

**Deanship of Graduate Studies
Al-Quds University**

**Evaluating the Master Business Administration (M.B.A)
Program at Al-Quds-University According to the
Graduates' Beliefs about the Value Added to them and
their Satisfaction**

Amar Waleed Smoom

M.B.A Thesis

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Program at Al-Quds-University According to the
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their Satisfaction**

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Palestine**

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for the degree of Master of Business Administration from
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**Al-Quds University-Jerusalem
Deanship of Graduate Studies
MBA Program**



Thesis Approval

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Al-Quds-University According to the Graduates' Beliefs about the Value
Added to them and their Satisfaction**

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Jerusalem-Palestine

1431/2010

Dedication

I dedicate this modest research to the spirit of my father.

To my mother, to my husband, and to my son and daughter who offered me unconditional love and support throughout the thesis. I love you all.

Amar waleed Smoom

Declaration:

I Certify that this thesis submitted for the Degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed:.....

Amar Waleed Smoom

Date:.....

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I would like to convey my profound gratitude to everybody who contributed in the completion of this MBA thesis and facilitated in making the hard and tough time to pass and conquer all the complexities along the way.

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Amar Waleed Smoom

Evaluating the Master Business Administration (M.B.A) Program at Al-Quds-University According to the Graduates' Beliefs about the Value Added to them and their Satisfaction

Prepared by: Amar Waleed Smoom

Supervisor: Dr. Samir Hazboun

Abstract:

This thesis aims to evaluate the MBA program at Al-Quds University through exploring the graduates' beliefs about the value added to them from entry into the program, examining the level of their satisfaction with the MBA program inputs, and determining the business knowledge and skills needed by them and the local organizations, and finally, through investigating the nature of jobs filled by the MBA graduates.

A descriptive analysis study is used in this study. The target group is the MBA graduates. The sample is censuses, all the MBA graduates from the year of establishing the program till 2009, the number of these graduates is 147 graduates. Questionnaires were distributed to the graduates, 52 questionnaires were returned. Besides, structural interviews with 11 graduates were made.

This study showed that during the MBA study, there was high value added to graduates in understanding and applying statistical, economic, and financial concepts and methods, human resource skills, developing marketing plan, business writing skills, business research methods, oral communication skills, program content and course structure, and value added in the knowledgeableness of teachers. While there was a medium value added to graduates in working in

and leading a group or team, understanding the international business culture, applying computer literacy, and administrative and counseling interaction.

This study showed that graduates were highly satisfied with the responsiveness of administrative staff and course doctors, the assurance dimensions, the knowledgeableness of doctors; the teachers' classes work organization, and the presenting of material in an interesting way. While they were medium satisfied with the tangibility dimensions, the class size, the program content dimensions, the experiential work, interaction and teamwork, the fairness of grading system and the mentoring and counseling services. But they were not satisfied with the Job Placing services and the empathy dimensions.

The researcher recommends concentrating on both the theoretical and the practical side through the courses. Instructors are recommended to provide a clear correcting styles. Improvements are recommended to be taken in the teaching methods in the classroom. The researcher also recommends providing supervisors for the students to be able to carry out their researches, and dedicating a full time academic and administrative advisor, and full time instructors with PHD in Business Administration, and to offer PHD scholarships to the distinguished MBA graduates.

It is recommended to establish a specialized library and to enrich it with every new reference that concerns the MBAs, and to establish a special computer lab for the MBAs. It is recommended that the Institute presents opportunities for job placement after the MBA degree is earned, and integrating the MBA students with members of the business community, institutions, ministries and organization through visits, meetings, and exhibits.

تقييم برنامج ماجستير ادارة الاعمال في جامعة القدس بناء على معتقدات الخريجين حول القيمة المضافة لهم ورضاهم عن البرنامج

اعداد: قمر سموم

اشراف: د. سمير حزبون

الملخص:

تهدف هذه الدراسة الى تقييم برنامج ماجستير ادارة الاعمال في جامعة القدس عن طريق الكشف عن معتقدات الخريجين حول القيمة المضافة لهم عن طريق الالتحاق برنامج ماجستير ادارة الاعمال في جامعة القدس و قياس مستوى رضا الخريجين عن مدخلات برنامج ماجستير ادارة الاعمال في جامعة القدس و تحديد المعلومات والمهارات التي يحتاجها خريجو برنامج الماجستير لخدمة المؤسسات المحلية بشكل اكثر فاعلية والكشف عن طبيعة الوظائف التي يشغلها خريجو برنامج ماجستير ادارة الاعمال في جامعة القدس.

ان هذه الدراسة هي دراسة تحليلية وصفية ، الفئة المستهدفة في هذه الدراسة هم خريجو برنامج الماجستير في جامعة القدس. عينة الدراسة هي عينة شاملة حيث انها شملت جميع الخريجين والذين بلغ عددهم 147 خريجا منذ طرح البرنامج حتى عام 2009. وقد تم توزيع الاستبانات على الخريجين، و تم اعادة 52 استبانة للباحث، كما تمت اجراء مقابلات هيكلية مع 11 خريجا.

اظهرت هذه الدراسة ان الخريجين حصلوا على قيمة مضافة عالية في فهم وتطبيق المفاهيم والاساليب الاحصائية، الاقتصادية، المالية، مهارت شؤون الموظفين، انشاء وتطبيق خطة تسويقية، المهارات الكتابية الادارية، الاساليب البحثية، مهارات الاتصال اللغوية، محتوى البرنامج والمساقات، و قيمة مضافة عالية في دراية المدرسين. بينما القيمة المضافة للخريجين كانت متوسطة في قدرة الخريجين على قيادة والعمل ضمن مجموعات، فهم الثقافة التجارية العالمية، فهم واستخدام الحاسوب، و قيمة مضافة متوسطة في المعاملات الارشادية والادارية.

كما اظهرت هذه الدراسة ان مستوى الرضا لدى الخريجين على البرنامج عالي بالنسبة الى استجابة الموظفين الاداريين والمدرسين ، تنظيم المدرسين للعمل الصفي، وعرض المواد الدراسية من قبل المدرسين بطريقة ممتعة. بينما تبين ان رضا الخريجين متوسط بالنسبة لعدد الطلاب في الصف، محتوى البرنامج والمساقات، الجزء العملي والعمل الجماعي خلال المساقات، و العدل في نظام العلامات والارشاد، بينما تبين ان مستوى الرضا لدى الخريجين متدني بالنسبة للخدمات التوظيفية للخريجين. وقد اظهرت الدراسة انه يوجد علاقة ذات دلالة احصائية ما بين عناصر القيمة المضافة للخريجين وعناصر الرضا عند الخريجين بشكل عام، مما يعني انه اذا زادت القيمة المضافة للخريجين يزيد مستوى رضاهم عن البرنامج.

في ضوء نتائج الدراسة اوصى الباحث بالتركيز على النواحي العملية بالاضافة الى النواحي النظرية في المساقات المطروحة بالبرنامج، وتطوير الوسائل التعليمية المستخدمة من قبل المدرسين خلال المحاضرات، وتقديم التسهيلات للطلبة للقيام بالابحاث وتوفير المشرفين على رسائل الماجستير، تكريس مرشد اكايمي واداري متفرغ لارشاد الطلبة، وتوفير منح مشروطة للخريجين المتميزين للحصول على درجة الدكتوراة في ادارة الاعمال بشرط التدريس في المعهد بعد التخرج وتوفير مدرسين متفرغين من حملة شهادة الدكتوراة في تخصص ادارة الاعمال في المعهد، واثراء المكتبة بالمراجع الحديثة المتخصصة والمفيدة لطلبة البرنامج، وانشاء مختبر حاسوب متخصص لمعهد الادارة والاقتصاد في الجامعة، وتوفير فرص عمل للخريجين، ودمج طلبة البرنامج في مجتمع الاعمال التجارية والمؤسسات والوزارات من خلال زيارات ضمن المساقات والاجتماعات والمعارض.

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Chapter 1

Background

1.1 Introduction

The social, scientific and technological revolutions in the twenty first century, made it important to upgrade the higher education in the Arab world, since its educational inputs are one of the aims, future plans and human recourses that play an important role in identifying the higher education requirements for human recourses development and its ability in continuing to achieve goals of comprehensive development in the society (Awad, 2004).

One of the most important aspects of improving the higher education is improving its quality. This improvement can be done through connecting it with the future Palestinian development, coordinating between the modern development requirements and the quality of the education offered by the Higher Educational Institutes, and establishing educational plans that take into consideration the Palestinian market developments. It is important to gain new skills and curriculums that line with the needs of the Palestinian market. The role of the higher education in Palestine is growing, and an increasing number of Master programs are established in the Palestinian Universities. These universities have an important responsibility in adapting whatever useful and practical theories.

Delivering high quality products or services requires a basic understanding and good strategy of the critical dimensions and cues that consumer use to judge quality. The same applies to business schools as well. Business schools need a well defined and focused mission strategy that is consumer –oriented in order to stay competitive (Adisornprasert, 2001). Business schools are examining their strengths and weaknesses, analyzing the environment, including

their competitors, suppliers, and customers through program selection, development, promotion, and evaluation. Therefore, it is appropriate and beneficial to focus on the students' needs when setting strategic direction for the organization (Adisornprasert, 2001).

In this thesis the researcher wanted to evaluate the MBA programs at the West Bank universities, the researcher took the MBA program at Al-Quds University as a case study that can represent the MBA programs launched by other universities located in the West Bank because: First, its MBA program was launched 15 years ago. Second, it is located in the middle of the West Bank and its students came from the south, the middle, and the north of the West Bank. Third, its students got the BA degree from different universities.

This thesis aims to explore whether improvements are needed to be done in the MBA program at Al-Quds University in order to attract students to enroll in it because of its reputation and its distinctive curriculum, this exploration was done through the following:

- 1) Evaluating the educational inputs and outputs of the MBA program at Al-Quds University from the graduates' point of view who presently work at institutes located in the West Bank by trying to discover the value added to the MBA graduates by the MBA program at Al-Quds University.
- 2) Examining the graduate satisfaction with the various educational and non educational dimensions of the MBA program at Al-Quds University in order to examine the importance of the MBA quality items as experienced by these students, and the extent to which perceived program quality contributed to the overall satisfaction of students with their MBA program.
- 3) Determining the knowledge and skills needed by the MBA students in order to better serve the local businesses and organizations.
- 4) Evaluating the MBA curriculum at Al-Quds University from the graduates' point of view.

Through survey and interviews with the MBA graduates, the evaluation showed the specific business knowledge and skills they felt they learned best through the MBA study, and how their MBA study prepared them for their work. This thesis allows the graduates to speak about the reality of their experiences with Al-Quds University MBA degree program; these experiences are in terms of personal and professional satisfaction. It focuses on perceived growth in business knowledge and skill. Through survey and interviews of graduates, the researcher seek to answer questions about whether students perceive a change in their business knowledge and skills after having earned the MBA degree, and whether they perceive as being better prepared for their work after having earned the MBA.

1.2 Study Justification

The growing attention of the higher education in Palestine led to establishing a number of Master programs at a number of Palestinian universities in the West Bank. Master programs have missions and objectives that aim to achieve. It is important for these Master programs to explore whether it really achieved its mission and objectives, and to investigate the academic and the non academic services that it really offered to its students from their point of view.

The MBA program at Al-Quds University was established fifteen years ago, and it is important to explore what this program added to its students through these years, and how much the MBA graduates are satisfied with their MBA study experience at Al-Quds University, in order to more implement its own mission and objectives. In this study the researcher tried to examine the value added to the MBA graduates in their point of view, and their satisfaction with the MBA study experience at al-Quds University, since these graduates are part of the MBA program's educational input and output.

Most of the Graduates from the MBA program at Al-Quds University stated that they chose Al-Quds University to obtain their MBA degree at because of its location or because it was the only university that accepted them in its MBA program, this means that they differentiated Al-Quds University for reasons other than its reputation.

Through this study, the researcher wanted to explore the value added to the MBA graduates through the MBA program at Al-Quds University, and to investigate the graduates' satisfaction with the various educational and non educational dimensions of the MBA program at Al-Quds University, and to discover the present reality of the MBA graduates from Al-Quds University in the labor market, and to evaluate the MBA curriculum at Al-Quds University from the graduates' point of view, in order to make any recommended improvements if needed to attract students to enroll in the MBA program because of its reputation and its distinctive curriculum.

1.3 Importance of the Study

This study is important for the local labor market, local education sector, the MBA students, Al-Quds University, and the researcher as follows:

- 1- The importance of this study comes from the importance of the higher education in the West Bank for the local labor market. Since the MBA program supplies the labor market with MBA graduates who carry business and administrative responsibilities in the local institutes, this study is important for the labor market because it highlights upon the business knowledge and skills needed by the labor sector as perceived by the MBA graduates who presently work in the local institutes, in order to educate the MBA students at Al-Quds University with these knowledge and skills that fulfill the labor market needs through the MBA study.
- 2- This study is important for the local education sector because it deals with the dimensions that may help in developing a quality MBA program aimed directly to the needs of the students, and increase the competitiveness of the local MBA programs with other regional MBA degree programs
- 3- Students have to be provided with an ever improving quality of educational inputs and services, and feedback from these students should be utilized to develop the

specifications of the quality levels to be achieved for each product and each service (Adisornprasert, 2001).

Students have varying expectations and perceptions due to their differing cultures, values, life styles, attitudes, and so on. It is important for the education marketers to recognize the importance of offering what the student needs and wants. Therefore, one of the purposes of this study is to examine the extent at which perceived program quality items contributed to students' satisfaction with the program.

- 4- Delivering quality service is considered an essential strategy for success and survival in today's competitive environment. This study is important for the MBA institute at Al-Quds University because it focuses on the appropriate marketing strategies that can provide several important contributions to educational systems. These marketing strategies appear to focus primarily upon differentiation and quality.
- 5- This study is also important for the researcher who is an MBA student at Al-Quds University, and this study is part of the MBA study to achieve the MBA degree from Al-Quds University.

1.4 Objectives

The main objective of this study is to evaluate the MBA program at Al-Quds University according to the MBA graduates' point of view, and to explore the present reality of the MBA graduates in the labor market, in order to come up with recommendations that can be taken into consideration in order to improve the MBA program at Al-Quds University if needed, and to better serve and satisfy the MBA graduates. In order to achieve these main objectives, the following sub objectives have to be established:

- 1- Examining the value added to the graduates by the MBA degree awarded from Al-Quds University by discovering the graduate perceptions of the changes in their business knowledge and skills.

