A Project Paper on

The Success of Post-Graduate Programs at Addis Ababa University: The Case of MBA

Submitted in partial fulfillment to the requirements of Master in Business Administration

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Statement of Approval

This is to certify that Ato Ephrem Admassu has completed a research paper entitled **"The Success of Post-Graduate Programs at Addis Ababa University: The Case of MBA"** under my guidance. I also approve that his work is appropriate enough to be submitted in partial fulfillment of the degree in Masters of Business Administration.

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List of Abbreviations

HERQA- Higher Education Relevance and Quality Assurance

AAU- Addis Ababa University

HEI- Higher Education Institution

MBA – Masters of Business Administration

ICT – Information Communication Technology

OHP- Over Head Projector

LCD- Liquid Crystal Display

Scales used

- **VW**- Very Weak
- **W**- Weak
- **M**- Moderate
- **S**- Strong
- **VS**- Very Strong

Abstract

Ethiopia has the second largest population in sub-Sahara Africa. It is endowed with flora as well as fauna yet it is one of the many underdeveloped African countries. The country's aspiration to improve its economy can be achieved by having well designed and implemented education system.

It is now more than 100 years since modern education was introduced in the country. Currently the country is striving to bring economic prosperity through provision of education for all policy. Currently there are many higher educations owned by the public and private sector.

In contrary to the increasing number of higher education institutes, the evaluation of their success has received little attention. This project tries to identify weaknesses and strengths associated with MBA program at AAU by adopting guides developed by HERQA.

Participants of the program are not attuned to the objectives goals of the post-graduate program. Flow of information within the program is not fluid. Resources are very scarce and underutilized. Despite all this employers are satisfied with the knowledge and skills of graduates.

To make the program work more and add value to participants' revision of the curriculum and enhancement of internal capabilities are of a paramount importance.

CHAPTER ONE

INTRODUCTION

1.1 Background

In 2003 Ethiopia had a population of 73.8 million[1]. It has the second largest population in sub-Sahara Africa. The economic growth of the country is highly tied up with the expansion and development of education. It is now more than 100 years since modern education was introduced in Ethiopia. At the time education focused mainly on giving communication skills and the rudiments that were necessary to run a modern bureaucracy. Later on, after the Second World War, efforts were made to give priority to education and many schools and higher education institutes were operational. Following this some technical and professional training centers were established in order to contribute to the modern economy. During these years students enrollment increased significantly. (Higher Education Relevance and Quality Assurance [HERQA], 2004) [2]

Ethiopian higher education has been started a little over 50 years ago. Currently the number of universities has increased from 2 to 8 across the country. There are few other higher institutes run under the private sector. According to HERQA, the annual intake rate has also increased approximately from 3,500 to 30,000 of which 20% of the number represent private institutions.

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[1] United Nations Human Development program, 2006.

[2] HERQA is an autonomous agency established through the Higher Education Proclamation (351/2003) as one of the key agencies responsible for guiding and regulating the higher education sector in Ethiopia. It strives to ensure a high quality and relevant higher education in Ethiopia.

Post-graduate level training started in Ethiopia in Addis Ababa University in 1978, followed by Haromaya University (then Alemaya college of Agriculture under Addis Ababa University) in 1983. In the 2005/06 academic year, post-graduate level training is being given in eight out of nine public universities and in one private University College. The post-graduate programs were started mainly to fulfill the highly trained human resource needs of the higher education institutions. In addition to fulfilling the academic staff requirement of the institutions, the post-graduate program is also expected to produce a quality and relevant human resource for effective leadership, research and profession. During the three decades of its existence, the post-graduate programs have passed periods of neglect as well as being an important focus for support from government. It is still suffering from several external problems and lack of relevant and modern institutional leadership.

The several policies and strategies of the government of Ethiopia, particularly since the early 1990's, stress the importance of higher education, research and advanced studies and their contribution to the national development. Major efforts were accomplished in this sub-sector that focuses on providing relevant education and increasing the capacity to make it commensurate with the country's trained manpower needs both in quantity and quality. In this respect, the Education and Training Policy (TGE, 1994) and the Capacity Building Strategy and Programs of the Federal Democratic Republic of Ethiopia (FDRE, 2002a) are some of the major strategic and policy directions of the Government of Ethiopia. Based on these strategies and policies and the relatively progressive Higher Education Proclamation (FDRE, 2003) a significant and successful expansion and reform of higher education and graduate programs have been implemented in the last decade. Now the issue is whether the forward-looking intentions and aspirations of many of these

strategies and policies are transferred into furthering innovation, research, and graduate studies in the country.

Addis Ababa University (AAU), the oldest higher education institute in Ethiopia, aims to promote excellence in the production, growth, and dissemination of objective knowledge. As a public institution Addis Ababa University has the obligation to advance student-centered education and development-driven research that can support fulfillment of the primary national goals of democratizations and development and achievement of other national priorities.

Addis Ababa University is poised to shift its focus from a largely undergraduate institution to a research oriented graduate and post graduate university. The shift in focus poses new challenges the university has to meet. These challenges, compounded by longstanding academic and administrative shortcomings, give rise to a wide range of problems demanding immediate attention. Recognizing that the only viable way to address all the relevant issues and find workable solutions is through a comprehensive, strategic approach the university has initiated a strategic planning process. A major component of the approach is the involvement of the entire university community throughout the planning process. The university has also initiated a six-month action plan, to be carried out in parallel with the planning process, that addresses immediate matters of concern to the university and pave the way to a successful implementation of the strategic plan when it has been finalized.

Professor Andrias Eshete, President AAU, stated that "There is a widely shared aspiration to transform AAU into an eminent African research university, enjoying full institutional autonomy and a vibrant culture of academic freedom dedicated to demonstrable excellence in critical

inquiry and public engagement in order to advance individual as well as collective freedom and well-being in Ethiopia and in our continent."

As part of the expansion program for AAU in the year 2000G.C. the Masters of Business Administration (MBA) was launched. The program is run jointly by Department of Accounting and Department of Management, which are under the Faculty of Business and Economics. The departments contribute teaching staff to the program.

Regardless of the form of ownership, a higher education in Ethiopia, its key purpose is to produce competent, adaptable, and responsible citizen who can contribute to the development of the country and to transforming the livelihood of the Ethiopian population. In line with this, the MBA program has two specific objectives: producing business graduates who will be able to assume middle-level and senior managerial positions in both private and public institutions, and contributing to the staff development efforts of higher education institutions within the country by providing training opportunities for the teaching staff in business related areas.

1.2 Statement of the Problem

The Present Government of Ethiopia has placed great importance on education and recognized it as an essential component for development needs of the society. However, education can not play this role unless it is relevant to the development needs. For this reasons the amount of fund allocated to the higher education of the country has shown increment over the past few years. Accordingly the number of the public universities is also increasing. Therefore, it is very appealing and important to evaluate existing programs run by the university so that

corrective actions can be taken by obtaining new information regarding the evaluation and other universities that have a plan of opening new programs will be benefited by looking into the experience of others.

"AAU should engage in institution building and reform that extends far beyond the essentials of efficiency and accountability." Professor Andrias notes. "For instance, our programs of study and research, old and new, must be revisited to ensure quality along many dimensions, among them: international accreditation; active student participation in learning and a larger capacity for self education whereby an AAU student does not merely keep up with the teacher and the text, but can challenge them; making research and practical work integral to programs of study; familiarity with trans-disciplinary perspectives and concerns; free play, in and out of class, of diverse gender, multicultural, social class and intellectual perspectives; education in responsible, critical citizenship through instruction and public action in HIV/AIDS, a democratic culture, a scientific outlook, a culture of peace, mutual respect and tolerance."

Thus, it is of a paramount importance to asses: whether the MBA program is meeting the objectives set for it, whether graduates of the program were able to meet their aspirations, what sort of change is needed regarding: the academic infrastructure, the curriculum composition and the background of students, types of students to enter into the program, and the qualification of the academic staff.

In addition to the above core reason, personally the researcher has encountered a number of paradoxical issues that need an investigation. Students are expected to become a full time and active participant, but yet most of them are still on duty. Courses at this level are expected to be more of practice oriented, but the courses were descriptive in nature

even much more than the undergraduate level. The university has electronic library yet the computer lab is one which shared with other programs and which faces a network stall now and then. The qualification of the academic staff in some instances was a very shocking reality that we all have to live with. The enrolling capacity of the program in a given batch is said to be 20 whereas in reality the average number of students in a semester is more than 30.

1.3 Main Objectives of the Study

The proposed program evaluation will be designed to produce data and information that can be used by AAU and other HEI to evaluate effectiveness of their different programs and to report to the different stakeholders. The evaluation result can also be used, to some extent, to measure the extent of the role played by the education sector in meeting the developmental objectives set by the government.

Specific objectives of the study:

- To obtain information that can be used to improve the program
- To provide a basis for decisions about program adoption effective use
- To provide information to different stakeholders to asses the value of the program
- The method of evaluation can be replicated in assessing the worth of a program in other universities.

Undertaking self-evaluation is a means to the HEI to describe its activities, to present its strengths and weaknesses and to indicate the step it plans to take to build on its strength and to remedy its weakness.

1.4 Scope and Limitation of the Study

The evaluation of the program is not concerned with either on reallocation or elimination of the program or radical changes in the administration, but only on the central purpose what elements need to change so that it can do what it has to do to the possible maximum level. The outcome of the evaluation should be used both to recognize achievements and to identify areas for actions.

The evaluation of an educational program is a complex process (Cranton, & Legg, 1978). In most cases it is not feasible to apply principles from experimental research to an evaluation-the evaluator has little control over many of the variables involved and is unable to make objective judgment concerning the effect of various aspects of the program. In this regard it may become very difficult to consider in order to account all variables that have relation with the area of study.

1.5 Limitation of the Study

- Due to the very limited time available for undertaking the proposed research the validity of various outcome proxies (surrogates) that stand in place of the program's goals were not exhaustively checked.
- Because of the limited resources and time, only standardized questionnaire and observations were used to get responses.
- Some could not be obtained because bureaucratic procedures.

1.6 Data Source

The sources of data were students who have already graduated, students currently in the program, academic staffs, employers of students who have taken their degree, and observation. Prospective graduates and

third semester MBA students were considered. Hence, the data source was typically a primary source.

1.7 Sample Population and Sampling Technique

The population of the study includes students, academic staffs, and existing employers. The total number of graduates of the program so far was estimated to be about 103. For the purpose of the study 20 students were selected randomly based on their accessibility. Out of 35 prospective graduates 20 were selected randomly for the study. In addition to the prospective graduates, third year student's of the program were also considered for the study, accordingly 20 students were selected randomly. Out of the existing academicians five were selected. Regarding employers, a total of ten were chosen randomly. Out of the selected employers 5 were from academic institutions and 5 were from non-academic organizations.

1.8 Data Gathering Techniques

In order to gather the primary information from selected respondents questionnaire was designed in line with the type of the respondents (see appendix 1-4). In general the questionnaire focused on two types of evaluative questions: first, questions dealing with the "enabling strategies" i.e. the methods or techniques employed to achieve the program goals; and second, questions dealing with specific outcomes. Questions dealing with enabling strategies provided evaluative information that facilitate the evaluation of the actual operation of the program, promote its integration into the university community and/or the professional community. More specifically the questions were designed to check the "validity" of the enabling strategy; that is, whether

enabling strategies are appropriate, whether there is congruent with the needs of the students and, the extent to which they responsive to changing needs? On the other hand, evaluative questions regarding outcomes of the program were designed in such a manner that information was used to check the "reliability" of the strategy.

Questions concerned with strategies were supported by observation, comments, and judgments from those who are involved in the process. The designed questionnaire contained both close ended scaled questions and also open ended questions to obtain the opinion of the respondents.

1.9 Data Quality Control

In order to ensure quality of information questionnaires were prepared after having sufficient and appropriate literature review. In particular a sample questionnaire was prepared to check its completeness, clarity, absence of bias and probing and also the validity of the items by providing a copy of the questionnaire to some students in addition to the sole advisor.

1.10 Data Measurement and Analysis

The scaled data collected from the randomly selected sample was summarized using Microsoft Excel, SPSS. Responses to open ended questionnaires were summarized using a simple paper summery. data in the Excel was then transferred to SPSS and the appropriate variable definitions, value assignments for the scale, and other simple software requirements were made ready. The output obtained from the system: tables, charts, and independent sample t-test for two categories of respondents were presented followed by analysis.

1.11 Organization of the Paper

This project report contains a total of five chapters. Chapter one of the reports focuses on introductory aspects. Chapter two present the literature review, which served as a basis for understanding the subject matter. Chapter three presents the conceptual framework developed in light of literature review and situational factors. Chapter four deals with the presentation and analysis of data obtained from randomly selected responses. The last chapter, chapter five provides concise conclusions along with possible recommendation.

CHAPTER TWO
LITERATURE REVIEW

2.1 Education

Education is a term often used to refer to formal education. The word's broader meaning covers a range of experiences, from formal learning to the building of understanding and knowledge through day to day experiences.

It is a widely held belief that education is lifelong. Individuals receive informal education from a variety of sources. Family members, peers, books and mass media have a strong influence on the informal education of the individual. Education can often be divided into tactile (hands on), visual (observed) and auditory (listening to instructions/information. Several overlaps occur. Education also refers to a discipline, a body of theoretical and applied research relating to understanding and improving the processes of teaching and learning. A central tenet of education typically includes "the imparting of knowledge." At a very basic level, this purpose ultimately deals with the nature, origin and scope of knowledge.

Higher education experienced a period of significant expansion in the quarter century following World War II. During the period of growth in the sixties it was not necessary to make many choices (Robert and William, 1980). Most universities became not only larger, but also more complex. Through much of this period they depend on the new resource provided by growth for improving current activities and for developing new directions. A faculty or department could propose a program with little attention to anything beyond "academic concerns" and with the

expectation that the administration would dutifully allocate the resources needed for the implementation. In recent years that source of flexibility has all but faded from the scene. Improvement and change were needed to come through careful choice. Recognizing that the university is a complex human organization of considerable inertia, which needs to respond to the changing society in which it is embedded, increasing attention is being paid to the evaluation of academic programs in order to determine what things to change and how to change them (Robert and William, p 268).

2.2 Evaluation

Evaluation is the gathering of information for the purpose of making decisions. Evaluation has been defined as systematic investigation of the merit, worth, or significance of an object. During the past three decades, the practice of evaluation has evolved as a discipline with new definitions, methods, approaches, and applications to diverse subjects and settings. There is consensus that the primary function of evaluation is to make some judgment about the value or worth of a phenomenon (Stufflebeam, 1973). Glass (1968) wrote:

> *The current meaning of the term "evaluation" in several recent writing and in federal legislation is that it is the gathering of empirical evidence for decision-making and the justification of decision-making policies and the vales upon which they are based. Evaluation can contribute to the construction of a curriculum, the prediction of academic success, or the improvement of an existing course.*

Program evaluation serves two important purposes (functions): first, it provides a means of obtaining information that can be used to improve the program, and secondly, it provide a basis for decision about program adoption and effective use.

Wikipedia, the electronic dictionary, divide Program evaluation into three types: Formative Evaluation occurs early in the program. The results are used to decide how the program is delivered, or what form the program will take. Process Evaluation is concerned with how the program is delivered. It deals with things such as when the program activities occur, where they occur, and who delivers them. In other words, it asks the question: Is the program being delivered as intended? A program may not yield desired results if it is not delivered properly. Outcome Evaluation addresses the question of what are the results. It is common to speak of short-term outcomes and long-term outcomes.

