

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF CURRICULUM AND TEACHERS’**  
**PROFESSIONAL DEVELOPMENT**

**Admission Criteria, Overall Curriculum Satisfaction  
and Academic Performance of Adult learners in  
Mekane Yesus Management and Leadership College**

**By**

**AYALU TEREFE JEMBERIE**

**October 2014**

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Thesis submitted to the School of Graduate Studies of Addis Ababa University for  
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**By Ayalu Terefe**

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## DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any university and all sources of information used for the thesis have been fully acknowledged.

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This thesis has been submitted for examination with my approval as University advisor.

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## **Acronyms and Abbreviations**

|        |   |
|--------|---|
| ADDIE  | Assessing, Designing, Developing, Implementing and Evaluation |
| AE     | Adult Education   |
| CGPA   | Cumulative Grade Point Average                                |
| COC    | Certificate of Occupational Competency                        |
| EECMY  | Ethiopian Evangelical Church Mekane Yesus                     |
| ESLCE  | Etiopian School Leaving Certificate Examination               |
| EUEE   | Ethiopian University Entrance Examination                     |
| GPA    | Grade Point Average   |
| HEI    | Higher Educational Institution                                |
| IT     | Information Technology  |
| MOE    | Ministry Of Education   |
| MY-MLC | Mekane Yesus-Management and Leadership College                |
| UNESCO | United Nations Education Science and Cultural Organization    |
| NGO    | Non-Governmental Organization                                 |
| PHEI   | Private Higher Education Institution                          |
| SPSS   | Statistical Package for Social Sciences                       |

## ***Abstract***

*This study was to investigate the relations of Admission Criteria and Overall Curriculum Satisfaction on CGPA Academic Performance in college. The research was done in Mekane Yesus Management and Leadership College (MY-MLC) on adult learners in the regular, extension and summer degree programs. Questionnaire, containing Background Information, Close-ended and Open-ended items as well as interview were used to collect data for the study. Admission and CGPA of respondents were taken from record office. The data collected was analyzed and interpreted using percentages, means and Pearson's correlation coefficient. Ten factors (parameters) were applied to affect overall curriculum satisfaction. These were analyzed to see their correlation with each other and with CGPA. The overall curriculum satisfaction was considered to be the average satisfaction of these ten parameters. The result of the research showed that the ten factors, affecting overall curriculum satisfaction, are strongly positively correlated to each other. The overall curriculum satisfaction has moderate positive correlation with CGPA. The admission criteria, studied separately in two cases, showed that admission by diploma affects college CGPA weakly while admission by EUEE significantly affects CGPA.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

Adult education (AE) informally is a means to be a natural learning process which older adults train younger adults, the different skills that life demands them. Tilahun werqineh (2011) mentions that AE is a significant part of lifelong learning as well as national development. It is for the illiterate, the skill as well as for the literate and the professor. AE is diversified and dynamic, changing with circumstances. Tilahun further states that organized AE, formal and non-formal represents the adult learning, training and professional / continuing education.

A comprehensive definition of AE that encompasses from the basic AE up to professional level was adopted by UNESCO at the 1976 International Conference in Nairobi, Kenya, as follows:

Adult education is the entire body of organized educational process, whatever the content, level or method, whether formal or otherwise, whether they prolong or replace initial education in schools or colleges and universities as well as in apprenticeship where by persons regarded as adults by the society, to which they belong develop their abilities ,enrich their knowledge, improve their technical progression, qualification or turn them in a new direction and bring about changes in their attitudes or behavior in the two fold perspectives of full personal development and participation in balanced independent society, economic and cultural development (UNESCO International Conference ,Nov 26,1976)

The andragogical model can be applied in whole or in part, to a wider variety of instructional settings. It appears, not to be culture bound. It has to be successfully applied in N. America Europe, Africa, Brazil and Australia (Knowles. 1984: 417). This was asserted at the 1976 International UNESCO Conference that AE should not be considered as an entity in itself, it is sub-division and an integral part of a global scheme for life-long education and learning (UNESCO International Conference, Nov 26, 1976). Terwel (2005) also stated that from a socio-cultural and developmental perspectives, we should see students as participants in a dynamic culture rather than as individual to be directed into static, pre-determined categories. We should not consider students as static categories, but as locus of fluid processes of identity formation and life style development. The AE teaching methodologies use all possible means to give the opportunity to adults to get the desired educational achievements. From this concept AE curriculum should recognize to satisfy this dynamic change of personality.

AE takes place in variety of ways. It can be given in schools, churches, mosques, work places, in colleges and universities. AE can be given in any of these organizations. The globalizations of technology and economic interdependence have necessitated adult learning in a wider range of training institutions. This great demand cannot be covered by government Higher Educational Institutions (HEIs). Hence Evangelical Churches have also taken the initiative to open colleges. Mekane Yesus Management and Leadership College (MY- MLC) is one of them. The college was established as an independent college in 2005 with the main purpose of producing trained personnel through provision of quality education in Leadership, Development, Finance, IT and Management for EECMY, governmental organizations and NGOs. The students in the college are from Ethiopia and other African countries such as Sudan, Kenya, Chad and Malawi. These

students are members of different denominational Evangelical Churches, Orthodox Church, as well as Islam religion.

Adult learners come to colleges for different professional purposes, such as upgrading and updating their professions, and for satisfactions of other different needs. Adult learners participate in regular, extension summer classes as well as in distance in MY-MLC, for the fact that most of them have works during day times.

AE is a self disciplined learning, where adults are self aware and self leading. Hence adults are responsible for their self learning that leads them to maturity. They are self initiated for their own learning. Mark Tennant (1988) mentions that adult educators help adult learners to assume increasing responsibilities for defining their own objectives, planning their own learning programs and evaluating these programs. Assessing needs, Designing, Developing, Implementing and Evaluating (ADDIE) model of planning curriculum must consider adult learners' satisfaction.

The learning packages should be evaluated according to the satisfaction of the learners. Appropriate instructional materials coupled with high quality instruction are important for adult learners' satisfaction. Therefore educational programs for adults have to be focused to satisfy their needs.

Implementing AE programs, the curriculum needs of adults should be addressed so that what courses are included in the curriculum will be decided. Curriculum satisfaction is a state of mind

determined to the extent of which the individual feels satisfied. The conditions of which learners are content with the course availability, quality instruction and the overall conducive atmosphere for learning are causes of satisfaction of learners. Therefore adult learning centers or colleges should focus on curriculum implementation that can satisfy learners.

The goals and objectives of curriculum should be implemented based on the satisfaction of adult learners. Colleges should set the curriculum with the whole teaching –learning experiences, with the different elements and delivery systems by considering the satisfaction of the learners. Those factors which affect a person’s perception towards a situation or an activity are also likely to affect his/her satisfaction with the situation or the activity (Ambissa Kenea, 1997, updated Nov. 2012). The learning activities of adults can be influenced by offering quality programs and good supportive services by colleges.

Academic performance of adults is affected by many factors, such as admission point, experience, learners’ satisfaction with the curriculum, social- economic status and others. Satisfaction, as an *independent* variable, explains college outcomes such as GPA, retention rates, and graduation rates (Jamelske, 2009; Borden, 1995; Noel, 1978; Pascarella & Terenzini, 2005, all cited in Mussie T. Tessema 2012).

The adults’ satisfaction in the strengths of the setting of curriculum plays vital role for the adult learners’ satisfaction with the curriculum so that they can perform good academic achievements. The effect of academic satisfaction on academic performance, based on humanist theory of adult learners, according Bello (1988: 95-99) are: Learning should be based on freedom of choice from free will; learning situation must not be threatening; participation is required in the

design and implementation of learning; experiences are the centers of learning; and self evaluation is desirable.

Daniel Tefera (1992, updated Nov 2012) mentions the factors that affect academic performance as cognitive and non-cognitive. One of the non- cognitive factors is curriculum satisfaction. Adult learners being satisfied can benefit better than the otherwise.

Sanford (1962: cited in Daniel 1992) suggests that because of lack of adjustments to the college environment and because of so many non-cognitive variables, a number of potential scholars go out along with unable and indifferent. On the other hand those who are satisfied with non-intellectual variables can stay and successfully complete. Curriculum satisfaction can be potentially useful to motivate adults to work hard. Hence curriculum satisfaction can be a big means for better performance.

Most HEIs use standardized entrance examinations, like *Ethiopian University Entrance Examination* (EUEE), as admission criteria for colleges and universities. The Ethiopia PHEIs admit students based on the admission policy of the Federal Government. The result of the Higher Education Entrance Examination of the particular year set by the MOE is admission criteria.

Academic performance is affected by admission points. Geiser and Santelices (2007), Acato (2006), and Swart (1999),as cited in Tsegay Berhane Reda (2012), all argue that admission points which are a reflection of the previous performance, influence future academic performance. The Universities Admission Center (2006) reports that tertiary institutions in



Austria have found that a selection rank based on a student's overall academic achievement is the best single predictor of tertiary success for most tertiary courses.

## **1.2. Statement of the problem**

Adult learners may enter colleges for different reasons and motives. The immediate need of any adult learner in colleges is to have a good performance at the end of each course. This

performance is affected by many factors. In most researches many factors that affect performance are studied. But curriculum satisfaction as independent variable, affecting performance, is not researched broadly. In this research, the admission point of the learner and curriculum satisfaction in MY-MLC and the performance of the learners have been studied. The adult learners' academic satisfactions with the curriculum coupled with instructional designs are very important for good academic performance. Satisfied adult learners with the curriculum are supposed to exert their full pressure to perform better than the unsatisfied ones (Bryant 2009).

Many government universities and colleges admit students with their proper choice of field of studies, who have higher admission point. Those students with low points are admitted to field of studies that are not at the top of their preferences. But private higher educational institutions admit learners with their choices. Though these private colleges accept learners with low admission points, the students succeed with good CGPA. The reason could be due to the satisfaction of the learners with the curriculum as compared to their admission point. This has been studied in MY-MLC adult learners.

Adult learners are self motivated learners. According to Malcolm Knowles' *Andragogy* method (ED, 1984), adult learners need to know why they learn. The curriculum of the courses should answer their 'why' questions. When the curriculum contains the answers, they are satisfied with the curriculum. This satisfaction motivates the learners to study hard to achieve better.

Adult learners are more interested with curriculum that are practical to their life experiences and that are essential to solve the contemporary personal and societal problems. The curriculum satisfaction can make adult learners to work harder to achieve goals. A goal set produces aims. This immediate aim is to get good academic GPA.

Mitchell (1982) and Bandura (1977) cited in Betty Jane Punned, (1986), conclude that people work harder with goals than without goals. When one is satisfied with the curriculum he/she accepts the objective of the curriculum. This means one strives to perform best to fulfill the objective of the curriculum. Bandura (1977 cited in Betty) mentions that goals may provide a form of motivation, in which persons compare current performance with internal standards and the anticipated standards. The anticipated satisfaction of attaining goal leads to sustained involvement until performance meets or exceeds standards. The satisfaction with the curriculum makes learners to be fully engaged in their study to achieve better performance. Therefore the curriculum satisfaction of MY-MLC learners will be studied to see the correlation it has with their academic performance.

The satisfactions of learners with major curriculum are mentioned by Mussie T. Tessema et al (2012) are; Required course availability, Quality of instruction, Major course content, Variety of course, Capstone experience, Academic advising body, Overall college experience,

Preparedness for career, Class size of major courses and Course availability for elective in minor.

The curriculum designers should study the interests, attitudes and the relevancies of the courses to fill the gaps of learners' satisfaction. The above mentioned factors must satisfy the adult learners. The satisfaction of adults with the above factors can bring motivation to study hard so that learners can perform better academic achievements.

Knowles (1975) indicates that motivation to learn could also be a response to life event. Learners may want to learn in order to maintain or establish social relationships, to serve others, to satisfy personal needs, to advance career needs, to earn more money, or to meet external expectations. To achieve these life event needs, the adult learners must obtain grades that make them to succeed in graduating.

Adult learners are self responsible learners who can choose what makes them to be satisfied. They invest their money and time when they are satisfied with the major curriculum. Gellis (2012:15) indicates that the adult learners must be satisfied so that they could possibly return their investment in performing better in their academic results .Then adult learners must be satisfied with the course contents. This needs adjustment of curriculum and its delivery to integrate learning needs of the adults to their satisfaction.

The adult learners need curriculum programs to be effective with the desired outcomes, achieving best performance at lowest possible cost that could fill the gap. The impact of the

adult learners' curriculum satisfaction, on their future job can make them to study enthusiastically to perform better.

Admission point is considered to be good predictor for better performance in college. Saul Geiser (2008) argues that admission criteria that tap student mastery of curriculum content such as high school grades and performance on achievement tests are stronger predictors of success in college.

Other researchers like Reddy and Talcott (2006), cited in Shoukat Ali et. al ( 2013) agree that admission point is not good predictor of future college performance . In their research on the relation between previous academic performance and subsequent achievement at university, they found that students learning at graduate level and the performance scored, did not predict any academic achievement at university level. In the study of Oregon state university (2003) and Mc Donald et.al (2001), cited in Shoukat Ali, suggested that admission points are related to performance in college in a very minimal extent.

The world wide accepted notion that high admission point of college entry cannot be taken for granted for better performance in college. The issue of admission points affecting college performance remains to be a further research question. Hence the issue of admission criteria and curriculum satisfaction, in affecting adult learners' academic performance need attention to be studied in detail in this research.

### **1.3. Objective of the Study**

The main objective of this research is to study the effects of admission point and curriculum satisfaction on academic performance of adult learners at MY-MLC. The general objective of the study is to find the relation of admission point and curriculum satisfaction with academic performance. Do the contents of the overall curriculum settings satisfy the learners?

The study has the following specific objectives.

- a) To find the relationship of admission criteria on the adult learners of MY-MLC and their performance
- b) To establish the relation between the selected factors that affect the overall curriculum satisfaction in MY-MLC. learners.
- c) To assess how adult learners in the college are satisfied to perform better academic grades.

### **1.4. Research Questions**

The following research questions have been studied in this research.

1. What is the relation between Admission criteria (Ethiopian University Entrance Examination EUEE, result and diploma point) and CGPA of learners in college?
  - a) Does diploma point and EUEE affect the CGPA of adult learners in the college? Do learners with high diploma point and EUEE result perform better GPA in the college than those with low diploma point and EUEE result?
  - b) Does the college use additional criteria for admitting adult learners like work experience than the admission criteria set by the government?
  - c) How does the adult experience affect their performance in the college?

## 2. Overall Curriculum satisfaction and performance

- a) Does the curriculum contain well defined and stated goals and objectives for learners' satisfaction?
  - b) What are the factors in the major curriculum that learners are most satisfied?
  - c) Is the curriculum relevant to their future job expectations?
  - d) What is the effect of the learners' satisfaction with the curriculum on their academic performance in the college?
  - e) Is the curriculum learnable for the adults to the level of their competency so that they learn with interest?
  - f) Does the college assess the needs of the learners when designing the curriculum?
3. What is the correlation of admission criteria and GPA?
  4. What is the correlation of overall curriculum satisfaction of learners with GPA performance?
  5. Do admission criteria and curriculum satisfaction have the same effect on GPA performance?

### **1.5. Significant of the study**

This study can help curriculum designers and implementers to focus on the satisfaction of the learners. The learners' satisfaction with the curriculum helps them to study with interest. Learning process for adults will not be boring, when they learn with interest.