- 2- Examining the students' satisfaction with their MBA study experience at Al-Quds University.
- 3- Discovering the relationship between all the value added items and the general satisfaction of the MBA graduates with their MBA study experience.
- 4- Determining the needs of the MBA students in order to cooperate better in the businesses and organizations.
- 5- Exploring the relationship between the value added to the MBA students by the MBA program, and their satisfaction with their MBA experience.
- 6- Investigating the nature of the jobs that are filled by the MBA graduates before and after the MBA graduation from Al-Quds University.

1.5 Study Questions

The main questions that are addressed by this study are:

- 1) What improvements can be done in the MBA program at Al-Quds University in order to attract students to enroll in it because of its reputation and its distinctive curriculum?
- 2) What improvements can be done in the MBA program at Al-Quds University in order to increase the value added to the its graduates?
- 3) What improvements can be done in the MBA program at Al-Quds University in order increase the level of its graduates' satisfaction with the MBA program?
- 4) What improvements can be done in the MBA curriculum at Al-Quds University in order increase the business knowledge and skills needed by the MBA graduates and the local businesses and organizations?

1.6 Study Limits

This study was limited to the MBA program at Al-Quds University because of the time and money shortage, and because: First, its MBA program was launched 11 years ago. Second, it is located in the middle of the West Bank and its students came from the south, the middle, and the north of the West Bank. Third, its students got the BA degree from different universities. The study was also limited to the MBA graduates point of view.

Chapter 2

Theoretical Framework and Literature Review

2.1 Theoretical Framework

2.1.1. Identifying the Potential Meanings of Quality:

Providing a quality graduate program is a difficult and ever-changing task. The meaning of quality is subjective, strongly grounded in the previous experiences and future hopes of each individual student. For some, the research for a quality graduate program entails evaluating how challenging the academic environment is. Others, place a strong emphasis on team-oriented activities. Some associate quality with analytical skills, whereas others seek conceptual clarity and enhanced oral communication. Some equate quality with breadth of knowledge, and others seek depth in particular areas (Rapet, Scott, 2004).

The literature provides numerous suggestions about the potential meanings of quality. Across most settings, a quality education is associated with learning the tactics and developing the intuition needed to perform in a job situation, along with developing leadership, communication, and interpersonal skills (Adrian, Palmer, 1999). Others have suggested that the goal of today's reengineered MBA curricula is to mold well-rounded team players through real-life learning experiences (Lord, 1997).

2.1.2. Background of the Quality Measurement Problem:

For any educational institute the improvements of educational quality is a major undertaking, but the task of developing meaningful performance measures in educational organizations is far from complete (Adisornprasert, 2001). While quality in tangible goods has been described and measured by marketers, quality in service is largely undefined and unresearched. This is due to difficulties involved in measuring the construct due to characteristics of services (Parasueaman, Zeithaml, and Berry 1985).

The service provided by a university is intangible. It is provided by many people such as staff, librarians, faculty, etc, and the time involved is extensive (Adisornprasert, 2001). Moreover, the service attributes available to students are constantly changing. The outcome, therefore, cannot be easily identified or measured, nor can the process by which it is acquired be easily assessed (Licata, Franwick. 1996).

In the past, much research has been done on the service quality in various industries such as hotels, airlines, restaurants, and telephones. However, there is no service quality model in educational institutes, and there is a need for such a model (Adisornprasert, 2001). According to many academics, students have conspicuous assets as judges of educational quality (Seldin, 1980). Studies regarding teaching quality ratings by students are plentiful, because nearly all universities conduct end of term evaluations in their courses (Clayson, 199). Universities usually develop these surveys to gather quantifiable information and hard data about teaching effectiveness (Rapet, Scott, 2004).

2.1.3. Inputs and Outputs used in the evaluation of MBA programs:

A popular view is to model the higher education as a production system. Outputs of this process may be grouped in three categories: research, teaching, and other (non-academic) (Adisornprasert, 2001). Research adds to the stock of knowledge, and teaching provides the benefits of previous research of students (James, 1987). Inputs into the education process may

be allocated under four headings: academic staff, student, school environment, and tangible facilities. Academic staff are supposed to help students acquire knowledge and instill in them values that would be useful in the future. It is generally assumed that those who have good preparation, experience, and who are active in research make better staff (Adisornprasert, 2001).

Student inputs include everything the student brings to the process, such as his/her time, current knowledge, mental ability motivation, family background, tuition, etc.(Perl, 1976). Environmental inputs may include average intellectual ability of students, administrative policies and practices, the number and variety of courses offered, accessibility of academic staff and peer associations. Finally, physical plant represents facilities such as libraries, laboratories, computers, classrooms and athletic facilities (Adisornprasert, 2001).

2.1.4. Educational Service-Master of Business Administration:

In spite of the growing importance of graduate education, few studies have dealt specifically with the impact of quality graduate education on students' values. Students' value –added may be in the form of increased knowledge, higher earning potential, or a higher status in society. Both concepts of measuring value in education and quality assessment in educational programs are still a new area in which very few studies have been conducted (Adisornprasert, 2001).

2.1.5. Program Development:

(Adisornprasert, 2001) stated that there are many factors that influence program development in educational organization. Such factors are government interventions (measurements, controls, and funding), Stakeholders (public, trustees, and alumni), and country culture (marketplace characteristics). These environmental influences can have a dramatic impact on program development affecting quality, curriculum, faculty, facility, profitability, and pricing. Therefore, in order for universities to succeed in developing educational programs that meets student needs, (Rubach, Satratton ,1994) suggested that universities must be aware of recent changes affecting educational organizations, such as:

- Changing demographics: aging population, dual career family, increasing ethnic mix, and declining middle class.
- Changing economy: slow growth, industrial restructuring, geopolitical dynamics, and emerging nations.
- Intense competition: academic slugfest, sponsors as competitors, nontraditional competition, and suppliers as competitors.

It is suggested that further research should be carried out to develop the MBA curricula for the business schools particularly in the developing countries taking into account the international trends in business education (Arain, Tipu, 2007).

2.1.6. Student Knowledge Growth:

In 1976 the American Assembly of Collegiate Schools of business began a comprehensive study to test the business knowledge and skills determined to be essential for graduates of accredited business schools. In that study they specifically developed an assessment tool to measure knowledge of: accounting, business environment and strategy, finance, human resources and organization theory, marketing, management information systems, and quantitative analysis/operations management (Marintak, 1999).

In the same study, AACSB determined a set of skills considered to be crucial for success in the business world today (AACSB, 1987). The skills named were: leadership, oral communication, planning and organization, information gathering and problem analysis, decision making, delegation and control, self-objectivity, and disposition to lead. It was noted that these skills were not necessarily taught in business school curricula, but are frequently cited by corporations as required in the business world, today.

2.1.7. The Needs of Businesses and the Economy:

(Adisornprasert, 2001) noted that as globalization of the business world continues, there is an increasing need for workers to obtain an advanced education in business so that they may stay

ahead of the flock. Companies are currently seeking individuals with people management skills, specialized training, and a broad, diverse background, and who require relatively little training

(Arain, Tipu, 2007) noted that in order to cope with the present and future challenges of the business world, both industry and academia have to be able at the cutting edge of business research and emerging trends. It is particularly important for the business schools to take a more balanced approach and offer business education curricula which contain a blend of diversified business areas. The management education plays an essential role in today's dynamic business environment. The rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. As a result the importance of management education has been increased many folds. Business executives need to update their skills due to sudden changes in the external environment. Due to the increasingly complex nature of organizations and businesses, there is a need that the business schools import relevant, current, and cutting edge knowledge to the students (Arain, Tipu, 2007)

Are MBA graduates prepared for business today and in the future? A number of criticisms were bought in the literature. One criticism to MBA preparation is that the MBA is too narrow and quantitative in nature. In general, many corporate executives sate that there should be a broader approach, with more focus on qualitative management and the ability to deal with people in an organization” (Elliott, Goodwin, 1994)

According to (Arain, Tipu, 2007), it is pertinent for business schools to remain in close contact with the industry in order to maintain the quality of education. One of the major criticism of MBA schools is the gap between theory and practice. The business schools need to constantly explore the emerging trends in business and update their curricula in order to enable the students to cope with the challenges of the challenges of the dynamic world (Arain, Tipu, 2007). Yucelt, 1998 maintained that MBA programs are not preparing students to deal with a global business environment, a diverse work force, and environment and ethical issues.

The criticisms in the literature also include several other major shortcomings of MBA degree programs. Cited among these are the following:

- 1) Business schools do little to produce future managers who are able to meet the challenges of the changing global business environment.
- 2) MBAs are not prepared to cope with an increasingly diverse work force.
- 3) There is a dearth of faculty qualified to teach environmental, ethical, and international issues affecting business.
- 4) Faculty lack appropriate business experience, are under significant pressure to produce academic publications, and cannot effectively teach students what is applicable in real world environments (Elliott, Goodwin, 1994)

(Elliott, Goodwin, 1994) note particular skills that seem to be absent from most MBA programs. They emphasize that corporations are demanding the very practical skills of communication and the ability to work as members of a team, but also note that students need to be attentive to process. The authors conclude that “The conceptual thinking necessary to frame, recognize, and analyze business problems should be a part of every good MBA program, as should the knowledge of the practical problems likely to be encountered in today’s business”. By communication, they included written and verbal, skills in listening, clarifying, obtaining and providing feedback and being sensitive to diverse perspectives.

The AACSB publication, reported that “recruiters are looking for a new type of MBA who can apply the full range of fundamental business skills to real business problems, right out of the box”. It is now necessary to show some indication that graduates have mastered the content of their degree programs and are literate alumni capable of being productive employees in the workforce and society (Martinak, 1999). (Fisher, 1994) suggested that the MBA program should shift from building understanding and knowledge to application of knowledge to real world situations. Therefore, industry can improve business school content by contracting universities and expressing its opinions.

2.1.8. The Needs of Businesses Managers and Employers:

Managers need typical techniques to be provided in the MBA programs such as the concepts path, decision trees, a make-or-buy decision, etc., they also need additional tools to be affective (Adisornprasert, 2001). Today managers need a variety of soft skills in communication, negotiation, and team-building of effectively manage technological change and corporate stress resulting from downsizing and rapid growth (Deverell, 1994). According to Ainsworth and Morley, 1995 there are three vital issues that must be addressed in the development of management education include (1) integration of theory and practice so that complex management issues can be handled effectively, (2) internationalization for ease in handling other cultures and countries, and (3) implementation of knowledge for practical and useful action.

The literature does not lack for a description of the ideal MBA. Employers would ideally like to have business school graduate who might be more adequately described as a Super MBA (Martinak, 1999) The list of ideal qualifications includes the ability to communicate well, both orally and in writing, good leadership and people skills and an indication that the person is both self-motivated and creative, added to this wish list is the desire for MBA graduates to have a professional presence, be proficient in the functional areas of business, be sensitive to the corporate culture and be able to manage change. They should, in addition have more than adequate teamwork skills, be able to recognize and analyze problems, have a knowledge of the firm's place within the larger environment and be able to assess a problem quickly and accurately. MBAs should also be attentive to process, have an understanding of the practical problems of businesses, be aware of ethical issues, understand information systems and be involved in the community (Martinak, 1999).

2.1.9. Marketing Educational Programs:

Each university must have a mission. This mission might not at all be of benefit or concern to the students (Adisornprasert, 2001). Many institutions seem to focus on their own needs first, and consider students only as an input to satisfying the institution's needs. Students are

important consumers, and the study of student satisfaction which has been a neglected topic could be an important step in implementing the marketing concept more affectively in higher education (Conant, Mokwa, Johnson, 1985). From an education marketing point of view these students are customers, the MBA program is a service, and enrolling in the MBA program is a service purchase.

The actual purchasing decision is a trade-off among such factors as recognition, cost, location, facility, faculty, requirement, and curriculum influencing actual purchase. Any individual customer may base his or her purchasing decision based upon individual needs (Adisornprasert, 2001). Colleges and universities often work with many constituencies, including students, parents who pay tuition bills, employers, foundations, government agencies, and surrounding communities (Adisornprasert, 2001). Each university must decide which of these are part of its customer base.

Recently, much attention in higher education has been devoted to marketing studies of student prospects and to recruitment programs emphasizing promotional activities. More attention needs to be directed to consumer studies of enrolled students, particularly to evaluative research in which students express their thoughts and feelings regarding an institution and its programs and services. Evaluative consumer research can be a potent marketing method for the conscientious administrator (Conant, Mokwa, Johnson, 1985).

Changing demographics and increasing competition are some of the factors that have recently led many universities to use aggressive marketing strategies in which students are customers and education is the product (Licata, Frankwick, 1996). Marketing of Higher education is fairly unique in that not everyone with money can buy the service. Customers must apply and be qualified by meeting certain criteria to be admitted for the service. Marketing strategies in business education appear to focus primarily upon differentiation and quality (Adisornprasert, 2001). As with marketing of most other products or services, the successful marketing of the education product hinges upon accurately determining and satisfying customer (student) needs.

Marketing in higher education involves building, developing, and sustaining student relationships that are important and satisfying for the student and that contribute to the well-being of the institution. The assessment and analysis of students' expectations and satisfaction can be an important area of leverage to increase an institution's marketing effectiveness (Conant, Mokwa, Johnson, 1985).

2.1.10. Student Satisfaction:

As competition for quality students among institutions increases, students' satisfaction and persistence have become key issues. Colleges and universities endeavor to be responsive to student dissatisfaction and persistence has become key issues. They also utilize student satisfaction responses to better understand institutional effectiveness (Danielson, 1998). Student satisfaction is acknowledged as a critical indicator of effective education marketing. The explicit development of consumer satisfaction theory is relatively new. Early models of consumer behavior proposed the consumer satisfaction resulted from a consumer's subjective comparison of expected and received service attributes, higher education is a complex service and students are the consumers (Conant, Mokwa, Johnson, 1985). Students' satisfaction is the students' emotional reactions to college experience. Satisfaction can be seen as a subjective, a personal experience, evaluative in tone, and involving affect or feeling on the part of the individual (Reed, Lahey, and Downey, 1984). Student satisfaction can be defined as a determination of whether the outcomes associated with the educational program reached expected levels or standards of performance.