Scriven (1967) consider the latter two classifications of program evaluation as 'Summative Evaluation' and the first one as it is, 'Formative Evaluation'. The distinction between the formative and summative evaluation is the manner in which they are used. If the decision made are about a developing program the evaluation is a formative one, and if the decisions made are about an existing program the evaluation is a summative one.

Based on Tukey's (1960) notion of conclusion oriented inquiry and decision oriented inquiry, Crobach & Suppes have suggested that program evaluation is basically a decision oriented process. Conclusion oriented inquiry is designed to have a general significance, as opposed to decision-oriented inquiry which is designed for a particular situation and particular point in time. Decision oriented inquiry can be sub-divided into developments and operational research efforts. Development efforts involve the creation, design and implementation of an educational product including both formative and summative evaluation, while operational efforts serve the purpose of monitoring existing educational systems.

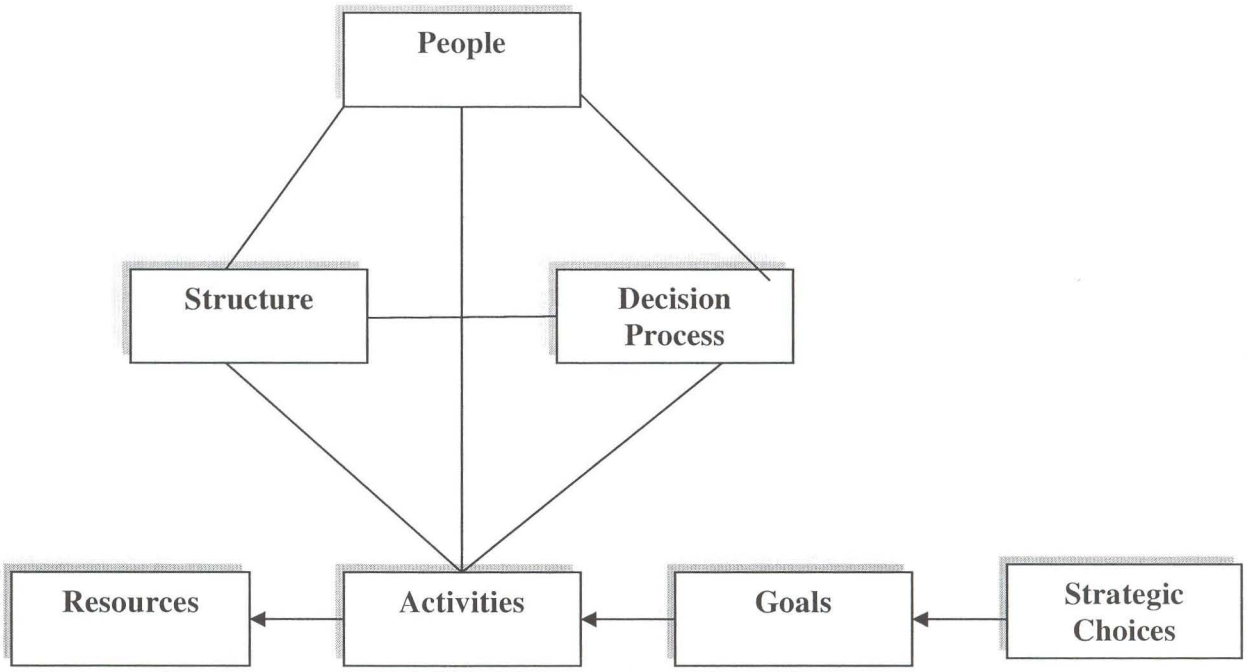
Robert and William (1980) observed program review may result- by developing better understanding, by creating environmental change, and by altering relationships and improving communication- in a variety short and long range decisions.

The focus of the intended program evaluation includes the evaluation of both the process and also the outcome of the program. That is, the relevancy of the courses in meeting the program goals, how the delivery of the curriculum is being practiced, the capabilities of the lecturers in offering the course to meet the designed specific course objectives, and the available infrastructure to support the teaching learning process.

Possible evaluation strategies that can be used to measure the value of an academic program can be: measuring the attainment of certain specified objectives (defined objectives vs. accomplishments), opinion of graduates of the program regarding accomplished carrier development, opinion of the lecturers regarding their view as to the fitness of enrolled students to the program, and opinion of employers regarding filling vacancies assumed for such program.

Robert and William (1980) adopted quality, value, and effective use of university resources as the fundamental issues to be addressed in program evaluation. These core issues of program evaluations were addressed by exploring the characteristics of the university as a social organization (see figure 1)

Figure 2.1 The University as a Social Organization



Source: Galbrith, J. R. *Organization Design.* Reading, Mass...Addison-Wesley, 1977.

The fundamental issues that will be addressed in the proposed program evaluation mainly relate to value, quality and effective use of resources. These care variables would be related with the conceptual framework to be used in the research, being the university as a social organization.

2.3 Strategic Choice

Robert and William (1980) noted that "If one were seeking to design a new university or merely to better understand and existing institution, a critical first step would undoubtedly be an assessment of the environment in which the organization must function." These critical assessments require knowledge of the society's needs that can be met by

university, dominant external factors like economic, political, demographic and ethical trends, role of the university in responding and influencing the trends and other mega concepts. Each university, and each program in that university, exists in relation to an environment that changes over time, and over which the university and program have little control.

Having answers to the core issues related to environmental assessment deals with strategical choice. The strategic choice forms the starting point in understanding the university as a social organization since it seeks to establish a sense of direction for the institution.

2.4 Goals

The goals of the university or programs in the university typically involve such abstract concepts as knowledge, skills, creativity, discoveries, and benefits to the society, which can be articulated but which may defy quantification.

Most important outcomes of a university may not be measurable and hence, determination of quantifiable surrogates for at least some of these outcomes is important (Robert and William, 1980). Examples of such surrogates are number of degrees awarded, publications. Student achievement and measures of community impact-the purpose being identification or a spectrum of proxies for goals that is sufficiently rich and complete to provide a starting point for discussion about goal achievements. In fact the proxies that can be used to measure the accomplishment of the academic institute's goal are highly intricate and complex processes being acquired in hidden and unnoticed ways (Pettigrrew and Whipp, 1991).

The evaluation of goals should provide an opportunity to question the fundamental assumption up on which the program is based. Goal evaluation begs attention to questions of value, i.e., the importance of the program's goals as they related to the needs and aspirations students, of the university, of the employers and of society as a whole.

The evaluation of goals can be done by checking the relevancy of program goals to that of the needs and expectation of different stakeholders and can be used in determining success (Dennis, 1977). This can be done by assessing the extent to which the program provide opportunities and services that are regarded to be of priority to communities in general, or to specific individuals.

The clarity of institutional purpose and objectives and the degree to which various constituencies understand them represent one index of institutional quality (William, 1979).

It is not always easy to examine a program's goal and make judgments about the relevancy of that program to that of stakeholders need. Dennis (1977) noted the difficulty of this criterion to employ because different groups have different views of what is needed or desirable. Consequently a program may be simultaneously judged both successful and unsuccessful, depending one who is making the judgment. McConnell and Heist (1959), observed that colleges and universities differ in terms of the personality characteristics of their students. These student differences, intellectual and personal, affect the quality of the end products and hence must be considered in any program of institution evaluation.

2.5 Curriculum

Richard (1977), define curriculum as a means of planned learning experience, organized content or subject matter, the totality of experiences under the auspices of the school, a structured series of objectives or intended learning outcomes, or a written plan for action.
Creation of "Richer Learning Environment" using teams of faculty members to teach cross-functional curriculum, the same students for the entire year, has drastically improved the quality of relationship between the student and the faculty members (Peterson, 1996). Harvard University revised the curriculum and adopted alternative teaching methods in addition to its reliance on the traditional case-study approach for developing ways to have faculty members spend less time teaching basics.

"Disciplines do not work in a vacuum", this shows the fact that students and faculty teams to tackle corporate project problems that exist in the real world, by interviewing corporate executives, writing reports and presenting recommendation to the company and to their fellow students.

"There is more churning going on right now in management education than at any time in 35 years," says Charles W. Freeman, director of projects and service at the American Assembly of Colligate School of Business (AACSB), which accredits MBA programs in the United States of America. "The emphasis today is changing from teaching to learning. The front-end-load module, where you dump two years of education into a student head and sew it up, is over. The world is moving too fast. Companies want MBA graduates to know how to learn, because life long learning is the key to success for practicing managers for a variety of general management position."

Faculties have long engaged in recognizing certain types of educational accomplishments attained outside the classroom (Houle, 1976). However, the recognition of such learning has become an important educational and social issue only recently. Increasingly, educational and social policy recognizes the possibilities of using alternatives to the traditional classroom. Institutions and their faculties must therefore seek effective and valid ways of incorporating "extrainstitutional learning" [3] into their degree programs. Faculties must, however, make sure and determine learning has actually taken place and that the learning meets acceptable levels of student achievement (Jerry and Boswell, 1979).

An educational program to be worthy in the 21st century need to teach the students to plan, pay attention to details, and learn to work in teams so that students will understand ethnic diversity, culture and so on. Krannet Graduate School of Management at Purdue University in Indiana prepares MBA students to become a leader in the "new management environment"-one that is characterized by team work and alliance, continuous change in technologies, globalization, and networks that are in instantaneous communication with each other.

Curriculum emphasis could be on "core" or "elective" courses. "Core" courses are generally required during the early part of the program to give students a thorough grounding in fundamental business concepts and functions. "Tool courses" may be included in the core curriculum to supplement the theoretical foundation with particular methodological base. "Electives" which may be generally chosen later in the program,

[3] "Extrainstitutional learning" is defined as learning that is attained outside the sponsorship of legally authorized and accredited postsecondary institution. The term applies to learning acquired from work and life experiences, independent study and reading, the mass media, and participation in formal courses sponsored by associations, businesses, government, industry, the military, unions and other social institutions.

differ from core courses in that they focus on areas of advanced or more highly specialized areas of functional concentration.

Pierson et al. (1959) concluded that undergraduate business educations concern itself with the study of fundamental and with general or liberal education, and postpone emphasis on specialties to the graduate level. Gordon and Howell (1959) also support the conclusion of Pierson and others and recommend upgrading business education, and that the quality of the students, teaching and that of research should be improved.

Leviton and Hughes (1981) noted several ways in which evaluation findings were used in addition to assessing goal attainment. Positive studies from experimental studies with the appearance of scientific rigor could be used symbolically to persuade others of a program's merit. Alternatively, evaluation findings could be used conceptually to educate others about the underlying assumptions of a program or instrumentally to effect needed program improvements.

2.6 Activities

Review in regard to activities may seek to discover the extent to which a programs activity matches the goal it is seeking to meet. Question of technology must be faced, i.e., how to reach to the desired goals. Assessment of how the various activities and tasks are carried out is related to quality.

Accreditation criteria generally assume that no common benchmarks exist for assessing institutional quality. Imposing any common measure of institutional quality would destroy institutional diversity (William, 1979).

The way how the activities and tasks are carried out is strongly related to three variables: structure, people, and decision process. The defined relationship that relate a program with other programs, how one depends on others within the institution is the structural aspect. The evaluation of the people aspect in the evaluation primarily focuses on the capabilities, fitness and appropriateness of the academic staff with the stated goals of the program. The academic staff's capability in delivering courses and also assisting graduates in their research work is the focal point. The life of university academic staffs is seen to be intrinsically rewarding (Robert and William, 1977). The degree of self-motivation is usually and, as a result, allegiance to higher ideals can compete favorably with other more personal and local concerns.

The decision process in a university, according to Robert and William (1977), consist of two hierarchical decision processes and collegial decision processes. The first one relies on the common concepts of bureaucracy while the latter one is based on the model the university as a community of scholars who share in decision making. In the latter case rationality and consensus are assumed to dominate and authority is derived from knowledge, not position.

2.6 Academic Staffs

The academic staffs of any academic program must consist of those who are suitably well qualified and experienced. The assignment of research supervisions should be based on the staff's appropriate skills, subject knowledge to support, encourage, guide and monitor the students effectively. Though it is obvious that academic staffs are expected to have the above attributes, where appropriate, the HEI should provide induction, professional development, caching, monitoring for program staffs based on the result of need analysis.

2.7 Resources

Program review often seeks to answer questions regarding the effectiveness with which resources are used, i.e., assessment of the appropriateness of the allocation and organization of human, fiscal, and physical resources to and within the program, in order to decide whether to modify, expand, contract, initiate, or eliminate program components.

2.7.1 Facility

Well appointed and appropriate teaching and research facilities to support the teaching program and research projects of students are critical for the teaching-learning process. The adequacy and relevancy of library books, up to dated learning resources and research materials are determinant of the output quality in HEI. HERQA's guides in these regard specify that one copy of each key text to be reserved for every five students.

The availability of International academic journals and access to International electronic bibliographic database relevant to the program has their share to play in determining the quality of the graduates of the program. In addition to, the aforesaid facility related factors, a HEI must have up-to-date ICT resources to enable students to access electronic resources, use the Internet, process research data and write their research theses.

2.7.2 Infrastructure

HERQA's Institutional Self-Evaluation Document considers investigation of physical facilities of a HEI as an important source of information for a self-evaluation. In addition to surveying the classrooms and other

learning spaces, visits to such as library, computer centers, laboratories, workshops, resource centers and student support units can yield valuable information in relation to the quality of the institute's activities.

According to Jennifer and Charles (1991), program evaluation can be framed either by using Program Theory or Mixed-Method Approach. Mixed-method approaches intentionally employ quantitative and qualitative strategies in the design, data gathering, and interpretation. In discussion of mixed methodology, mixing methods is distinguished from mixing paradigms. Methods are viewed as neutral and not inherently linked to any given paradigm, such that a qualitative interview or a quantitative questionnaire could be used within studies regardless of the paradigm. Recent work on mixing qualitative and quantitative methods in evaluation studies has concentrated on technical issues such as the operational requirement of triangulation. Triangulation-the independent implementation of two or methods with offsetting biases to counteract the weaknesses of each (Campbell & Fiske, 1959)-has been the most popular banner waved by proponents of mixed-method evaluation.

Smith (1957), stressed on the need and importance of real educational contact between students and teachers or between administrators and students and also on the need to change the exaggerated emphasis on markets. He deplored the fact that many academicians engage in unimportant research and therewith find no time for students except in classrooms where contacts are of necessity highly impersonal.

The existence of a well defined strategic alliance between the HEI and industries, professionals, and other HEI enable the institute to have practice-oriented teaching-learning environment. In addition to this, it creates a chance for the graduates and employers to establish long term relationship.

A HEI, in order to, ensure the quality of the teaching-learning process must have design a transparent student assessment supported by objective course grading system, which is fair to student and with a grade moderating system. Providing students with all the necessary feedback in relation to their academic performance also plays an important role.

The teaching-learning process that we have in academic institution depicts a transformation process. The main objective of this conversion process is the ultimate production of qualified and well trained citizens that will be involved in the nation's economic development in one way or the other. In order to ensure the quality and relevance of the transformation process regulating agencies can be put in place, in the case of Ethiopia HERQA is the authorized agency to guide and regulate the HEI. Different guides and manuals to help it achieve its objectives were developed by HERQA and are in the process of being used. The transformation system will be integrated with the guides developed by the agency in such a way that the University would be seen more as a Social Organization.