The study can help the admission board of the college to review and evaluate their admission criteria. This research study will help MY-MLC to see the need of the learners to further improve the curriculum. This can make the college to meet the needs of the learners. The college can adjust the curriculum for the satisfaction of the adult learners.

The MY-MLC can use the study to identify the problems in the implementation of the curriculum that are not satisfactory to learners'. The learners' performance improved, due to curriculum satisfaction, can attract more learners and the college can be of choice.

This study can be a research question for further study so that the desire of all learners to perform better can be implemented by appropriating admission criteria and curriculum satisfaction.

## **1.6. Scope of the research**

The study is delimited in MY-MLC under the sponsorship of EECMY. The samples of the study were second and final year regular, extension and summer adult learners of the college in the academic year 2013/2014. This college was selected because no research has been done on the issue. Moreover the adult learners' ages vary from 20 years to over 40 years.

## **1.7. Limitation of the research**

This research has certain limitations to be considered. The sample population taken for one batch of 2<sup>nd</sup> and graduating classes is one limitation, because longitudinal study, for more than one batch' could have been better for this research.

The other limitation is that satisfaction is more of psychological and is subjective to evaluation of its measures. Some can feel satisfied with certain items, while others can feel dissatisfied with the same item and being in the same condition. The performance of the respondents can also be

relative. For some judged to be below can be high for others, or the otherwise. The factors affecting curriculum satisfactions can various, but limited to ten in this study.

The other limitation is the male respondents are dominant than females.

The academic performance and the questionnaire for the predictor variable (curriculum satisfaction) can be biased when taken as the same time. It could have been better to take GPA after the questionnaire was taken. The researcher has some doubt that those with good GPA can say they are satisfied while they can have the reverse. Those who are satisfied can say not satisfied because of their present conditions. The admission points considered vary from year to year. Some were taken from diploma and others from EUEE. This had its own effects to take the same kind of admission criteria to correlate it with GPA.

## **1.8. Operational Definitions of Key Terms.**

**Admission Criteria:** It is the grade required to enroll learners to colleges. It is the lower criteria set by colleges to admit learners for degree programs.

**Admission point:** is the point or EUEE result that the admitted learner has as enrolled to the college.

**Academic performance:** It is the result of the outcomes of learning in the college, measured in GPA. The academic performance in the college is usually measured using examinations, class activities presentations, term papers or project work. It shows how well the learners have successfully fulfilled the curriculum in the college.



**Cumulative Grade Point Average (CGPA):** is the average of the grade point of every course taken out of 4.00 point. It is found by taking number of grade points of the courses divided by the total credits.

**Curriculum:** has many contextual definitions. Generally it is the totality of learning experiences provided to learners to attain skill, knowledge and values as well as attitudinal change in the affective domain. It is all learning programs in an institution that is conducted with pre-planned schedule and process.

**Curriculum Satisfaction:** is the fulfillment of learners' needs and expectations from the curriculum. When learners are satisfied with the curriculum, they have met their expectations from the curriculum. Oliver and Desarbo ((1989, cited in David W. Letcher & Joao.S.Neves(n.d)) mentioned that the students satisfaction refers to the favorability of the students subjective evaluations of the various outcomes and experiences associated with education (curriculum). When adult learners get what they expect from the curriculum, they are satisfied with the curriculum.

**Overall Curriculum Satisfaction:** It is the satisfaction of learners with the different factors of curriculum. The researcher selected the following factors that are very important for overall curriculum satisfaction of adult learners in college. The ten selected factors that could measure the adult learners' satisfaction with the curriculum are:

1. Availability of Courses in Major Field.
2. Objectives, Aims and Goals of Curriculum.
3. Practical Relevance of Curriculum.
4. Contemporary and Global Relevancy of Curriculum.

5. Learners' Participation in Developing and Implementing
6. Student Supportive Service.
7. Learnability to competency of learners' satisfaction. This is the attainability or level of understanding of curriculum to the learners.
8. Delivery Methods of Teaching.
9. Skill of Instructors in Delivering Lessons.
10. Performance Satisfaction.

The above factors were selected, among other different factors that can measure adult learners' satisfaction with the curriculum. Jamelske, (2009); Witowski, (2008), both cited in Mussie T. Tessema, et. al. (2012) mentioned that the effectiveness of a curriculum can be evaluated using direct performance measures (e.g., comprehensive exams, projects, and presentations) and by indirect performance measures (e.g. students' satisfaction with the curriculum).

Performance satisfaction rates how adults are satisfied with continuous assessments and how they are satisfied with the grading systems. Hence, though it is not part of curriculum, but is the result of it; and measures learners' satisfaction with curriculum.

Delivering method and skill of instructor to deliver the curriculum are similar. But they were taken as two factors for the fact that they affect satisfaction of learners with the curriculum more than the other factors, each rated as a single factor. Each factor had equal rate of satisfaction. To double the measure of skill of instructor as a factor of curriculum satisfaction; delivering method was included. Delivering method can also be taken as a general methodology that contains the skill of the instructor. The skill of the instructor is specifically the apt of the instructor, while

delivery method is general, like lecture or student centered system. For these reasons *skill of instructor* and *delivery method of teaching* are taken as two factors.

# CHAPTER TWO

## 2. RELATED LITERATURE REVIEW

### 2.1. Adults and Adult Education (AE)

#### 2.1.1. Who are Adults?

Adult age limit varies, depending on the social and cultural contexts of a society. The social context considers the social responsibilities of a person to play one's role in the community. Generally adult is a person of mature age associated with sexual maturity and shouldering social responsibilities in the community.

The common psychological classifications, according to Hurlock, E. (1980) are:

- 20-30 years of age is young adulthood
- 30-40 years of age is middle adulthood
- 40-60 years of age is late adulthood

Adult roles are played with successive adaptations of social responsibilities in addition to age. From the social and legal point of view adult is independent, self sufficient and self responsible person. The physiological maturity is associated with the maturity of decision making in career responsibilities. Jennifer et.al. (2009) mention that brain processes associated with emotion regulation and decision making, continue to develop through the twenties, identifying a

physiological task underlying merging adult behavior and thinking. Hence adults carry common trends to learning and career responsibilities. They take the responsibilities for the consequences of their actions. They can use a balanced sense of perception. They can be trusted to take social responsibilities.

### **2.1.2. Adult Education and Lifelong Learning**

The scope of AE encompasses different categories of adult learning. AE in its wide varieties can take different forms. From these various forms of adult learning, different definitions of AE have been given. The 5<sup>th</sup> international conference on AE in Hamburg (UNESCO 1997) defines AE as: *AE is a powerful concept for fostering ecologically sustainable development for promoting democracy, justice, gender equity and scientific, social and economic development and for building a world in which violent conflict is replaced by dialogue and a culture based on justice.* The 5<sup>th</sup> international conference on AE highlighted the role and importance of adult learning for the development, societal transformation changes, heavily depending on adult population. It can be confirmed that adult learning is potentially a powerful force for promoting people centered development so that education of adults is key to sustainable development in the 21<sup>st</sup> century. This conference articulated adult learning as formal, informal and non- formal learning processes.

AE is getting momentum in many countries for fast global development. The demand for the work force in different work places makes AE to have diversified forms. It comprises a number of specialist fields, including human resource development in the public and private sectors as a

work place training vocational education, community AE, health education, ABE and indigenous AE (Allen Unwin:2000). According to Allen and Unwin, all human activities have learning dimensions. Adults are propelled for learning exposures for different cases. The increased technological advancement leads adults to lifelong learning. Adult learning is geared with different circumstantial influences. Hence adults are lifelong learners. That is why they go to colleges at older adulthood, for different purposes such as to overcome their livelihood and to upgrade and update their professions.

The fast and globalized growth of technology needs AE to fill the gap. More adults are coming to HEIs to satisfy the high needs of trained and qualified man power. Therefore AE gives learning opportunities at all ages of adults so that it is used in social development.

### **2.1.3. Adult Learning theories and Principles**

Knowles identified six principles of adult learning, outlined below.

1. Adults bring internally motivated and self directed learners.
2. Adults bring life experiences and knowledge.
3. Adults are goal oriented.
4. Adults are relevancy oriented.
5. Adults are practical.
6. Adult learners need to be respected

The Knowles theory of *Andragogy*, which is the art and science of helping adults learn is based on models of assumptions about the characteristics of adult learners. Though theory of adult

learning is contested by some adult educators, it remains ideal to provide practical guides and processes for adult learnings. Knowles (1980) in his book “Andragogy in Action” identified the following four basic assumptions and later added two others in his later publication (Knowles 1984). These are.

1. **Self- concept-** This is moving from a dependent to an increasing self directed personality.
2. **Experience** – As people mature they amass a growing set of experiences that are important for learning
3. **Readiness to learn** – As people mature they are more interested for learning focused on life tasks and challenging issues of life.
4. **Orientation to learning** – As a person ages, focuses change from postponed application of knowledge to current application of knowledge. Hence adult learners become more problem centered rather than subject centered.
5. **Motivation to learn** - As people mature, they are more motivated by various internal incentives. Adult learning is problem centered to satisfy and accomplish needs
6. **Relevance** – As people mature, they need to know why they learn and they plan and implement their own learning.

Knowles (1975) stated that self directed learning is one of the key models that distinguish andragogy from pedagogy. He described self –directed learning as a process in which individuals take the initiative with or without the help of others, in diagnosing their learning needs, formulating learning goals identifying human and material resources, for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes.

Knowles adds elements that owe great deal to scientific educational programs and behavioral modifications that encourage learners to identify and formulate learning needs as well as identifying human material resources for learning. In addition adult learners choose and implement apparent learning strategies.

#### **2.1.4. Adult Learning motivations**

Motivation creates a desire to learn. Adult learners are influenced by intrinsic and extrinsic motivational factors. According to J.E Ormrod (updated on Apr. 30, 2014), motivation in learning has the following effects.

- *Motivation leads to increased effort and energy.* Motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals (Csikszentmihalyi & Nakamura, 1989; Maehr, 1984; Pintrich et al., 1993 as cited in J.E.Ormrod2014).
- *Motivation often enhances performance.* Because of the other effects just identified—goal-directed behavior, effort and energy, initiation and persistence, cognitive processing, and the impact of consequences—motivation often leads to improved performance.
- *Motivation increases initiation of and persistence in activities.* Learners are more likely to begin a task they actually want to do. They are also more likely to continue working at it until they've completed it, even if they are occasionally interrupted or frustrated in the



process (Larson, 2000; Maehr, 1984; Wigfield, 1994 cited in J.E Ormrod).Hence motivation sustains the interests of learners for longer times.

➤ *Motivation directs behavior towards particular goals.* It Guides and maintains learners to achieve goals

College adult learners are motivated by different intrinsic and extrinsic factors. Adults are influenced by many motivational factors at different stages of their life. Roger Jr. Chao (2009) mentions that the reasons and purposes that adults learn, are various, especially at different stages of adult learners' life. To fill in educational gaps, for personal development, to perform a job better, enhance employment opportunities, or simply to join the job market, are some of the reasons and purposes for engaging in adult learning. The writer adds that motivation for adult learning can be categorized into work, which is related to economy (higher earning potential, professional advancement and work retention), personal (cognitive interest, family togetherness) and social.

### **2.1.5. Adult Experience Based Learning**

All adult learning necessarily involves prior experiences. Boud et. al. (1993 cited in Athanasou, 1997) have identified the following assumptions for experience based learning.

- Experience is the foundation and stimulus for learning.
- Learners actively construct their own experience.
- Learning is a holistic process.
- Learning is socially and culturally constructed.

- Learning is influenced by social emotional context in which it occurs.

John Dewey (1938:25 as cited in Athanasou, 1997) wrote that all genuine learning comes about through experience. He wrote “I assume that amid all uncertainties there is one permanent form of reference, namely the organic connection between education and personal experience” He argued that all genuine education comes through experiences, but not all experiences are genuine or equally educative.

## **2.2. Admission Criteria and College Academic CGPA**

The admission points are supposed to be predictors and determinants of future college performance. This has been debated by some researchers. The admission point, which is taken at the end of preparatory cycle, can be predictor for the learners’ better performance in colleges. The result of the entrance exam can be affected by certain timely hindrances.

The admission point as criteria for enrollment of a learner to college is intellectual criteria. Researchers showed that non-cognitive variables are more predictors for academic performance in colleges than cognitive factors. Non- intellectual variables refer to those non- academic variables such as family background, achievement motivation, curriculum satisfaction, biographical data and others which facilitate or inhibit cognitive performance of students (Daniel Tefera 1992).

Many researchers found in their studies that admission point is good predictor for better performance in college. Saul Geiser (2008) argues that admission criteria that tap student

mastery of curriculum content such as high school grades and performance on achievement tests are stronger predictors of success in college. He also emphasizes that cumulative performance in high school is the fairest and most meaningful measure of student achievement and the most reliable indicator of success in college. He also mentions that admission may never be perfect fair and rational process, but it can be fairer and more rational to judge for college performance.

Other many researchers Benjamin and Fuss (1994), Waller and Foy (1987), Mohammed and Almaheed (1988), Swart (1999) and Acato (2006) all cited in Kyoshaba Martha (2009, dissertation), argue that admission points influence future academic performance. Those who debate that admission point is not a good predictor of future college performance agree that its significance is very limited. They showed in their researches that the college performance is judged on the learner's ability and readiness, not on what they have learned and achieved in high school.

Reddy and Talcott (2006) cited in Shoukat Ali et. al (2013) agree that admission point is not good predictor of future college performance. In their research on the relation between previous academic performance and subsequent achievement at university, they found that students learning at graduate level and the performance scored, did not predict any academic achievement at university level. In the study of Oregon state university (2003) and Mc Donald et.al (2001), cited in Shoukat Ali, suggested that admission points are related to performance in college in a very minimal extent.

## **2.3. Curriculum Satisfaction and Academic Performance of Adult Learners**

### **2.3.1. What is Curriculum?**

Curriculum has been defined in various ways from different perspectives. It has great number of definitions as a subject matter, as an experience, as an outcome and as a plan (Wiles, 1999). As a subject matter, curriculum consists of knowledge that comes from the discipline.

The following definitions, that accord to this study, are also taken.

“Curriculum is all of the learning of students that is planned by and directed by the school to attain its educational goals” Tyler (1949). This definition of Ralph Tyler is curriculum as a plan.

Curriculum as an objective is defined as “structured set of learning outcomes resulting from instruction” (Tyler 1949).

The following other definitions are taken from Marsh, C.J Willis, G (2003). “Curriculum is the experience learners have under the guidance of the school”.

“Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites”.

Tanner,D. and Tanner,L.(1975, p. 45) also suggest that "the planned and guided learning experiences and intended outcomes" make up the curriculum.

Derebssa (2001:11, cited in Amde Michael Endeshaw 2003 thesis), discusses that an individual approach to curriculum, reflects the person's view of the world and the amount of knowledge one possesses. He stresses that curriculum approach reflects a holistic position, encompassing the foundation of curriculum, domain of curriculum and theoretical and practical principles of curriculum, the goals and objectives of curriculum.

### **2.3.2. Curriculum Development for Adult Learners**

Curriculum development according to Ralph Tyler is a systematic attempt to solve problems of learners. The development of curriculum targets to ensure that adult learners receive integrated, coherent and problem solving learning.

AE programs, set by colleges, have to meet the needs and interests of learners. The curriculum development takes place within a context, and the educators must take notice of adjustment to react against or make use of the context. The contexts are many and most are interrelated. They are industrial, political, economical, social, organizational aesthetics, moral, spiritual and historical (Michael Newman: 2000).