Dissatisfaction can generate, or at least influence, long-run negative behaviors such as underachievement or negative interpersonal communication regarding the program and/or institution (Conant, Mokwa, Johnson, 1985). Relatively few studies have centered on students' satisfaction with their college experience as a substantive area of investigation. It would seem desirable to develop a better understanding of the factors related to student satisfaction with their college program. College students' satisfaction with their academic and nonacademic experiences is often cited as an important criterion for judging the success of a program (Adisornprasert, 2001).

Research has indicated that academic achievement (grade-point average), type of university residence, and continuance/withdrawal plans of students are related to students' satisfaction (Betz, Klingensimth, Menne, 1970). Previous research has examined students' satisfaction as an outcome variable in relation to student-environment congruence. (Wright, 1964) found that social adjustments and integration into the department were consistently, and often significantly, related to academic success of students which would relate to the level of students' satisfaction as well.

Students' satisfaction can be influenced by such variables as teacher expressiveness, gender, rank of professor, expected grade in course, and a possibly the integration of technology into instruction (Jacobsen, 1997). Colleges and universities attempt to be responsive to students' dissatisfaction in an effort to increase their satisfaction (Adisornprasert, 2001).

2.1.11. The Relation between Satisfaction and quality:

Students are to be provided with an ever improving quality of education, and feedback from these students should be utilized to develop the specifications of the quality levels to be achieved for education program. Quality MBA programs aimed directly to the needs of students. These needs can be reflected through their satisfaction with the program.

There are unsolved issues in the literature concerning the nature of the relationship between service quality and consumer satisfaction (Adisornprasert, 2001). Some took the view that perceived service quality leads to consumer satisfaction, while others such as (Parasuraman, Zeithaml, Berry, 1988) have concluded the consumer satisfaction leads to a perceived service quality. (Bitner, 1990) attempted to resolve this issue; she suggested that the consumer's satisfaction assessments relate to specific service transactions, while service quality is a general attitude relating to the service providers overall superiority. Thus the evaluations of students that are reflected through their satisfaction or dissatisfaction is a portion of the total program quality.

(Adisornprasert, 2001) used a research model (Figure 1.1) that relates between the MBA program quality with the student satisfaction. He stated that the difference between students' pre program expectation and post-program perception is their perceived program quality which is also the student satisfaction. The model was used to assess the dimensions of quality most important to students so that universities can use this information to improve their students' satisfaction. This study also showed that students' perceived program quality is positively related to their satisfaction.

The MBA education is a service, while the students that are enrolled in the program are consumers, this service is intangible, and in order to investigate the quality of this intangible service we can ask the consumers that consume this service and explore their opinion and their satisfaction with this service, the student satisfaction can be an indicator for the program quality, but it is not the only indicator, both the value added to students and student satisfaction can indicate MBA program quality.

2.2 Literature Review

2.2.1. Foreign Literature:

1- Martinak,1999.

The purpose of this study was to evaluate the MBA degree program at the University of Baltimore's Robert G. Merrick School of Business, and to determine if improvements should be made to better serve its clientele. The study was undertaken because of a steady decline in enrollments at the Merrick school of Business, and the need for the University of Baltimore to be accountable to its students, to the State of Maryland, and to the accrediting agencies. It found itself in an MBA buyer's market with increasing competition from other regional programs close to the Baltimore/Washington business corridor.

Adding to the marketing problem were a number of factors, such as a smaller pool of potential applicants, a shortage of new jobs for graduating MBAs, current downsizing in the corporate world with a concomitant decrease in tuition funding for employees, and fewer dollars being

spent by the state on higher education. The study noted ways for the Merrick School to better serve its constituents and increase its competitiveness with other regional MBA degree programs.

Another problem was the recent emphasis on accountability from accrediting bodies, state legislators, the University system of Maryland, the citizens of the state and the consumers of the MBA product. This study aimed to answer several questions related to the Merrick School of business MBA program:

- 1- How well the graduates have met the goals they had upon entering the school. The study looks at the kinds of goals the students had in mind and allows them to speak about their perceptions of success or failure in this area. It also explores student and graduate perceptions of the change in business knowledge and skills, and how well the business community feels the Merrick's MBA program prepares its graduates for the business world.
- 2- The value added question. Student and graduate perceptions of the change in business knowledge and skills.
- 3- How well the Baltimore business community feels the Merrick school's MBA program prepares its graduates for the business world.
- 4- Whether the needs of students, the needs of the accrediting bodies, and the needs of the business community, with regard to the MBA program, are overlapping

Based on the findings in this study, recommendations related to several areas of concerns for the Merrick school of business were as follows:

- **The MBA academic program:** It is recommended that the Merrick School undertake a new MBA curriculum study to review the courses required by their students, and to pay close attention to the curriculum offered by its local

competitors. It appears that the MBA curriculum may be somewhat lacking in disciplines of finance and information systems. This study shows that there is a great need in business to master these two areas of study. Another area that needs to be explored in the curriculum is the nature of the cross- functional courses as a whole because students need and want an experience that integrates the disciplines they encounter in the MBA curriculum.

- **Teaching and courses in the MBA program:** a- It is recommended that a capstone management course should be taken in the last summer of study which includes contact to a real life business, real life problems, experience in team work, problem solving and decision making. This course should provide the opportunity uniformly across classes getting ready to graduate. B- It is recommended that the Merrick School institute an improved method of systemically evaluating teaching in the classroom. C- It is recommended that specific questions address the methods used in the classroom. The current course evaluations should address teaching methodology more thoroughly than they presently do. D- It is recommended that professors who are identified as needing improvements be required to attend meetings that present the best practices in college teaching. E- It is recommended that teaching evaluations from the previous year be compared with those at the end of the year in which the professor secures help in teaching and that improvements be considered in determining increases in salary, merit pay raises, and issues of tenure and promotion. F- lastly, it is recommended that the Merrick School of business institute a computerized system that ensures that students entering an upper level class have indeed completed the prerequisites for the course.
- **Student and Academic Services:** It is recommended that the Business School present opportunities for job placement after the MBA degree is earned.
- **Admission Criteria:** It is recommended that the Merrick School carefully examine the program to assess the quality of the students, the admission criteria

being used and the opportunities it provides to its students to be recognized for excellence. To encourage scholarship it is recommended that the school consider establishing an honors program of study. It is also recommended to use MBA business men and women graduated from the Merrick School of Business as guest speakers in the MBA classrooms and to recommend its programs to people throughout the area.

- **Oral and Written Communications Skills:** It is recommended that the School provide an opportunity for intervention in both written and oral communications for the students whom professors identify as needing help. These interventions can be accomplished through referrals to the writing laboratory for the students who need to improve their writing skills.
- **Marketing the Merrick school's Evening MBA Program:** It is recommended that the Merrick school make a concerted effort to initiate a professional marketing plan that improves the image of the school.

There is a number of similarities and differences between this study and the researcher's thesis. There is a similarity between the two in the objective of examining the value added to the graduates by the MBA degree awarded by discovering the graduate perceptions of the changes in the graduate's business knowledge and skills, but there is a difference in the way of examining this value added, this study examined the added value of the MBA program through exploring the business knowledge and skills of the entering students to the MBA program, and the business knowledge and skills of these same students after graduating from this MBA program and comparing between these knowledge and skills before and after the MBA program, while in this thesis the researcher tried to examine the added value to the MBA students through exploring the changing in business knowledge and skills by this MBA program through interviews and survey with the MBA students after graduation from the MBA program.

Another similarity is trying to discover in the two studies the needs of the local businesses and organizations in the society around the two studied universities in order to make improvements if needed in the curriculum of the MBA program at the two universities to better serve these businesses and organizations.

The researcher's thesis is different from this study in that the researcher tried to evaluate the MBA program through aspects other than the value added: Examining the students' satisfaction with their MBA study in order to examine the extent to which perceived program quality contributed to the overall satisfaction of students with their MBA program. Other aspect that differentiates this thesis from Martinak study is that the researcher tried to discover the nature of the jobs that are filled by the MBA graduates from Al-Quds University, in order to explore the ratio of these graduates who work in business related institutes and to explore the current situation of these graduates in the business market.

2- Adisornprasert, 2001.

This study is a cross-cultural study of students who are planning to enroll in either American or Thai business schools, as well as MBA students who have already enrolled in it. The purpose of this research was to examine the importance of various dimensions of educational program –quality perceptions as experienced by students from different countries, and the extent to which perceived program quality contributed to the overall satisfaction of students with their MBA program.

There were five significant objectives sought in this study:

- 1- To investigate the hypothesis pertaining to the differences and similarities between students who are planning to enroll in American business schools and students who are planning to enroll in Thai business schools in their expectations of program quality in terms of physical facilities and equipment, program content and class structure, responsiveness to students' needs, quality of faculty and compassion of faculty and staff.

- 2- To investigate the hypotheses pertaining to the differences and similarities between students who enrolled in American business schools and students who enrolled in Thai business schools in their perceptions of program quality in terms of physical facilities and equipment, program content and class structure, responsiveness to students' needs, quality of faculty and compassion of faculty and staff.
- 3- To examine the possible relationship between the degree of students' perceived program quality and levels of students' satisfaction.
- 4- To determine the relative importance of each of program quality dimension in differently predicting three levels of students' pre-program expectation and post-program perception.
- 5- To determine the relative importance of each program quality dimension in differently predicting the overall satisfaction of students who have enrolled in an MBA program in either American or Thai business schools.
- 6- To examine the degree to which age, gender, nationality, employment status, and major are significant factors in the degree of students' satisfaction.

It was found that students from both American and Thai business schools perceived that program content and class structure and the quality of professors are the most important factors that contribute to the quality of MBA programs. This study also showed that students' perceived program quality is positively related to their satisfaction. All MBA students would like to have more class interaction and work as a group so that they would be able to exercise and develop their communication as well as leadership skills. In addition, business schools should revise their curriculum by emphasizing more on using case studies as a method of teaching and learning. This would help students improve their analytical and critical thinking skills; thus they would be able to use these skills in the real work situations effectively and efficiently.

Based on the findings of this study it seemed that responsiveness from service providers was one of the most important factors students used in evaluating the overall quality of the MBA program. Therefore, service orientation is one of the most important factors in affecting how students perceived the whole experience with their MBA program. It is recommended that training should be continuously required for administrative staff, school librarians, and other service personnel to make certain that they are constantly able to improve the quality of the educational services and products that are delivered.

There is a number of differences between this study and the researcher's theses, this study was a cross-cultural study of students who are planning to enroll in two types of business schools as well as students who already enrolled in these business schools (Thai and American), but the current thesis is a case study for only graduate students from one university (Al-Quds University). The target group for this study was eleven business schools, while the target group in my theses is the MBA graduates from Al-Quds University. Adisornprasert study used only questionnaires as primary data collection, while in this theses the researcher used both questionnaires and interviews as a primary data collection.

Adisornprasert study is similar to my theses in the objective of investigating the relative importance of each program quality dimension in predicting the overall satisfaction of students, but in the this theses the researcher tried to investigate also the students' perception on the value added to them by the MBA program.

The model used in this study to investigate students' satisfaction is determining what are the expectations and perceptions of students. The differences between students' pre-program expectation and post-program perception is their students' satisfaction. While in this thesis the students' satisfaction is determined through the graduates' perceptions about their satisfaction with their MBA experience. The students' satisfaction in Adisornprasert study is also the perceived quality. So the quality in this study is related to students' satisfaction, while in this thesis the MBA program quality is related to students' satisfaction and the value added to the students by the program.

3- Conant, Johnson, and Mokwa, 1985.

This study investigated consumer satisfaction in a higher education context. Prospective and enrolled MBA students' expectations and satisfaction levels were measured. The objectives for his study were to expand the scope of satisfaction study by evaluating an entire higher education program, including its multiple contextual and program dimensions; and to explicitly apply and test an important theoretical perspective.

The results of this study are:

- 1- Disconfirmation made a greater contribution to satisfaction than expectations.
- 2- Class size, career opportunities and assistance from career services-were insignificant in predicting satisfaction with the university.
- 3- Only quality of instruction and coursework/degree requirements has a significant relationship with the satisfaction of the MBA program itself.
- 4- Students with high expectations, regardless of whether these were confirmed or positively disconfirmed, attained a satisfaction level equivalent to those with low expectations who experienced positive disconfirmations.
- 5- The importance of program elements and related expectations changed as students moved through various program episodes.
- 6- Finally, Prospective students had significantly higher expectations about the quality of instruction and degree requirements/coursework than currently enrolled students.

The researcher's thesis' main objective is to examine the value added through the MBA program at Al-Quds University to its students from their point of view, and through

investigating their satisfaction with the MBA study experience after graduating from the program. In Conant, Johnson, and Mokwa study, the main objective was evaluating the MBA program by exploring the students' satisfaction with the MBA program and their satisfaction with the university through exploring the impact of expectations and disconfirmations on Satisfaction and exploring the prospect student's expectations and the enrolled students' expectations before entering the program and their confirmation or disconfirmation with these expectations after enrolling. This study highlighted on the impact of expectations and disconfirmations on satisfaction and examined the students' satisfaction with only six dimensions of the MBA program (class size, career opportunities, career service, coursework/degree requirements, quality of instruction, and graduate advice) and ignored the MBA curriculum dimension, so the dimensions studied in this study is different and less extensive than the dimensions studied in the researcher's thesis. The target group for this study was the prospect students, currently enrolled students in the final required course and students in required first year courses, while in the researcher's theses the target group is the MBA graduates.

4- Rapet, Scott, 2004.

In this study, the authors combined qualitative and quantitative methods to explore the meaning of quality of students' selection and evaluation of an MBA program. The main question of this study is how students who enter a graduate program in business define quality, and what quality themes in the program emerge that might be used to improve both the assessment and delivery of performance.

This study had three objectives. First, to examine a variety of specific aspects of the MBA program by exploring the effectiveness of the implementation of each aspect via student perceptions. Second, to explore the relationships between these specific aspects and seven different measures of graduate student satisfaction. Third, to examine student perceptions of a quality graduate program.