CHAPTER THREE

CONCEPTUAL FRAMEWORK

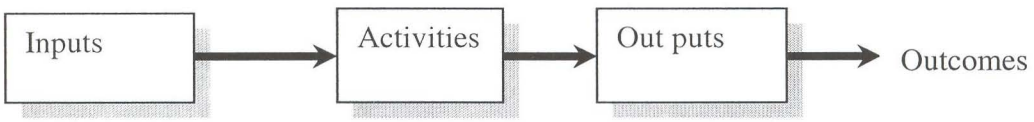
3.1 Generic Logical Model

A generic logical model depicts the relationship between activities and results. It is shows how a program is supposed to work. The AAU can be represented by one model with due consideration. The same goes for MBA program as well. The use of this models in helpful in that.

- It guides and help focus work
- Leads to improved planning and management of the program
- It increase intentionality and purpose
- It increase understanding about the program
- Help to identify important variables to measure

In general the generic logic model allows the pictorial representation of the relationship between in puts, activities and results (see figure 3.1). It provides a common approach for integrating planning implementation, evaluation and reporting.

Figure 3.1 Generic Logical Model

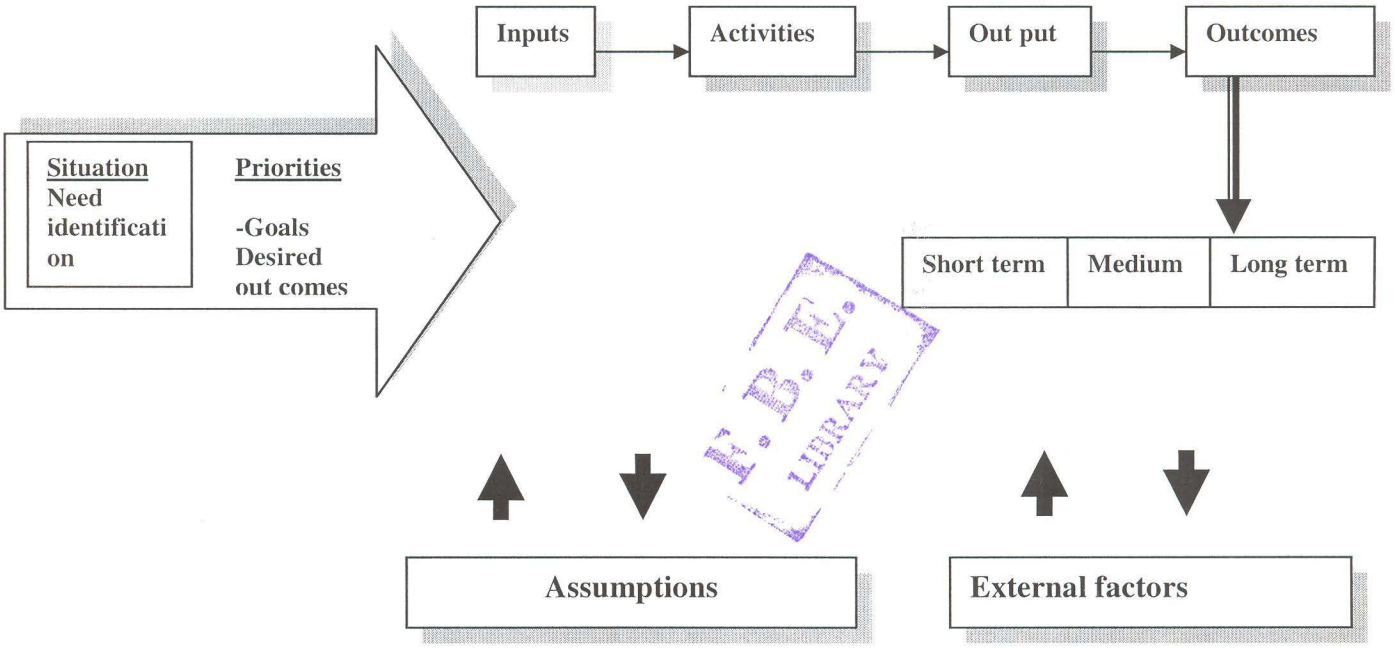


Universities like any other forms of entities have a specified goal that requires the utilization of scarce resources in a systematic manner. Accordingly different kinds of inputs will be consumed and converted in

the execution of activities chosen to achieve objectives. The outputs produced in the universities, a skilled manpower, are expected to bring positive outcomes and benefits. The benefits could be personal and/or public that will be realized in different time zones.

3.2 Program Action Logical Model Used in the Research

In line with the assertion made earlier about universities, the model below would be utilized in the project work. The program action model shown in figure 3.2 clearly depicts the interrelationship in the conversion process.



EVALUATION

PROPOSED TOOL: HERQA INSTITUTION QUALITY AUDIT

Figure 3.2 Program Action Logic Model

(Adopted from University of Wisconsin-Extension-cooperation Extension www.uwex.edu/ces/pdande)

Situation – What is needed by the society in general and individual in specific determine why the program exists. It gives justification for the existence of any given program.

Input – What resources are needed in order to give what beneficiaries expect from the entity?

Activities- What need to be done to make a difference? It deals the systematic arrangement and utilization of resources to create a synergetic and outcomes.

Outputs- What is to be obtained if the activities are done systematically?

Outcomes- The impact the output will make on the beneficiaries, for example.

- short term – learning , knowledge & understand, skills
- medium – practice, decision making
- long term – the ultimate impact on the overall economic social and other factors

Assumptions – The underlying assumption that embeds the logical relationship of the components

External factors – Factors that have direct and indirect impact on the system.

Evaluation – Continuous process of gathering information so as to make necessary decisions as needed. The evaluation can take two forms:

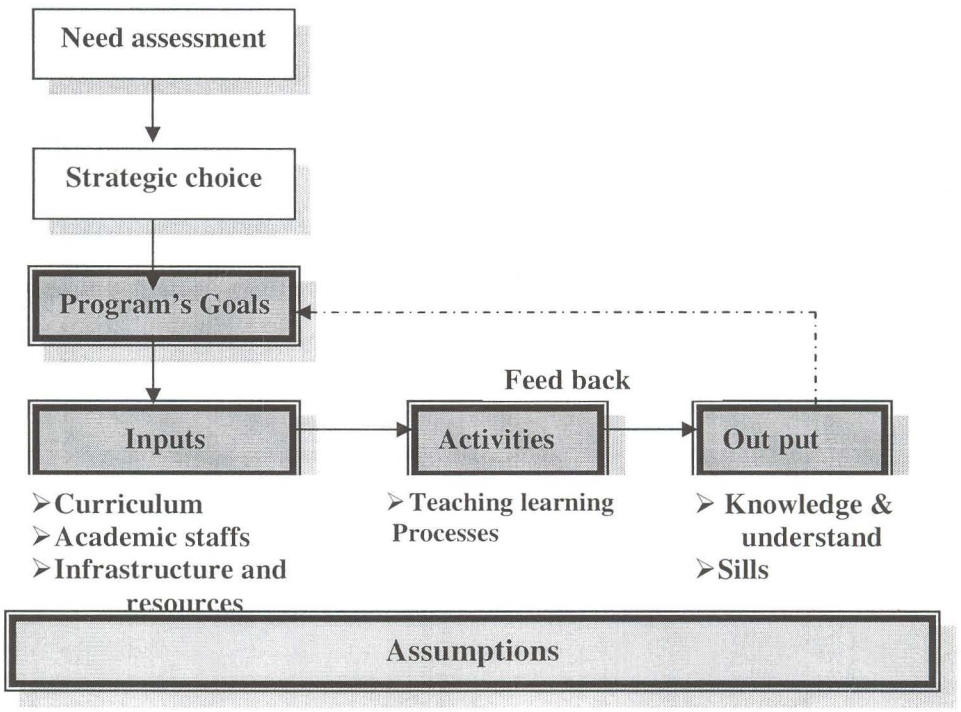
- *Process evaluation* - Are activities delivered as intended?
  - Are all participants committed?
  - What are participants' reactions?
- *Outcome evaluation* - To what extent are desired changes occurring? For whom?
  - Is the program making a difference?
  - What seems to work? Not work?
- *The Tool* - Methodology that will be used to undertake evaluation

The proposed study was undertaken by configuring parts of "Areas of Focus for Institution Quality Audit" developed by HERQA, which contains

- Vision, Mission and Education Goals
- Governance and management system
- Infrastructure and Learning resources
- Academic and support staff
- Student admission and support services
- Program relevance and curriculum
- Teaching learning and assessment
- Student progression and graduate outcomes
- Research and outreach activities
- Internal quality assurance

3.3 MBA's Logic Model: MBA program has its own priority, defined way of doing things and command its own input-output relationship. This can be depicted pictorially, see figure 3.3.

Figure 3.3 MBA's Logic Model



Goals - What the program intends to do, its core objectives, reasons for its existence

- focus areas are assessment of goal clarity, relevance and the structure chosen can be assessed.

Inputs

- Curriculum: the content of what is going to be delivered.
- Academic staff: the sole responsible parties for ensuring the timely execution of activities. Availability, quality, experience and commitment can be assessed
- Infrastructure and resources: physical facilities, library resources, teaching aids, and computer labs can be assessed.

Activities

- Teaching learning process: the teaching innovation adopted, student evaluation and feedback system, and other core value adding processes like the research environment, the degree of utilizing available resources can be assessed.

Outputs

- Students progression and outcome: the extent to which desired goals are reached can be assessed

Assumptions: refers to how evaluation is going to be undertaken. Universities pursue abstract goals, which could become an obstacle for universities programs evaluation. Hence, assumptions could be taken. And in this research the assumptions are:

- Use of different dimensions of knowledge and understanding as proxy or 'goal surrogates' of the MBA goals
- Use of different dimension of skills as proxy or 'goals surrogates' of the MBA program

3.4 Method of Data Collection

The identified groups of respondents were presented questions containing different dimension under each variable identified and depending on the assumed linkage of respondents with the variables, see figure 3.4, below.

Figure 3.4 Conceptual Method of Data Collection

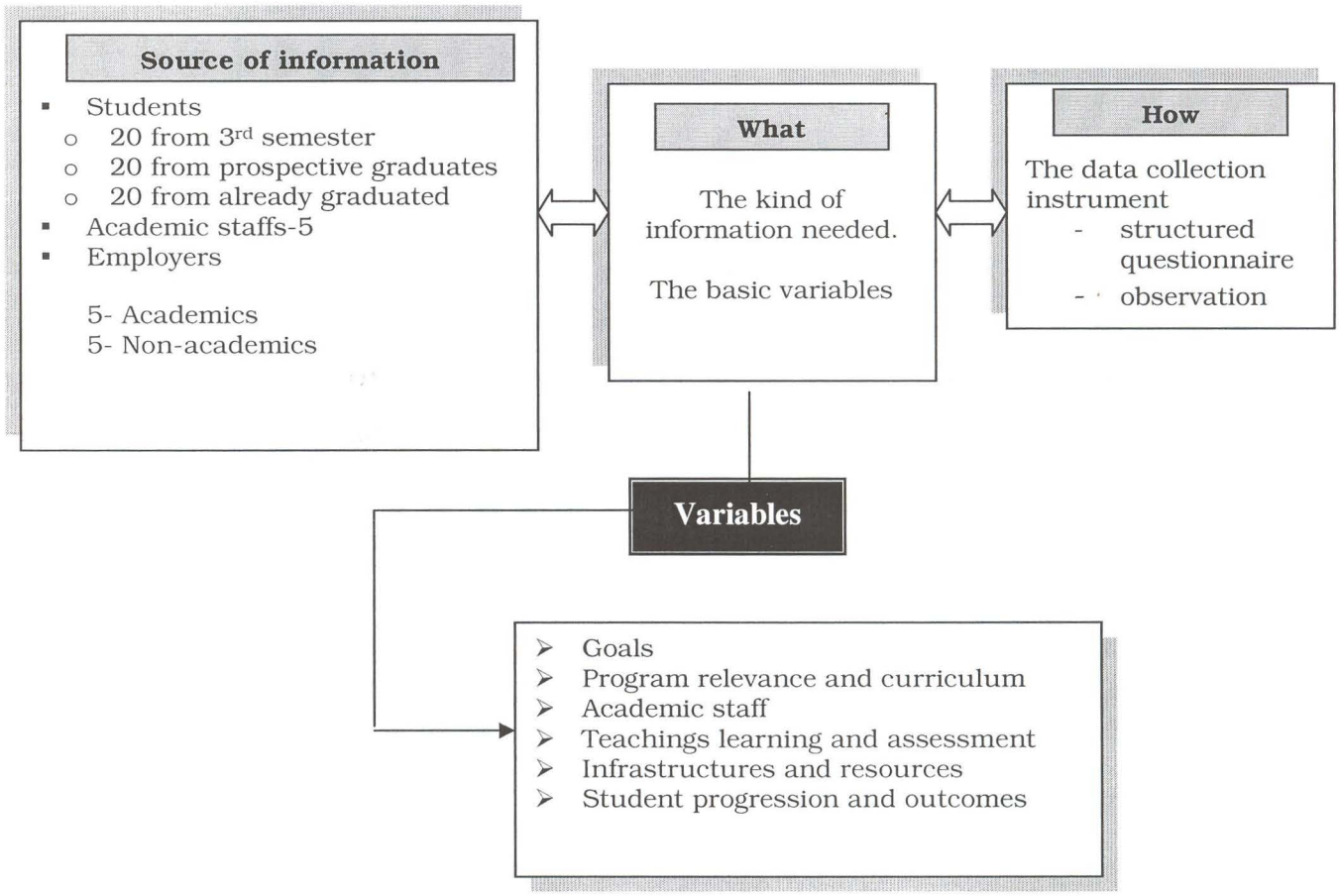


Figure 3.4 Conceptual Method of Data Collection

- All students were asked to respond against both open and closed ended questions. The questionnaire contained the entire six variables along with their specified dimensions.

- Academic staffs were asked to respond against to four out of the six basic variables
- The randomly chosen employers were given question items related to the variable 'student progression and outcome'.

In terms of content with the exception of very few differences most dimensions in the basic variables remained the same for the three categories of respondents (see appendix 1-4)

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

The data obtained from the various categories of respondents with the help of chosen instruments will be presented and discussed in this chapter. The data is described firs with the help of charts, tables and percentages followed by its analysis. Figure 4.1 depicts the entire process. Briefly data was collected, summarized, and analyzed for each variable.

Figure: 4.1 Communication

What? It is concerned with the presentation of the research finding
So what? The analysis that is being made based on what was collected
Now what? Deals mainly with conclusions and recommendations to make the system logic work more.

What?

The responses obtained form the respondents were processed using SPSS (Statistical tools) for social research works, this to grams showing the frequency of each responses, the mean, standard, deviation and normal curve was obtained and used as a data presentation technique.

So What?