Newman considers the following four influences to develop learning programs.

- Emphasis on knowledge and subject.
- Focus on the learner as person, who has feelings, interests, needs and preoccupation, as learning is a phenomenon of lifelong growth.
- Emphasis on performance and outcome.
- Emphasis on society and community and AE to be an act of free will to establish a democratic society.

Curriculum planning as a process answers the following questions (Ralph Tyler, 1949).

- **What are the right objectives?** This helps to decide on educational purposes.
- **What learning activities are likely to attain those objectives?** This is answered by selecting learning experiences to achieve objectives.
- **How to effectively organize and sequence these experiences.** This needs to organize learning experiences for effective instruction.
- **How to evaluate these educational experiences.** This is achieved by evaluating the effectiveness of the experience.

Knowles, M. (1980 revised edition) has forwarded very influential steps for AE development.

These are:

- Create a climate, conducive to learning.
- Establish a structure that supports to promote AE in the colleges.
- Assess needs and interests.
- Translate needs into a program objective. To translate these needs, assessment should be screened through the purposes of the instruction, feasibility and interests of learners.
- Design different formats of learning.
- Implement and operate programs.
- Evaluate the programs.

Curriculum is designed based on the learning outcomes that adult learners need to accomplish.

Yohannes W/Tensaye (2006) states that learning outcomes should be the basis for choosing the curriculum content, instructional and assessment methods. He stresses that curriculum shall be designed in a way that students, with the knowledge, skill and attitudes that will allow them to

achieve the intended learning objectives. He further elaborates that each learning objective in the curriculum should be appropriate to the intended purpose, capable of capturing the knowledge and skill, support to use teaching- learning and assessment strategies and measurable to enable the appropriate connection to be made between teaching-learning and assessment. The basic features of curriculum design are scope, sequence, continuity, articulation and balance of curricula.

### **2.3.3. Curriculum satisfaction of adult learners**

Curriculum satisfaction is the fulfillment of curriculum to make learners meet their needs by helping achieve their goals. The learners' satisfaction with the curriculum is satisfaction with the whole learning programs conducted by educational institutions.

According to Mussie T. Tessema ,Kathryn Ready & Wei-Choun, Yu (2012),satisfaction in academic settings has been defined as the extent to which students are satisfied with a number of college related issues. These researchers identified the following factors affecting satisfaction with the major curriculum.

**Course availability** refers to the extent to which required courses are available to students. Undergraduate colleges and universities provide several course offerings for their students. These courses are grouped under different categories, such as university-wide requirements, college core courses, required courses for major, electives in major, etc. It could be argued that the more options/choices in the above categories students have, the more likely they will feel satisfied with the curriculum. The availability of choices results in flexibility, which in turn affects individual's satisfaction level.

**Quality of instruction** refers to the degree to which students perceive the mode of instruction to be of high quality. If students believe there is high quality of instruction, they are more likely to feel satisfied.

**Major course content** refers to student perceptions that courses in their major have relevant contents.

**Variety of courses in major** helps learners to have broader skill and knowledge.

**Academic advising** includes accessibility of College to the learners and the quality of interaction with the advisor. When the learners receive effective academic advising, they feel satisfied.

**Preparation for career or graduate school** refers to the extent to which students perceive they are well prepared for career and graduate school by faculty and their college. One of the goals of undergraduate programs is to prepare students for careers in their chosen discipline or for graduate school (Corts et al., 2000; Gordon, 2005, cited in Mussie T. Tessema et. al.). This suggests that the more students perceive that they are prepared for career positions or graduate school; the more likely they are to be satisfied.

**Class size of major courses** refers to the extent to which class size is perceived by students to be conducive to learning.

**Grading in major courses** refers to the extent to which students perceive that grading in their major courses is fair. The more the grading system is perceived to be fair or the more students earn the grade that they expect, the more likely they are to feel satisfied.



**Capstone experience** helps the learners to integrate, synthesize and reflect what has been learned in the curriculum. Capstone experience is essential to apply what is learned at the end of the study.

The goals and objectives of curriculum should be implemented based on the satisfaction of adult learners. Colleges should set the curriculum with the whole teaching –learning experiences, with the different elements and delivery systems by considering the satisfaction of the learners. Those factors which affect a person’s perception towards a situation or an activity are also likely to affect his/her satisfaction with the situation or the activity (Ambissa Kenea, 1997). The learning activities of adults can be influenced by offering quality programs and good supportive services by colleges.

Adult learners’ satisfaction with their college encounters is based on the expectation and experiences with the college. Students may expect and experience a challenging and stimulating classroom environment, resulting in satisfaction with the learning programs; but are frustrated by lack of student support services outside of the classroom. The resulting dissatisfaction influences the students’ learning outcomes (Karen,,T. Anderso,2011 ). Anderson recommends that before the college invests resources and implements initiatives, it needs to learn what is important to its adult learners’ level of satisfaction. Hence resources should be invested that make great impact for both learners and colleges.

Adults’ satisfaction with the curriculum can make them to be ready to learn. It focuses on the needs of the learners. All learning processes are centered on curriculum satisfaction of learners.

Evaluation of curriculum effectiveness is examined based on learners’ satisfaction. Athanasou (1997) mentioned that the cumulative purpose of evaluation is the value of the learners. This can

be judged by testing whether the objective of the curriculum meets this satisfaction or not. The formative judgment can be answered from the satisfaction of the learners on the educational program. Therefore curriculum should be evaluated based on the satisfaction that it brings to the learners.

#### **2.3.4. Curriculum satisfaction and academic performance**

Academic performance is how well one does for the total learning activities. It indicates how well learners are doing on their studies and classes. (<http://answers.ask.com>). It is the totality of what the learners accomplish in their studies. The academic success in colleges is measured and judged to meet the standards set by the college from the academic performance of the learners.

The academic performance can be obtained in different ways; like standardized tests, written tests, presentation and continuous assessment. These different performance assessment ways are used to check whether the learner has fulfilled academic requirements or not.

Academic performance of college adult learners is improved, when the curriculum sets goals and when it is meaningful to the learners. The quality of the academic experience and intensity of the high school curriculum affect almost every dimension of success in college education. Indeed, those students who are best prepared in high schools are positioned to do well in college.

The quality of curriculum for the satisfaction of adults, given by colleges, has great impact on their performance. Social, economical, medical, physical, and many other nonacademic factors are causes for poor academic performance. There are also barriers that hinder academic performance. Cross,K.P.(1981) identifies three barriers for effective participation to a good performance. These are:

1. **Situational barriers**—are those barriers that arise from one’s situation or environment at a given point.
2. **Institutional barriers**—those practices and procedures that exclude or discourage adults from participating in organized learning activities.
3. **Dispositional barriers**—those barriers related to the attitudes and self-perceptions about one-self as a learner.

One aspect of curriculum satisfaction can be shown by the performances of learners. Curriculum that satisfies the needs and gaps of learners is well worked and studied so that performance achieved will be good. If the performance is not as it is intended, it can indicate that curriculum lacks to satisfy learners. Demis Zergaw (1991 updated 2012) states that performance measures are useful to determine the degree of effectiveness of the curriculum with the trainees (learners) for whom it has been prepared. He concludes that performance is a stepping stone to evaluate curriculum development processes. When proper and verified evaluation instruments are applied, performance can indicate the satisfaction of learners with the curriculum.

Curriculum and teachers are inseparable. The role, teachers’ play in adult learning programs, affects their performances. The quality of teaching makes learning interesting that helps learners work diligently for good academic achievement. The researchers, Henson(2001) ; Gordon (2001) ; Lin(1999) ; Reynolds(2002), all cited in Gorge E. Richardson (2011), have shown that students whose teachers scored high efficacy, did better on standardized tests than students whose teachers scored low. Teachers’ subject specific efficacy is determinant factor for better performance of learners.

The efficacy and qualification of college instructors is very decisive for better academic performance of learners. Demis Zergaw explains the breadth and depth of knowledge on the subject matter one teaches, making difference in qualification level causes learners to perform better than less qualified teacher. He mentions the role teachers play to apply effective instructional objectives for learners to achieve better performance. He contends the views of other researchers that minimize the effects of teachers for better performance, by citing Fortheringham and Creal (1980). These researchers consider ability and background of learners that determine better academic achievement. This view seems to be true for adults that are self initiative and self responsible. But the effective facilitator, equipped with best andrological skills, has great impact on the learners' performance.

The adult learners' facilitators should make the curriculum very attractive by giving prompt and regular feedback. Effective instruction can help learners' performance better. The adult facilitators can influence learners to participate effectively in the learning process with great interest, so that they can be satisfied. This makes learners to be engaged fully on their studies to achieve better in their academic performance.

# **CHAPTER THREE**

## **3. RESEARCH METHODS**

### **3.1. The Research Design**

The research design employed in this study was descriptive survey with qualitative approach. This approach helps to triangulate data secured. Regarding the advantages of mixed method Creswell (2009) stated that researchers may first survey large number of participants and follow up few respondents. Close-ended item and back ground information of respondents of the questionnaire were described and analyzed using the quantitative method. The quantitative research method addresses to correlate the dependent variable with the independent variable from questionnaire, and admission points and GPA performance scores were taken from learners' documents in the record office. Hence descriptive statistics and correlation designs were employed to discover relations between independent and dependent variables. In addition the qualitative method was used to investigate further, using interviews and open-ended questionnaires.

### **3.2. Dependent and independent Variables**

The admission point and curriculum satisfaction are independent variables. The academic performance GPA is dependent variable. The different elements or factors of curriculum satisfaction are the factors that contribute to the overall curriculum satisfaction of learners. The overall curriculum satisfaction as independent variable was first correlationally analyzed using the ten selected factors of overall curriculum satisfaction.

### **3.3. Population and Sampling Techniques**

The subjects of the research were adult learners of MY-MLC, who were above 18 years of age, in the academic year 2013/2014. From the total degree students of the college, 52 adult learners, 32 from graduating class and 20 from 2<sup>nd</sup> year, were taken for this research.

The stratified random sampling and purposive sampling techniques were applied in the selection of samples from the population. The stratified sampling was used to take 2<sup>nd</sup> and graduating students. These levels were selected purposively to make curriculum satisfaction and academic performance data to be completed, almost at the end of their studies. All participants were selected from all fields of degree programs of the college.

### **3.4. Data collection Instruments**

Data collection instruments were questionnaire, interviews, admission points and academic performance GPA scores from learners' documents from record office.

The questionnaire was meant for adult learners who were the targets of the study. Questionnaire is simpler, confidential and safe instruments of data collection instruments. The questionnaire contained respondents' background information, close-ended and open-ended items. The open-ended questions were helpful for further qualitative inspection that supported the objective of closed ended questions that were used for quantitative analysis. Unstructured interviews were conducted for further qualitative study. The interviewees were the college dean and selected teacher.

### **3.5. Data Collection procedure**

Questionnaire, containing three parts (background information close-ended items and open-ended items), was prepared to collect data. Advisor and experts were contacted for validity of the questionnaire. Other validity and reliability tests were also used.

Official permission letter was written from AAU to MY- MLC to cooperate for the research .The subjects of the study were clarified about the purpose and significance of the study, so they were willing to participate and respond to questionnaire. The researcher conducted responses of the respondents by direct contact, by explaining and clarifying questions raised by them. Some of the respondents had to take time to respond.

Part two of the questionnaire i.e. *The Overall Curriculum Satisfaction of Adult Learners*, has ten items or factors, each with some responses under it. This part of the questionnaire was important part of the independent variable of the study that determined the dependent variable. The researcher watched the responses very carefully. The questionnaire was given for 60 respondents. Five were not properly filled and did not have the intended responses. Three respondents did not return back. Therefore 52 respondents filled the questionnaire.

The admission points to enroll and academic GPA of respondents were taken from the college record office. Some respondents did not indicate their I.D in the questionnaire, but they had their admission point in their responses. Many respondents wrote student I.D. The grades were cross checked from record office.

### **3.6. Methods of Data Analyses.**

Data collected, using different instruments was organized, tabulated, classified and coded. Data obtained from Background Information Questionnaire (1—9) was analyzed and interpreted using descriptive statistics of percentages. The data on the Background Information is presented in three Tables. Table 1 contains Demographic Information item responses from 1—5; Table 2 contains Academic and Admission item responses from 6-7 and Table 3 contains Field of Study and Reason of Study responses from 8-9.

Closed-ended questionnaire was about *Overall Curriculum Satisfaction* of Adult Learners. There are ten factors that are used for Overall Curriculum Satisfaction of Adult Learners. Each of



the ten factors has other items that are rated with 5 Likert scale. The mean value of the items of each factor was taken. This was tabulated and coded. This data was analyzed and interpreted by using software Statistical Package for Social Sciences (SPSS 20 for windows version), and different statistical tests and correlation analyses were employed to test the level of significance. Pearson's correlation coefficient ( $r$ ) was applied to compute the relation of curriculum satisfaction, admission point and academic performance.

The open-ended questions were used to further analyze the close-ended items. This part of the questionnaire helped to support the findings from the close-ended questions. There are six questions in this open-ended item. Each of these open-ended questions strengthens the answers of the close-ended questions. Therefore the open-ended questions were used to explain further the quantitative measure of the descriptive statistical and correlation analyses of the close-ended questions on the factors of the overall curriculum satisfaction.

# **CHAPTER FOUR**

## **4. DISCUSSION, PRESENTATION AND ANALYSIS OF DATA**

In this chapter, data collected by questionnaire and interview are presented, discussed and analyzed statistically by categorizing into two parts.

Part 1 deals with background information of the respondents.

Part 2 deals with the overall curriculum satisfaction of respondents. This part contains close-ended items on factors affecting overall satisfaction with the curriculum. The open-ended questions and interviews are used to help and support the background and overall curriculum satisfaction.

### **4.1. Background Information of Respondents.**

The data collected on the background information are discussed using Table 1-4. Table 1 contains the demographic information of respondents. Table 2 is about frequency distribution of academic and admission status of respondents. Table 3 and 4 are Chi-square tests of curriculum satisfaction and admission. Field of study and Reasons of study of Respondents (part I items 8 - 9) are tabulated in Table 5. The background information of respondents was analyzed and discussed using percentages from the frequency distribution.

#### **4.1.1. Demographic information of respondents.**

Table 1 contains Gender, Age, Enrollment Status and College Year of respondents that describe the back ground items 1-5. Table 1 shows that 80.8% of the Respondents were male and 19.2% were female. All the subjects in this research were supposed to be adults, above 18 years old. As shown in table 1, the majority i.e. 76.9% were above 25 years old. 44.2% were in the age range of 26 – 35 years. 21.2% were in the middle life adulthood which is in the age range of 36 – 45 years. 11.5% of the subjects were above 45 years. The college practices adult education as lifelong learning that can be accomplished up to adulthood and old age.

Table 1 also shows the enrollment status and year completed of the respondents. The college is accredited to accept BA degree students in Regular, Extension, summer and Distance Programs. 37(71.2%) of the respondents were Regular, 12(23.1%) of the respondents were extensions and 3(5.8%) were summer. Distance students were not accessible for this study and they were not included.

According to the purposive random sampling technique employed all the subjects of the study were graduating students and those who were 2<sup>nd</sup> year, having one more year to complete. This was purposively considered for the fact that the curriculum satisfaction and academic performance could be assessed and could be effective, when taken at the end of the undergraduate studies than at the beginning or at the middle. Hence graduating students accounted more percentage i.e. 61.5% in this research, and 38.5% were 2<sup>nd</sup> year.