The results and recommendations of this study are:

- 1- A focus on improving students' experiences both inside and outside of the classroom should contribute to higher perceptions of program quality and, in turn, raise levels of student satisfaction.
- 2- The students evaluate a program according to not only the issues of established expectations, skill development, and small intimate classes, but also external elements outside of the classroom that enhance their in-class experiences, such as career preparation services, availability of financial assistance, and integration with the business community.
- 3- If the MBA program failed to provide students with helpful job-placement services or with exposure to business people and real-world business problems, the program was inadequate and adversely affected their overall satisfaction.
- 4- This research offers insightful direction for both administrators and faculty members involved with MBA programs. Administrators should ensure that all individuals involved with a program are aware of its requirements and procedures to promote accurate dissemination of information to students.
- 5- Administration could improve student clarity by encouraging the students to communicate with the administrative staff in the program administrative offices.
- 6- All communications such as Web-based sources, information packets, promotional brochures, and recruiting efforts should be designed to support the vision and core competences of the program consistently.
- 7- In order to improve experiences outside of the classrooms, and thus improve this component of quality, administrators could ask students to participate in the decision process regarding which business professionals should be invited to campus, they

could formulate a list of speakers and events and distribute those lists to classes for student input.

- 8- Students desire a comfortable environment in which to refine both individual and teamwork skills. Faculty members could incorporate smaller in-class group assignments and presentations into their course structure.

This study focused on the meaning of quality of the MBA program, it explores the issues that are considered by the students as influential in the MBA program quality, while in the thesis, the researcher desired to examine the issues that influence the students' satisfaction with the program, besides I tried to explore the value added by the MBA program to the MBA students. The main similarity between this study and the theses is that the both focused on students as the source for exploring quality and satisfaction perceptions.

In this study there were satisfaction items and quality items, in the researcher's theses there are satisfaction items and value added items. In this study there was ignorance for the competing MBA program providers, while in the theses, the researcher I tried to compare between the curriculums for the MBA programs provided by different competing universities.

2.2.2. Arabic Literature:

1- Awad, 2004.

This study aimed to identify the attitudes of graduate and graduate-to-be students at the education in both Al-Quds and Birzeit universities toward their program. The researcher developed a questionnaire in order to identify these attitudes. The main result of this study is that all the students attitudes toward the program were neutral. The researcher came up with the following recommendations:

1. There should be a verification to the study plans in order to include courses that are accompany with the new scientific developments. Also to gather between the two sides: the theoretical and the practical one.
2. The program administration has to introduce facilitations for the students in order to be able to carry out their researches and studies.
3. The program administration has to provide a full time academic advisor in a private office inside the college in order to give assistance to the students at every time.
4. The program administration has to make every effort to enrich the library with every new reference that concerns the Majors.
5. This study aims to identify the attitudes toward the education program in both Al-Quds and Birzeit University, While my thesis aims to identify the graduate satisfaction and the value added of the MBA program at Al-Quds University. This study used only one instrument measure (questionnaires) distributed to graduates and graduates to be, while in my thesis I used questionnaires distributed to graduates, and interviews with both graduates and employers.

2.3 Hypotheses

Depending on the problem statement of the study, its objectives, the theoretical framework and the literature review , the researcher suggested a number of hypothesis that are built on a number of suggested independent variables that may affect the dependent variables and were tested through the questionnaires in order to examine the relationship between these variables (the dependent variables and the independent variables).

These hypotheses are:

2.3.1. Section I Hypotheses (The Value Added Hypotheses):

There are no significant relationships between the MBA program at Al-Quds University and the value added to its MBA graduates.

The value added items are:

- 1- Business knowledge and skills (Understanding and applying statistical concepts, economic concepts, financial concepts, computer literacy, human resource skills, developing marketing plan, Business writing skills, Business research methods, Oral communication skills, teamwork, Understanding the international business culture)
- 2- Program content and course structure
- 3- Administrative and counseling interaction.
- 4- Knowledgeableness of teachers.

These value added hypotheses are:

- 1- There is no significant relationship between the MBA program at Al-Quds University and the value added in the graduate's business knowledge and skills.
- 2- There is no significant relationship between the MBA program at Al-Quds University and the value added in the program content and course structure.
- 3- There is no significant relationship between the MBA program at Al-Quds University and the value added in the administrative and counseling interaction.
- 4- There is no significant relationship between the MBA program at Al-Quds University and the value added in the knowledgeableness of teachers.

2.3.2. Section II Hypotheses (The Satisfaction Hypotheses):

There is no significant relationship between the MBA program and the graduates' satisfaction.

The dimensions of program quality are:

- 1- Tangibility Dimension (such as facilities, equipments, library, and appeals of buildings).
- 2- Program content and course structure Dimension (such as experiential work, interaction, teamwork, and language)
- 3- Responsiveness Dimension (responsiveness of administrative staff and course doctors, and flow of information)
- 4- Assurance Dimension (knowledgeableness of doctors, class work organization, interesting present of material, fairness of grading system).
- 5- Empathy Dimension (mentoring, counseling, and advising).

These satisfaction hypotheses are:

- 1- There is no significant relationship between the MBA program and the graduates' satisfaction with the tangibility dimensions of the MBA program at Al-Quds University.
- 2- There is no significant relationship between the MBA program and the graduates' satisfaction with the program content and course structure dimensions of the MBA program at Al-Quds University.

- 3- There is no significant relationship between the MBA program and the graduates' satisfaction with the responsiveness dimensions of the MBA program at Al-Quds University.
- 4- There is no significant relationship between the MBA program and the graduates' satisfaction with the assurance dimensions of the MBA program at Al-Quds University.
- 5- There is no significant relationship between the MBA program and the graduates' satisfaction with the empathy dimensions of the MBA program at Al-Quds University.
- 6- There is no significant relationship between the MBA program and the graduates' satisfaction in general.

2.3.3. Section III Hypotheses (The Demographic Hypotheses):

The main 2 Hypotheses for the Demographic variables are:

- 1- There is no significant relationship between the Demographic Variables and each value added item.
- 2- There is no significant relationship between the Demographic Variables and each graduate satisfaction item.

2.3.4. Section IV Hypotheses:

There is no significant relationship between the value added items, and the graduate satisfaction items.

These hypotheses are:

- 1- There is no significant relationship between the value added in the graduates' business knowledge and skills items and the graduate satisfaction in the tangibility items, the program content and course structure items, the responsiveness items, the assurance items, and the empathy items.
- 2- There is no significant relationship between the value added in the program content and course structure items and the graduate satisfaction in the tangibility Items, the program content and course structure items, the responsiveness items, the assurance items, and the empathy items.
- 3- There is no significant relationship between the value added in the administrative and counseling interaction items and the graduate satisfaction in the tangibility items, the program content and course structure items, the responsiveness items, the assurance items, and the empathy items.
- 4- There is no significant relationship between the value added in the knowledgeableness of teachers item and the graduate satisfaction in the tangibility items, the program content and course structure items, the responsiveness items, the assurance items, and the empathy items.

2.3.5. Section V Hypotheses:

There is no significant relationship between the value added items and the general satisfaction item with the MBA program at Al-Quds University

Chapter 3

Study Methodology and Procedures

This chapter deals with the study methodology, the target group, the study sample, data collection and the study instruments, instrument's reliability and validity, statistical methods used, and the study variables.

3.1 Study Methodology

A descriptive case study method is used in this study. A case study method involves an in-depth examination and investigation of a single instance or event within its real-life context. As a result the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research. This descriptive study method will describe variables and will test the strengths and directions of relationships between a number of dependent and independent variables.

3.2 Target Group and Study sample

The target group for this study is the Master Business Administration graduates from Al-Quds University. The sample is censuses, it includes all the MBA graduates from Al-Quds University from the year of establishing the program till 2009, the number of these graduates are 147 graduate. The researcher decided to take the whole graduates as the target sample in order to more represent the whole target group because the number of graduates is relatively small and it can be difficult to get the contact numbers of some graduate.

3.3 Data Collection and Study Instruments

The secondary data was collected through the following:

1. The Faculty of Business and Economics at Al-Quds University and its website: The data collected was the MBA curriculum and the program specification at Al-Quds University.
2. The registration department at Al-Quds University: The data collected was the number of the MBA graduates from the year of establishing the program till 2009.
3. Previous studies.

The primary data was collected through the study tools, these tools were:

1. Interviews: The researcher made structural interviews with eleven MBA graduate from Al-Quds University concerning their experiences with their MBA study at Al-Quds University, in order to express their satisfaction from the MBA experience, and to hear about their perceptions and their interpretations of the MBA programs and how it has affected their personal and their professional lives, and their recommendations to the MBA program. In order to be more representative, the researcher tried to chose graduates that may represent all the MBA graduates, these graduates were divided into four categories as follows:
 - 1- Graduates with Business Administration Bachelor Degree and work in the Public Sector.
 - 2- Graduates with Business Administration Bachelor Degree and work in the Private Sector.
 - 3- Graduates with Bachelor Degree in other than Business Administration specialization and work in the Public Sector.

4- Graduates with Bachelor Degree in other than Business Administration specialization and work in the Private Sector.

2. Questionnaires: The study questionnaires were built in a systematic way according to the study objectives, study questions, and hypotheses. The questionnaire was agreed by three external evaluators to be used as a research tool. These external evaluators are: Dr. Suhail Sultan/PHD in Business administration, Specialized in strategic Planning, Dr Radwan Tahboub/PHD in Computer Science, and Mr. Lutfi Al-Jibreeni/Master in Business Administration. The questionnaire was distributed to the MBA graduates. Fifty six questionnaires were returned back. The questionnaire contained three sections:

1) First section: Personal demographic questions about the MBA graduates. These questions are: Gender, age, marital status, place of residency, nature of work, place of work, Bachelor Major, university awarded the Bachelor Degree, the MBA completion choice, job title, year of Bachelor graduation, and year of MBA graduation.

One of the aims of this section is to discover the nature of the jobs that are filled by the MBA graduates from Al-Quds University.

2) Second section: The value added questions which include the perceived value added to the MBA graduates according to their point of view in the business knowledge and skills items, program content and course structure item, administrative and counseling interaction Item, and knowledgeableness of teachers' item.

The aim of this section is to examine the value added to the MBA graduates from the MBA study according to their judgments and ratings. Scaled responses allow the researcher to secure a quantitative measure of the students' added items in order to examine the effectiveness of the educational outcome resulted from the MBA program at Al-Quds University and the changes in the students' knowledge from the time of MBA entry to the time of MBA graduation

- 3) Third section: The Satisfaction questions which include the MBA graduate satisfaction with the tangibility items, program content and course structure items, responsiveness items, assurance items, empathy items, and general satisfaction item.

The aim of this section is to examine the graduates' satisfaction derived from the MBA inputs Al-Quds University through the graduates' judgments and ratings. Statistical analysis was done for the distributed questionnaires in order to discover the relations and correlations between the resulted variables.

The researcher used interviews as a study tool besides questionnaires because the questionnaires alone are not sufficient, the interviews' results can support the questionnaires' results.

3.4 Instrument's Reliability and Validity

One of the most popular reliability statistics in use today is Cronbach's alpha. Cronbach Alpha is commonly used as a measure of the internal consistency reliability of a psychometric instrument. It determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability. In order to measure the reliability of the questionnaire that is used in this thesis, Cronbach Alpha scale for internal consistency was computed for the value added items, graduates satisfaction items and the total degree of evaluation of the MBA program, as shown in table (5-13).

Table (5-13) shows that Cronbach Alpha scale for the value added from the MBA program is 0.83, then for graduates' satisfaction it is equal to 0.88, and it is 0.91 for the total degree of evaluation of the MBA program, and all these results indicate the high reliability of the questionnaire. In order to check the validity of the questionnaire, the correlation coefficient was computed between both the value added degree and the graduates' satisfaction degree with the total degree of evaluation of the MBA program as shown in table (5-14).

Table (5-14) shows that the correlation coefficient between the total degree of evaluation of the MBA program and the value added degree equals to 0.90, which is very high, and with

students satisfaction degree equals to 0.92, which is very high too. So it is concluded a very high level of validity of the questionnaire.

3.5 Statistical methods used

After collecting the questionnaires , the researcher filled them into computer by recoding answers to numeric values , 5 degrees was given for highly satisfied or highly agree answer , 4 degrees was given for satisfied or agree answer , 3 degrees was given for neutral answer , 2 degrees was given for dissatisfied or disagree answer, and 1 degree was given for highly dissatisfied or highly disagree answer .

The Statistical methods used were:

1. Frequencies and Percentages.
2. Means (averages) and Standard Deviations.
3. Independent-Samples T Test.
4. One-Way Analysis of Variance (ANOVA).
5. Pearson Correlation Coefficients.
6. Alpha (Cronbach) scales for Reliability Analysis.
7. Spearman's Rho Correlation.

3.6 Study Variables

The main two questions that were addressed by the questionnaire were:

- 1) What are the graduates' beliefs about the value added to them upon entry into the MBA program and after graduation?
- 2) What is the level of graduates' satisfaction from the MBA inputs at Al-Quds University?

The following are the definitions of the variables used in this research. Research variables were categorized into independent variables, dependent variables, and Demographic variables.

3.6.1. Dependent Variables:

The dependent variables are:

- 1- Value added from the MBA program
- 2- Graduates' satisfaction

3.6.2. Independent Variables:

The independent variables are:

- 1- Business knowledge and skills Which includes: (Understanding and applying statistical concepts, economic concepts, financial concepts, computer literacy, human resource skills, developing marketing plan, Business writing skills, Business research methods, Oral communication skills, teamwork, Understanding the international business culture)
- 2- Program content and course structure
- 3- Administrative and counseling interaction.
- 4- Knowledgeableness of teachers
- 5- University facilities
- 6- The class size
- 7- Experiential work during courses
- 8- Interaction and teamwork during courses
- 9- The Courses' language
- 10- The responsiveness of administrative staff
- 11- The responsiveness of course doctors
- 12- The flow of information
- 13- The knowledgeableness of doctors

- 14- The teachers' class work organization
- 15- The presenting of material in an interesting way
- 16- The fairness of grading system
- 17- The mentoring, counseling, and advising services

3.6.3. Demographic Variables:

The Demographic variables are:

- 1- Gender
- 2-Age
- 3-Marital status
- 4- Place of Residency.
- 5- Nature of Work
- 6- Place of work
- 7- Bachelor Major
- 8- University awarded your Bachelor degree
- 9- Thesis or Comprehensive exam
- 10- Job Title.
- 11- Year of Bachelor graduation
- 12-Year of MBA graduation

Chapter 4

Interviews' Analysis and conclusions

This chapter deals with the analysis of the interviews with the MBA graduates, the results, and the conclusions.