The analysis was constructed in such a way that the data presentation was immediately followed by the analysis rather than using a separate chapter

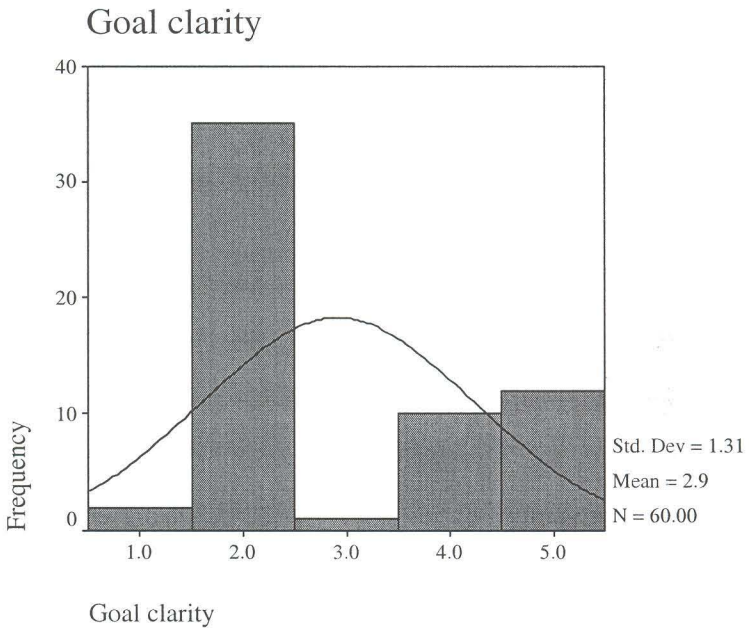
Now What?

The major conclusions were given in a form of harmony and possible recommendations were pinpointed based on the research finding.

4.1 Goals

4.1.1 Goals Clarity

Histogram 4.1.1 Student's Rating of Goal clarity



Key

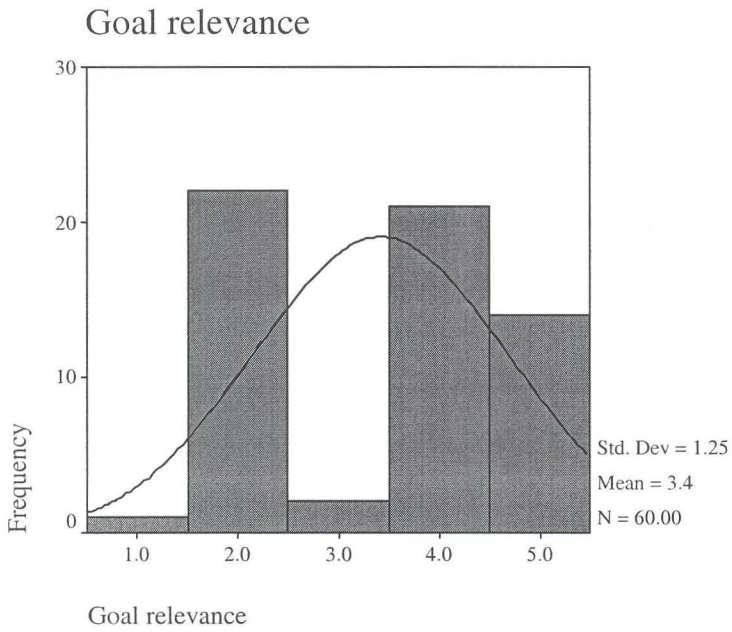
1. Very weak
2. Weak
3. Moderate
4. Strong
5. Very strong

As indicated in Histogram 4.1.1, the clarity of the program goals and the extent to which it is well communicated and understood by enrolled students was found to be weak. About 58% of the respondents considered the program goals to be weak in terms of clarity, while 3% considered it to be even very weak in terms of clarity. Prospective graduates as well as those who have graduated did not fully understand the program exists to produce qualified and competent academicians and middle and senior level managers.

It was also found that the academic staff also lacks a clear understanding of what the goal of the program is all about. If what is to be achieved is not clear to those who strive to achieve it, then it would leave all in a state of paradox and ultimately may result in loss of focus. Though, the goals of universities are abstract concepts like knowledge, skills, creativity and the like, its clear communication to the university community plays a paramount importance in achieving the desired outcomes.

4.1.2 Goal Relevance

Histogram 4.1.2 Student's Rating of Goal Relevance



Key

1. Very weak
2. Weak
3. Moderate
4. Strong
5. Very strong

In order to investigate the goals of the program on the basis of value (value in terms of what the students need) goal congruence between the program's and that of students was considered as a variable. As can be seen from Histogram 4.1.2, 36.7% of the student respondents consider a

weak goal congruence or relevance. While, almost the same proportion of respondents stated the existence of strong goal congruence.

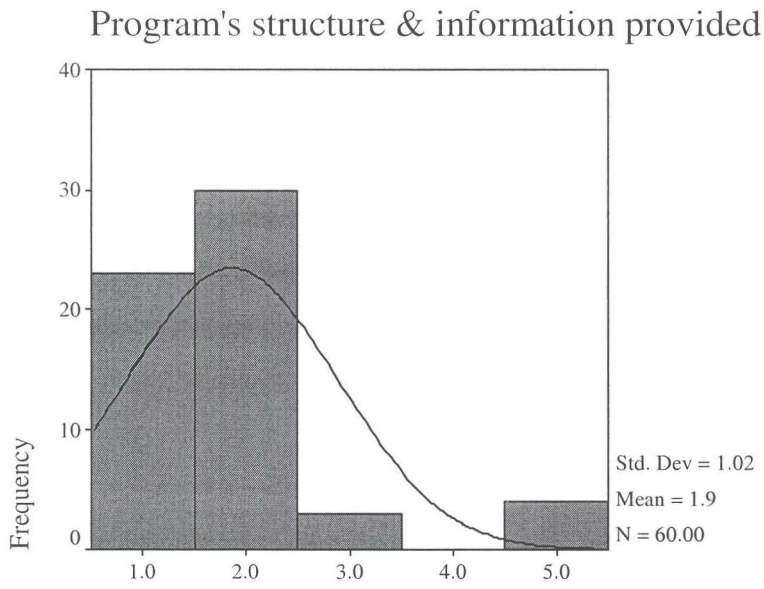
It was found that some students pursue the post-graduate program for a different agenda. From the interaction with students of the program it was observed that some are in the program just for having the degree and for a better promotion, while some want to become academicians or assume a managerial post.

However, the overall data obtained showed about 58% consider the program's goal to well tuned with individual goal. Hence, it can be concluded the program's goal are set in consideration of not only the country's need in general but also with that of students in the program. This is indicates a clear strategic choice.

4.1.3 Program's Structure and Information Provision

As shown in Histogram 4.1.3, 38% of the students rated the existing structure and information provision system as very weak and about 50% rated it to be weak. The remaining 5% and 7% rated the variable as moderate and very strong respectively.

Histogram 4.1.3 Student's Rating of Program Structure and Information Provision



Program's structure & information provided

Key

1. Very weak
2. Weak
3. Moderate
4. Strong
5. Very strong

An organization structure by large shows the organization's role configuration, procedures, control mechanism and the decision making process and it serves as a means to implement the chosen strategy. A university's structure is supported a collegial decision making rather than one which is formal and administrative. In the former one, decisions are made not merely based on power but mainly on the basis of knowledge and experience.

In the case of the program under consideration it was found both concepts are missing, as shown in Histogram 4.1.3. The structure created for the program to execute its objectives was found to be weak and students feel that the program office failed to provide information at the right time. It was observed there is a communication problem within the program. Hence, it can be concluded that the structure is weakly aligned with the objective and communication is not smooth. The same finding was observed regarding the academic staff in the program at the current time.

Independent sample t-test for equality of mean- Students and Academic staffs.

Table 4.1.1 Independent Sample t-test for Goals- Students and Academic Staffs

Independent Samples Test

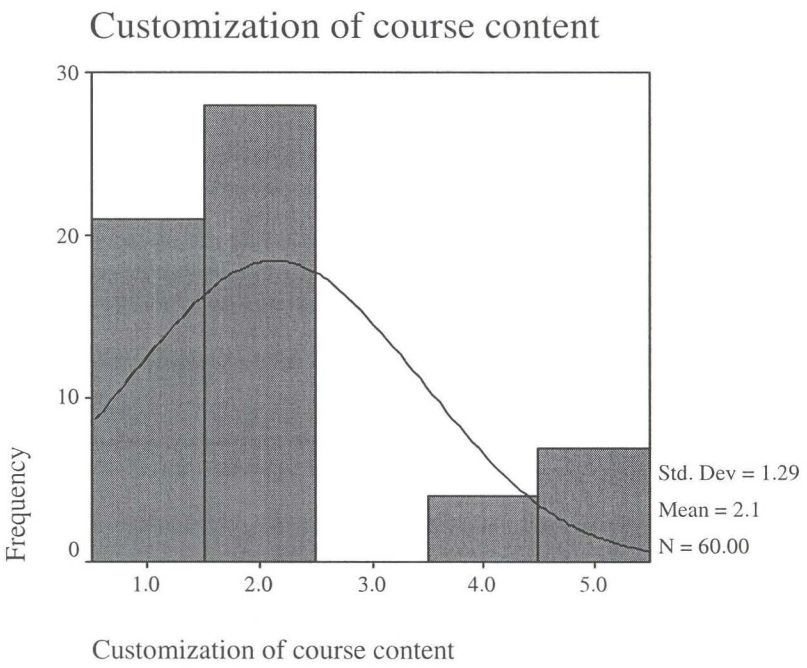
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Goal clarity	Equal variances assumed	15.046	.000	1.214	63	.229	.7167	.5905	-.4633	1.8967
	Equal variances not assumed			2.740	11.314	.019	.7167	.2616	14292	1.2904
Program's structure information providec	Equal variances assumed	.026	.873	-1.6	63	.123	-.7333	.4696	-1.672	.20517
	Equal variances not assumed			-1.7	4.903	.143	-.7333	.4210	-1.822	.35526

As can be seen from table 4.1.1, the test result shows that there is significant difference between the mean values obtained from the two categories of respondents. Both goal clarity and program's structure and information provision on the two assumptions about the variance shows insignificant difference.

4.2 Program Relevance and Curriculum

4.2.1 Customization of the course

Histogram 4.2.1 Student's Rating of Curriculum Customization



Key

1. Very weak
2. Weak
3. Moderate
4. Strong
5. Very strong

As indicated in Histogram 4.2.1, 81.7% consider the existing curriculum as rigid. As per the students' response, the curriculum lacks customization of the course contents to reflect the current need in Ethiopia. About 7% rated the variable as strong, while 11% rated it as very strong. As shown in the Histogram the response is skewed to the negative side showing the existence of inflexible curriculum.

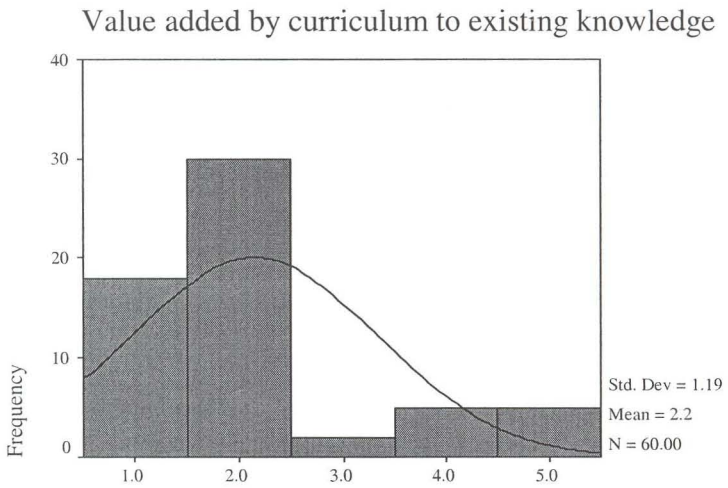
In order to switch from 'teaching' to 'learning' and become a center of excellence in academic research it is a must for an academic institution requires a learning organization. Though, the academic staffs have the authority to revise the course content in line with the course description and objectives, the academic staff also rated such practice as weak.

Based on observation it was found as the demand for the program kept increasing the number of local staffs with varying local exposure has deceased to a significant level. This by itself would make the curriculum to be less customized and more of a standardized one, since more of the existing staffs are expatriates, who do not have local exposure.

4.2.2 Values Added by the Curriculum

As shown in Histogram 5.2 half of the sample students consider the value added to their knowledge to be weak. About 17% rated the value added by the curriculum to be positive. The curve is skewed to the weak side. It was also found that academic staffs also consider the curriculum to be less value adding.

Histogram 1.2.2 Student's Rating of Value Added by the Curriculum



Key

1. Very weak
2. Weak
3. Moderate
4. Strong
5. Very strong

The lack of customization in the course content to local situations, repetition of the courses to those with business background and also the curriculum failure to incorporate sensitive and pervasive issues have led

for such an outcome. However, it should be noted that to students with non-business background, the program has appeared very valuable.

Therefore, it can be concluded that the 'what' and the 'how' questions in the program are not addressed appropriately. If the training of qualified academicians to fill teaching posts in academic institution is the focus of the program the process must be value adding. Offering courses covered in undergraduate studies at this level for the will be academicians could mean west of resource. However, for non-business background students like technology and statistics the program's curriculum would add value.

4.2.3 Areas of Specialization

It was also found that having areas of specialization in the program to be more value adding to students. The incorporation of specialized filed of study in different areas was found to be advantageous for all students in that academicians can pursue their further study with their area of specialization and mangers would decide their career paths.

4.2.4 Electives

Regarding the inclusion of elective courses in addition to the core and supportive courses it was found to have a direct impact on the flexibility of the curriculum. It was also found that such practice could be considered as a point where the university accept and consider the diverse academic background of the enrolled students.

4.2.5 Cohort Structures

In addition to electives in the curriculum the use of teams with diversified in the learning process were found to be positively related to

the value adding capability of the program to students and teachers as well. As per the opinion obtained the use of cohort structures-placing students in a team deliberately chosen for their diversity to work as a team to work on different projects would make the program not only interesting but also practice oriented. It was discovered that such practice would exist and become fruitful if there is commitment from the students in the program (by being active and full time students) and also that of the academic staff (by valuing diversity and absorbing it)

Independent sample t-test for equality of mean- Students and Academic staffs.