**Table 1. Gender, Age, Enrollment Status and College Year of Respondents.**

| No | Demographic characteristics | Item (Category)   | Frequency | Percent |
|----|-----------------------------|-------------------|-----------|---------|
| 1  | Sex                         | Male              | 42        | 80.8%   |
|    |                             | Female            | 10        | 19.2%   |
|    |                             | Total             | 52        | 100%    |
| 2  | Age in years                | 18-25             | 12        | 23.1%   |
|    |                             | 26-35             | 23        | 44.2%   |
|    |                             | 36-45             | 11        | 21.2%   |
|    |                             | above 45          | 6         | 11.5%   |
|    |                             | Total             | 52        | 100%    |
| 3  | Enrollment status           | Regular           | 37        | 71.2%   |
|    |                             | Extension         | 12        | 23.1%   |
|    |                             | Summer            | 3         | 5.8%    |
|    |                             | Total             | 52        | 100%    |
| 4  | College year completed      | 2ndYear completed | 20        | 38.5%   |
|    |                             | Graduates         | 32        | 61.5%   |
|    |                             | Total             | 52        | 100%    |
| 5  | Work experience in years    | No experience     | 18        | 34.6%   |
|    |                             | 1 – 3             | 8         | 15.4%   |
|    |                             | 4 – 6             | 6         | 11.5%   |
|    |                             | more than 6       | 20        | 38.5%   |
|    |                             | Total             | 52        | 100%    |

The work experience of the respondents of the research, indicated in table 1, shows 65.4% with experience of 1 year and above. Those with no experience were 34.6% and 38.5% of the respondents had more than 6 year of experience. The work experience can help learners to conceptualize theory of course so that the practical relevance can satisfy learners. This has an impact on the performance of learners.

#### **4.1.2. Admission Status of Respondents**

The respondents were enrolled with admission criteria of Ethiopian University Entrance Examination (EUEE) and Diploma. Respondents who filled ESLCE in the questionnaire had also included diploma or EUEE results. Four respondents had, one ESLCE and EUEE and the other three ELSCE and Diploma. Hence EUEE and Diploma were considered to be admission points for college entrance.

Table 2 shows the frequency distribution of admission status with admission points and curriculum satisfaction of respondents. The minimum admission result of the year was 250 for EUEE and 2.0 for diploma. The admission results 350 and above for EUEE, 3.00 and above for diploma, were taken as above the average. Below 350 and 3.00 admission results were taken to be below average. The cut-off point for satisfaction was taken to be 3.50 and above.

Those who had been enrolled by diploma were 21, which accounted about 39.4% of the admittants, and those by EUEE were 31 (59.6%).The majorities of the respondents had been admitted by EUEE admission criteria. It is assumed that some of these respondents had passed through Diploma program.

**Table 2. Frequency Distribution of Admission Status and Curriculum Satisfaction**

| Admission status<br>by EUEE result | Satisfied |      | Not Satisfied |      | Total |
|------------------------------------|-----------|------|---------------|------|-------|
|                                    | Frequency | %    | Frequency     | %    |       |
| 350 and above                      | 5         | 9.6  | 1             | 2.0  | 6     |
| Below 350                          | 19        | 36.5 | 6             | 11.5 | 25    |
| Admission<br>by diploma            | Frequency | %    | Frequency     | %    |       |
| 3.00 and above                     | 11        | 21.2 | 2             | 3.8  | 13    |
| Below 3.00                         | 5         | 9.6  | 3             | 5.8  | 8     |
| Total                              | 40        | 76.9 | 12            | 23.0 | 52    |

From the 31 respondents who had been admitted by EUEE, the majority had results less than 350. Amongst 21 diploma admittants, the majority respondents, 13 had GPA of diploma greater than 3.00 and 8 respondents had GPA below 3.00. Among 40 respondents, who were satisfied, 46% had admission results below average. 31% of the satisfied respondents had admission results above the average (350 and above in EUEE, 3.00 and above in diploma). More percentage of the respondents with below average admission requirements showed satisfaction with the curriculum. This indicates that curriculum satisfaction and admission requirements are not related. High admission point does not mean satisfaction with the curriculum in college. This is analyzed further using chi-square test below.

### 4.1.2.3. Chi-square Tests of Admission Requirement and satisfaction

The Chi-square test is used to test goodness fit of two independent variables. It is used to determine whether there is a significant association between admission result and curriculum satisfaction. The null hypothesis for the chi-square tests of admission and satisfaction is:

*Ho: Admission results and curriculum satisfaction are independent.*

**Significance** level,  $p$ , can be any value between 0 and 1. The small significance level ( $p < 0.05$ ) of chi-square test indicates that the two variables are very unlikely to be independent of each other. If  $p$ -value of the test statistics is less than or equal to 0.05, we reject the null hypothesis and conclude that there is a relationship between the variables. If  $p > .05$  we fail to reject the null hypothesis. We conclude that there is no relationship between the variables, i.e. they are independent.

In Table 3, the Chi-square is 573.5 & sig is 0.245, which is greater than 0.05. Therefore null hypothesis is accepted. Hence admission and satisfaction are independent. They are not related.

The EUEE admission result does not affect curriculum satisfaction of learners in college.

**Table 3. Chi-square Tests of Admission by EUEE and Curriculum Satisfaction**

#### Chi-Square Tests

|                              | Value                | df  | Asymp. Sig. (2-sided) |
|------------------------------|----------------------|-----|-----------------------|
| Pearson Chi-Square           | 573.500 <sup>a</sup> | 551 | .245                  |
| Likelihood Ratio             | 174.771              | 551 | 1.000                 |
| Linear-by-Linear Association | 1.377                | 1   | .241                  |
| N of Valid Cases             | 31                   |     |                       |

a. 600 cells (100.0%) have expected count less than 5. The minimum expected count is .03.

Table 4 that shows chi-square test of admission by diploma implies that the null hypothesis is accepted, depicting that admission by diploma and curriculum satisfaction are not related. Both EUEE and diploma admission criteria of the respondents do not show significant relation with curriculum satisfaction.

**Table 4. Chi-square Test of Admission by Diploma and Curriculum Satisfaction**

**Chi-Square Tests**

|                              | Value                | df  | Asymp. Sig. (2-sided) |
|------------------------------|----------------------|-----|-----------------------|
| Pearson Chi-Square           | 294.000 <sup>a</sup> | 280 | .271                  |
| Likelihood Ratio             | 106.230              | 280 | 1.000                 |
| Linear-by-Linear Association | 1.026                | 1   | .311                  |
| N of Valid Cases             | 21                   |     |                       |

a. 315 cells (100.0%) have expected count less than 5. The minimum expected count is .05.

The admission criteria and curriculum satisfaction are both independent variables to affect college CGPA. Admission by EUEE seems a bit nearer to be weakly related to satisfaction of curriculum than admission by diploma. Respondents with good admission result could not be necessarily satisfied with the curriculum in college.

**4.1.3. Field of Study of Respondents**

Mekane Yesus Management and Leadership College (MY-MLC) gives BA degree in Management, Leadership and management, Accounting and Finance and Gender and Development. The adult learners study in the college for different purposes. Table 5 shows the respondents field of study and reasons of study.



**Table 5. Field of Study and Reasons of Study of Respondents (Questionnaire 8 - 9)**

| No | Category of Study | Item                       | Frequency | Percent |
|----|-------------------|----------------------------|-----------|---------|
| 8  | Field of Study    | Leadership and development | 19        | 36.6%   |
|    |                   | Gender and Development     | 4         | 7.7%    |
|    |                   | Management                 | 18        | 34.6%   |
|    |                   | Accounting and Finance     | 11        | 21.2%   |
|    |                   | Total                      | 52        | 100.0%  |
| 9  | Reason for Study  | Professional upgrading     | 33        | 63.5%   |
|    |                   | Professional updating      | 10        | 19.2%   |
|    |                   | Salary increment           | 9         | 17.3%   |
|    |                   | Total                      | 52        | 100%    |

More respondents (36.6%) were studying in the field, *Leadership and management*. This was reflected in the open-ended questionnaire item, question 4. From the open-end questionnaire item, many respondents preferred MY-MLC, because this leadership field was given by very few colleges. Very few respondents 7.7% preferred to study, *Gender and Development*.

Respondents, who studied for professional upgrading, were 33 (63.5%), and 9(17.3. %) were studying for Salary increment. Professional upgrading by virtue leads to salary increment, and can be included to professional upgrading that leads to Salary increment. This arouses adult learners to study with interest that makes them to achieve better performance. Respondents that had certain aim to update their profession were 10(19.2%).

## **4.2. Overall curriculum Satisfaction and GPA of Respondents.**

The second part of the questionnaire was all about the overall curriculum satisfaction of respondents. The overall curriculum satisfaction of adult learners in this study was analyzed quantitatively using close-ended questionnaire item. Ten factors were considered as factors to affect overall curriculum satisfaction. Each of these factors was rated with some other items under it. (Refer to Appendix I, part II of the questionnaire). The 5-likert scale was used to rate these ten factors. The mean value of the items for each factor was taken. All the ten factors have equal weights to affect overall curriculum satisfaction. The ten factors were rated by taking the mean values of the responses of questions (items) under each factor of curriculum satisfaction. The ten factors selected to affect overall curriculum satisfaction are:

- 1. Satisfaction with Availability of Courses in Major Field*
- 2. Satisfaction with Objectives, Aims and Goals of curriculum.*
- 3. Satisfaction on Practical Relevance of Curriculum.*
- 4. Satisfaction on Contemporary and Global Relevancy of Curriculum.*
- 5. Learners' Participation in Curriculum Development and Implementation.*
- 6. Satisfaction on Student Supportive Services.*
- 7. Learn ability to Competency of Learners' Satisfaction.*
- 8. Satisfaction on Delivery Methods of Teaching (Pedagogy or Andragogy).*
- 9. Skill of Instructors in Delivering the Lessons.*

### 10. Performance Satisfaction.

The tenth factor (**Performance satisfaction**) was used for both curriculum satisfactions and academic performance. The item, *you are satisfied with the grading system*, under **performance satisfaction**, was used to show whether the respondents are satisfied with their performance or not. This again indicates that learners are satisfied with the curriculum.

The 5-Likert-scales used were coded with numbers 1-5 as shown below.

1. ▶ **Highly dissatisfied or highly disagree.**
2. ▶ **Not satisfied or disagree**
- 3 ▶ **Neutral or undecided**
- 4 ▶ **Satisfied or agreed**
- 5 ▶ **Highly satisfied or highly agreed**

The overall curriculum satisfaction factors and CGPA in college of the respondents were analyzed using descriptive analysis and correlation matrixes. The correlation among the various parameters of curriculum satisfaction, gave an indication that curriculum satisfaction affects the CGPA of learners. Furthermore, correlation is used for the measurement of the strength and statistical significance of the relation between curriculum satisfaction factors that are affecting academic GPA. Hence, it is a helpful tool for the promotion of research. It can forward possible causal or mechanistic relationships. The correlation coefficient index 'r' between different parameters has been calculated as shown in Table 7. Correlation coefficients (r) between parameters were considered highly significant for  $p < 0.01$  and considered moderately significant

for  $p < 0.05$ . The statistical significance level (p-value) shows the strength of the correlations obtained from statistical data analysis. The smaller the p-value the higher is the correlation coefficients, showing significant relations between the variables. The correlation coefficients range from -1 to 1 ( $-1 \leq r \leq 1$ ). The positive  $r$  shows direct correlation. The negative  $r$  shows inverse relation. As  $r$  approaches to 1 or -1, the relation becomes stronger.

#### **4.2.1. Descriptive Analysis of overall curriculum Satisfaction and GPA.**

The ten factors were analyzed using descriptive statistics as shown in Table 6. The rate below 1.50 shows that the respondents are highly dissatisfied, and the rate above 1.50 up to 2.50 shows not satisfied. The rate above 2.50 up to 3.50 shows neutral, and the rate above 3.50 up to 4.50 shows the satisfaction of the factor. The mean rate above 4.50 depicts the response of highly satisfied respondents.

The highest mean of curriculum satisfaction is for learnability to competency (4.17). Learnability is the attainability of the curriculum to the level of understanding of the learners. This implies that the curriculum is to the competency of the learners. The appropriateness of the curriculum is to the level of understanding of the learners. The least satisfaction mean is for learners' participation in curriculum development and implementation (3.61). The participation of learners in developing and implementing the curriculum is less.

**Table 6. Mean of the Ten Factors for Overall Curriculum Satisfaction**

| Overall curriculum satisfaction                 | Minimum | Maximum | Mean   | Std. Deviation |
|---|---------|---------|--------|----------------|
| course availability                             | 2.60    | 5.00    | 3.9087 | .78376         |
| objective aim goal                              | 2.80    | 5.00    | 3.9673 | .75192         |
| Curriculum relevance                            | 2.00    | 5.00    | 4.0346 | .81086         |
| contemporary global relevance of Curriculum     | 1.25    | 5.00    | 4.1035 | .88383         |
| participation in development and implementation | 1.00    | 5.00    | 3.6081 | .85579         |
| supportive service                              | 2.00    | 5.00    | 3.8548 | .71793         |
| learn ability                                   | 2.00    | 5.00    | 4.1733 | .74715         |
| delivery method                                 | 2.50    | 5.00    | 3.9994 | .78645         |
| Skill of instructor                             | 2.22    | 5.00    | 4.1094 | .68885         |
| performance satisfaction                        | 2.00    | 5.00    | 3.9021 | .77918         |
| Mean of Overall curriculum satisfaction         |         |         | 3.9661 |                |
| Mean of GPA                                     |         |         | 3.13   |                |

The average of all the factors of the curriculum satisfaction i.e. the overall curriculum satisfaction is almost 4.00 as shown in table 6. This shows that respondents are satisfied with the curriculum. The mean GPA of the respondents is about 3.00. This is 75% of the highest point. This indicates that overall curriculum satisfaction has positive relation with GPA. This means

adult learners that are satisfied with the curriculum perform better. This is further analyzed using correlation coefficient.

#### **4.2.2. Correlation Matrixes of Curriculum Satisfaction Factors**

Table 7 shows the correlation matrixes of parameter of curriculum satisfaction and GPA performance of respondents. Almost all the ten factors of curriculum satisfaction have high positive correlation with each other, except, *skill of instructors in delivering the lesson; satisfaction on practical relevance of curriculum, and satisfaction on contemporary and global relevance of curriculum*, which have weak correlation index with each other. The highest correlation ( $r = 0.775$  and  $p = .000$ ) is between *Satisfaction with Availability of Courses* and *Satisfaction with Objectives, Aims and Goals of curriculum*. The weakest positive correlation of the parameter of curriculum satisfaction with  $r = .264$  and  $p = .059$ , is between *skill of instruction and practical relevance of curriculum*. This shows that all parameters of curriculum satisfaction are highly positively related to affect overall curriculum satisfaction. The correlation of each parameter (factor) of overall curriculum satisfaction with GPA is discussed next, using Table 7.