4.1 Interview Analysis

The researcher made interviews with eleven MBA graduate from Al-Quds University concerning their experiences with the MBA study at Al-Quds University. These graduates did not reject to using their real names in this thesis. As shown in table (4-1), these graduates were divided into four categories as follows:

- 1- Graduates with Business Administration Bachelor Degree and work in the Public Sector.
- 2- Graduates with Business Administration Bachelor Degree and work in the Private Sector.
- 3- Graduates with Bachelor Degree in other than Business Administration specialization and work in the Public Sector.
- 4- Graduates with Bachelor Degree in other than Business Administration specialization and work in the Private Sector.

The methods used to analyze the interview data are similar to those described by Martinak, 1999. The basic process was to describe what has been learned from all respondents about their situation as MBA graduates from Al-Quds University. The researcher reviewed all

respondents' answers to the same question and looked for similar categories of responses to that question. The researcher then moved on to the next question and used the same method of seeking similar categories of responses. While one intent of the analysis was to understand each respondent's experience at Al-Quds University, it was also important to understand a common experience and to be able to make some general statements about the MBA program. Themes concentrated by the researcher in discussion were those that were repeated by many respondents.

4.2 Interview Results

4.2.1. The Reason for Choosing to Enroll MBA Program:

Table (4-2) and (4-3) show that eight interviewed graduates chose to enroll into a Master program of Business Administration specialization because they thought that the MBA degree will support their administrative position that they occupy. Three graduates said that they chose the MBA program in order to get opportunities for better job, and three of them said that they chose this program because it is the same specialization of their Bachelor Degree.

4.2.2. The Reason for Choosing Al-Quds University:

Table (4-2) and (4-3) show that eight interviewed graduates chose to enroll the MBA program at Al-Quds University because of its location. They answered that Al-Quds University is located near their place of residency or place of work. Only two graduates answered that they chose Al-Quds University because of its good reputation. And two graduates noted that they chose it because it was the only university that accepted them in its MBA program.

4.2.3. How is the MBA Degree Related to the the graduates' Knowledge and Skills Before Entering the Program:

Table (4-2) and (4-3) show that eight interviewed graduates noted that the MBA program at Al-Quds University is related to their knowledge or skills before entering the program, and the

MBA program was supplementary and rounded out what they knew before. Only three graduates said that the program was not related to their own knowledge and skills.

4.2.4. The MBA Degree Affection on Graduates (Personally and Professionally):

Table (4-2) and (4-3) show that all the interviewed graduates noted that their study in the MBA program at Al-Quds University affected their personality and their personal life. They stated that the MBA program was responsible for expanding their knowledge, and rounding out what they knew before entering the program. They also stated that their study experience in the MBA program at Al-Quds University improved their communication and problem solving skills. They said that they became more self-confidante, with a leadership spirit. They got a higher social status and received more respect from their families and co-workers.

Professionally, nine graduates said that the MBA program affected them professionally. They had a raise in their salaries; they were offered new job opportunities. Only two graduates said that they were not affected professionally.

4.2.5. Level of Graduates' Satisfaction:

Table (4-2) and (4-3) show that eight interviewed graduates noted that their level of satisfaction with the study experience in the MBA program at Al-Quds University is between (51-75%), the level of satisfaction for two graduates is (76-100)%, and only one graduate (26-50%).

4.2.6. Graduates' Satisfaction with the Quality of Teaching:

Nine interviewed graduates noted that they are medium satisfied with the quality of teaching in the MBA at Al-Quds University, one graduate is highly satisfied, and another one is not satisfied with the quality of teaching.

Many students had comments about the quality of teaching at the MBA program at Al-Quds University. They cited the fact that some instructors are very good teachers, and they were very knowledgeable about what they were teaching, while other instructors use traditional ways of teaching and lack teaching skills, many said that they felt frustrated with the quality of teaching in some classes, they said that some instructors should change their way of teaching in presenting data, they felt that the way of teaching was like school teaching in just prompting data to the students.

Some graduates noted that the number of full time instructors in the MBA program at Al-Quds University is relatively small, and the existing full time instructors don't have PHD in Business Administration

4.2.7. Graduates' Satisfaction with the MBA Courses (content, title):

All the interviewed graduates said that they are medium satisfied with the courses they took at the MBA program at Al-Quds University. They said that the MBA curriculum can be more beneficial to the MBA students if it contained courses that are more related to the real, modern, and practical market place. They suggested a number of courses that can be given during the MBA study that can benefit them more in their work, such as: Operational Researches, Production Management, SPSS, International commerce, International Relations, E-Commerce, Time Management, and Project Management.

For the Compulsory Courses, he interviewed graduates noted that it can be more beneficial to students to take the Research Methods course and the Statistical Analysis course in the first or the second semester of the MBA study in order use these methods in the other courses, and when the students reach thesis or graduation project in the last semester, he can be much better in research capabilities and applications.

The interviewed graduates named a number of Compulsory courses that they took during the MBA study and were very satisfied with such as Investment Analysis, Research Methods, and Financial Management. Some of them suggested that the Investment course and the Financial Markets course can be integrated since both give nearly the same information.

For the Elective Courses, most of the interviewed graduates noted that they were not satisfied with some elective courses that are more related to economic or tourism instead of business administration or management, they said that these courses didn't benefit them in their work place, such as: Industrial Economics, Tourism Marketing, Environment and Recourses, and Higher Education Economics. They noted that they are not also satisfied with teaching these courses in Arabic.

Many of the interviewed graduates that took Management Information Systems course agreed that they were not satisfied with it, since it was given from engineering point of view instead of management point of view.

The interviewed graduates named a number of elective courses that they took during the MBA study and were very satisfied with such as Human Recourses and Strategic Management.

4.2.8. Graduates' Satisfaction with Experiential work:

Most of the interviewed graduates were either unsatisfied or medium satisfied with the experiential work during the MBA courses. They stated that most of the courses neglected the practical side and concentrated much more on the theoretical side.

Most of the respondents noted that that statistical analysis course did not highlight that much on the practical side such as the SPSS analysis. They also said that there was a lack in the practical side of using computer in the Management Information System course. Even in the Research Method Course some said that there wasn't much concentration on the practical side such as questionnaire building and its profile.

One of the graduates said that even when there was a practical work in some courses, there was no continuation by the instructors and they didn't even know whether what they did was right or wrong.

But many respondents said that they were satisfied mostly with the Investment Analysis course, and the Financial Markets course according to practical and experiential work during the semester.

4.2.9. Thesis or Comprehensive Exam:

Most of the interviewed graduates said that they chose the comprehensive exam because there was a lack in the thesis supervisors, and because they wanted to save some time. While the graduates who chose thesis said that they wanted more value added, and they were thinking about PHD.

4.2.10. Interviewed Graduates' Recommendations:

The interviewed graduates noted a number of recommendations and wished for the MBA administration at Al-Quds University to follow it because they think that it may enhance and improve the knowledge and skills of the MBAs, some of these recommendations that are agreed by most of the respondents are:

- 1- Reviewing the MBA curriculum.
- 2- Changing most of the elective courses.
- 3- Concentrating on the practical side in the MBA courses.
- 4- Directing the MBA students to take the Statistical Analysis course and the Research Methods course in the first year.
- 5- Providing supervisors on Thesis
- 6- Hiring full-time instructors with PHD in Business Administration
- 7- Reducing the number of the enrolling students in the MBA program.
- 8- Raising admission standards of the MBA program.
- 9- Enriching the Library with MBA references.
- 10- Connecting the MBA students with local institutions, ministries and organizations.

4.3 Interviews' Conclusions

Based on the interviews' results, the researcher noted some conclusions, these conclusions are:

- 1- Most of the interviewed graduates chose the Master program of Business Administration specialization because they wanted to support their administrative position that they occupy, and because they hope to change positions, or at least advance in their current jobs. This means that the main purpose for enrolling in the MBA program was enhance their knowledge and skills to help them do jobs in a more effective way. So in order to more satisfy the MBA students in reaching their main aim in enrolling the program, it can be better to concentrate on the real life business and the real life problems during the MBA courses.
- 2- Most of the interviewed graduates chose Al-Quds University to obtain their MBA degree at because of its location or because it was the only university that accepted them in its MBA program. This means that they differentiated Al-Quds University for reasons other than its reputation. So it can be better for the MBA administration to discharge the MBA curriculums at the other local universities and try to differentiate the program at Al-Quds University from these at the other universities based on avoiding its weaknesses in order to attract higher level students considering its MBA quality and reputation.
- 3- Most of the interviewed graduates noted that the MBA program at Al-Quds University is related to their knowledge or skills before entering the program. So it is suggested that the MBA courses add a sound knowledge of business and business skills to the students since they know some before entering the program, so that the MBA program can be supplementary and challenges them to reach beyond what they already know.
- 4- Most of the interviewed graduates noted that they are medium satisfied with the quality of teaching in the MBA at Al-Quds University. Many students cited that some instructors used traditional ways of teaching and lack teaching skills, they felt that the

way of teaching was like school teaching. So, in order to more satisfy the students with the quality of teaching in the MBA program, improvements are suggested to be taken for the teaching methods in the classroom.

- 5- Most of the interviewed graduates were either unsatisfied or medium satisfied with the experiential work during the MBA courses.
- 6- All the interviewed graduates said that they are medium satisfies with the courses they took at the MBA program at Al-Quds University.
- 7- Most of the interviewed graduates are not satisfied with the elective courses that are more related to economics than management.
- 8- Most of the interviewed graduates said that they chose the comprehensive exam because there was a lack in the thesis supervisors, and because they wanted to save some time and not because that they think that there is more value added to them by the comprehensive exam. While the graduates who chose thesis said that they wanted more value added, and they were thinking about PHD. So, it can be healthier for the MBA administration to introduce facilitations for the students in order to be able to carry out their theses in order to get give the students more added value.

Chapter 5

Questionnaires' Results and Conclusions

This chapter deals with the questionnaires' results derived from the statistical analysis of the questionnaires that were distributed to the MBA graduates, and the conclusions. Fifty six MBA graduates out of 147 MBA graduates filled and returned the questionnaire, so the sample size equals to $56/147=0.38$ (38% of the target group).

The key used in interpreting the mean outcomes that are resulted from the statistical analysis of the questionnaire is built as follows:

Lykret scale that is used in the questionnaire is 5-1, $5-1=4$, $4/5=0.8$

So, if the mean is between 1 and 1.8 it is considered to be very low. If the mean is between 1,8 and 2.6 it is considered to be low. If between 2.6 and 3.4 it is considered to be medium. If between 3.4 and 4.2 it is considered to be High, and if the mean is greater than 4.2, it is considered to be very high.

5.1 Demographic Results

Table (5-1) shows that the percentage of the males in the sample is 59 %, and the percentage of the females in the sample is 41 %.

Table (5-2) shows that the percentage of the graduates whose ages belong to the category (30_ less than 40) in the sample is 63 %, the percentage of the graduates whose ages are more than 40 in the sample is 23 %, and the percentage of the graduates whose ages belong to the age category (24 _ less than 30) in the sample is 14 %.

Table (5-3) shows that the percentage of the married graduates in the sample is 71 %, the percentage of the single graduates in sample is 23 % , and the percentage of the divorced graduates in the sample is 6 %.

Table (5-4) shows that the percentage of graduates in the sample who lives in a city is 71%, the percentage of the graduates who live in a village in the sample is 18 %, and the percentage of the graduates who live in a camp in the sample is 11 %.

Table (5-5) shows that the percentage of employees in the sample is 88 % , the percentage of employers in the sample is 7 % , and the percentage of graduates who are other than employers and employees in the sample is 5 % .

Table (5-6) shows that the percentage of graduates in the sample who work in the public sector is 50 %, the percentage of graduates in the sample who work in e private sector is 36 % , and the percentage of NGO workers in the sample is 14 % .

Table (5-7) shows that the percentage of graduates in the sample whose Bachelor Major is Business Administration is 37%, the percentage of graduates in the sample with Bachelor Major is Economics and Accounting is 23 %, the percentage of computer science Bachelor Major in the sample is 16 %, the percentage of engineering Bachelor Major in the sample is 11 %, and 13 % of the graduates in the sample have other Bachelor Major.

Table (5-8) shows that the percentage of graduates in the sample who awarded the Bachelor Degree from Al-Quds University is 25 %, the percentage of graduates in the sample who awarded the Bachelor Degree from Al-Quds Open University is 25%, the percentage of graduates in the sample who awarded the Bachelor Degree from Birzeit University is 16 %, the percentage of graduates in the sample who awarded the Bachelor Degree from Bethlehem University is 14 %, and 20% of them awarded the Bachelor Degree from other universities.

Table (5-9) shows that the percentage of graduates in the sample who chose the comprehensive exam to complete MBA is 62 %, but the percentage of graduates who chose to do thesis is 38 %.

Table (5-10) shows that the percentage of graduates in the sample who are managers is 28 %, the percentage of administrators in the sample is 19 %, the percentage of accountants in the sample is 18 % , the percentage of teachers in the sample is 9 %, and 26% of the graduates in the sample belong to job titles other than the mentioned earlier.

Table (5-11) shows that the percentage of graduates in the sample who awarded the Bachelor Degree between 1995 and 2000 is 43 %, the percentage of graduates in the sample who awarded the Bachelor Degree after 2000 is 36 %, and the percentage of graduates in the sample who awarded the Bachelor Degree before 1995 is 21 %.

Table (5-12) shows that the percentage of graduates in the sample who awarded the MBA degree before 2008 is 59 %, while the percentage of them awarded the MBA Degree in the year 2008 or after is 41 %.

5.2 Results Related to (Section I) Hypothesis and Conclusions

5.2.1. Business Knowledge and Skills:

Table (5-15) shows high value added in the graduates' business knowledge and skills from the MBA program at Al-Quds University because the Total score of the mean of the value added in the graduates' business knowledge and skills is 3.60 with 0.51 total score of the standard deviation, which means low dispersion, so reject the first hypothesis in the first section which indicated that there is no significant relationship between the MBA program at Al-Quds University and the value added in the graduate's business knowledge and skills . This means that there is a significant relationship between the MBA program at Al-Quds University and the value added in the graduates' business knowledge and skills from the MBA program at Al-

Quds University. So, there is a high value added to the graduates' business knowledge and skills in general from the MBA program at Al-Quds University.