Table 4.2.1 Independent Sample t-test for Program relevance and Curriculum- Students and Academic staffs

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Customization of course content	Equal variances assumed	.232	.632	-.787	63	.434	-.4667	.59267	-1.651	.71768
	Equal variances not assumed			-1.076	5.51	.327	-.4667	.43353	-1.551	.61754
Value added by curriculum to existing knowledg	Equal variances assumed	.100	.753	-.823	63	.413	-.4500	.54653	-1.542	.64214
	Equal variances not assumed			-1.050	5.26	.339	-.4500	.42852	-1.535	.63531

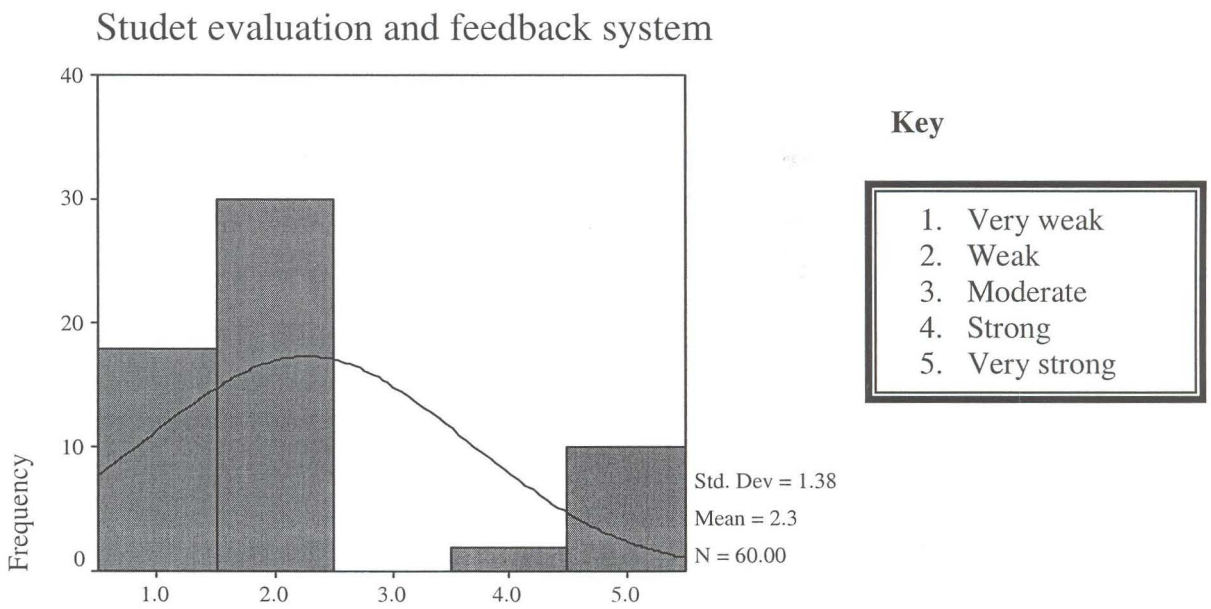
The p-values in the table indicate that there is no significant difference between the obtained mean values for customization of course content and value added by curriculum to existing knowledge for the two respondent groups.

4.3 Teaching, Learning and Assessment

4.3.1 Student Evaluation and Feedback

As indicated in Histogram 4.3.1, the existing student's evaluation and feedback system is found to be weak. Out of the total sample of students 30% rated it as very weak while 50% consider it to be weak. The normal curve in Histogram 4.3.1, is skewed to the negative side. On the other hand the responses from the academic staff showed the evaluation and feedback system as moderate.

Histogram 4.3.1 Student's Rating of Evaluation and Feedback Systems



Studet evaluation and feedback system

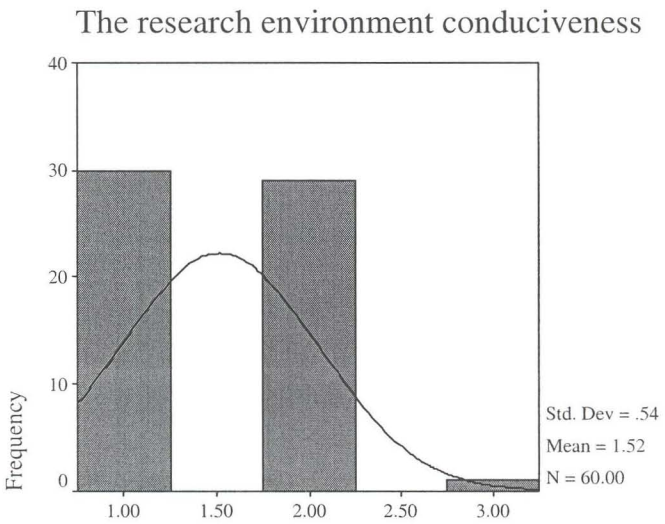
It was observed that though evaluations are not objectively designed and even if they are in some cases transparency was ignored. Universities like other organizations can be looked as a point of conversion processes where the input as well as the process will have an influence over the output. Academic staff's were observed compromising the evaluation

system for the purpose of personal tie with students, fear of loss of contract with the university in case of complaints and also because of strong pressure from few students.

4.3.2 The Research Environment Conduciveness

As can be seen from Histogram 4.3.2, the conduciveness of the research environment was found to be very weak. Thirty percent of the students rated the environment as very weak followed by 29% as weak. Shortage of time and financial resources coupled with the problem of academic staff has aggravated the situation students are required to undertake a project work just for the record.

Histogram 4.3.2 Student's Rating of Research Environment



Key

1. Very weak
2. Weak
3. Moderate
4. Strong
5. Very strong

The time allotted for the research work is one semester which passes while searching for an appropriate area and a committed advisor. Above all it was observed that, the conditioned is worsened and students are not doing what they are capable of doing because the 'research' or

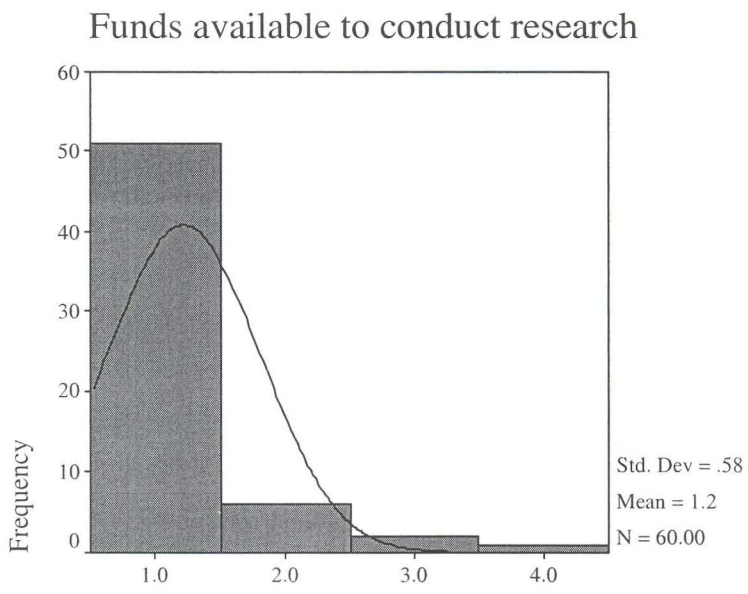
'project work' that they undertake is not used to evaluate and differentiate them.

It was also found that the academic staffs consider the research environment created for the program to be weak. Students are not doing a 'research' or 'project' for such a level. The main reasons were found to be course overload in both undergraduate and post graduate programs, advisory service for both programs, and limited resources.

4.3.3 Funds Available to Conduct Research

As indicated in Histogram 4.3.3, the fund available to conduct a research work was found to be very weak. Eighty five percent of the students rated the amount of fund available to conduct research as very weak, while 10% rated it as weak. The mean response is 1.2 (denoted as very weak) and the chart s skewed to the negative side.

Histogram 4.3.3 Student's Rating of Research Fund



Funds available to conduct research

Key

1. Very weak
2. Weak
3. Moderate
4. Strong
5. Very strong

Lack of resources to conduct 'research' or 'project work' will highly impair not only the quality of the 'research' or 'project work' but would affect the attainment of the university's strategic plan, which is becoming an eminent African research university. If the program is to produce competent academicians who will be shaping the future generation there training on how to undertake research for solving societal issues is a must, but as in the program case it is being constrained because of fund.

4.3.4 Teaching Method Innovation and Balance between Theory and Practice

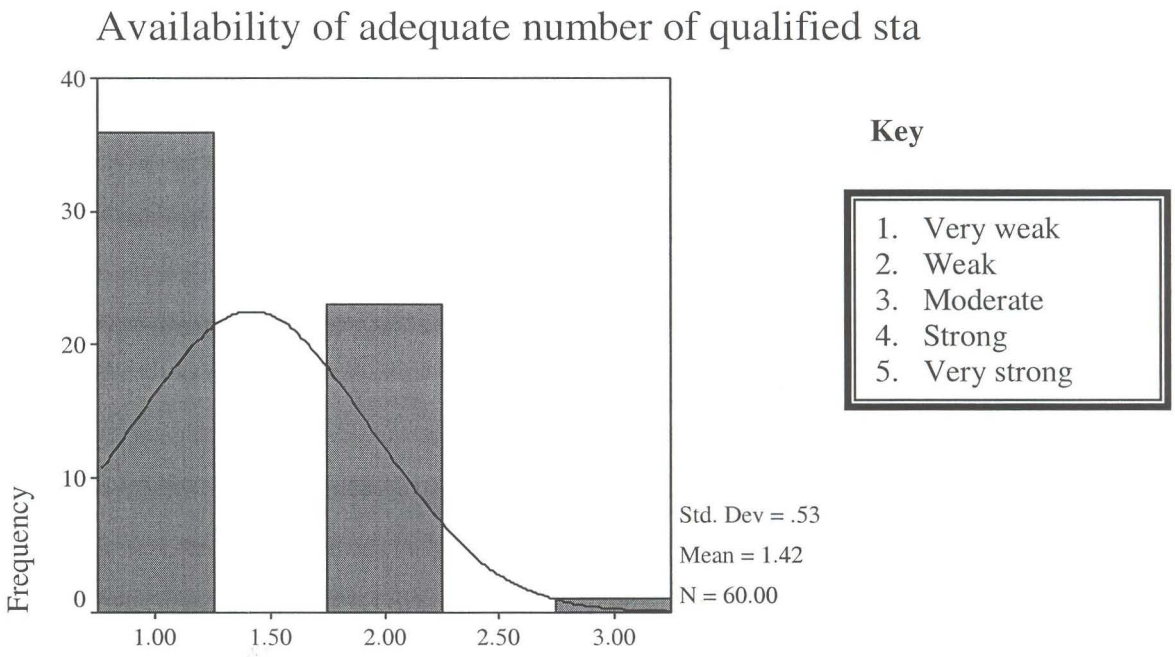
In relation to teaching, learning, and assessment variable these parameters were used to asses the program's weakness and strength. In line with this the level of innovation applied in the teaching-learning process was found to rely highly on lectures and case studies to some extent. Other innovations like specialist external lectures, games, simulations, work placements are not practiced at the current time. Balance between theory and practice was the other dimension used and was found to be more of a theory and descriptive in nature. Because of misunderstanding on the side of the academic staff, who are put into the class without any orientation and indication program that the university tells others to do, students were forced to learn from scratch let alone practical aspects.

4.4 Academic Staffs

4.4.1 Availability of Adequate and Capable Number of Qualified Staff

As shown in Histogram 5.4 the program lacks sufficient number of qualified academic staffs to effectively undertake the teaching learning process without any interruptions. Sixty percent of the sample students considered the existing academic staffs to be very insufficient.

Histogram 4.4.1 Student's Rating of Availability and Quality of Staff



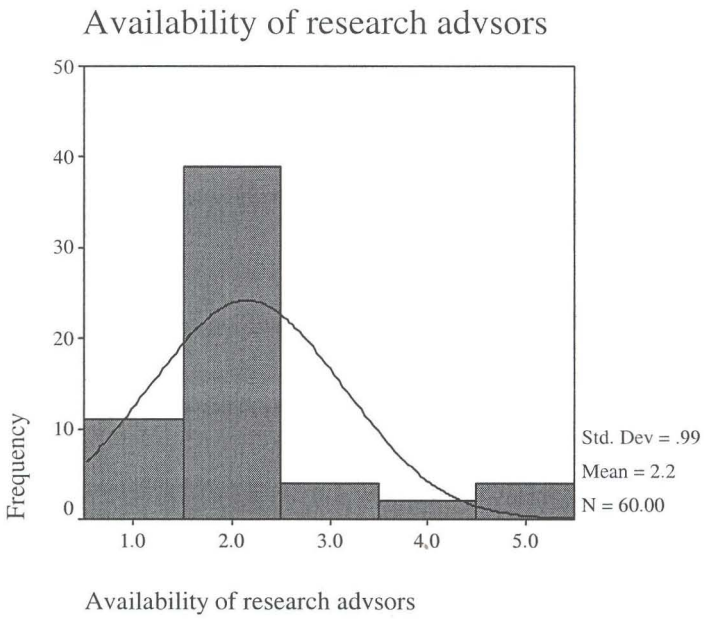
Availability of adequate number of qualified staffs

The role played by the academic staffs in equipping students with concepts that embed various theories, principles, and knowledge of the condition that must be considered at the time of their application is of a paramount importance. Not only the sufficiency in terms of number but also the quality, capability, and experience of the academic staffs have immense influence on the quality of the output.

4.4.2 Availability of Research Advisors

As can be seen from Histogram 4.4.2, it was found that the program lacks research advisor who have appropriate knowledge in the concerned research area. About 19% of the respondents rated the availability of research advisors as very weak and about 65% rated it to be weak.

Histogram 4.4.2 Student's Rating Research Advisors



Key

1. Very weak
2. Weak
3. Moderate
4. Strong
5. Very strong

The fact that the staffs assume additional duties in undergraduate program was observed to be one major reason for lack of research advisors in the student's area of interest. Because of this and other factors some research advisors have proven to be confused 'editors' rather than good 'editors' let alone good advisors as some put it. If the university is aspiring to become an eminent African research center then ensuring the availability of advisors and other resources is crucial. The existing relationship between the academic staff and students was found to be positive, which could be used as a component of the teaching learning process.

4.5 Infrastructure and Learning Resources

The existence and effectiveness of teaching physical facilities in an education program are said to be very determinant factors for the quality of the final output. This calls attention for an in-depth investigation of

variables like availability of classrooms; suitability of chairs and tables; availability, quality and sufficiency of teaching aids; and also the availability sufficiency and quality of toilets, cafeteria, and discussion rooms and so on.

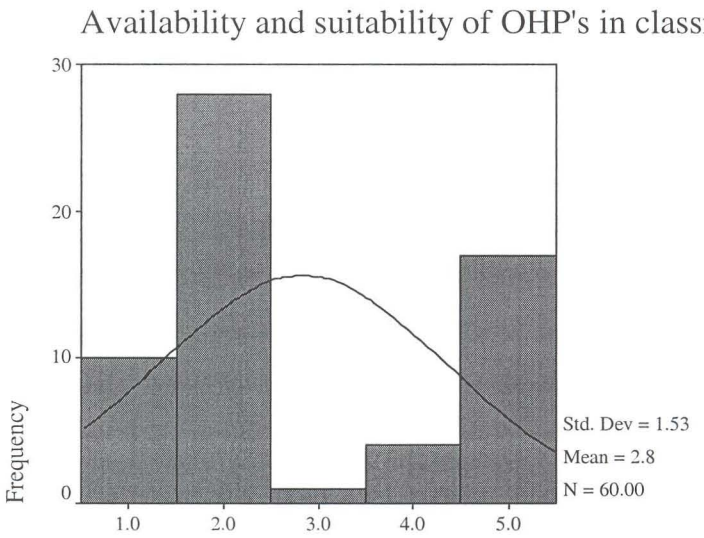
Learning resources are other infrastructures that need to be considered in education program evaluation. This requires the consideration of libraries in terms of size, collection, balance between old and new publication, computer labs in terms of size and reliability, availability journals periodicals, magazines, and number of days a student can borrow books from the library.

In order to asses the existing as well as effectiveness of infrastructures and learning resources in the program partly teaching aids, library resources were studies and are presented below.

4.5.1 Suitability of OHP in Classrooms

As can be seen from Histogram 4.5.1, about 17% of the students rated the existing OHPs as very weak and 47% rated it as weak. On the other side of the academic staff the same rating was obtained. As shown in histogram 4.5.1, the mean response obtained from the students is 2.8 and the normal curve appears to be symmetrical.