**Table 7. Correlation Matrices (r) of Overall Curriculum Satisfaction Factors and GPA**

| r   | course availability | objective aim goal | Curriculum relevance | contemporary global relevance | participation in development and implementation | supportive service | learn ability | delivery method | Skill of instructor | performance satisfaction | GPA |
|---|---------------------|--------------------|----------------------|-------------------------------|---|--------------------|---------------|-----------------|---------------------|--------------------------|-----|
| course availability                             | 1                   |                    |                      |                               |   |                    |               |                 |                     |                          |     |
| objective aim goal                              | .775**              | 1                  |                      |                               |   |                    |               |                 |                     |                          |     |
| Curriculum Relevance                            | .595**              | .590**             | 1                    |                               |   |                    |               |                 |                     |                          |     |
| contemporary global Curriculum relevance        | .660**              | .657**             | .773**               | 1                             |   |                    |               |                 |                     |                          |     |
| participation in development and implementation | .460**              | .311*              | .523**               | .446**                        | 1   |                    |               |                 |                     |                          |     |
| supportive service                              | .631**              | .511**             | .533**               | .426**                        | .684**  | 1                  |               |                 |                     |                          |     |
| learn ability                                   | .530**              | .591**             | .691**               | .726**                        | .360**  | .463**             | 1             |                 |                     |                          |     |
| delivery method                                 | .591**              | .534**             | .583**               | .598**                        | .569**  | .616**             | .494**        | 1               |                     |                          |     |
| Skill of Instructor                             | .435**              | .457**             | .264                 | .272                          | .477**  | .566**             | .445**        | .611**          | 1                   |                          |     |
| performance satisfaction                        | .562**              | .532**             | .461**               | .504**                        | .589**  | .671**             | .563**        | .727**          | .608**              | 1                        |     |
| GPA   | .227                | .306*              | .352*                | .268                          | .119  | .233               | .471**        | .196            | .206                | .247                     | 1   |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## **1. Satisfaction with Availability of Course in Major Field and GPA.**

The Pearson correlation coefficient between availability of courses and GPA is  $r=0.227$  and significant level  $p = .106$ . The correlation is weak. This positive weak correlation index shows that GPA is not significantly affected by the satisfaction of availability of courses in major field. This means, the fact that sufficient courses with the right choice of courses given, to satisfy respondent, weakly affects performance of respondents. The correlation of this factor with other factors is very strong.

## **2. Satisfaction with Objectives, Aims and Goals of Curriculum and GPA.**

The items that were rated under the above factor are:-

- *The objectives of the major curriculum is clear*
- *The aim and goal of the curriculum arouse the interests of respondents*
- *The curriculum has brought attitudinal change*
- *You have clear understanding of what is expected to learn*
- *The Curriculum prepares for further learning*

*Satisfaction with objectives, aims goals of curriculum* has high correlation with the rest of the other factors. The correlation coefficient of GPA and satisfaction with objectives, aim and goal of curriculum is moderate,  $r = .306$  with significant level less than the predetermined value,  $p = 0.05$ . The more satisfied respondents are with objectives, aim and goal of the curriculum, the more the GPA they achieve in their academic performance. The responses of open-ended question n<sup>o</sup> 1 “Do you want to further advance for your post graduate in the same field or different field of study?” indicates the satisfaction of the respondents with objectives, aim and



goal of the curriculum. 70% of the respondents wanted to advance in the same field. This means they are interested and satisfied with ultimate aim and goal of curriculum.

The interviewees with the associate dean also confirmed that the objectives, aims and goal of curriculum were made clear to the learners. This has a positive impact to influence respondents to achieve better GPA performance.

### **3. Satisfaction on Practical Relevance of Curriculum and GPA.**

There has moderate positive correlation between *satisfaction on practical relevance of curriculum* and GPA, with  $r = 0.352$  at significant level  $p = 0.010$ . The satisfaction on the applicability of the curriculum to respondents' career as well as to their life experiences has made respondents to achieve better GPA. The practical relevance can help the learners to conceptualize theory. This correlation was further strengthened by responses of open-ended question 2, (*Do you think work experiences has helped you in conceptualizing of the courses you study?*). 60% of the respondents answered that work experiences had helped them to conceptualize theory by comparing it to the practical.

### **4. Satisfaction on Contemporary and Global Relevance of Curriculum and GPA**

The correlation matrix from table 4 shows weak correlation index ( $r = .268$  at  $p = .055$ ) between contemporary and global relevance of curriculum and GPA. The interview from the associate dean of the college has asserted that the quality and contemporary relevance of the curriculum had been and would be cross-checked with other colleges including colleges abroad. This did not exert great pressure on the respondents to cause for better GPA achievement.

## **5. Learner's Participation in Curriculum Development and Implementation and GPA.**

The Pearson's correlation coefficient of participation and GPA is weak ( $r=.119$  and  $p=.403$ ). This shows that learners' participation in curriculum development and implementation has less contribution to GPA. This parameter of overall curriculum satisfaction has high correlation with other factors. This was confirmed from the interview with the associate dean and the teacher. They said that adult learners were consulted after the draft of the curriculum and their complaints were properly addressed. They also promised that further improvements would be conducted based on the complaints of learners. But from the responses of open-ended question the respondents complained that there was no well organized teaching material for some courses. The learners' satisfaction with this parameter was not concentrated on the improvement of academic achievement.

## **6. Satisfaction on Student Supportive Service and GPA of Respondents**

The correlation index of this measure with GPA, shows weak positive correlation ( $r= .233$  and  $p = .096$ ). This weak positive correlation could be due to lack of focused supportive service on the academic courses. The open-ended question 4 responses of the target population were focused on their physical satisfaction rather than the cognitive aspect. They responded that they had conducive environment and good relation with instructors and administrators. The interview with the dean and instructor also supported this, and further improvement in academic advising would be applied for each field of study.

## **7. Learnability to Competency of Learners' Satisfaction and GPA of Respondents**

This curriculum satisfaction parameter rates the appropriateness of the curriculum to the level of learners' competency to understand the courses. The Pearson's correlation index

between GPA and learnability is high with  $r = .471$  and significant level  $p = .000$ , which is much less than predetermined  $p$ -value = 0.01. This significant correlation shows that learners participate actively in teaching-learning process as well as do their assignments properly with interest. According to this correlation index, the more the curriculum is to the learners' competency level, the more they are satisfied and as the result the better they perform.

The increase of satisfaction with this factor improves the performance of the learners.

Satisfaction with learnability to competency is internal factor than external. According to Klein (1987:275) cited in Tamire (1997), one will work harder when we attribute success to an internal rather than external. The satisfaction in the competency of the learning makes learners to have self-confidence.

#### **8. Satisfaction on Delivery Methods of Teaching and GPA**

The correlation index shown from Table 5 is  $r = .196$  and  $p = .164$ . This is weak positive correlation. This indicates that different teaching methods are not used by instructors. The open-ended question 3 strengthens this weak relation. Some of the weak sides mentioned by respondents were lack of well organized teaching materials for some courses and lack of proper and andragogical approaches to adult learners. About 45% of the respondents had complaints about the delivery method.

#### **9. Skill of Instructor in Delivering the Lesson and GPA performance.**

This factor and the above factor 8 are interlinked to each other. The instructor should have the proper skill to apply the proper methodology. The Pearson's product moment correlation

from Table 5 for GPA and skill of instructor is weak positive correction ( $r = .206$  and  $p = .142$ ). The responses of open-ended question 3 show the strengths and weaknesses of instructors (Refer to Appendix II). The college associate dean also mentioned what has to be done with instructors and more qualified PhD holders would be employed. Instructors are the heart of the curriculum, where heart pumps blood to the different parts of the body to feed. Likewise instructors distribute the curriculum to the different learners (users). When instructor fails to distribute to learners, then there is problem in the performance.

## 10. Performance Satisfactions and GPA

The rated parameters in performance satisfaction were:

- *Satisfaction with the grading system*
- *Feedback when performance in test is low*
- *Continuous assessment*

Performance *Satisfaction* has high positive correlation index with the other factors of overall curriculum satisfaction. The open-ended question 5 and 6 are related to the satisfaction rating of this factor. About 65 % of the respondents responded that they were satisfied with the grading system. Reasons for their satisfactions were:-

- *I got my work without any discrimination.*
- *I am satisfied because grading system is faire and not biased.*
- *I got what I deserved.*
- *Assessments were done according to my expectations.*

Reasons for those who were not satisfied were-

- *Grades were given only by exam.*
- *Teachers cannot be challenged in the grading system.*
- *Those who didn't work hard had better grades by some means.*
- *Lack of well organized learning materials and unavailability of internet system.*

The cumulative effects of the responses from the ratings of the close-ended question and open-ended question indicated that GPA and performance satisfaction have weak positive correlation of  $r = .247$  and significant level of  $.077$ , showing that a bit less than the predetermined  $p = 0.05$  for moderate correlation. This implies that GPA performance is not significantly related to performance satisfaction but it is weakly affected.

### **4.2.3. Overall Curriculum Satisfaction and GPA**

The ten above mentioned factors in 4.2.2 have cumulative effects on Curriculum Satisfaction. This cumulative effect of curriculum satisfaction was calculated by taking the average scale rate of ten factors for each respondent. The average of the rate of the ten factors of each respondent was taken, and this was tabulated in the SPSS data analysis. Therefore fifty two overall curriculum satisfaction rates were taken. This is shown in Appendix IV under T column. These overall curriculum satisfaction rates were analyzed with GPA using Pearson's correlation coefficient index, as shown in Table 8.

The correlation index between overall curriculum satisfaction and GPA, shown in Table 8, is  $r = .339$ , with significant level  $p = .014$ , which is less than the predetermined  $p$ -value =  $.05$ , depicting moderate significant level. Hence overall curriculum satisfaction and GPA have

moderate positive relations, indicating the more satisfaction with the curriculum, the better performance of GPA, affecting moderately. From the descriptive statistics of Table 6, the respondents are satisfied and GPA is above the average. The total effects of the different factors of overall curriculum satisfaction make adult learners to perform better GPA in their academic achievements.

**Table 8. Correlation Coefficient Index of Overall Curriculum Satisfaction and GPA**

| Pearson's Correlation Coefficient |                                | Overall Curriculum Satisfaction | GPA Performance |
|-----------------------------------|--------------------------------|---------------------------------|-----------------|
| Overall curriculum Satisfaction   | Correlation<br>Sig. (2-tailed) | 1                               |                 |
| GPA Performance                   | Correlation<br>Sig. (2-tailed) | .339*<br>.014                   | 1               |

\*. Correlation is significant at the 0.05 level (2-tailed).

Overall curriculum satisfaction is the mean satisfaction of the ten selected factors, as it was mentioned earlier. Column T in appendix IV is the overall curriculum satisfaction.

#### **4.2.3.1. Regression Analysis of Curriculum Satisfaction and CGPA**

Tables 9-11 are used to analyze coefficients of the regression and the variance analysis. The Output interpretation of the model summary displays R, R squared, adjusted R squared, and the standard error. The model summary table 9 reports the strength of the relationship between the model and the dependent variable, CGPA.

**Table 9. Model Summary of Regression Analysis of Curriculum Satisfaction and CGPA**

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|
|       |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 |
| 1     | .338 <sub>a</sub> | .115     | .097              | .49315                     | .115              | 6.469    | 1   | 50  |

a. Predictors: (Constant), Mean satisfaction

R shows the correlation coefficients, and it is the correlation between mean curriculum satisfaction and CGPA. Less values of R indicate weak relationships. The value of R is .338, which indicates that dependent variable has moderate relationship with the independent variables.

R Square is simply the squared value of R. It is used to describe the goodness-of-fit or the amount of variance explained by predictor variable. The R-squared value is .115, which indicates that 11.5 % of the variance in the curriculum satisfaction is explained by the CGPA. This explains that curriculum satisfaction predicts 11.5% of the GPA variation.

**Table 10 Regression Coefficients**

**Coefficients**

| Model |                   | Unstandardized Coefficients |            | Standardized Coefficients | T     | Sig.        | 95.0% Confidence Interval for B |
|-------|-------------------|-----------------------------|------------|---------------------------|-------|-------------|---------------------------------|
|       |                   | B                           | Std. Error | Beta                      |       | Lower Bound |                                 |
| 1     | (Constant)        | 1.764                       | .460       |                           | 3.839 | .000        | .841                            |
|       | Mean satisfaction | .291                        | .115       | .338                      | 2.543 | .014        | .061                            |

a. Dependent Variable: GPA

The unstandardized regression coefficient .291 with the constant 1.764, shown in Table 10, predicts GPA value from the curriculum satisfaction, using the regression equation;  $y = a + bx$ , where  $a = 1.764$  and  $b = .291$ (coefficient); the standardized coefficient is .338.

A model with a large regression sum of squares in comparison to the residual sum of squares indicates that the model accounts for most of variation in the dependent variable. But table 11 shows high residual sum of squares compared to regression sum of squares. This indicates that the model fails to explain a lot of the variation in the dependent variable. This implies that additional factors account for a higher proportion of the variation in the dependent variable.

**Table 11. ANOVA of Curriculum Satisfaction and CGPA**

| Model |            | Sum of Squares | df | Mean Square | F     | Sig.              |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1     | Regression | 1.573          | 1  | 1.573       | 6.469 | .014 <sup>b</sup> |
|       | Residual   | 12.160         | 50 | .243        |       |                   |
|       | Total      | 13.733         | 51 |             |       |                   |

a. Dependent Variable: GPA

b. Predictors: (Constant), Mean satisfaction



### **4.3. Admission Requirement and CGPA in College**

The correlation between Admission criteria and GPA performance of respondents was studied by categorizing admission criteria in to two cases. These are admission by Diploma and admission by Ethiopian University Entrance Examination (EUEE).

Amongst 52 respondents, 21 (40%) were admitted by diploma and 31(60%) were admitted by EUEE. Those who were admitted by diploma with level II had passed COC examination. This was confirmed by associate dean of the college. Both admitted by diploma and EUEE criteria and GPA performance in college were analyzed using descriptive statistics and Pearson's product moment correlation coefficient.

The researcher was convinced to treat admission by diploma and by EUEE with GPA separately for different reasons. One reason is that diploma grading was in points out of 4.00; whereas EUEE was all subjects summed up out of 700. To change one to the other cannot be faire, because both are graded using different marking systems. The diploma points were graded by different institutions by different instructors. The grades in one institution vary from one individual to another. The grading system was also different from one course to another.

Therefore diploma point cannot have a standard way to convert it to EUEE mark. The EUEE is relatively standardized, set by a central national agency. It has the same criteria of evaluation for a certain academic year. Hence there could not be a matching level to change one to the other. The evaluation 2.0 out of 4.0 in diplomas cannot be equally judged with 350 out of 700. Therefore the correlation of GPA and admission by diploma should be analyzed separately from correlation of GPA and admission by EUEE.

### 4.3.1. Admission by Diploma and GPA of Respondents Using Descriptive Statistics

The 21 diploma entrant respondents' mean and undergraduate academic performance mean are compared as shown in table 12. Both have almost equal minimum values. But their means are different by 0.088.

**Table 12. Descriptive Statistics of Admission by Diploma and GPA**

|                 | N  | Minimum | Maximum | Mean   | Std. Deviation |
|-----------------|----|---------|---------|--------|----------------|
| Admission       | 21 | 2.27    | 3.50    | 3.0433 | .37346         |
| GPA Performance | 21 | 2.30    | 3.93    | 3.1300 | .48507         |

From the descriptive analysis shown in table 12, admission criteria by diploma does not significantly affect academic performance in college. The relation was also analyzed using Pearson's moment product correlation coefficient below.