However, the same table shows that during the MBA study experience, there was a high value added to the graduates in understanding and applying statistical concepts and methods, understanding and applying economic concepts and methods, understanding and applying financial concepts and methods, understanding and applying human resource skills, understanding and developing marketing plan, business writing skills (through cases and papers), business research methods, and high value added in oral communication skills (through presentations).

But the same table shows that there was a medium value added to the graduates during the MBA study experience in working in and leading a group or team, understanding the international business culture, and understanding and applying computer literacy (including database, excel, and SPSS).

Table (5-16) shows a high degree of the correlation coefficient (0.82) between the MBA program total score and the total score of the value added in the graduate's business knowledge and skills which also indicates that there is a significant relationship between the MBA program at Al-Quds University and the value added in the graduate's knowledge and skills.

5.2.2. Program Content and Course Structure:

Table (5-17) shows that there is a significant relationship between the MBA program at Al-Quds University and the value added to the graduates in the program content and course structure. . So reject the second hypotheses in the first section that there is no significant relationship between the MBA program at Al-Quds University and the value added in the program content and course structure. There is a high value added to the graduates in the program content and course structure from the MBA program at Al-Quds University. This

means that the graduates benefitted from the courses they had during the MBA study and the structure of these courses added value to them from their point of view

Table (5-18) shows high degree of the correlation coefficient (0.67) between the MBA program total score and score of the value added in the program content and course structure which also indicates that there is a significant relationship between the MBA program at Al-Quds University and the value added in the program content and course structure.

5.2.3. Administrative and Counseling Interaction:

Table (5-19) shows a medium value added in the administrative and counseling interaction to the graduates from the MBA program at Al-Quds University because the mean equals to 3.29 with 0.78 standard deviation, so reject the third hypothesis in the first section that there is no significant relationship between the MBA program at Al-Quds University and the value added in the administrative and counseling interaction. This means that the graduates did not benefit enough from the administrative and counseling services during their MBA study at Al-Quds University from their point of view.

Table (5-20) shows a high degree of the correlation coefficient (0.70) between the MBA program total score and score of the value added in the administrative and counseling interaction which also indicates that there is significant relationship between the MBA program at Al-Quds University and the value added in the administrative and counseling interaction .

5.2.4. Knowledgeableness of Teachers:

Table (5-21) shows a high value added in the knowledgeableness of teachers from the MBA program at Al-Quds University because the mean equals to 3.77 with 0.69 standard deviation, so reject the forth hypothesis in the first section that there is no significant relationship between the MBA program at Al-Quds University and the value added in the knowledgeableness of teachers. This means that the graduates, from their point of view,

benefited from the instructors' knowledge through the courses they attended with them during the MBA study at Al-Quds University.

Table (5-22) shows a high degree of the correlation coefficient (0.70) between the MBA program total score and the score of the value added in the knowledgeableness of teachers which also indicates that there is significant relationship between the MBA program at Al-Quds University and the value added in the knowledgeableness of teachers.

The Bar chart diagram (5-1) shows the levels of the value added items to the MBA graduates from their point of view in a sequential order.

Through the discussion and analysis of the results that were derived from the statistical analysis of the value added section in the filled questionnaires, the following conclusions are concluded:

- 1) During the MBA study at Al-Quds University, there was high value added to graduates in the following items:
 1. Understanding and applying statistical concepts and methods.
 2. Understanding and applying economic concepts and methods.
 3. Understanding and applying financial concepts and methods.
 4. Understanding and applying human resource skills.
 5. Understanding and developing marketing plan.
 6. Business writing skills (through cases and papers).
 7. Business research methods.
 8. Oral communication skills (through presentations).
 9. Program content and course structure
 10. The knowledgeableness of teachers

- 2) During the MBA study at Al-Quds University, there was a medium value added to graduates in the following items:

1. Working in and leading a group or team.
2. Understanding the international business culture.
3. Understanding and applying computer literacy (including database, excel, and SPSS).
4. Administrative and counseling interaction.

The researcher explains these results in that during the MBA courses there was a concentration on the theoretical side, and a lack in concentrating on the practical side such as working and leading a team and practicing on computers using database, excel, and SPSS. Besides, there was no highlighting on the international business culture aspects during MBA courses at Al-Quds University. The reason for this occurred because there was not much time during the semester to cover the theoretical, practical and the international sides.

The researcher also explains these results in that some graduates during their MBA study at Al-Quds University faced some problems when they asked for counseling, advising, and administrative and academic orienting during their study. These problems occurred because there is no dedicated academic or administrative advisor available all the time in his office at the institute.

5.3 Results Related to (Section II) Hypothesis and Conclusions

5.3.1. Tangibility Dimensions:

Table (5-23) shows that there is a medium graduates' satisfaction with the tangibility dimensions in general in the MBA program, or graduates are not satisfied enough with the tangibility dimensions in general in the MBA program. So reject the first hypothesis in the second section that there is no significant relationship between the MBA program and the graduate satisfaction with the tangibility dimensions during the MBA study at al-Quds University.

But it's clear from the table (5-22) that the graduates are not satisfied with the university facilities (such as equipments, library, cafeteria, and appeals of buildings) during their MBA

study experience at Al-Quds University. But they are medium satisfied with the class size during the MBA study.

The researcher exposes that this result occurred because there was no suitable equipments in the institute such as new computers, printers, or copy machines. There was also no suitable cafeteria or vending coffee machine in the Institute. Besides there wasn't a specialized library for business administration references and new references that concern the MBAs. The reason for this can be the lack of financial support, and the lack of space in the building that contains the MBA Institute, since the institute is within the Faculty of law building, and lectures are taken in the other different buildings within the campus.

Graduates are medium satisfied with the size of classes that they attended during the MBA courses at Al-Quds University. This means that graduates are not satisfied enough with the number of students that attended the MBA classes during their MBA study at Al-Quds University.

The researcher states that the graduates are not satisfied with the class size because the number of students that registered in some MBA courses exceeded 20, and when they attended the classroom it affected the interaction in the classroom between the students and the instructor. The high enrollment in the MBA program Al-Quds University and the lack of instructors available in the MBA program may be caused this phenomenon.

5.3.2. Program Content and Course Structure Dimensions:

Table (5-24) shows that there is a medium graduates' satisfaction with the program content and course structure dimensions in general during the MBA study experience. This means that the graduates are medium satisfied with the program content and course structure dimensions since the total mean is equal to 3.33 with standard deviation (0.56) .

The experiential work during courses has medium satisfaction too with mean equals to 3.11 and standard deviation equals to 0.80. Interaction and teamwork during courses has medium

satisfaction too with a mean equals to 3.11 and standard deviation equals to .93. The researcher explains these results in that during the MBA courses there was a concentration on the theoretical side only, and a lack in concentrating on the experiential side such as working and leading a team. The reason for this occurred because there was not much time during the semester to cover both, the theoretical and practical sides.

The program curriculum has medium satisfaction with a mean equals to 3.39 and standard deviation equals to 0.78. So, Students are medium satisfied with the MBA program curriculum at Al-Quds University. The researcher explains that the graduates are not satisfied enough with the MBA curriculum at Al-Quds University because they preferred that some courses in the MBA curriculum were replaced by other courses that may benefit them more in the real market labor and are more related to the practical real life business, and they are not that satisfied with the sequence of the MBA courses that is imposed through the MBA curriculum.

But the Courses' language in the MBA program has high satisfaction with a mean equals to 3.70 and standard deviation equals to 0.76. So, graduates are highly satisfied with the courses' language in the MBA program at Al-Quds University.

5.3.3. Responsiveness Dimensions:

Table (5-25) shows that there is a high graduates' satisfaction with the responsiveness dimensions. Graduates are highly satisfied with the responsiveness and awareness of the administrative staff and the instructors during their MBA study experience. They are also highly satisfied with the flow of information during the MBA study experience. This means that the graduates are highly satisfied with their interaction and communication with the administrative staff and courses' instructors during their MBA study at Al-Quds University. So, reject the hypothesis that there is no significant relationship between the MBA program and the graduates' satisfaction with the responsiveness dimensions.

5.3.4. Assurance Dimensions:

Table (5-26) shows that there is a high graduates' satisfaction in the assurance dimensions. So graduates are satisfied with the assurance dimensions since the total mean is equal to 3.53 with standard deviation (0.60). So, reject the hypothesis that there is no significant relationship between the MBA program and the graduates' satisfaction with the assurance dimensions.

The knowledgeable of doctors has a high graduate satisfaction with a mean equals to 3.93 and standard deviation equals to 0.78. The teachers' class work organization has a high satisfaction too with a mean equals to 3.54, and a standard deviation equals to 0.71. The presenting of material in an interesting way has a high satisfaction with a mean equals to 3.41, and a standard deviation equals to 0.83. But the fairness of grading system has a medium satisfaction, with a mean equals to 3.23, and a standard deviation equals to 1.06.

So, in general, graduates are satisfied with the assurance dimensions during their MBA study experience at Al-Quds University. They are highly satisfied with the knowledgeable of doctors during the MBA study at Al-Quds University. They are also satisfied with the teachers' class work organization and with the presenting the material in an interesting way. But they are medium satisfied with the fairness of the grading system during their MBA study experience at Al-Quds University.

The researcher explains that this result occurred because some students believe that they got grades less than expected and less than they deserve. This belief may be occurred because of the lack of clarity in the correcting styles used in correcting the examinations and the paper work, and because the students didn't receive any feedback about their practical paperwork and cases they did in some courses.

5.3.5. Empathy Dimensions:

Table (5-27) shows that there is a medium graduates' satisfaction in the empathy dimensions or graduates are medium satisfied with the empathy dimensions during the MBA study.

Graduates are also medium satisfied with the mentoring, counseling, and advising services during their MBA study at Al-Quds University. The researcher explains these results in that some graduates during their MBA study at Al-Quds University faced some problems when they asked for mentoring, counseling and administrative and academic advising during their study. These problems occurred because there is no dedicated academic or administrative advisor available all the time in his office at the institute.

But graduates are not satisfied with the job placing services. This means that the graduates are not satisfied with the service of helping the MBA graduates to fit in new jobs that better suits their MBA degree. The researcher explains this finding in that there was no offering for job placement opportunities to many graduates after they earned the MBA degree because of the lack of students' job placing service in the MBA Institute at Al-Quds University.

The Bar chart diagram (5-2) shows the levels of the graduates' satisfaction with all the satisfaction items in a sequential order.

Through the discussion and analysis of the results that were derived from the statistical analysis of the satisfaction section in the filled questionnaires, the following conclusions are concluded:

- 1) During the MBA study at Al-Quds University, graduates were highly satisfied with the following items:
 - 1- The responsiveness of the administrative staff and the courses' instructors.
 - 2- The assurance dimensions.
 - 3- The knowledgeableness of doctors.
 - 4- The teachers' classes work organization.
 - 5- The presenting of material in an interesting way.

- 2) During the MBA study at Al-Quds University, graduates were medium satisfied with the following items:

- 1- The tangibility dimensions in general.
 - 2- The class size
 - 3- The program content and course structure dimensions.
 - 4- The experiential work during courses.
 - 5- Interaction and teamwork during courses.
 - 6- The fairness of grading system.
 - 7- The mentoring, counseling, and advising services
- 3) During the MBA study at Al-Quds University, graduates were low satisfied with the following items:
- 1- The Job Placing services.
 - 2- Empathy dimensions.

5.3.6. General Graduate Satisfaction:

Table (5-70) shows that in general, the graduates are highly satisfied with their MBA study experience, since the mean of the general satisfaction item with the MBA program is high, it equals to 3.77, and its standard deviation equals to 0.63. So reject the hypothesis that there is no significant relationship between the MBA program and the graduates' satisfaction in general.

5.4 Results Related to (Section III) Hypothesis and Conclusions

5.4.1. Demographic Variables and value added items:

1. Nature of Work Variable: Table (5-35) and table (5-36) shows that There is a significant differences in the business writing skills (through cases and papers) due to the nature of work variable, since the other work categories have a very high mean which equals to 4.33, and the employees category w has a high mean which equals to 3.59, which are greater than the employer category with a medium mean equals to 2.75, and the significant level (0.023) is less

than 0.05. So, the value added to the employer graduates is less than the value added for the other graduates just in business writing skills (through cases and papers), but for the other items, the value added are equal for all nature of work categories. The researcher explains this result in that the MBA courses at Al-Quds University don't contain cases or paperwork related to the upper level management, this shortage resulted to a lower value added to the employers graduates in business writing skills.

2. Place of Work Variable: Table (5-37) and table (5-38) shows that there is no significant differences in the total degree of value added items due to the place of work variable, since the private sector mean is (3.59) which is high, and the public sector mean is also (3.59) which is also high, and the NGO's mean (3.53) is also high, and the significant level (0.942) is greater than 0.05, these numbers indicate that there is no significant differences in each value added item due to the place of work Variable.

3. The University awarded Bachelor Degree Variable: Table (5-41) and (5-42) shows that there is no significant differences in the total degree of value added items due to the university awarded Bachelor Degree variable, which indicates that there is no significant differences in each value added item due to the university awarded the Bachelor Degree variable.

4. The Completion of the MBA Degree choice (Thesis or Comprehensive exam) Variable: Table (5-43) shows that there is no significant difference in the total degree of the value added items between the thesis choice.

5. Job Title Variable: Table (5-44) and (5-45) shows that there is no significant difference in the total degree of the value added items due to the job title variable, which indicates that there is no significant differences in each value added item due to job title Variable.

6. The Year of Bachelor graduation Variable: Table (5-46) and table (5-47) shows that there is a significant difference in understanding and applying human resource skills and Business research methods due to the year of Bachelor graduation. The value added for the graduates who got their Bachelor degree in the year 2000 or before is higher than the value added for

those who got it after 2000 just in understanding and applying human resource skills and in Business research methods, but for other items, the value added is equal for all years of Bachelor graduation. But there is no significant differences in each value added item remained due to the Bachelor graduation variable. The researcher explains this result in that most of the Bachelor curriculums before 2000 didn't concentrate on human resource skills and the Business research methods.