Histogram 4.5.1 Student's Rating of Teaching Aids-OHPs



Key

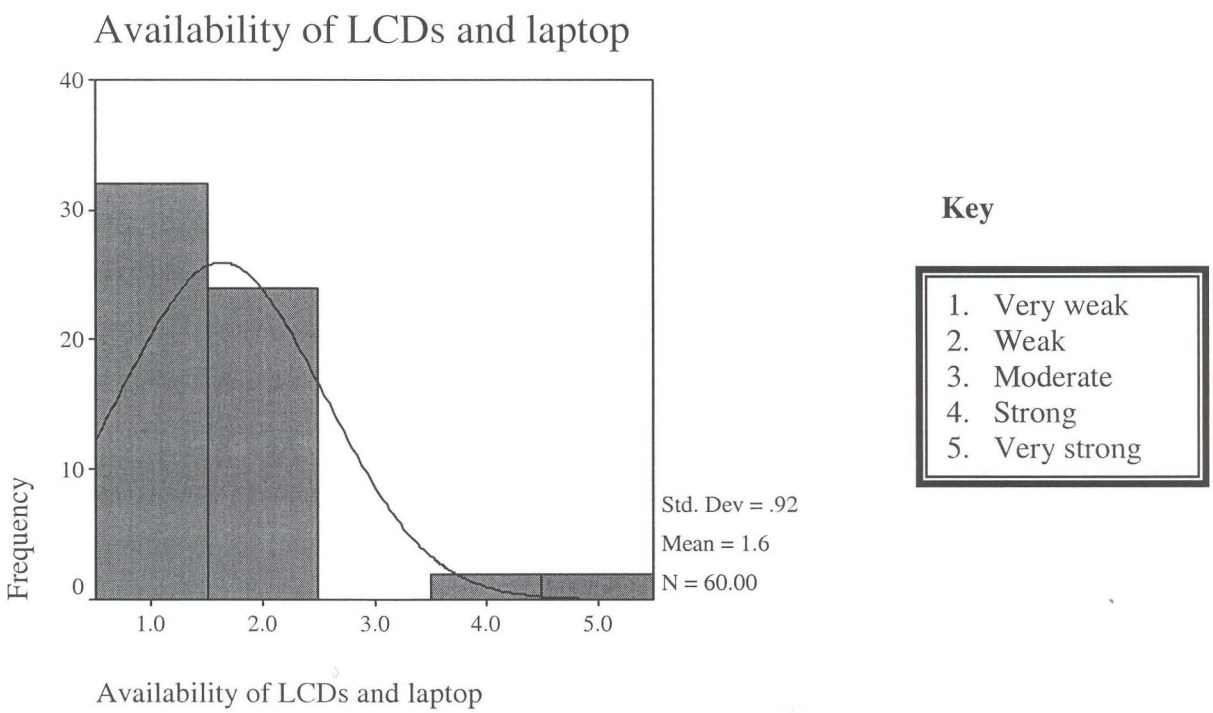
6. Very weak
7. Weak
8. Moderate
9. Strong
10. Very strong

The existing OHPs in were found to be less suitable with the teaching-learning process course instructors and students were seen while moving OHP from one class to another for the same reason. In some cases classes were interrupted. Even though, it is funny students were enjoying short break now and then just for a simple reason, 'the OHP turned itself off'. The research finding shows the physical existence of the teaching aid but its inefficiency.

4.5.2 Availability of LCDs and Laptops

As can be seen from the Histogram 4.5.2, about 53% of the student the availability of LCD and laptops as very weak, while 40 % rated it to be weak. Almost the entire response falls in the insufficient side of the curve as depicted in the Histogram.

Histogram 4.5.2 Student's Rating of Teaching Aids-LCD & Laptop



Education has reached a point where real life can be brought to class without having an expansive industrial tour. This is mainly facilitated through technological innovation, computers. However, the program lacks sufficient number of such a teaching aid that would have made classes more alive and teaching methodology attention capturing. It was observed the same response from the academic staff also. The observation showed that academic staffs must communicate the office in advance to have access to the existing LCD; though, they may use their own laptop.

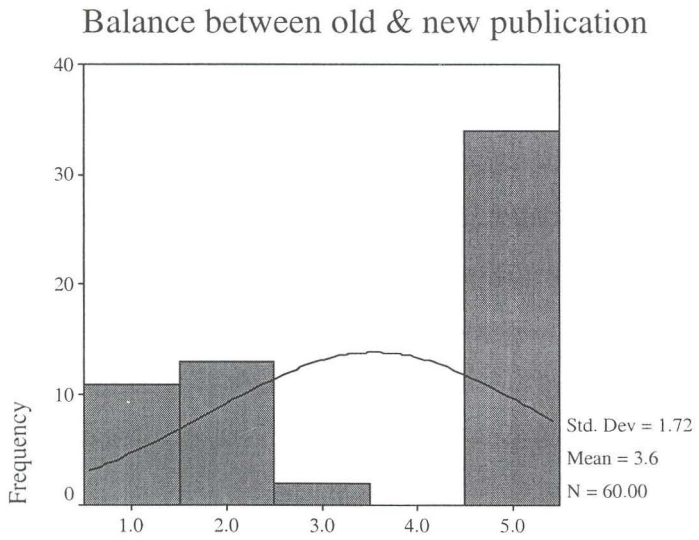
4.5.3 Balance between old and New Publications

As part the infrastructure library resources such as books, journal periodicals, and magazines are very important. With this regard, though the existing library is not only for post-graduate students its composition

was found to be very strong, as shown in Histogram 4.5.3. The mean response of the student was found to 3.6 and is skewed to the strong side.

As per the students' response the existing library has various kinds of publications that are not available elsewhere, though it is small as compared to the total number of students. However, it was observed that there must be continuous interaction and exchange of information between the academic staff and the library officials in that just for a simple reason that books are old, books should not be assigned a title of 'candidate for wadding' which put these classic books on the very of their burial ceremony.

Histogram 4.5.3 Student's Rating of Balance between Old and New Publications



Balance between old & new publication

Key

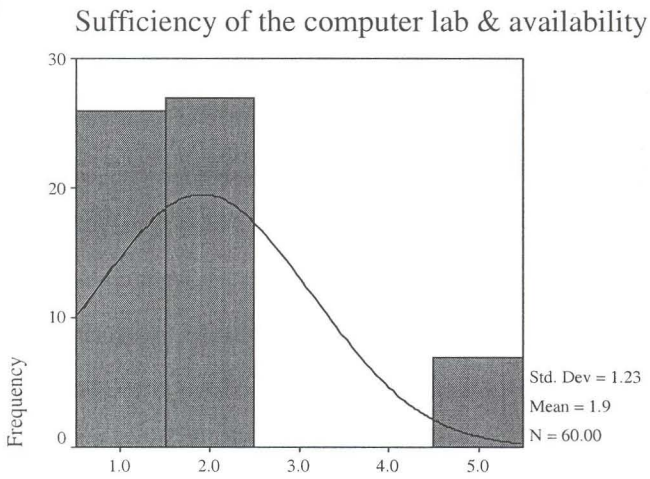
1. Very weak
2. Weak
3. Moderate
4. Strong
5. Very strong

4.5.4 Sufficiency of the Computer lab

As can be seen from Histogram 4.5.4, about 43% of the respondents rated the computer lab's sufficiency as very weak and 45% rated it as weak. Only 7% of the respondents rated it as very strong. It was found that the existing computer lab is insufficient.

Unlike the publication and library resources which showed a positive indication, the computer lab was found to have weaknesses the insufficiency has emanated from the fact that the lab with 16 computers serves not only MBA students but also MPA (Masters of Public Administration), Accounting MSc students and post graduate programs under the economics department. It should be noted that these programs have their own batches of students enrolled at different time.

Histogram 4.5.4 Student's Rating of Sufficiency of Computers



Key

1. Very weak
2. Weak
3. Moderate
4. Strong
5. Very strong

Though, the university claims to have access to different valuable and expensive online database the insufficiency of the computer lab has introduced a question of their effective utilization. In addition to these,

the computer lab was found to have enough and appropriate hard disks thought it lacks very important software. For example, SPSS one of the basic statistical software never made its way to the computer lab let alone Stata, Lindo, Lingo, etc.

In regard to the existing online journal interruption in the internet connection that may last from few hours to weeks have proved to be a challenge. Because of the interruption of the internet it did not only impair the utilization of the online database but also rescheduling of assignment dates which are based on internet search.

4.5.5 Utilization of Library Resources

The library offers book, lending service for all post-graduate students and each student is entitled for eight pockets for use. However, it was found that students were discontented with the duration they can borrow books.

The majority of the students use resources in the periodical section less frequently. Students were found to have lack of interest in reading these scholarly researches works for enhancing their understanding of different concepts, theories and practices. The resources were used only for assignments and project work only. In contrary to the students, the academic staffs use the resources frequently for the purpose of preparing a lecture and also research work.

It was observed that students were facing problem in retrieving the resources from the database which indicate their infrequent visit of the specific sites. Students' purpose of using these resources is the same as that of other library resources, assignment and research project.

Independent sample t-test for equality of mean- Students and Academic staffs.

Table 4.5.1 Independent Sample t-test for Infrastructure and Learning Resources- Students and Academic Staffs

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Availability and suitability of OHP's in classrooms	Equal variances assumed	2.124	.150	.330	63	.743	.2333	.70747	-1.180	1.6471
	Equal variances not assumed			.369	4.912	.727	.2333	.63173	-1.399	1.8661
Availability of LCDs and laptop	Equal variances assumed	.492	.486	-1.828	63	.072	-.7667	.41935	-1.605	.07134
	Equal variances not assumed			-2.816	6.079	.030	-.7667	.27222	-1.431	-.10265
Balance between old & new publication	Equal variances assumed	32.067	.000	1.987	63	.051	1.550	.77988	-.00847	3.1085
	Equal variances not assumed			4.010	8.782	.003	1.550	.38651	.67233	2.4277
Sufficiency of the computer lab & availability of HW & SW	Equal variances assumed	.871	.354	-3.733	63	.000	-2.08	.55815	-3.199	-.96796
	Equal variances not assumed			-5.892	6.226	.001	-2.08	.35359	-2.941	-1.226
Your awarness about the online journals	Equal variances assumed	2.710	.105	.597	63	.553	.4333	.72571	-1.017	1.8835
	Equal variances not assumed			.684	4.964	.525	.4333	.63342	-1.198	2.0651

As can be seen from the significance (2-tailed) result column of the independent sample test result shown in table 4.5.1, with the exception of the computer lab all the remaining dimensions considered under infrastructure and learning resources all have shown insignificant mean difference.

4.6 Student Progression and Outcome

Success in the case of an academic institute can be measured by assessing the quality of its graduates. Though, quality can be used to evaluate the success of a certain academic program its actual practice requires the use of well tested tools. In order to alleviate the problem of measuring quality of the students different goal surrogates like knowledge and understanding and also skills could be utilized.

4.6.1 Knowledge and Understanding

Table 4.6.1 provides a summary of list of knowledge and understanding dimensions through which the evaluation of the outcome was assumed to be achieved.

Table 4.6.1 student's rating of knowledge and understanding

Dimensions	Frequency				
	Vw	W	M	S	Vs
Organization	6	20	-	15	19
External environment	7	26	1	12	14
Management	4	21	-	16	19
Markets	10	23	-	8	19
finance	7	26	-	10	17
People in organization	4	21	-	17	18
Operation	3	23	-	21	13
Information system	5	28	-	8	19
Information and Communication Technologies	12	20	-	10	18
Business policy & strategy	11	15	7	11	16
Contemporary and Pervasive Issue	16	16	2	7	19

As can be seen form table 4.6.1, respondents rated some dimension to be strong while some were regarded as weak. Student's knowledge and understanding in relation to:

- Organizations: regarding various processes, procedures and practices for effective management or organization,
- People in an organization setting and their management and development,
- Operations: regarding the management of scarce resources and different operation; and
- Business policy and strategy with in the changing environment were found to be strong.

While dimensions like:

- External environment including the economy, legal, political and technological factors
- The development and operation of local, national and international markets
- sources and uses of finance
- Development, management and exploitation of information systems and their impact up on organization
- The use of information communication technologies for application business and
- Contemporary and pervasive issues like globalization, impact of HIV/AIDS, knowledge management, e-commerce and others were found to be weak.

4.6.2 Skills

Various kinds of skills are assumed to be goal surrogates and are used as a measurement of quality of graduates the information collected is summarized in table 4.6.2.

As can be seen from table 6 students were found to capable and effectively use all the dimensions with the exception of the use communication and information technology. This aspect of skill was concerned with the use of application soft wares like SPSS, Excel, Access and others in business problems. About 52% responded their skill of use of ICT to be weak.

Table 4.6.2 Student's Rating of their Skills

	Frequency				
Dimensions	Vw	W	M	S	Vs
Cognitive skill	7	8	3	18	24
Problem solving	1	18	1	15	25
Communication skill	2	20	-	14	14
Use of ICT	7	31	-	9	13
Self management	6	19	2	12	21
Awareness	2	12	1	18	27
Interpersonal skills	4	17	-	13	26

On the other hand:

- Cognitive sills that encompass the capability to identify assumptions use of evidence and capability to identify implicit values and to generalize appropriate
- Use of quantitative and qualitative techniques to solve business problems and support decision making
- Communication skills regarding written and oral English, preparation and presentation of businesses reports,
- Self management skills emphasizing time management & individual initiatives,
- Awareness of self and others openness, sensitivity to diversity, culture,

- Interpersonal skills like effective listening, negotiation, persuasion skills were found to strong.

This indicate despite the short corning of the process components of the programs students demonstrate that they are what they intend to be.

Employer's View

In order to asses the quality of the graduates who are working at the current time, a random selection of ten employers were considered. The sample consisted five academic organizations and five non academic organizations. Table 6.1, shows the summery of the finding.

Table 4.6.3 Employer's Rating of MBA Holder Employees

Dimensions	Frequency				
	Vw	W	M	S	Vs
Organizations	-	2	-	2	6
External environment	-	4	-	1	5
Management	-	1	-	6	3
Markets	-	3	-	3	4
Finance	-	2	-	5	3
People	-	2	-	6	2
Operations	-	2	-	5	3
Information systems	1	-	-	2	7
Information & communication technologies	1	2	-	2	5
Business policy and strategy	-	2	1	2	5
Contemporary issues	2	1	1	1	5

As can be seen from the table employers of the graduates were found to contended by the knowledge and understanding of their employees in different business related issues presented in the table above.

The other dimension considered for assessing the quality of the output was skill. Different kinds of skill dimensions were given to be rated by employers and the summery is presented in table 4.6.4, below.

Table 4.6.4 Response of Employers Regarding Skills

Dimensions	Frequency			
	W	M	S	VS
Cognitive skills	-	1	2	7
Problem solving & decision making	2	1	1	6
Communication skills	1	-	2	7
Use of communication technologies	3	-	1	6
Effective self-management skills	2	-	1	7
Awareness skills	-	-	1	9
Interpersonal skills	-	-	3	7

As shown in table 4.6.4, the graduates of the MBA program were found to be capable of using various skills mentioned above.

Independent sample t-test for equality of mean- Students and Employers.

Knowledge and understanding

In order to compare the student's response with that of the employer's response regarding the assumed surrogates in assessing the quality of the outcome an independent t-test was made for the equality of the mean in line with the assumption of the method. The results are summarized below in table 4.6.5.

