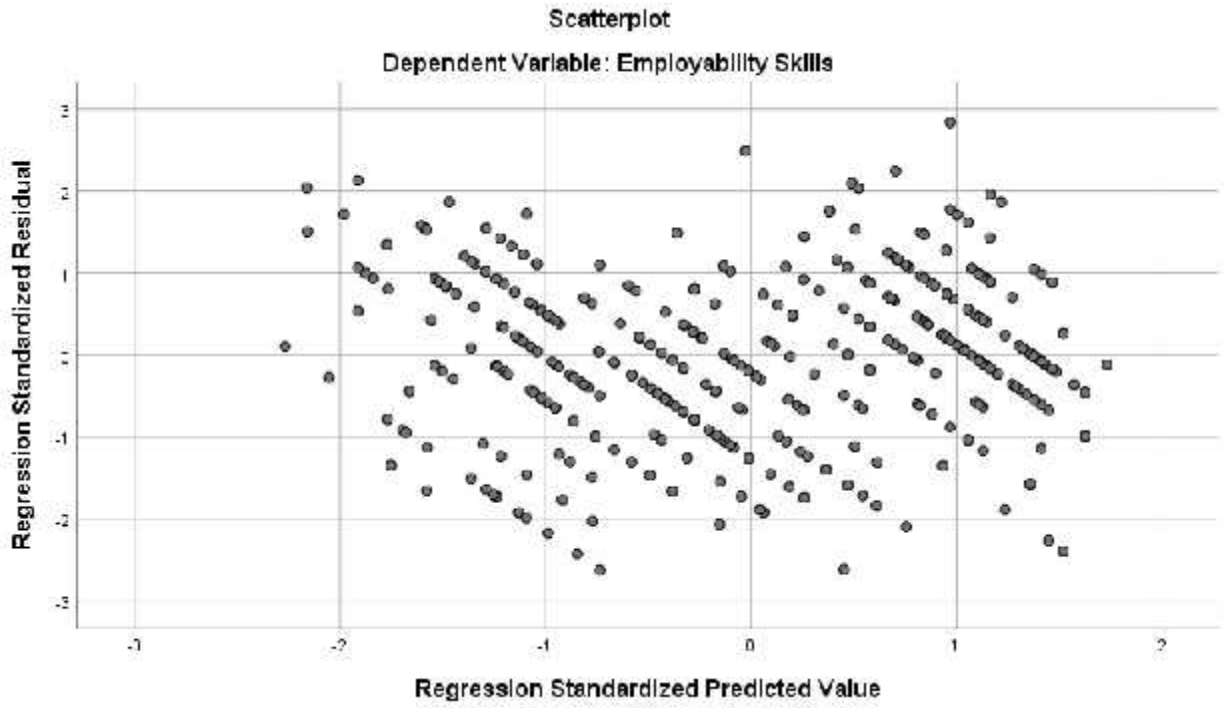
	ፈለገውንራስንበራስየማስተዳደርችሎታአላቸው።					
6	የግብይትተመራቂዎችሥራንለማከናወንቴክኖሎጂንየመጠቀምዕውቀትአላቸው።					
7	የግብይትተመራቂዎችከልምድየመማርችሎታአላቸው።					
8	የግብይትተመራቂዎችየሚፈለገውንየእቅድየማውጣትእናየማደራጀትችሎታአላቸው።					
9	የግብይትተመራቂዎችሥራንለማከናወንየሚፈለገውንተነሳሽነትእናየድርጅትችሎታአላቸው።					

APPENDICES


Histogram
Dependent Variable: Employability Skills
Mean = -9.53E-15
Std. Dev. = 0.996
N = 362
Frequency
50
40
30
20
10
0
-3
-2
-1
0
1
2
3
Regression Standardized Residual



Homoscedasticity


Scatterplot
Dependent Variable: Employability Skills
Regression Standardized Residual
Regression Standardized Predicted Value
-3
-2
-1
0
1
2