7.The year of MBA graduation Variable: Table (5-48) shows that there is no significant differences in the total degree of value added items between graduates who graduated before the year 2008. The value added for all items are equal for all graduates whatever their Year of MBA graduation is, so there are no differences in their opinions.

8.Bachelor Major Variable: Table (5-39) and table (5-40) show that there is no significant difference in the total degree of the value added items due to the Bachelor Major variable.

9.The University Awarded Bachelor Degree Variable:_The value added for all items are equal for all the universities awarded the Bachelor Degree categories and there are no differences in opinions.

10.The Completion of the MBA Degree Choice (Thesis or Comprehensive exam) Variable: The value added for all items are equal for all graduates who either chose thesis or comprehensive exam to complete the MBA degree and there are no differences in their opinions.

11.Job Title Variable: The value added for all items are equal for all graduates whatever their job title is, so there are no differences in their opinions.

5.4.2. Demographic Variables and Graduate Satisfaction Items:

1.Nature of Work Variable: Table (5-56) and table (5-57) show that there is a significant difference in the satisfaction with the experiential work during courses due to the nature of

work variable, and there is a significant difference in the satisfaction with the fairness of grading system due to the nature of work variable. But there is no significant differences in each graduate satisfaction item remained due to the nature of work Variable.

The satisfaction level for employees and others but not employers graduates is higher than the satisfaction level for employers graduates , just with the experiential work during courses and with the fairness of grading system , but for other satisfaction items the levels of satisfaction are equal for all employees, employers and others.

The researcher explains this result in that the MBA courses at Al-Quds University don't contain cases or paperwork related to the upper level management, this shortage resulted to a lower satisfaction to the employers graduates in the experiential work during courses. And they are not satisfied with the fairness of grading system because they think that they deserve better grades with regard to their practical knowledge and skills.

2.Place of work Variable: Tables (5-58) and (5-59) show that there is no significant differences in the total degree of graduate satisfaction items due to the place of work variable For all the satisfaction items the levels of satisfaction are equal for all place of work categories graduates. So, there is no significant difference in each graduate satisfaction item due to the marital status variable.

3. Bachelor Major Variable: Tables (5-60) and (5-61) show that there is no significant differences in the total degree of graduate satisfaction items due to the Bachelor Major variable. So, for all satisfaction items, the levels of satisfaction are equal for all Bachelor Major Categories. So, there is no significant difference in each graduate satisfaction item due to the Bachelor Major variable.

4.The University awarded Bachelor Degree Variable: Tables (5-62) and (5-63) show that there is no significant difference in the total degree of graduate satisfaction items due to the university awarded the Bachelor Degree variable. For all satisfaction items, the levels of

satisfaction are equal for all the universities from which the graduates awarded their Bachelor Degrees.

5.The Completion of the MBA Degree choice (Thesis or Comprehensive exam) Variable:

Table (5-64) shows that there is a significant difference in the satisfaction of the presenting material in an interesting way, this table indicates that graduates who chose comprehensive exam to complete the MBA Degree are more satisfied with the presenting material in an interesting way than graduates who chose thesis.

But there is no significant differences in each graduate satisfaction item remained due to the completion of the MBA Degree choice Variable.

The satisfaction level for graduates who chose the comprehensive exam to complete the MBA degree is more than the satisfaction level for those who chose thesis to complete the MBA Degree, just with the presenting of material in an interesting way, but for other satisfaction items the levels of satisfaction are equal for all graduates either they chose thesis or comprehensive exams to complete the MBA degree.

The researcher clarifies this result in that the graduates who chose thesis to complete the MBA Degree are more familiar with presenting a material through thesis presentations more than the graduates who chose the comprehensive exam to complete the MBA degree.

6.The Year of Bachelor Graduation Variable: Tables (5-67) and (5-68) show that there is no significant differences in the total degree of all graduate satisfaction items due to the year of Bachelor graduation variable, where the year of Bachelor graduation (before 1995) category has a mean equals to 3.41, and the Year of Bachelor graduation (1995 _ 2000) category has a mean equals to 3.24, and the Year of Bachelor graduation (after 2000) category has a mean equals to 3.26, and these results are close, and the significant level (0.640) is less than 0.05 , so there is no significant differences in each graduate satisfaction item due to Year of Bachelor graduation Variable.

7. Job Title Variable: Tables (5-65) and (5-66) show that there is no significant differences in the total degree of graduate satisfaction items due to the job title variable, because all the mean values are closed together, it is (3.51) for managers, (3.31) for administrators, (3.20) for accountants, (3.13) for teachers, and (3.12) for the others, and the significant level (0.238) is greater than 0.05, this means that there is same satisfaction level for all job title categories which indicates that there is no significant differences in each graduate satisfaction item due to the job title variable .

8.The Year of MBA Graduation Variable: Table (5-69) shows that there is a significant difference in the graduate satisfaction with the class size item, for the graduates who graduated from the MBA program before the year 2008, with a mean equals to 3.21 against student who graduated in the year 2008 or after with a mean equals to 2.70, which means that the graduates who graduated from the MBA program before the year 2008 are satisfied with the class size item more than those who graduated in the year 2008 or after, where the significant level (0.04) is less than 0.05.

The same table shows that there is significant differences in the graduate satisfaction with the interaction and teamwork item during courses for the students who graduated before the year 2008 with a mean equals to 3.39 against student who graduated in the year 2008 or after with a mean equals to 2.70, which means that the students who graduated before the year 2008 are satisfied with the interaction and teamwork during courses more than those who graduated in the year 2008 or after, and the significant level (0.005) is less than 0.05.

And also there is a significant differences in the graduate satisfaction of the responsiveness of course doctors beside students who graduated before the year 2008, with a mean equals to 3.85 against the student graduated in the year 2008 or after with mean equals to 3.26, and the significant level (0.009) is less than 0.05. This means that the students who graduated before the year 2008 are more satisfied with the responsiveness of course doctors than the students who graduated in the year 2008 or after.

And also there is a significant difference in the graduate satisfaction with the presenting of material in an interesting way for the students who graduated before the year 2008, with a mean equals to 3.61, against students who graduated in the year 2008 or after with a mean equals to 3.13, which means that the first category are satisfied with the presenting the material in an interesting way more than the others. Besides, the significant level for presenting of material in an interesting way item equals (0.03) which is less than 0.05.

Finally, there is a significant differences in the graduate satisfaction with the fairness of grading system for the students who graduated before the year 2008 with a mean equals to 3.52, against the students who graduated at 2008 and after with a mean equals to 2.83, and the significant level for the fairness of grading system item equals (0.01), which is less than 0.05. This means that the students who graduated before the year 2008 are more satisfied with the fairness of grading system than the students who graduated in the year 2008 and after.

But there is no significant differences in each graduate satisfaction item remained due to the year of MBA graduation Variable.

So, the satisfaction degree with the MBA program for the graduates who graduated before the year 2008 is more than the satisfaction degree for the other graduates who graduated at 2008 or 2009.

The satisfaction level for the graduates who graduated from the MBA program before the year 2008 is higher than the satisfaction level for those who graduated in the year 2008 and 2009 with the following satisfaction items:

- a. The class size.
- b. The Interaction and teamwork during courses.
- c. The responsiveness of course doctors.
- d. The presenting of material in an interesting way.
- e. The fairness of grading system.

But for the other satisfaction items the levels of satisfaction are equal for all the graduates regardless the year of the MBA graduation.

The researcher clarifies these results in that after 2008 the number of the enrolled students into the MBA program is more than the number enrolled in it before 2008, while the number of the instructors is the same.

The researcher also explains that after 2008 the interaction and teamwork during courses and presenting of material in an interesting way were less than before due to the lack of time during the semester. Besides, the need for teamwork skills in the modern labor market increased more than before, which had an impact on the MBA students' needs for more teamwork during the courses. And there is a possibility that there was a lack of clarity in the correcting styles used in correcting the examinations and the paperwork after the year 2008.

The General graduate satisfaction with the MBA experience is high. This means that the MBA graduates are generally highly satisfied with their MBA study experience at Al-Quds University.

5.5 Results Related to (Section IV) Hypothesis and Conclusions

5.5.1. Value added in the Knowledge and Skills Items and the Graduate Satisfaction Items:

Table (5-71) shows clearly that there is significant relationship between the value added in the knowledge and skills items and each one of the following graduate satisfaction items:

- 1-** Tangibility Items with a significant correlation coefficient equals to 0.30 and a significant level equals 0.02 which is less than 0.05.

- 2-** Program Content and Course Structure Items with a significant correlation coefficient equals to 0.37, and a significant level equals to 0.01 which is less than 0.05.

- 3- Responsiveness Items with a significant correlation coefficient equals to 0.32, and significant level equals to 0.02 which is less than 0.05.
- 4- Assurance Items with a significant correlation coefficient equals to 0.41, and a significant level equals to 0.00 which is less than 0.05.
- 5- Empathy Items with a significant correlation coefficient equals to 0.43, and a significant level equals to 0.00 which is less than 0.05.

So, reject the null hypothesis that there is no significant relationship between the value added in the graduates' business knowledge and skills and the graduate satisfaction items. There is a significant relationship between the value added in the knowledge and skills items and the graduate satisfaction with the tangibility items, program content and course structure items, responsiveness items, assurance items, and empathy items.

So, it is concluded that when the value added to the graduates' knowledge and skills by the MBA program at Al-Quds University increases, the graduate satisfaction with the tangibility items, program content and course structure items, responsiveness and assurance items, and empathy items will increase.

5.5.2. Value added in the Program content and course structure Items and the Graduate Satisfaction Items:

Table (5-71) also shows clearly that there is a significant relationship between the value added in the program content and course structure items and each one of the following graduate satisfaction items:

- 1- Tangibility Items with a significant correlation coefficient equals to 0.48, and a significant level equals 0.00, which is less than 0.05.

- 2- Program Content and Course Structure Items with a significant correlation coefficient equals to 0.46, and a significant level equals 0.00 which is less than 0.05.
- 3- Responsiveness Items with a significant correlation coefficient equals to 0.33, and a significant level equals 0.01 which is less than 0.05.
- 4- Assurance Items with a significant correlation coefficient equals to 0.46, and a significant level equals 0.00 which is less than 0.05.
- 5- Empathy Items with a significant correlation coefficient equals to 0.31, and a significant level equals 0.02 which is less than 0.05.

So, reject the null hypothesis that there is no significant relationship between the value added in the program content and course structure items and the graduate satisfaction items. There is a significant relationship between the value added in the Program content and course structure Items and the graduate satisfaction with the tangibility items, program content and course structure items, responsiveness items, assurance items, and empathy items.

So, it is concluded that when the value added in the program content and course structure increases, the graduate satisfaction with the tangibility items, program content and course structure items, responsiveness and assurance items, and empathy items will increase.

5.5.3. Value added in the Administrative and counseling interaction Items and the Graduate Satisfaction Items:

Table (5-71) also shows clearly that there is a significant relationship between the value added in the administrative and counseling interaction and each one of the following graduate satisfaction items:

- 1- Program Content and Course Structure Items with a a significant correlation coefficient equals to 0.50, and a significant level equals 0.00 which is less than 0.05.

- 2- Responsiveness Items with a significant correlation coefficient equals to 0.62, and a significant level equals 0.00 which is less than 0.05.
- 3- Assurance Items with a significant correlation coefficient equals to 0.64, and a significant level equals 0.00 which is less than 0.05.
- 4- Empathy Items with a significant correlation coefficient equals to 0.50, and a significant level equals 0.00 which is less than 0.05.

So, it is concluded that when the value added in the administrative and counseling interaction increases, the graduate satisfaction with the program content and course structure items, responsiveness and assurance items, and empathy items will increase.

But there is no significant relationship between the value added in the administrative and counseling interaction item and the graduate satisfaction with the tangibility items.

5.5.4. Value added in the Knowledgeableness of teachers Item and the Graduate Satisfaction Items:

Table (5-71) also shows clearly that there is a significant relationship between the value added in the Knowledgeableness of teachers and each one of the following graduate satisfaction items:

- 1- Program Content and Course Structure Items with a significant correlation coefficient equals to 0.47 and a significant level (0.00) which is less than 0.05.
- 2- Responsiveness Items with a significant correlation coefficient equals to 0.47 and significant level (0.00) which is less than 0.05.

- 3- Assurance Items with a significant correlation coefficient equals to 0.72, and a significant level (0.00) which is less than 0.05.
- 4- Empathy Items with a significant correlation coefficient equals to 0.28, and a significant level (0.00) which is less than 0.05.

Note that the table (5-71) shows that the value added in administrative and counseling interaction, and the value added in the knowledgeable of teachers does not affect the graduate satisfaction with the tangibility items since the correlation values are equals 0.24 and 0.11, and the significant levels are 0.08 and 0.42 which are more than 0.05.

So, it is concluded that when the value added in the knowledgeable of teachers increases, the graduate satisfaction with the program content and course structure items, responsiveness and assurance items, and empathy items will increase.

But there is no significant relationship between the value added in the knowledgeable of teachers and the graduate satisfaction with the tangibility items.

5.5.5. Value Added and Graduate Satisfaction:

Table (5-72) shows clearly that there is a significant relationship between the value added total degree and the graduate satisfaction total degree with a significant correlation coefficient equals to 0.62, and a significant level equals 0.00 which is less than 0.05, which indicates rejection of the null hypothesis that there is no relationship between the value added items and the graduate satisfaction items, so it is concluded that there is a significant relationship between the value added items and the graduate satisfaction items . So, it is concluded that when the value added to the graduates by the MBA Program increases, their satisfaction with the MBA program increases too. This means that when the MBA administration increases the value added items to the MBA students, they will be more satisfied with the MBA program in general.

5.6 Results Related to (Section V) Hypothesis and Conclusions

Table (5-73) shows clearly that:

1. There is a significant relationship between the value added in understanding and applying statistical concepts and methods, and the general satisfaction item, with a significant correlation coefficient equals to 0.34, and a significant level equals 0.01 which is less than 0.05. This means that when the value added to the MBA students in understanding and applying statistical concepts and methods increases, their general satisfaction with the MBA program increases.
2. There is significant relationship between the value added in understanding and applying economic concepts and methods, and the general satisfaction item with a significant correlation coefficient equals to 0.36, and a significant level equals 0.01 which is less than 0.05. This means that when the value added to the MBA students in understanding and applying economic concepts and methods increases, their general satisfaction with the MBA program increases too.
3. There is a significant relationship between the value added in understanding and applying financial concepts and methods, and the general satisfaction, with a significant correlation coefficient equals to 0.29, and a significant level equals 0.03 which is less than 0.05. This means that when the value added to the MBA students in understanding and applying financial concepts and methods increases, their general satisfaction with the MBA program increases too.
4. There is a significant relationship between the value added in the program content and course structure, and the general satisfaction item, with a significant correlation coefficient equals to 0.29, and a significant level equals 0.03 which is less than 0.05. This means that when the value added to the MBA students in the program content and course structure increases, their general satisfaction with the MBA program increases too.