Student's response regarding their knowledge and understanding of operations of organizations in relation to the management of scarce resources and different operations and also their understanding and knowledge information systems that emphasized on the development,

management and exploitation of information systems and their impact upon organizations were found to be significance indicating the existence of difference between the two categories of respondents. In contrary to this all the other dimensions of the goal surrogate-knowledge and understanding were found to be insignificant showing the two categories of respondents share the same opinion. Hence, it can be concluded that graduates of the students are in a real learning processes that make a positive impact on their former knowledge.

Table 4.6.5 Independent Sample t-test for Student's Progression and Outcome Knowledge and Understanding-Students and Employers

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Knowledge & Understanding of Organizations	Equal variances assumed	5.045	.028	-2	68	.089	-.8500	.49228	-1.832	.13233
	Equal variances not assumed			-2	14	.070	-.8500	.43263	-1.780	.07989
Knowledge & Understanding of External Environments	Equal variances assumed	.024	.876	-1	68	.161	-.7000	.49376	-1.685	.28528
	Equal variances not assumed			-1	12	.193	-.7000	.50774	-1.807	.40679
Knowledge & Understanding of Management	Equal variances assumed	18.383	.000	-1	68	.145	-.6833	.46399	-1.609	.24255
	Equal variances not assumed			-2	18	.054	-.6833	.33191	-1.380	.01383
Knowledge & Understanding of Markets	Equal variances assumed	5.436	.023	-1	68	.160	-.7500	.52793	-1.803	.30347
	Equal variances not assumed			-2	14	.128	-.7500	.46348	-1.746	.24609
Knowledge & Understanding of Finance	Equal variances assumed	13.440	.000	-2	68	.097	-.8333	.49469	-1.820	.15380
	Equal variances not assumed			-2	15	.053	-.8333	.39790	-1.681	.01398
Knowledge & Understanding of Operations	Equal variances assumed	10.099	.002	-.9	68	.393	-.4000	.46495	-1.328	.52779
	Equal variances not assumed			-1	15	.301	-.4000	.37356	-1.195	.39539
Knowledge & Understanding of Operations	Equal variances assumed	7.278	.009	-1	68	.178	-.6000	.44128	-1.481	.28057
	Equal variances not assumed			-2	14	.144	-.6000	.38742	-1.433	.23262
Knowledge & Understanding of Information systems	Equal variances assumed	10.398	.002	-3	68	.013	-1.267	.49935	-2.263	-.2702
	Equal variances not assumed			-3	14	.013	-1.267	.44383	-2.222	-.3116
Knowledge & Understanding of communicatin & information technologies	Equal variances assumed	1.457	.232	-1	68	.162	-.7667	.54249	-1.849	.31586
	Equal variances not assumed			-1	12	.174	-.7667	.53137	-1.920	.38698
Knowledge & Understanding of Contemporary & pervasive issues	Equal variances assumed	2.359	.129	-2	68	.078	-.9000	.50288	-1.903	.10349
	Equal variances not assumed			-2	14	.060	-.9000	.43959	-1.844	.04434
Knowledge & Understanding of Contemporary & pervasive issues	Equal variances assumed	.109	.743	-1	68	.258	-.6500	.56982	-1.787	.48706
	Equal variances not assumed			-1	12	.286	-.6500	.58253	-1.919	.61922

Table 4.6.5 Independent Sample t-test for Student's Progression and Outcome Knowledge and Understanding-Students and Employers

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Knowledge & Understanding of Organizations	Equal variances assumed	5.045	.028	-2	68	.089	-.8500	.49228	-1.832	.13233
	Equal variances not assumed			-2	14	.070	-.8500	.43263	-1.780	.07989
Knowledge & Understanding of External Environments	Equal variances assumed	.024	.876	-1	68	.161	-.7000	.49376	-1.685	.28528
	Equal variances not assumed			-1	12	.193	-.7000	.50774	-1.807	.40679
Knowledge & Understanding of Management	Equal variances assumed	18.383	.000	-1	68	.145	-.6833	.46399	-1.609	.24255
	Equal variances not assumed			-2	18	.054	-.6833	.33191	-1.380	.01383
Knowledge & Understanding of Markets	Equal variances assumed	5.436	.023	-1	68	.160	-.7500	.52793	-1.803	.30347
	Equal variances not assumed			-2	14	.128	-.7500	.46348	-1.746	.24609
Knowledge & Understanding of Finance	Equal variances assumed	13.440	.000	-2	68	.097	-.8333	.49469	-1.820	.15380
	Equal variances not assumed			-2	15	.053	-.8333	.39790	-1.681	.01398
Knowledge & Understanding of Operations	Equal variances assumed	10.099	.002	-.9	68	.393	-.4000	.46495	-1.328	.52779
	Equal variances not assumed			-1	15	.301	-.4000	.37356	-1.195	.39539
Knowledge & Understanding of Operations	Equal variances assumed	7.278	.009	-1	68	.178	-.6000	.44128	-1.481	.28057
	Equal variances not assumed			-2	14	.144	-.6000	.38742	-1.433	.23262
Knowledge & Understanding of Information systems	Equal variances assumed	10.398	.002	-3	68	.013	-1.267	.49935	-2.263	-.2702
	Equal variances not assumed			-3	14	.013	-1.267	.44383	-2.222	-.3116
Knowledge & Understanding of communicatin & information technologies	Equal variances assumed	1.457	.232	-1	68	.162	-.7667	.54249	-1.849	.31586
	Equal variances not assumed			-1	12	.174	-.7667	.53137	-1.920	.38698
Knowledge & Understanding of Contemporary & pervasive issues	Equal variances assumed	2.359	.129	-2	68	.078	-.9000	.50288	-1.903	.10349
	Equal variances not assumed			-2	14	.060	-.9000	.43959	-1.844	.04434
Knowledge & Understanding of Contemporary & pervasive issues	Equal variances assumed	.109	.743	-1	68	.258	-.6500	.56982	-1.787	.48706
	Equal variances not assumed			-1	12	.286	-.6500	.58253	-1.919	.61922

Skills

Another independent t-test was performed in order to compare the student's response with that of the employer's response regarding the student's skills in assessing the quality of the outcome. The results are summarized below in table 4.6.6.

Table 4.6.6 Independent Sample t-test for Students' Progression-skills-Students and Employers

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Cognitive Skills	Equal variances assumed	.273	.607	-2.415	18	.027	-.9000	.37268	-1.683	-.11703
	Equal variances not assumed			-2.415	16.55	.028	-.9000	.37268	-1.688	-.11209
Effective problem solving & decision making	Equal variances assumed	2.145	.160	-.791	18	.439	-.4000	.50553	-1.462	.66207
	Equal variances not assumed			-.791	16.55	.440	-.4000	.50553	-1.469	.66876
Effective Communication skills	Equal variances assumed	1.448	.244	-2.181	18	.043	-1.1000	.50442	-2.160	-.04024
	Equal variances not assumed			-2.181	16.88	.044	-1.1000	.50442	-2.165	-.03518
Effective use of communication & information technologies	Equal variances assumed	.268	.611	-1.877	18	.077	-1.1000	.58595	-2.331	.13103
	Equal variances not assumed			-1.877	17.52	.077	-1.1000	.58595	-2.333	.13344
Effective Self-management skills	Equal variances assumed	.439	.516	-1.915	18	.072	-1.1000	.57446	-2.307	.10689
	Equal variances not assumed			-1.915	17.95	.072	-1.1000	.57446	-2.307	.10711
Awareness skills	Equal variances assumed	6.622	.019	-3.382	18	.003	-1.3000	.38442	-2.108	-.49237
	Equal variances not assumed			-3.382	10.30	.007	-1.3000	.38442	-2.153	-.44683
Interpersonal skills	Equal variances assumed	1.705	.208	-2.496	18	.022	-.9000	.36056	-1.657	-.14250
	Equal variances not assumed			-2.496	12.76	.027	-.9000	.36056	-1.680	-.11956

As can be seen from table 4.6.6,

- Student's capability to identify assumptions, use evidence, to detect false logic, to identify implicit values, to generalize appropriately, which were considered as cognitive skills
- Student's capability to use quantitative and qualitative techniques to solve business problems-effective problem solving and decision making
- Student's proficiency in written and oral English, preparation and presentation of business reports-communication skills and
- Their time management and individual initiatives-self-management skills were rated by students as well as employers as strong and the mean difference between the two responses was insignificant.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

Being the second largest populated country in sub-Sahara Africa, Ethiopia needs well trained and qualified human power to bring about economic prosperity. The role played by AAU, the pioneer HEI, is immense. The university is responsible for producing human needs of the country and undertaking program evaluation is of a paramount importance. It was with this objective, that this project was undertaken. The findings of the project work can be used to trace what needs to be changed, improved, sustained, and communicated to various stakeholders. The data analysis and findings lead to the following major conclusions:

- Goals designed for the program are not clearly communicated to the students and academic staffs, which may impair their ultimate achievement. Despite lack of goal clarity; however, most student consider the program to have relevance to their individual needs, which clearly shows that the program is satisfying the need of the target group. The existing structure failed to serve its purpose even through a collegial relationship.
- Value added by the curriculum to participants was found weak mainly because of lack of customization in the course content- which is unable to reflect current needs of the country.
- The inclusion of areas of specialization in the program, electives in the curriculum and formation of teams of students in the teaching-learning process will enhance the value of the program

- Due to lack of customization, theoretical and descriptive nature of courses to reflect the spatiotemporal conditions of the country the program is less value adding mainly to those who aspire to become academic staff.
- The program has adopted a poor student evaluation and feedback system
- The overburden on the shoulder of the academic staff coupled with the absence of actual grading system of students project work and limited resources are posing a threat not only to the program's success but also to the image of the university as a whole.
- The existing academic staffs are not sufficient for undertaking class lectures and advisory work effectively.
- The existing infrastructure and various resources are insufficient and yet underutilized
- Despite the shortcoming of the program students are capable of assuming a post that requires such a qualification, though some basic knowledge and understanding and skills are not demonstrated by students- for example, Information Communication Technologies.

5.1 Recommendations

The ultimate objective of program evaluation focuses on measuring achievement of goals and developing possible improvements in case of discrepancies. The research finding has clearly showed MBA program needs some improvements while sustaining its strengths. The finding of the project paper; though, done in a very short period of time has lead to the development of possible recommendations as follows:

1. The program should revise its existing structure and facilitates communication of program related issues to participants starting from goals.

2. Use of the university's existing web page could be powerful. It allows participants to know what they will get if they get the chance to become participants.
3. Flexibility of the curriculum need to be emphasized by enhancing its capability to incorporate
    - Current needs and priorities of the country
    - Pervasive and contemporary issues like HIV/AIDS and Globalization, Technology etc.
    - To have options or electives since students are from utterly different educational background.
4. In order to make the curriculum dynamic the program should enhance its
    - Internal capacity
    - Provide orientation and training sessions for expatriate staffs to make them accustomed to local setting and
    - Capacity to attract, motivate and retain experienced local academicians.
5. The program needs to have its own academic staff that mainly focuses on accomplishment of program goals.
6. At times of shortage of advisors inside the university external advisors should be made available for students. But a great deal of caution must be exercised in selecting such external advisors. At least qualification experience, previous affiliation with the university and reliability should be assessed carefully.
7. Since the program is 'not lesser than' from other post-graduate programs the same research environment should be created both in terms of duration and also resources.
8. Academic staffs need to develop culture of teaching-learning process based on recent and relevant research work that they can access very easily. This will induce students to realize the immense potential that lie untapped in the online data base.

9. The level of teaching innovation need to be improved at least to the level of case analysis and project work unlike the current practice, which is more of descriptive and theoretical.
10. Use of team learning or cohort structures should be stressed in the teaching-learning process. This requires ensuring not only the commitment of students but also the academic staff's time and acceptance of diversity with its challenges as well as potential benefits.
11. The programs office or the faculty should create strategic alliance with different stakeholders who have some stake in the program and their participation in the program.
12. Information flow should be fluid and need to reach the right person at the right time with at least to a minimum level of accuracy and reliability.
13. Developing academic parentship between students and the academic staff enable to alleviate problems of 'artificial shortage of resources' and enhance the program's capacity in adding value not merely creating it.
14. The student evaluation system needs to be monitored seriously so as to spare the image of the university as a whole and the program specifically.

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http://www.innonet.org/

http://www.eval.org/

http://en.wikipedia.org

Annexure 1- Questionnaire for Students (Third Semester and Prospective Graduates)

	I. Goals	VW	W	M	Vs	S
1	Clarity of the MBA program goals					
2	Relevance of the program's goals to your needs					
3	Structure the and extent to which the program office provides you with relevant, accurate, and timely information					
	II. Program relevance and curriculum	**VW**	**W**	**M**	**Vs**	**S**
1	Customization of the course content to reflect the current need in Ethiopia					
2	Value added by the curriculum to your existing skills and knowledge					
3	Flexibility of the curriculum in adapting latest national and international developments					
4	Time allotted for research work and practical work					

Currently the program does not have specialization areas for the graduates. Please state your opinion on this reality?_____
_____
_____
_____
_____

What is your opinion towards the use of electives in the curricula?_____
_____
_____
_____
_____

Now a days, most international universities use **'cohort structures'**-placing a student with a specified number of students-deliberately chosen for their diversity-either for the first few week classes or for the entire semester) to solve problems as a team, resolve conflicts, sustain morale and achieve accountability, just as they would in a corporate setting. What is your opinion towards incorporating such practices?_____
_____
_____
_____
_____

	III. Teaching-learning and assessment	VW	W	M	Vs	S
1	Student-evaluation and feedback system adopted in the program					
2	The research environment conduciveness					
3	Funds available to conduct research					

State your opinion regarding the level of innovation applied in the teaching method (lecture, presentation, team work, case-studies, specialist external lecturers, work placement etc)_____

_____

_____

_____

State your opinion regarding balance between theory and practice_____

_____

_____

_____

	IV. Academic Staff	VW	W	M	Vs	S
1	Availability of adequate no of qualified staffs					
2	Availability of research advisors who have appropriate knowledge in the concerned area					

State your opinion regarding relationship between the academic staff and the students _____

_____

_____

_____

	V. Infrastructure and learning resources					
	⊥ Physical facility	VW	W		Vs	S
1	Suitability of the projectors (OHP) in classrooms					
2	Availability of LCDs and laptop					
	⊥ Learning Resources	VW	W	M	Vs	S
1	Balance between old and new publications					
2	Sufficiency of the computers in the lab with the necessary hardware and software					
3	Your awareness about such journals and resources					

State your opinion regarding Reliability of the internet connection_____

_____

_____

_____

State your opinion regarding Number of days that you can borrow books from the library _____
_____
_____
_____

In the periodical section of the library there are a number of international journals (academic, research) and other periodical to what extent have you used them?_____
_____
_____

How often have you used them? For what purpose_____
_____
_____
_____

For what purpose have you used the online journals?_____
_____
_____
_____

The following variables of interest are expected to be demonstrated by anybody who has studied business related profession. The tables present two main sections one for knowledge and understanding and another one for different kinds of skills. You are expected to provide your answer for each variable by relating how the MBA program has made an impact.