### 4.3.2. Admission by Diploma and GPA using correlation coefficient

The correlation index in table 13, for diploma criteria and GPA in college shows weak relation of  $r = .237$  and  $p\text{-value} = .300$ . This significant level is much larger than the significant level of 5% for moderate correlation. This indicates that high admission point by diploma does not significantly secure high GPA achievement in college. Both descriptive and correlation coefficient analyses show the same effect. One possible reason for this low positive correlation is

the fact that the diploma grades had not been evaluated with standard assessment systems. The respondents had their diploma from different institution or from different instructors in the same institution that used different grading systems as it was mentioned in 4.2.1

**Table 13. Correlation Coefficient of Admission by Diploma and GPA**

| R               |                                | Admission    | GPA Performance |
|-----------------|--------------------------------|--------------|-----------------|
| admission       | Correlation<br>Sig. (2-tailed) | 1            |                 |
| GPA Performance | Correlation<br>Sig. (2-tailed) | .237<br>.300 | 1               |

The above fact was evidenced by both interviewees (dean and teacher) who mentioned cases of former students admitted with very low diploma point and finally graduated with higher GPA and were successful in their careers.

The literature relating to pre-college diploma performance to be determinant factor for future performance had been a debate as it was mentioned in 2.2. This is according to the results of researchers like Reddy and Talcott (2006) that argue that admission point is not good predictor of college performance.

### **4.3.3. Admission Criteria by EUEE and GPA**

From Table 14, the minimum and maximum results of respondents respectively are 251 and 439. The mean mark is 292.42. These entrants were enrolled in different years. The least and highest GPAs of the respondents respectively were 2.00 and 3.90. The average GPA was 2.78.

**Table 14. Descriptive Statistics of admission by EUEE and GPA performance**

|           | Minimum | Maximum | Mean     | Std. Deviation |
|-----------|---------|---------|----------|----------------|
| admission | 251.00  | 439.00  | 292.4194 | 49.60630       |
| GPA       | 2.00    | 3.90    | 2.7800   | .50102         |

The correlation of admission by EUEE and GPA performance were analyzed using Pearson's moment product index as shown in table 15. The correlation matrix best explains their relations.

#### **4.3.3.1. EUEE Admission Criteria and GPA Using Correlation Coefficient.**

**Table 15. Correlation Coefficient of Admission by EUEE and GPA**

| R                |                 | Admission | GPA Performance |
|------------------|-----------------|-----------|-----------------|
| admission        | Correlation     | 1         |                 |
|                  | Sig. (2-tailed) |           |                 |
| GP A Performance | Correlation     | .685**    | 1               |
|                  | Sig. (2-tailed) | .000      |                 |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient matrix shown in Table 15 shows the high positive correlation of EUEE admission criteria and GPA in college. The high correlation index,  $r = .685$  of the predictor and the predicted variables with significant level of  $p\text{-value} = 0.000$  shows that the EUEE admission criteria is better indicator of performance in college than diploma admission criteria. The respondents admitted by EUEE with high admission point showed high GPA. The possible

reason of EUEE showing higher positive correlation than diploma admission could be the standard nature of the system of evaluation.

Many researchers like Saul Geiser (2008), Benjamin and Fus (1994), Waller and Foy (1987), Mohammed Almaheed (1994), Swart, Acato (2006), all cited in Kyoshaba, Martha (2009) agree that standardized admission points are fairer to judge and influence academic performance in college.

The paradox is that most of respondents who were admitted by diploma have work experience which helped them to conceptualize the concept of theory, as most of them responded in the open-ended question number 2. The other paradox is diploma entrants have pre-knowledge about the course they study in college, because it is assumed most to proceed in the same field as it was in their diploma. But the correlation is weak for diploma and high for EUEE. This depicts that evaluation system for different diploma grading is too much localized while EUEE is standardized, at least to the nationwide level.

#### **4.3.3.2. EUEE admission and GPA Regression Analysis**

The coefficient of determination, R-squared is shown in table 16. R-squared is 0.469 that indicates 46.9% of the variance in the dependent variable is explained by the independent variables in the model. This is a good indication of the association between EUEE admission and GPA performed in college.

**Table 16 Model Summary of Regression Analysis of Admission by EUEE and GPA**

**Model Summary<sup>b</sup>**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
|       |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1     | .685 <sup>a</sup> | .469     | .451              | .37139                     | .469              | 25.597   | 1   | 29  | .000          |

a. Predictors: (Constant), admission

b. Dependent Variable: GPA

Table 17 Regression coefficients of admission by EUEE and GPA. The regression equation,  $y = .758 + 0.007x$ , gives a good estimation of GPA. When the mean EUEE is 292.42, then, using the regression equation gives, the mean GPA 2.80, which is nearer to the observed mean

**Table 17. ANOVA and Regression coefficients**

ANOVA<sup>a</sup>

| Model        | Sum of Squares | df | Mean Square | F      | Sig.              |
|--------------|----------------|----|-------------|--------|-------------------|
| 1 Regression | 3.531          | 1  | 3.531       | 25.597 | .000 <sup>b</sup> |
| 1 Residual   | 4.000          | 29 | .138        |        |                   |
| Total        | 7.531          | 30 |             |        |                   |

a. Dependent Variable: GPA Performance

b. Predictors: (Constant), admission

**Coefficients<sup>a</sup>**

| Model | Unstandardized Coefficients |            | Standardized Coefficients | t    | Sig.  | 95.0% Confidence Interval for B |             |
|-------|-----------------------------|------------|---------------------------|------|-------|---------------------------------|-------------|
|       | B                           | Std. Error |                           |      |       | Beta                            | Lower Bound |
| 1     | (Constant)                  | .758       | .405                      |      | 1.870 | .072                            | -.071       |
|       | admission                   | .007       | .001                      | .685 | 5.059 | .000                            | .004        |

a. Dependent Variable: GPA Performance

# **CHAPTER FIVE**

## **5. SUMMARY, CONCLUSION AND RECOMMENDATION**

### **5.1 Summary of the Findings**

#### **5.1.1. The Overall Curriculum Satisfaction and GPA performance**

The target population of this research was adult learners in MY-MLC, with age above 18 years, and about 77% of them above 25 years old. This study was on the admission point and curriculum satisfaction, affecting the college CGPA of adult learners.

The overall curriculum satisfaction was studied using close ended questions to analyze quantitatively, supported by open ended questions. Admission criteria and GPA documents were taken from the college record office.

The closed ended questions contain ten factors, which are main elements of curriculum satisfaction. Each factor contains more than three items of responses to be rated under it. A 5-point Likert scale was used to rate the items under each factor. The mean of these items was taken to be the rate scale of each factor. The mean rate of each element of curriculum satisfaction

was calculated using descriptive statistics. The minimum satisfaction rate was 3.61 for *participation of learners in developing and implementing the curriculum*. The maximum satisfaction was 4.17 for *learnability of competency of learners' satisfaction*. The overall curriculum satisfaction was about 4.00. This shows that adult learners of MY-MLC were almost satisfied with the curriculum. The mean CGPA of the respondents was 3.13. This is above the average, which is about 75%. Hence as overall curriculum satisfaction increases, GPA performance increases.

The Pearson moment product correlation, shown in table 7, summarizes the correlation between overall curriculum satisfaction factors and CGPA. They have moderate positive correlation index, implying that the more learners are satisfied with the curriculum, the better they perform in college, at significant level  $P=.014$ . The correlation of GPA and each satisfaction factor varies from least ( $r=.119$ ,  $p=.403$ ) to highest ( $r = .471$ ,  $p = .000$ ). The correlation between overall curriculum satisfaction and GPA is moderate ( $r = .339$   $p=.014$ ). The overall curriculum satisfaction of adult learners in the college has positive moderate correlation with CGPA, showing that the more adult learners are satisfied with the curriculum, the more CGPA they perform with moderate correlation. This result found by Pearson's correlation index is confirmed with the result obtained in table1, by mean satisfaction rate and mean CGPA.

### **5.1.2 Admission point and GPA Performance.**

Two admission criteria were used by the college to admit learners to BA degree program. These were diploma and EUEE. The majority of the respondents were admitted by EUEE criteria. These two admission criteria were studied and analyzed separately using descriptive statistics and Pearson's correlation coefficient with GPA.



Those admitted by diploma showed low correlation with GPA. Admission criteria EUEE and GPA showed high positive correlation index,  $r = .685$  with significant level  $p = .000$ . This indicates the higher EUEE result of respondents have, the higher their GPA with high significant level.

## 5.2 Conclusion

The research has been conducted with care with certain limitations considered. The study has tried to answer the following research questions, based on the objectives of the research.

1. What are the effects of the different factors on the overall satisfaction of adult learners in the college? How does this overall curriculum satisfaction affect CGPA?
2. What is the correlation between each factor of the overall curriculum satisfaction?
3. What is the correlation of overall curriculum satisfaction with GPA?
4. What is the correlation of admission points with GPA?
5. Do admissions by diploma and by EUEE show similar correlation with GPA?

In answering the above research questions, the following conclusions were drawn.

1. The learners were satisfied with about 80% of the selected overall curriculum factors; and partially satisfied with 20 % of the factors. *Learnability to competency of learners' satisfaction* had higher rate of satisfaction (4.17). The adult learners in MY-MLC had got courses that were appropriate to their level of understanding. The minimum satisfaction rate was for *learners' participation in curriculum development and implementation* (3.61). The learners in this college were not given a satisfaction rate of the ten factors is about 4.00. This implies that learners in the college are satisfied with the overall curriculum. The mean GPA

of the correspondents is 3.13. This is about 75% above the average. This indicates that satisfaction of learners with the curriculum leads to better GPA performance.

2. The high positive correlation index of the ten factors with each other depicts that these factors are important elements to determine the overall curriculum satisfaction. The higher the correlation between factors, the impact they have on the overall curriculum satisfaction. These factors are valid to affect overall curriculum satisfaction.
3. The correlation of GPA and the mean of the ten selected factors of curriculum satisfaction showed the same result with mean of the ten factors, and the mean CGPA, found using descriptive statistics. The regression analysis showed 11.5 % variation of satisfaction and CGPA. Hence the ten selected factors of curriculum satisfactions, cannot be neglected; but do not have strong determinant factors for learners' CGPA in college. Some other factors of curriculum satisfaction could be added to influence the overall curriculum satisfaction. This study indicates that the CGPA of adult learners in colleges are influenced more by *learnability objective, aim goal* and *relevance* of curriculum satisfaction than the other factors selected in this research.
4. The diploma admission criteria do not show significant correlation with GPA. The diploma criteria could not secure a better CGPA in college. The admission point EUEE showed about 47% of coefficient of determination ( $R^2 = .47$ ), that explains the proportion of association of GPA with EUEE admission.

5. The admission EUEE, which is more or less standardized, showed a better prediction of college GPA than diploma entrants. The results found in Kyoshaba Martha (2009) study, about diploma points being significantly related to academic performance are in line with Ringland and Pearson (2003), Wheeler (2006) and Richardson (1994), (all mentioned in Kyoshaba.Martha), whose study on non-traditional entrants, (diploma holders) showed that diploma entrants performed as well as traditional entrants (A' level) as long as they had performed well at their previous qualifications. But the result found in this research does not support these results. Some reasons can be forwarded, such as grade inflation in diploma, which is applied and graded individually without any controlling mechanism. But EUEE is uniform in the whole nation for a certain year. The result found by the above researchers could be due to the quality and standard nature of the diploma obtained. The other reason could be the difference of the two criteria to predict the learners' aptitude and intelligence. From this study it seems that EUEE predicts the intelligence better than non-standardized diploma grade, so that EUEE is better indicator of college performance.

### **5.3. Recommendations.**

The target of this study was to see the effects of curriculum satisfaction and admission criteria on CGPA of adult learners in college. From the research conclusion, the following recommendations are suggested.

1. Colleges should revise admission criteria, based on standardized tests rather than diploma earned from different colleges which have different evaluation methods. Or the

diploma criterion should be cross-checked whether it fits the standard set by the college or not.

2. Colleges should use other entrance examination to evaluate the standard of the diploma admission criteria.
3. MOE should set certain quality measure for the standards of diploma issued by institutions that provide diploma.
4. Colleges need to check the curriculum satisfaction of adult learners so that they can attract adults and can be centers of excellence and keep their reputations. They should pay attentions for the overall curriculum satisfactions of adult learners.
5. Colleges, which are adult learners' centers, need to know the interests of adults in providing courses by applying the proper andragogical methods that can satisfy them.
6. The learners' academic performance should be assessed every time so that causes of dissatisfaction for low achievement can be identified and grades can be improved.
7. Any college must strive to promote success for learners to graduate with good GPA. The college as a business institution must satisfy its customers (learners). Survival of the college as a professional learning center can be determined when it is in a position of satisfying learners with the satisfaction of curriculum. Colleges should give due attention to curriculum satisfaction factors for the overall curriculum satisfaction, studied in this research. The overall curriculum satisfaction of learners, studied in MY-MLC was found to be good; but the satisfaction rate for *learners' participation in curriculum development and implementation* was low. Hence the college should improve the active participation of adults in the development and implementation of the curriculum.

8. Colleges should determine the adult learners' satisfaction to the competency level of learners so that they can follow their studies with full interest. This competency level of learners had higher rate of satisfaction in MY-MLC. But this must match with standard and quality level of the curriculum. Therefore this college has to check the standard and quality of the curriculum.
9. College can assess the different methods to make learners' GPA performance best. Instructors should be skilled in delivering the lessons with the proper andrological methods, and continuous assessment must be applied so that learners' performance could be improved.
10. Colleges should survey and conduct researches on learners' overall curriculum satisfaction so that they can make learners to perform the intended GPA.
11. This research can be an initial for further study on MY-MLC, as well as on other colleges. In most Ethiopian HEI, overall curriculum satisfaction is not given attention as it is determinant factor. Researchers in different universities can deal with more researches on the topic. Most PHEI use diploma as admission point to admit for degree program. The validity and standard of diploma as admission point in the private colleges is becoming questionable. Therefore more researches should also be conducted on this issue.

This study can be a research question for further research so that adult learners can perform better in colleges by appropriating admission criteria and curriculum satisfaction.

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# Appendices

## Appendix. I .Questionnaire

Addis Ababa University

School of Graduate Studies

Department of Curriculum and Teachers Professional Development

### Questionnaire on the Research Topic:

*Admission Criteria, Curriculum satisfaction and Academic performance of Adult learners in Mekane Yesus Management and Leadership College.*

**Dear Student-** This questionnaire is aimed at collecting data for the above research topic. The questionnaire focuses on curriculum satisfaction and performance of adult learners in the Mekane Yesus management and Leadership College. Its main purpose is to study the relation of learner's satisfaction with the curriculum satisfaction and their academic performances.

The study will help to identify the weak and strong points of the curriculum satisfaction of learners in Mekane Ysus Management and Leadership College. Hence your honest and genuine response is very important for the study. Be sure that the information you give will be kept confidential. It is used only for this study.

Do not write your name. But include your student ID for the fact that it is used to compare curriculum satisfaction with performance.

Thank you for your cooperation and participation in the study.

#### **I. Background Information: put "✓" in the box of your response**

1. Age:      18-25                       36-45   
                  26-35                       above 45
2. Sex:      Male                       female
3. Enrollment status:      Regular                       Distance   
   Extension                       Others
4. College year now : 1<sup>st</sup> year                       2<sup>nd</sup> year                       Graduating year
5. Work experience:      No experience

- 1-3 years   
 4-6 years   
 More than 6 years

6. Preparatory or precollege academic achievement ( Average mark of grade 11 & 12 )  
 Above 80%  70-79 %  60-69%  Below 60%

7. Admission criteria you were asked when enrolled to the college:

a) Higher Education Entrance Exam  Result above 350   
 Result Below 350

b) Or ESLCE point \_\_\_\_\_

c) Diploma  GPA of diploma above 3.00  below 3.00

d) Grade 12 complete with work experience

Other \_\_\_\_\_

8. Major field of study \_\_\_\_\_

9. Major reason of your study of this field:

For professional upgrading

For salary increment purpose

For updating your profession

Mention other additional reasons \_\_\_\_\_

10. Your current cumulative GPA in this college \_\_\_\_\_

11. Your student I.D. NO \_\_\_\_\_

## II. The overall curriculum satisfaction of Adult learners.

Direction: Use the following numbers 1-5 for the responses you give from 1-10

12▶ Highly dissatisfied or highly disagree.