	VI. Student progression and outcomes					
	Your Knowledge and understanding of:	**VW**	**W**	**M**	**Vs**	**S**
1	Organizations (internal aspects functions and processes)					
2	External environments (economic, ethical, legal, political etc)					
3	Management (the various processes, procedures and practices for effective management of organizations					
4	Markets (development and operation of local, national and international markets)					
5	Finance (its source, uses and its management)					
6	People in an organization setting (their management and development)					
7	Operations (the management of scarce resources and different operations)					
8	Information systems (development, management					

	and exploitation of information systems and their impact upon organizations)					
9	Various kinds of communication and information technologies for application in business management					
10	The development business policy and strategy within the changing environment					
11	Contemporary and pervasive issues (Globalization, impact of HIV/AIDS, knowledge management, e-commerce and others)					

	▲ **Your Skills:**	**VW**	**W**	**M**	**Vs**	**S**
1	Cognitive skills (capability to identify assumptions, use of evidence, to detect false logic, to identify implicit value, to generalize appropriately etc)					
2	Effective problem solving and decision making (use of quantitative and qualitative techniques to solve business problems)					
3	Effective communication skills (proficiency6 in written and oral English, preparation and presentation of business reports)					
4	Effective use of communication and information technology skill(use of application software like excel, SPSS, internet, and e-mail)					
5	Effective self-management skills (time management, individual initiatives, behavior motivation etc)					
6	Awareness skill (awareness of self and others, openness, sensitivity to diversity, culture, business)					
7	Interpersonal skill (effective listening, negotiation, persuasion and presentation)					

If you want to provide additional information that you think is relevant, please state it below _____

_____

_____

Annexure 2- Questionnaire for Already Graduated

	I. Goals	VW	W	M	Vs	S
1	Clarity of the MBA program goals					
2	Relevance of the program's goals to your needs					
3	Structure and the extent to which the program office provided you with relevant, accurate, and timely information					

	II. Program relevance and curriculum	VW	W	M	Vs	S
1	Customization of the course content to reflect the current need in Ethiopia					
2	Value added by the curriculum to your existing skills and knowledge					

Currently the program does not have specialization areas for the graduates. Please state your opinion on this reality?_____
_____
_____
_____
_____

What is your opinion towards the use of electives in the curricula?_____
_____
_____
_____
_____

Now a days, most international universities use **'cohort structures'**-placing a student with a specified number of students-deliberately chosen for their diversity-either for the first few week classes or for the entire semester) to solve problems as a team, resolve conflicts, sustain morale and achieve accountability, just as they would in a corporate setting. What is your opinion towards incorporating such practices?_____
_____
_____
_____
_____

	III. Teaching-learning and assessment	VW	W	M	Vs	S
1	Student-evaluation and feedback system adopted in the program					
2	The research environment conduciveness					
3	Funds available to conduct research					

State your opinion regarding the level of innovation applied in the teaching method (lecture, presentation, team work, case-studies, specialist external lecturers, work placement etc)_____
_____
_____
_____

State your opinion regarding balance between theory and practice_____
_____
_____
_____

	IV. Academic Staff	VW	W	M	Vs	S
1	Availability of adequate number of qualified staffs					
2	Availability of research advisors who have appropriate knowledge in the concerned area					

State your opinion regarding relationship between the academic staff and the students _____
_____
_____
_____

	V. Infrastructure and learning resources					
	⊥ Physical facility @ FBE	VW	W	M	Vs	S
1	Suitability of the projectors (OHP) in classrooms					
2	Availability of LCDs and laptop					
	⊥ Learning Resources @ FBE	VW	W	M	Vs	S
1	Balance between old and new publications					
2	Sufficiency of the computers in the lab with the necessary hardware and software					
3	Your awareness about such journals and resources					

In the periodical section of the library there are a number of international journals (academic, research) and other periodical to what extent have you used them?_____

_____

_____

How often have you used them? For what purpose_____

_____

_____

_____

For what purpose have you used the online journals?_____

_____

_____

The following variables of interest are expected to be demonstrated by anybody who has studied Business Administration. The tables present two main sections one for knowledge and understanding and another one for different kinds of skills. You are expected to provide your answer for each variable by relating how the MBA program has made an impact.

	VI. Student progression and outcomes					
	Knowledge and understanding	**VW**	**W**	**M**	**Vs**	**S**
1	Knowledge and understanding of organizations (internal aspects functions and processes)					
2	External environments (economic, ethical, legal, political etc)					
3	"Management" (the various processes, procedures and practices for effective management of organizations					
4	Markets (development and operation of local, national and international markets)					
5	Finance (its source, uses and its management)					
6	People in an organization setting (their management and development)					
7	Operations (the management of scarce resources and different operations)					
8	Information systems (development, management and exploitation of information systems and their impact upon organizations)					
9	Various kinds of communication and information technologies for application in business management					
10	The development business policy and strategy within the changing environment					
11	Contemporary and pervasive issues (Globalization, impact of HIV/AIDS, knowledge management, e-commerce and others)					

	Skills	VW	W	M	Vs	S
1	Cognitive skills (capability to identify assumptions, use of evidence, to detect false logic, to identify implicit value, to generalize appropriately etc)					
2	Effective problem solving and decision making (use of quantitative and qualitative techniques to solve business problems)					
3	Effective communication skills (proficiency6 in written and oral English, preparation and presentation of business reports)					
4	Effective use of communication and information technology skill(use of application software like excel, SPSS, internet, and e-mail)					
5	Effective self-management skills (time management, individual initiatives, behavior motivation etc)					
6	Awareness skill (awareness of self and others, openness, sensitivity to diversity, culture, business)					
7	Interpersonal skill (effective listening, negotiation, persuasion and presentation)					

- If you have any additional information that you think is relevant please write it below_____

Annexure 3- Questionnaire for Academic Staffs

	I. Goals	VW	W	M	Vs	S
1	Clarity of the MBA program goals					
3	The structure and the extent to which the program office provides/d you with relevant, accurate, and timely information					
	II. Program relevance and curriculum	**VW**	**W**	**M**	**Vs**	**S**
1	Customization of the course content to reflect the current need in Ethiopia					
2	Value added by the curriculum to your existing skills and knowledge					
3	Flexibility of the curriculum in adapting latest national and international developments					
4	Time allotted for research work and practical work					

Currently the program does not have specialization areas for the graduates. Please state your opinion on this reality?_____
_____
_____
_____
_____

What is your opinion towards the use of electives in the curricula?_____
_____
_____
_____
_____

Now a days, most international universities use **'cohort structures'**-placing a student with a specified number of students-deliberately chosen for their diversity-either for the first few week classes or for the entire semester) to solve problems as a team, resolve conflicts, sustain morale and achieve accountability, just as they would in a corporate setting. What is your opinion towards incorporating such practices?_____
_____
_____
_____
_____

	III. Teaching-learning and assessment	VW	W	M	Vs	S
3	Student-evaluation and feedback system adopted in the program					
4	The research environment conduciveness					
5	Funds available to conduct research					

	IV. Infrastructure and learning resources					
	⊥ Physical facility	VW	W	M	Vs	S
	Suitability of the projectors (OHP) in classrooms					
	Availability of LCDs and laptop					
	⊥ Learning Resources	VW	W	M	Vs	S
	Sufficiency of the computers in the lab with the necessary hardware and software					
	Your awareness about such journals and resources					

In the periodical section of the library there are a number of international journals (academic, research) and other periodical to what extent have you used them?_____
_____
_____

How often have you used them? For what purpose_____
_____
_____
_____

For what purpose have you used the online journals?_____
_____
_____
_____

If you want to provide additional information that you think is relevant, please state it below_____
_____
_____
_____
_____

Annexure 4- Questionnaire for Academic Staffs

	Student progression and outcomes					
	Knowledge and understanding	**VW**	**W**	**M**	**Vs**	**S**
	Knowledge and understanding of organizations (internal aspects functions and processes)					
	External environments (economic, ethical, legal, political etc)					
	"Management" (the various processes, procedures and practices for effective management of organizations					
	Markets (development and operation of local, national and international markets)					
	Finance (its source, uses and its management)					
	People in an organization setting (their management and development)					
	Operations (the management of scarce resources and different operations)					
	Information systems (development, management and exploitation of information systems and their impact upon organizations)					
	Various kinds of communication and information technologies for application in business management					
	The development business policy and strategy within the changing environment					
	Contemporary and pervasive issues (Globalization, impact of HIV/AIDS, knowledge management, e-commerce and others)					

	Skills	VW	W	M	Vs	S
	Cognitive skills (capability to identify assumptions, use of evidence, to detect false logic, to identify implicit value, to generalize appropriately etc)					
	Effective problem solving and decision making (use of quantitative and qualitative techniques to solve business problems)					
	Effective communication skills (proficiency6 in written and oral English, preparation and presentation of business reports)					
	Effective use of communication and information technology skill(use of application software like excel, SPSS, internet, and e-mail)					
	Effective self-management skills (time management, individual initiatives, behavior motivation etc)					
	Awareness skill (awareness of self and others, openness, sensitivity to diversity, culture, business)					
	Interpersonal skill (effective listening, negotiation, persuasion and presentation)					

If you want to provide additional information that you think is relevant, please state it below _____

_____

_____

_____

_____

Annexure 5- Overview of Universities having MBA Program

(Compiled from Peterson's Guide to MBA Programs, 1996)

➢ Stanford University

Master of Business Administration (MBA) Full-time; 100 total credits required; minimum of 18 month to complete program. Concentrations in decision sciences, finance, human resources, management, marketing, nonprofit management, international management, manufacturing management, operations management, organizational behavior / development.

Teaching Methodologies case study, computer-aided instruction, computer analysis, computer simulations, experiential learning, field projects, group discussion, lecture, research, student presentations, study groups, team projects.

Technology 500 on-campus computer terminals/PCs are available for student use and are linked by a campus-wide network. (The network has full access to the internet and the following internet services: E-mail, file transfer protocol, gopher, list servers, news groups, Telnet). Students are not required to have their own PC.

Facilities

Information Resources Cecil H. Green Library plus 16 additional on-campus libraries; total holdings of 6,409,239 volumes, 4, 263,916 microforms, 47, 320 current periodical subscriptions, CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic services.

Computer Facilities Sun Workstations, IBM ES/900, Digital Workstations. Networks run on Mac, DOS Windows, UNIX.

Placement

Services include alumni network, career counseling/planning, career fairs, career library, career placement, electronic job bank, job interviews arranged, job search course, resume referral to employers, and resume preparation.

➢ University of Alberta

Master of Business Administration (MBA) Full-time; 57 total credits required; 15 to19 months to complete program. Concentrations in

international and area business studies, public management, health care.

Academics
Teaching Methodologies Case study, computer-aided instruction, computer analysis, computer simulations, faculty seminars, field projects, group discussion, lecture, seminars by members of the business community, simulations, student presentations, study groups, team projects.

Technology 682 on-campus computer terminals/PCs are available for student use and the linked by a campus-wide network. The network has full access to the internet and the following internet services: E-mail, file transfer protocol, gopher, list servers, news groups, telnet. Students are not required to have their own PC.

Facilities
Information Resources Main library; total holdings of 2,500,000 volumes, 1,700,000 microforms, 15,000 current periodical subscriptions. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic services.

Placement
Services include career counseling/planning, career library, career placement, job interviews arranged, hob search course, and resume preparation.

➢ Oxford Brooks University

Master of Business Administration (MBA) Full-time, part-time, distance learning option; 1983 total credits required; 12 months to 2 years to complete program. Concentrations in management; operations management, organizational management, human resources, marketing.

Academics
Teaching Methodologies Case study, computer simulations, group discussion, lecture, role playing, seminars by members of the business community, simulations, team projects.

Placement
Services include alumni network, career counseling/ planning, and career placement.

➢ Pakistan

Lahore University of Management Sciences
Master of Business Administration (MB) Full-time; 21 months to 2 years to complete program. Concentrations in finance, management, marketing.

Academics
Teaching Methodologies Case study, seminars by members of the business community, student presentations, team projects.

Technology 64 on-campus computer terminals/PCs are available for student use and are linked by a campus-wide network. The network has full access to the internet and the following internet services: E-mail, gopher, Telnet. Students are not required to have their own PC.

➢ Egypt

American University in Cairo
Master of Business Administration (MBA) Full-time, part-time, 48 total credits required; 2 to 7 years to complete program. Concentrations in management, business law, strategic management, international banking, international trade.

Academics
Faculty Full-time 21; Part-time 20.
Teaching Methodologies Case study, lecture, role playing, seminars by members of the business community, simulations, team projects.

Placement
Services include alumni network, career, counseling/ planning, and resume preparation.

➢ Germany

Koblenz School of Corporate Management
Master of Business Administration (MBA) Full-time; minimum of18 months to complete program.

Academics

Faculty Full-time 16; Part-time 30.

Teaching Methodologies case study, computer-aided instruction, faculty seminars, field projects, group discussion, lecture, research, seminars by members of the business community,. Student presentations, study groups, team projects.

Technology 100 on-campus terminals/PCs are available for student use. The network has full access to the internet and the following internet services: E-mail. Students are not required to have their own PC.

Facilities

Information Resources hpchschulbibliothek plus 1 additional on-campus library; total holdings of 30,000 volumes, 300 current periodical subscriptions. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic services.

Placement

Services include alumni network, career counseling/planning, career fairs, career placement, job interviews arranged, and resume referral to employers.

➢ The Hong Kong University of Science and Technology

Master of Business Administration (MBA) full-time, part-time; 56-64 total credits required; 2 to 5 years to complete program. Concentrations in accounting, economics, finance, information management, management information systems,

Academics
Faculty Full-time 143.

Teaching Methodologies Case study, computer-aided instruction, field projects, group discussion, lecture, research, role playing, simulations, student presentations, team projects.

Technology 406 on-campus computer terminals/PCs are available for student use and are linked by a campus-wide network. The network has full access to the internet and the following internet services: E-mail, file transfer protocol, list servers. Students are not required to have their own PC.

Facilities

Information Resources: University library; total holdings of 210,000 volumes, 60,000 microforms, 5,300 current periodical subscriptions. CD-Rom player(s) available for graduate student use. Access provided to on-line bibliographic services.

Placement

Services include alumni network, career library, career placement, job interviews arranged, resume referral to employers, and resume preparation.

➢ South Africa

University of Cape Town

Master of Business Administration (MBA): Full-time, part-time; 12 months to 2 years to complete program.

Academics
Teaching Methodologies Case study, computer-aided instruction, computer simulations, experiential learning, field projects, group discussion, lecture, research, seminars by members of the business community, student presentations, study groups, team projects.

Technology 20 on-campus computer terminals/PCs are available for student use and are linked by a campus-wide network. The network has full access to the internet and the following internet services: E-mail, file transfer protocol, gopher, Telnet. Students are not required to have their own PC.

Facilities
Information Resources: Library and Business Information Centre; total holdings of 10,000 volumes.

Placement
Services include alumni network, career counseling/ planning, career library, career placement, job search course, resume referral to employers, and resume preparation. In 1994-95, 20 organizations participated in on-campus recruiting. Of 1994 graduates, 90% were employed within three months of graduation.

Declaration

I hear by assert that this study entitled **"The Success of Post-Graduate Programs at Addis Ababa University: The Case of MBA"** is my own original work and has not been presented by anybody; for any degree or diploma in any other university and all materials used for the project work have been duly acknowledged.

EPHREM ADMASSU		March 22, 2007
Name of Candidate	**Signature**	**Date**