13▶ Not satisfied or disagree

3 ▶ Neutral or undecided

4 ▶ Satisfied or agreed

6 ▶ Highly satisfied or highly agree

Write the number in front of each item (description) for the right personal satisfaction response you give.

### 1. Satisfaction with availability of courses in your major field

- You have got the right choices of courses
- Sufficient courses are offered within your field of study
- Your satisfaction in the content area of your field of study

- The courses you take are in your area of interest
  - The different major courses given in one semester are interrelated
- 2. Satisfaction with objectives, aims and goals of the curriculum.**
- The objective of the major curriculum is clear
  - The aim and goal of the curriculum arouse your interest.
  - The curriculum has brought attitudinal change on you.
  - The curriculum prepares you for further post graduate study
  - You have clear understanding of what you are expected to learn.
- 3. Satisfaction on practical relevance of curriculum**
- Most of the courses you take are applicable to your career.
  - The curriculum is practical to your daily life experience
  - The curriculum helps you to acquire skill for solving problems in your daily activities.
- 4. Satisfaction on contemporary and global relevancy of curriculum**
- The curriculum reflects the contemporary societal development
  - The course you study helps you to have good ethical standards in the community.
  - The curriculum helps you to develop your own value of socialization.
- 5. Learner’s participation in curriculum development and implementation**
- You are given the chance to give comments in approving and rejecting instructors
  - Learners are allowed to participate in selecting teaching materials
  - Classes are scheduled in learners convenience
  - Course delivery is according to your choice
- 6. Satisfaction on student supporting service**
- The college has conducive environment for learning
  - Adequate library service is provided
  - Availability of quality academic advising is in place
  - Availability of adequate ICT service is there.
  - The college is concerned to support you in your academic success
- 7. Learn ability to competency of learners satisfaction**
- The courses are appropriate to your level of understanding
  - You participate actively in the teaching learning process.
  - You do your assignments and project work with interest.
- 8. Satisfaction on delivery methods of teaching (pedagogy or andragogy)**
- Different methods are used to present the lessons
  - The lessons are Presented in an orderly sequence from simple to complex
  - Research or project work is given sufficient focus in the college
  - Teaching-learning is encouraged to be learners’ centered.
- 9. Skill of Instructor in delivery the lessons**
- The instructors are ready to help you in your academic problems.
  - The instructors are well- skilled to present lessons in simple way.
  - The instructors manage the classroom for good learning atmosphere

- Instructors are capable in presenting the lesson by considering individual differences
- The instructors do consider cultural difference of learners
- The instructors know their subjects well.
- You are given freedom to discuss academic matters with instructors
- Instructors ability of relating lesson to real adult problems is adequate
- The instructors encourage learners to participate in class discussions

**10. Performance satisfaction**

- You are satisfied with grading systems
- You get enough feedback after tests, or you get additional tutorial classes when your performance in test is low
- Continuous assessments are properly given
- You are given an opportunity to integrate what have been learned in your experience

**III. Give your responses for the following questions.**

1. Do you want to further advance for your post graduate? If yes, in the same field you are studying now, or in different field?
2. Do you think work experience has helped you in conceptualizing of the courses you study? If yes, in what ways?
3. Please mention the major strengths and weaknesses of the college instructors?
4. What are the reasons that you preferred to study in this college than in other colleges?
5. Are you satisfied or not with your GPA performance in this college? What are your reasons?
6. Is your performance in college better, worse or according to your expectation before you enrolled in the college? If it is not according to your expectation, what are the reasons for the better or worse performance?

## Appendix II. Responses of Part III of Open-Ended Questions of the Questionnaire.

This part of the questionnaire was used to see the qualitative aspect of the research. The following are summarized responses of the respondents.

1. Do you want to continue your post graduate in the same or different field of what you are studying now?

About 70% of the respondents responded that they want to continue in the same field. 20% do not want to continue in the same field. 10% did not respond

2. Do you think work experience has helped you in conceptualizing of the courses you study? If yes, in what ways?

### Respond

- Work experience helped me to have better concept of the curriculum .
- **C**ourses are applicable to my job
- Practical application has direct relation to courses I take.
- Experience is Knowledge.
- Management course I take has helped me to manage my work properly.

3. Please mention the major strengths and weaknesses of the college instructors?

### Weaknesses mentioned were :

- No continuous assessment
- Some use grading system, not well defined.
- One teacher teaches more than two courses in a semester
- Some istructors lack experience.
- Not well organized teaching materials for some instructors
- Some start classes late

Strong sides of insructors mentioned :-

- No missing of classes
- They are transparent, sociable , cooperative and honest.
- They willing to help learners with good approaches
- They are serious in teaching and are hard working
- They use good method of teaching
- They bring change and progress in their teaching
- They give equal rights to all

4. What are the reasons that you preferred to study in this college than in other colleges

Summary of reasons for their preferences:

- Good and relevant curriculum for my profession.
- Freedom to learners
- Less tuition
- It is faith based college
- Courses given are attractive
- It near to my residence
- Good relationship of teachers and learners
- They graduate with leadership than other colleges
- They encourage weak students to improve
- Conducive and attractive areal environment.

More respondents said satisfied for the following reasons.

- I got my work without discrimination.
- I got what I have worked.
- I am satisfied because grading system is faire.

5. Are you satisfied or not with your GPA performance in this college? What are your reasons?

Reasons for not satisfied:

- Grades are given by only examinations
- I worked hard but my grades were low.
- Teachers cannot be challenged in the grading system.
- Those who did not work hard had better grades in some ways.



6. Is your performance in college better, worse or according to your expectation before you enrolled in the college? If it is not according to your expectation, what are the reasons for the better or worse performance?

More respondents responded better for the following reasons.

- I was afraid that I could not adapt the environment, but through time I became familiarized.
- I was happy with what was going in the college
- My skill in the academic system is improved, after I joined this college

Those who responded not satisfied mentioned that the college did not have well facilitated learning materials and internet accesses

### **Appendix III. Unstructured Interview Questions**

1. What are main admission criteria of the college for the degree programmes?
2. Which field of study is most wanted by adults? Why?
3. How does the college ensure whether adults are satisfied in their performance?
4. Do you have feedback from learners about their satisfaction?
5. Do learners participate in the curriculum development and implementation?
6. Do you have any evidence, for those with low admission point entered, but graduating with higher GPA performance?
7. How do you check the standard of the curriculum?

**Appendix IV. DATA of factors of curriculum satisfaction, Admission, Overall curriculum Satisfaction (T is the average of the Curriculum Factors 1-10) and GPA.**

| x1   | x2   | x3   | x4   | x5   | x6   | x7   | x8   | x9   | x10  | T    | x11    | GPA  |
|------|------|------|------|------|------|------|------|------|------|------|--------|------|
| 3.00 | 3.00 | 3.00 | 2.00 | 2.50 | 3.00 | 2.50 | 2.80 | 3.00 | 2.80 | 2.76 | 264.00 | 3.00 |
| 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 4.75 | 4.98 | 2.98   | 2.80 |
| 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 285.00 | 2.61 |
| 4.40 | 4.80 | 4.00 | 4.30 | 4.25 | 4.00 | 4.67 | 4.25 | 4.22 | 4.00 | 4.29 | 3.00   | 2.75 |
| 2.80 | 3.00 | 4.00 | 3.33 | 3.50 | 2.80 | 4.00 | 3.00 | 3.78 | 2.50 | 3.27 | 271.00 | 2.56 |
| 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 300.00 | 2.83 |
| 5.00 | 4.00 | 4.00 | 4.00 | 4.25 | 4.00 | 4.00 | 4.00 | 4.00 | 4.75 | 4.20 | 3.18   | 3.29 |
| 3.00 | 3.60 | 3.67 | 3.67 | 3.00 | 3.80 | 4.00 | 3.50 | 3.22 | 4.25 | 3.57 | 280.00 | 2.85 |
| 5.00 | 5.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.20 | 278.00 | 2.34 |
| 3.80 | 4.80 | 5.00 | 5.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.26 | 208.00 | 2.17 |
| 4.40 | 4.40 | 3.00 | 4.67 | 2.75 | 3.20 | 4.00 | 2.50 | 4.33 | 3.75 | 3.70 | 3.32   | 2.95 |
| 3.00 | 3.00 | 2.30 | 3.00 | 2.50 | 3.00 | 2.00 | 5.00 | 5.00 | 3.25 | 3.21 | 265.00 | 3.00 |
| 3.40 | 3.00 | 4.00 | 3.67 | 3.50 | 3.80 | 5.00 | 5.00 | 5.00 | 5.00 | 4.14 | 300.00 | 2.62 |
| 4.60 | 4.40 | 3.00 | 5.00 | 3.00 | 3.00 | 4.67 | 4.50 | 4.78 | 4.50 | 4.15 | 251.00 | 2.31 |
| 4.00 | 4.00 | 3.00 | 3.67 | 1.00 | 2.40 | 3.67 | 2.50 | 2.56 | 2.25 | 2.91 | 3.50   | 3.00 |
| 3.40 | 3.00 | 4.00 | 4.00 | 3.25 | 3.80 | 4.00 | 2.50 | 3.56 | 3.00 | 3.45 | 285.00 | 2.31 |
| 4.60 | 4.60 | 3.67 | 4.67 | 4.50 | 4.60 | 4.00 | 4.50 | 4.44 | 4.75 | 4.43 | 278.00 | 2.00 |
| 3.00 | 3.40 | 4.67 | 4.67 | 2.75 | 2.00 | 3.67 | 3.25 | 2.22 | 3.00 | 3.26 | 2.56   | 2.58 |
| 4.60 | 4.60 | 5.00 | 5.00 | 4.00 | 4.00 | 5.00 | 4.75 | 4.78 | 4.25 | 4.60 | 365.00 | 2.47 |

|      |      |      |      |      |      |      |      |      |      |      |        |      |
|------|------|------|------|------|------|------|------|------|------|------|--------|------|
| 4.80 | 4.80 | 4.33 | 4.67 | 3.00 | 4.50 | 5.00 | 4.25 | 4.11 | 4.50 | 4.40 | 268.00 | 3.2  |
| 4.00 | 4.00 | 4.00 | 4.00 | 2.50 | 3.00 | 3.33 | 3.00 | 3.67 | 2.00 | 3.35 | 275.00 | 2.25 |
| 3.00 | 3.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 3.00 | 3.00 | 2.75 | 3.28 | 2.85   | 3.34 |
| 3.60 | 4.60 | 4.00 | 4.67 | 4.23 | 3.60 | 4.67 | 3.75 | 4.44 | 3.25 | 4.08 | 268.00 | 3.60 |
| 2.60 | 2.80 | 2.00 | 1.25 | 3.50 | 3.50 | 2.00 | 2.50 | 3.89 | 3.75 | 2.78 | 2.60   | 2.30 |
| 4.20 | 4.00 | 4.67 | 4.67 | 3.25 | 4.80 | 4.67 | 4.25 | 4.78 | 4.50 | 4.38 | 278.00 | 2.80 |
| 4.20 | 4.80 | 4.67 | 4.33 | 1.25 | 3.60 | 5.00 | 4.25 | 3.89 | 4.00 | 4.00 | 3.50   | 3.73 |
| 4.60 | 5.00 | 4.67 | 5.00 | 4.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 4.83 | 3.10   | 2.64 |
| 4.40 | 3.20 | 5.00 | 5.00 | 4.67 | 4.00 | 3.60 | 4.67 | 2.75 | 3.56 | 4.09 | 280.00 | 2.33 |
| 4.20 | 5.00 | 5.00 | 4.33 | 3.25 | 3.80 | 4.33 | 4.50 | 4.44 | 4.00 | 4.29 | 3.50   | 3.00 |
| 4.00 | 4.40 | 4.67 | 4.67 | 3.25 | 4.20 | 5.00 | 4.25 | 4.11 | 4.50 | 4.31 | 2.75   | 3.68 |
| 5.00 | 4.60 | 4.67 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 4.93 | 2.65   | 3.60 |
| 2.60 | 3.00 | 4.00 | 3.75 | 3.75 | 2.60 | 4.33 | 3.25 | 4.11 | 3.75 | 3.51 | 3.00   | 3.50 |
| 5.00 | 4.80 | 5.00 | 4.50 | 4.50 | 4.60 | 5.00 | 4.50 | 4.67 | 4.25 | 4.68 | 409.00 | 3.80 |
| 5.00 | 5.00 | 5.00 | 4.75 | 4.25 | 4.80 | 5.00 | 4.25 | 5.00 | 4.00 | 4.71 | 3.01   | 3.93 |
| 5.00 | 4.00 | 5.00 | 5.00 | 5.00 | 5.00 | 4.00 | 5.00 | 5.00 | 4.00 | 4.70 | 375.00 | 3.00 |
| 5.00 | 4.00 | 5.00 | 5.00 | 5.00 | 5.00 | 4.00 | 5.00 | 4.00 | 5.00 | 4.70 | 3.50   | 3.12 |
| 3.80 | 3.80 | 4.00 | 4.25 | 4.25 | 4.40 | 5.00 | 3.50 | 4.67 | 5.00 | 4.27 | 439.00 | 3.90 |
| 3.00 | 3.00 | 2.00 | 2.50 | 2.50 | 3.00 | 3.33 | 3.00 | 3.11 | 2.75 | 2.82 | 375.00 | 2.80 |
| 4.80 | 5.00 | 5.00 | 4.50 | 4.50 | 4.40 | 5.00 | 5.00 | 5.00 | 4.75 | 4.80 | 3.50   | 3.90 |
| 4.40 | 4.00 | 4.00 | 3.50 | 3.50 | 3.25 | 4.00 | 4.75 | 4.67 | 4.50 | 4.06 | 280.00 | 2.27 |
| 4.60 | 4.80 | 4.46 | 4.25 | 4.25 | 4.80 | 4.30 | 4.75 | 4.44 | 4.00 | 4.47 | 3.40   | 3.27 |
| 3.00 | 3.00 | 3.50 | 4.00 | 3.50 | 3.00 | 4.50 | 3.60 | 4.00 | 3.00 | 3.51 | 265.00 | 2.80 |
| 3.00 | 3.80 | 3.25 | 3.67 | 3.00 | 3.80 | 4.00 | 4.00 | 3.80 | 3.25 | 3.56 | 270.00 | 2.75 |
| 4.00 | 3.00 | 4.00 | 4.80 | 3.80 | 4.00 | 4.67 | 4.25 | 3.50 | 4.00 | 4.00 | 278.00 | 2.75 |

|      |      |      |      |      |      |      |      |      |      |      |        |      |
|------|------|------|------|------|------|------|------|------|------|------|--------|------|
| 3.00 | 3.00 | 3.00 | 2.00 | 3.25 | 3.80 | 3.33 | 2.80 | 4.00 | 3.25 | 3.14 | 3.14   | 2.30 |
| 3.80 | 4.60 | 5.00 | 5.00 | 4.00 | 4.00 | 5.00 | 4.80 | 4.25 | 4.50 | 4.50 | 302.00 | 3.20 |
| 3.00 | 4.00 | 3.50 | 4.00 | 4.00 | 3.60 | 3.80 | 4.50 | 4.75 | 4.80 | 4.00 | 277.00 | 2.50 |
| 2.60 | 3.00 | 3.60 | 3.67 | 3.67 | 4.00 | 4.00 | 3.80 | 4.25 | 3.25 | 3.58 | 268.00 | 2.75 |
| 4.00 | 4.60 | 5.00 | 5.00 | 4.00 | 4.00 | 4.80 | 4.50 | 4.25 | 4.50 | 4.47 | 430.00 | 3.90 |
| 3.25 | 3.80 | 3.50 | 4.00 | 3.50 | 4.00 | 3.25 | 4.00 | 3.00 | 4.00 | 3.63 | 2.27   | 2.80 |
| 3.00 | 2.80 | 3.00 | 2.00 | 2.75 | 4.00 | 3.25 | 3.00 | 4.25 | 2.75 | 3.08 | 258.00 | 2.45 |
| 3.80 | 3.50 | 4.00 | 4.00 | 4.00 | 4.00 | 4.67 | 4.25 | 4.00 | 4.00 | 4.02 | 2.60   | 3.25 |

- X1 Satisfaction with Availability of Courses in Major Field
- X2 Satisfactions with Objectives, Aims, and Goals of the Curriculum
- X3 Satisfaction on Practical Relevance of Curriculum
- X4 Satisfaction on Contemporary and Global Relevancy of Curriculum
- X5 Learners; Participation in Curriculum Development and Implementation
- X6 Satisfaction on Student Supportive Services
- X7 Learnability to CompetencyLearners' Satisfaction
- X8 Satisfaction on Delivery method of eaching
- X9 Skill of Instuctor in Delivering the Lessons
- X10 Performance Satisfaction
- T The Average of the above Ten Factors (Overall Curriculum Satisfaction)
- X11 Admission Point
- GPA Grade Point Average

**Appendix. v. DATA of Factors of Curriculum Satisfaction, Admission and GPA of 31 Respondents with EUEE Admission Point.**

| X1   | X2   | X3   | X4   | X5   | X6   | X7   | X8   | X9   | X10  | X11    | GPA  |
|------|------|------|------|------|------|------|------|------|------|--------|------|
| 3.00 | 3.00 | 3.00 | 2.00 | 2.50 | 3.00 | 2.50 | 2.80 | 3.00 | 2.80 | 264.00 | 3.00 |
| 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 285.00 | 2.61 |
| 2.80 | 3.00 | 4.00 | 3.33 | 3.50 | 2.80 | 4.00 | 3.00 | 3.78 | 2.50 | 271.00 | 2.56 |
| 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 300.00 | 2.83 |
| 3.00 | 3.60 | 3.67 | 3.67 | 3.00 | 3.80 | 4.00 | 3.50 | 3.22 | 4.25 | 280.00 | 2.85 |
| 5.00 | 5.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 278.00 | 2.34 |
| 3.80 | 4.80 | 5.00 | 5.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 257.00 | 2.17 |
| 3.00 | 3.00 | 2.30 | 3.00 | 2.50 | 3.00 | 2.00 | 5.00 | 5.00 | 3.25 | 265.00 | 3.00 |
| 3.40 | 3.00 | 4.00 | 3.67 | 3.50 | 3.80 | 5.00 | 5.00 | 5.00 | 5.00 | 300.00 | 2.62 |
| 4.60 | 4.40 | 3.00 | 5.00 | 3.00 | 3.00 | 4.67 | 4.50 | 4.78 | 4.50 | 251.00 | 2.31 |
| 3.40 | 3.00 | 4.00 | 4.00 | 3.25 | 3.80 | 4.00 | 2.50 | 3.56 | 3.00 | 285.00 | 2.31 |
| 4.60 | 4.60 | 3.67 | 4.67 | 4.50 | 4.60 | 4.00 | 4.50 | 4.44 | 4.75 | 278.00 | 2.00 |
| 4.60 | 4.60 | 5.00 | 5.00 | 4.00 | 4.00 | 5.00 | 4.75 | 4.78 | 4.25 | 256.00 | 2.47 |
| 4.80 | 4.80 | 4.33 | 4.67 | 3.00 | 4.50 | 5.00 | 4.25 | 4.11 | 4.50 | 268.00 | 3.26 |
| 4.00 | 4.00 | 4.00 | 4.00 | 2.50 | 3.00 | 3.33 | 3.00 | 3.67 | 2.00 | 275.00 | 2.25 |
| 3.60 | 4.60 | 4.00 | 4.67 | 4.23 | 3.60 | 4.67 | 3.75 | 4.44 | 3.25 | 268.00 | 3.60 |
| 4.20 | 4.00 | 4.67 | 4.67 | 3.25 | 4.80 | 4.67 | 4.25 | 4.78 | 4.50 | 278.00 | 2.80 |
| 4.40 | 3.20 | 5.00 | 5.00 | 4.67 | 4.00 | 3.60 | 4.67 | 2.75 | 3.56 | 280.00 | 2.33 |
| 5.00 | 4.80 | 5.00 | 4.50 | 4.50 | 4.60 | 5.00 | 4.50 | 4.67 | 4.25 | 409.00 | 3.80 |
| 5.00 | 4.00 | 5.00 | 5.00 | 5.00 | 5.00 | 4.00 | 5.00 | 5.00 | 4.00 | 275.00 | 3.00 |
| 3.80 | 3.80 | 4.00 | 4.25 | 4.25 | 4.40 | 5.00 | 3.50 | 4.67 | 5.00 | 439.00 | 3.   |

|      |      |      |      |      |      |      |      |      |      |        |      |
|------|------|------|------|------|------|------|------|------|------|--------|------|
| 3.00 | 3.00 | 2.00 | 2.50 | 2.50 | 3.00 | 3.33 | 3.00 | 3.11 | 2.75 | 375.00 | 2.80 |
| 4.40 | 4.00 | 4.00 | 3.50 | 3.50 | 3.25 | 4.00 | 4.75 | 4.67 | 4.50 | 280.00 | 2.27 |
| 3.00 | 3.00 | 3.50 | 4.00 | 3.50 | 3.00 | 4.50 | 3.60 | 4.00 | 3.00 | 265.00 | 2.80 |
| 3.00 | 3.80 | 3.25 | 3.67 | 3.00 | 3.80 | 4.00 | 4.00 | 3.80 | 3.25 | 270.00 | 2.75 |
| 4.00 | 3.00 | 4.00 | 4.80 | 3.80 | 4.00 | 4.67 | 4.25 | 3.50 | 4.00 | 278.00 | 2.75 |
| 3.80 | 4.60 | 5.00 | 5.00 | 4.00 | 4.00 | 5.00 | 4.80 | 4.25 | 4.50 | 302.00 | 3.20 |
| 3.00 | 4.00 | 3.50 | 4.00 | 4.00 | 3.60 | 3.80 | 4.50 | 4.75 | 4.80 | 277.00 | 2.50 |
| 2.60 | 3.00 | 3.60 | 3.67 | 3.67 | 4.00 | 4.00 | 3.80 | 4.25 | 3.25 | 268.00 | 2.75 |
| 4.00 | 4.60 | 5.00 | 5.00 | 4.00 | 4.00 | 4.80 | 4.50 | 4.25 | 4.50 | 430.00 | 3.90 |
| 3.00 | 2.80 | 3.00 | 2.00 | 2.75 | 4.00 | 3.25 | 3.00 | 4.25 | 2.75 | 258.00 | 2.45 |

**Appendix.VI. DATA of Factors of Curriculum Satisfaction, Admission and GPA of 21 Respondents with Diploma Admission Point**

|      |      |      |      |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|------|------|------|------|
| 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 4.75 | 2.98 | 2.80 |
| 4.40 | 4.80 | 4.00 | 4.30 | 4.25 | 4.00 | 4.67 | 4.25 | 4.22 | 4.00 | 3.00 | 2.75 |
| 5.00 | 4.00 | 4.00 | 4.00 | 4.25 | 4.00 | 4.00 | 4.00 | 4.00 | 4.75 | 3.18 | 3.29 |
| 4.40 | 4.40 | 3.00 | 4.67 | 2.75 | 3.20 | 4.00 | 2.50 | 4.33 | 3.75 | 3.32 | 2.95 |
| 4.00 | 4.00 | 3.00 | 3.67 | 1.00 | 2.40 | 3.67 | 2.50 | 2.56 | 2.25 | 3.50 | 3.00 |
| 3.00 | 3.40 | 4.67 | 4.67 | 2.75 | 2.00 | 3.67 | 3.25 | 2.22 | 3.00 | 2.56 | 2.58 |
| 3.00 | 3.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 3.00 | 3.00 | 2.75 | 2.85 | 3.34 |
| 2.60 | 2.80 | 2.00 | 1.25 | 3.50 | 3.50 | 2.00 | 2.50 | 3.89 | 3.75 | 2.60 | 2.30 |
| 4.20 | 4.80 | 4.67 | 4.33 | 1.25 | 3.60 | 5.00 | 4.25 | 3.89 | 4.00 | 3.50 | 3.73 |
| 4.60 | 5.00 | 4.67 | 5.00 | 4.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 3.10 | 2.64 |
| 4.20 | 5.00 | 5.00 | 4.33 | 3.25 | 3.80 | 4.33 | 4.50 | 4.44 | 4.00 | 3.50 | 3.00 |
| 4.00 | 4.40 | 4.67 | 4.67 | 3.25 | 4.20 | 5.00 | 4.25 | 4.11 | 4.50 | 2.75 | 3.68 |
| 5.00 | 4.60 | 4.67 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 2.65 | 3.60 |
| 2.60 | 3.00 | 4.00 | 3.75 | 3.75 | 2.60 | 4.33 | 3.25 | 4.11 | 3.75 | 3.00 | 3.50 |
| 5.00 | 5.00 | 5.00 | 4.75 | 4.25 | 4.80 | 5.00 | 4.25 | 5.00 | 4.00 | 3.01 | 3.93 |
| 5.00 | 4.00 | 5.00 | 5.00 | 5.00 | 5.00 | 4.00 | 5.00 | 4.00 | 5.00 | 3.50 | 3.12 |
| 4.80 | 5.00 | 5.00 | 4.50 | 4.50 | 4.40 | 5.00 | 5.00 | 5.00 | 4.75 | 3.50 | 3.90 |
| 4.60 | 4.80 | 4.46 | 4.25 | 4.25 | 4.80 | 4.30 | 4.75 | 4.44 | 4.00 | 3.40 | 3.27 |
| 3.00 | 3.00 | 3.00 | 2.00 | 3.25 | 3.80 | 3.33 | 2.80 | 4.00 | 3.25 | 3.14 | 2.30 |
| 3.25 | 3.80 | 3.50 | 4.00 | 3.50 | 4.00 | 3.25 | 4.00 | 3.00 | 4.00 | 2.27 | 2.80 |
| 3.80 | 3.50 | 4.00 | 4.00 | 4.00 | 4.00 | 4.67 | 4.25 | 4.00 | 4.00 | 2.60 | 3.25 |

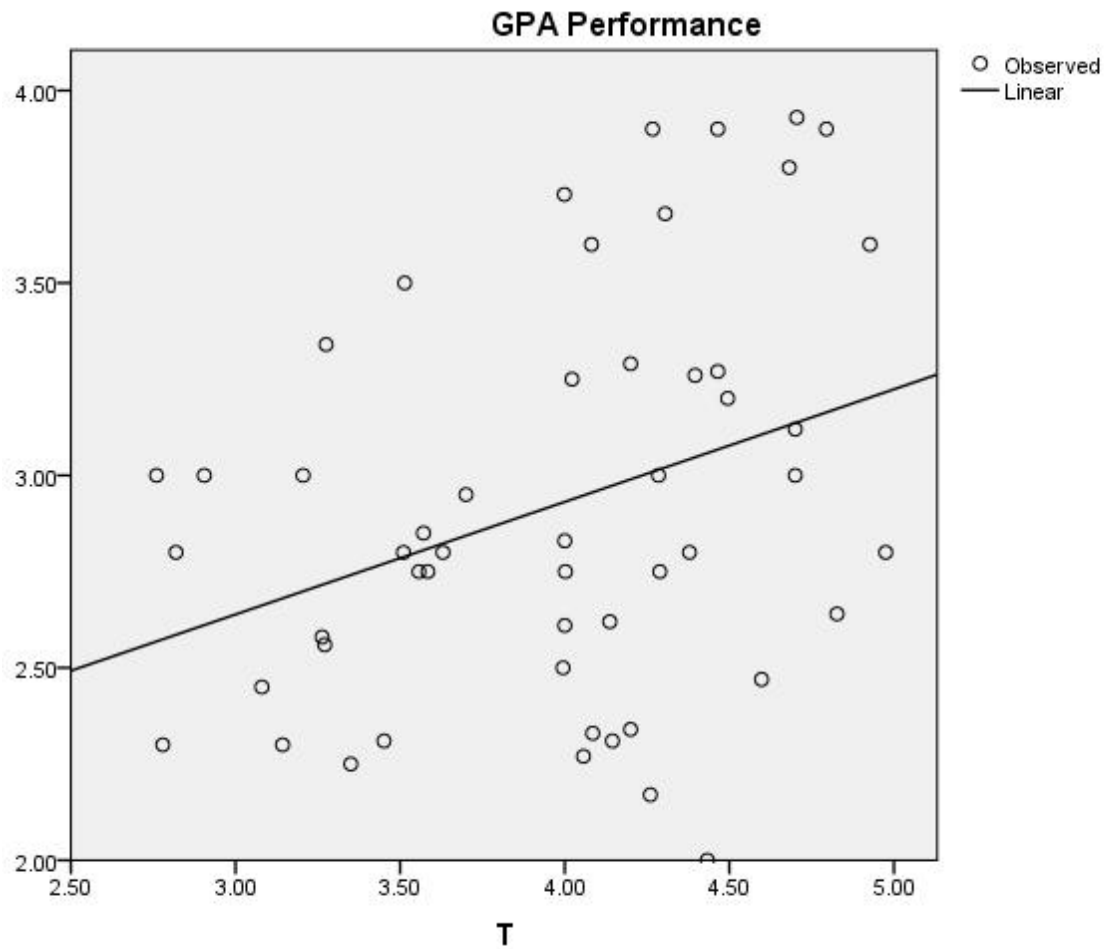
## Appendix VII Graph of curriculum satisfaction and CGPA

### Model Summary and Parameter Estimates

Dependent Variable: GPA Performance

| Equation | Model Summary |       |     |     |      | Parameter Estimates |      |
|----------|---------------|-------|-----|-----|------|---------------------|------|
|          | R Square      | F     | df1 | df2 | Sig. | Constant            | b1   |
| Linear   | .115          | 6.488 | 1   | 50  | .014 | 1.761               | .293 |

The independent variable is T.





Appendix VIII. Graph of EUEE Admission and CGPA

**Model Summary and Parameter Estimates**

Dependent Variable: admission

| Equation | Model Summary |        |     |     |      | Parameter Estimates |        |
|----------|---------------|--------|-----|-----|------|---------------------|--------|
|          | R Square      | F      | df1 | df2 | Sig. | Constant            | b1     |
| Linear   | .469          | 25.597 | 1   | 29  | .000 | 103.952             | 67.794 |
| Logistic | .453          | 24.017 | 1   | 29  | .000 | .006                | .820   |

The independent variable is GPA Performance.