5. The correlations between the other remaining value added items and the general satisfaction item are greater than 0.05. This means that there is no significant relationship between the remaining value added items and the general satisfaction item.

The following value added items don't affect the general satisfaction item:

- a- Understanding and applying computer literacy (including database, excel, and SPSS).
- b- Understanding and applying human resource skills.
- c- Understanding and developing marketing plan.
- d- Business writing skills (through cases and papers).
- e- Business research methods.
- f- Oral communication skills (through presentations).
- g- Working in and leading a group or team.
- h- Understanding the international business culture.
- i- The administrative and counseling interaction.
- j- The knowledgeableness of teachers.

The graduate satisfaction with the MBA program in general can be increased by increasing the value added in understanding and applying statistical concepts and methods, understanding and applying economic concepts and methods, understanding and applying financial concepts and methods, and by increasing the value added in the program content and course structure.

It is worth mentioning that the questionnaires' results are consistent with the interviews results according to the joint questions, that is, the value added questions and the satisfaction questions).

Chapter 6

Recommendations

This chapter presents the recommendations that are built upon the results achieved by the analysis of the questionnaires that were distributed to the MBA graduates, and the analysis of the interviews with the MBA graduates. These recommendations may increase the value added to the MBA students and increase their satisfaction with the MBA program at Al-Quds University. This chapter also presents the researcher's recommendations for future studies. It is worth mentioning that some changes have been made earlier in the MBA curriculum at Al-Quds University during the period after analyzing the questionnaires and the interviews by the researcher.

These recommendations are divided into academic recommendations, faculty recommendations, and administrative recommendations.

6.1 Academic Recommendations

- 1) It is recommended to concentrate more on the practical aspects during the MBA courses at Al-Quds University, this concentration can be done through:
 - a. Concentrating more on practical case studies and assignments as a method of teaching and learning. This may help students to improve their analytical and critical thinking skills, problem solving skills, and decision making skills; thus they would be able to use these skills in the real work situations effectively and

efficiently, and concentrating on in-class group assignments and presentations in order to refine both individual and teamwork skills.

- b. It is recommended for the Management Information System course to enhance the students' computer skills through practicing on computers using Database, Excel, and SPSS, despite the fact that the way of teaching during this course at the MBA program at Al-Quds University have been changed lately. However, recently the Management Information System course was removed from the curriculum and replaced by the Strategic Management Course.
 - c. It is recommended for the Statistical Analysis Course to enhance the students' statistical and analytical skills by practicing more on analyzing the questionnaires using SPSS, and writing the results and conclusions. It is worth mentioning that SPSS lab was established recently to enhance the students' statistical skills.
 - d. It is recommended to teach the MBA courses that contain practical parts, during more than one meeting a week, a meeting can cover the theoretical side, and the other meeting can cover the practical side in order to have more time during the semester to cover both, the theoretical and the practical sides.
- 2) It is recommended to orient the MBA students to register in the Statistical Analysis Course in the first semester of the MBA study, and the Research Methods Course in the second semester. It is worth mentioning that lately, all the MBA students have to attend a comprehensive exam in Statistical Analysis and Research Methods as a graduation prerequisite whether they choose thesis or comprehensive exam to complete their MBA Degree.
- 3) It is recommended to establish besides the Business Administration Major, optional minors such as minor in Accounting or in Economics. The minor of Economics can

include the current MBA courses that are more related to Economics than to Business Administration.

- 4) For Business Administration Major, the researcher recommends making some changes in the current MBA curriculum at Al-Quds University, these recommendations are:
 - a. Offering a diversity of more related Business Administration courses that satisfies business and management needs of the graduates and the local institutions instead of the existing courses specially those related to other majors, and containing more cases and paperwork that are related to strategic and higher level management in order to enhance the business writing skills for the graduates who occupy a higher administrative posts.
 - b. It is recommended to give special attention to English language and English communication skills \in teaching and writing report.
 - c. Merging the Investment Analysis Course with the Financial Markets Course in one course since both nearly give information in the same topic according to the interviews' analysis.
 - d. It is recommended that the International Business Course, Strategic Management course, and the Human Resource Skills Course become compulsory courses instead of the existing compulsory courses that are more related to other majors
 - e. The researcher recommends courses that are more related to the real, modern, and practical market place to be included in the MBA curriculum, such as: Operational Researches, Production Management, SPSS, International commerce, International Relations, E-Commerce, Time Management, and Project Management. These courses were suggested by the interviewed

graduates in order to better serve the graduates in their work and to meet the needs of the market and the local institutes.

- 5) It is recommended to give rehabilitation courses during one week to the old MBA graduates in order to raise their efficiency in their practical life.

6.2 Faculty Recommendations

- 1) Instructors are recommended to provide a clear correcting strategies used in correcting the exams and the practical paperwork, and to provide the MBA students with feedback about the practical paperwork.
- 2) Introducing facilitations such as providing supervisors for the students to be able to carry out their researches and encouraging students to choose thesis and giving them more added value.
- 3) Providing dedicated full time instructors with PHD in Business Administration in order to teach MBA courses that are more related to Business Administration.
- 4) It is recommended to offer PHD scholarships to the distinguished MBA graduates in condition to be full time instructors in the MBA program at Al-Quds University after the PHD graduation.
- 5) It is recommended to attract instructors from the other Palestinian Universities through their sabbatical years.

6.3 Administrative Recommendations

- 1) It is recommended for the program administration to provide a dedicated full time academic and administrative advisor available all the time in a private office inside the institute in order to give assistance to the students at every time.

- 2) The program administration is recommended to cooperate with the University administration to bring financial funding in order to establish a specialized library and to enrich it with every new reference that concerns the MBAs, and with new photocopiers, establishing a special computer lab for the MBAs with new computers, printers, and scanners, and establishing a suitable cafeteria and vending coffee machines in the Institute.
- 3) Training is recommended to be continuously for administrative staff, librarians, cafeteria personnel and other service personnel to make certain that they are constantly able to improve the quality of the educational services and products.
- 4) It is recommended to open more than one class for each course when the number of students who register in the course exceeds 25.
- 5) It is recommended that the institute make more cooperation with the local community and the private sector to integrate the MBA students with members of the business community, institutions, ministries and organizations, through visits, meetings, and exhibits. And presenting opportunities for job placement to the MBA graduates after the MBA degree is earned.

6.4 Recommendations for Future Studies

The researcher recommends undertaking the following studies in the future in order to improve the Master programs at the local universities:

- 1- Similar studies on MBA programs at other Palestinian Universities.
- 2- A deep study on the business knowledge and skills needed by the local business market.

- 3- A study to explore whether the curricula of the MBA programs offered by the Palestinian universities meet the international standards of business education.
- 4- A comparison study between the different MBA programs offered by the Palestinian Universities.
- 5- A comparison study between the MBA graduates in the local labor market.
- 6- An evaluation study for the local and foreign MBA programs in the employers' point of view.
- 7- A study to explore the level of employers satisfaction with the MBA graduates employees.

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Appendixes

Appendix (1): The Relation between Quality and Satisfaction Figure

Appendix (2): Questionnaires' Analysis Tables

Appendix (3): The MBA Program at Al-Quds University

Appendix (4): The Study Questionnaire

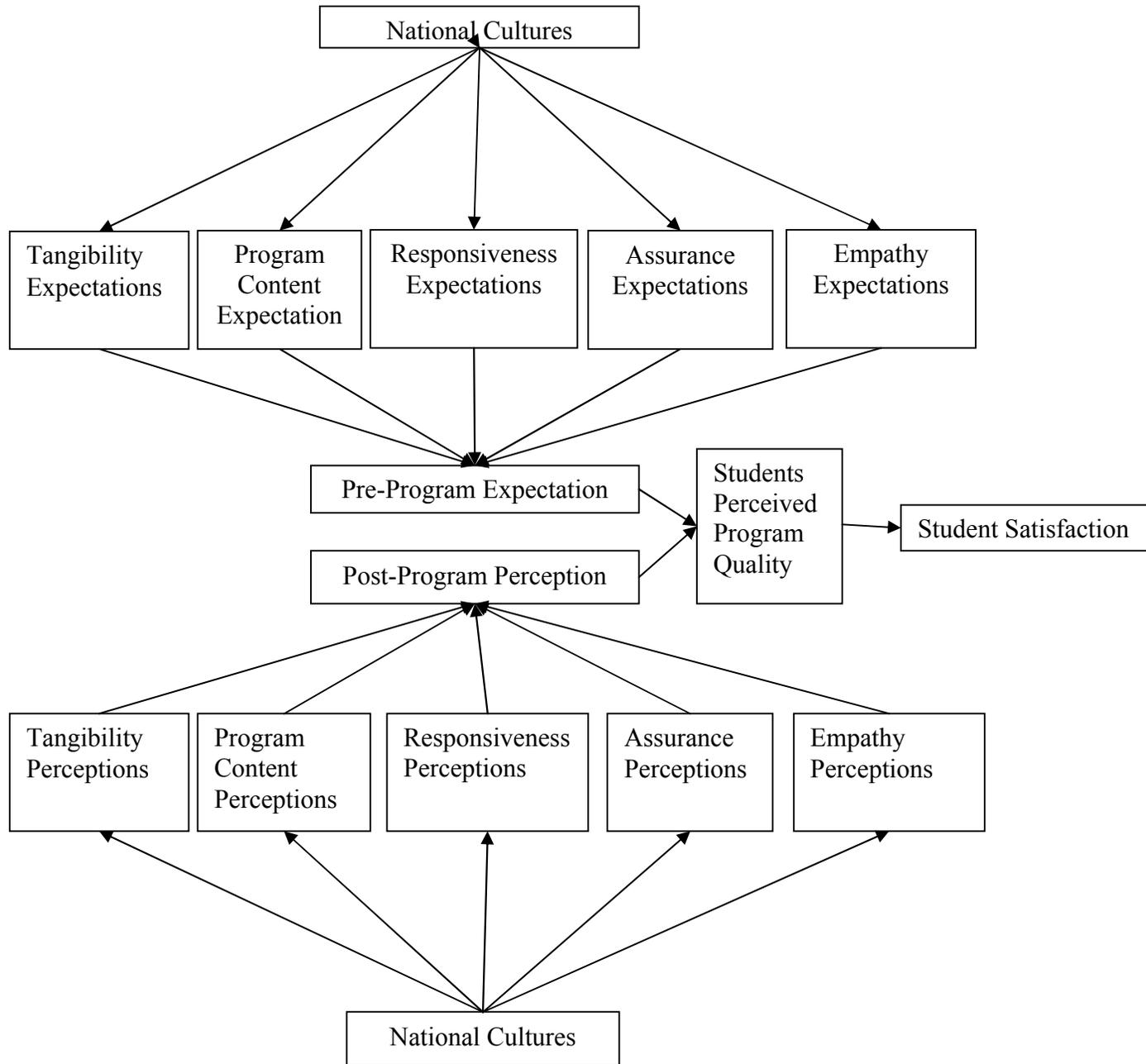
Appendix (5): Interview Questions

Appendix (6): Graduate Meetings Table

Appendix (7): Interviews' Analysis Table

Appendix (1)

The Relation between Quality and Satisfaction Figure



(Figure 1.1)

Appendix (2)

Questionnaires' Analysis Tables

Table (5-1) Numbers and Percentages of Gender Type in the Sample

Category	Frequency	Percent
male	33	59
female	23	41
Total	56	100

Table (5-2) Numbers and Percentages of Age Categories

Category	Frequency	Percent
24 _ less than 30	8	14
30 _ less than 40	35	63
more than 40	13	23
Total	56	100

Table (5-3) Numbers and Percentages of Marital status Category

Category	Frequency	Percent
single	13	23
married	40	71
divorced	3	6
Total	56	100.0

Table (5-4) Numbers and Percentages of Place of Residency Category

Category	Frequency	Percent
city	40	71
village	10	18
camp	6	11
Total	56	100

Table (5-5) Numbers and Percentages of Nature of Work

Category	Frequency	Percent
employee	49	88
employer	4	7
other	3	5
Total	56	100

Table (5-6) Numbers and Percentages of Place of Work Category

Category	Frequency	Percent
private sector	20	36
public sector	28	50
NGO	8	14
Total	56	100

Table (5-7) Numbers and Percentages of Bachelor Major Category

Category	Frequency	Percent
business administration	21	37
economics and accounting	13	23
engineering	6	11
computer science	9	16
other	7	13
Total	56	100

Table (5-8) Numbers and Percentages of the University awarded Bachelor Degree Category

Category	Frequency	Percent
Alquds University	14	25
Birzeit University	9	16
Al Quds Open University	14	25
Bethlehem University	8	14
Other	11	20
Total	56	100

Table (5-9) Numbers and Percentages of Students' Choices to Complete the MBA Degree

Category	Frequency	Percent
thesis	21	38
comprehensive exam	35	62
Total	56	100

Table (5-10) Numbers and Percentages of Graduates 'Job Title Category

Category	Frequency	Percent
Managers	16	28
Administrators	11	19
Accountants	10	18
Teachers	5	9
Others	14	26
Total	56	100

Table (5-11) Numbers and Percentages of Year of Bachelor Graduation Category

Category	Frequency	Percent
before 1995	12	21
1995 _ 2000	24	43
after 2000	20	36
Total	56	100

Table (5-12) Numbers and Percentages of the Year of MBA Graduation Category

Category	Frequency	Percent
before 2008	33	59
2008 or after	23	41
Total	56	100

Table (5-13) Reliability Analysis

section	Number of items	Alpha scale
Value added from the MBA program	14	0.83
graduates' satisfaction	16	0.88
Total degree	30	0.91

Table (5-14) Validity Analysis

section	Correlation coefficient	Significant level
Value added from the MBA program	0.90	0.00
Graduates' satisfaction	0.92	0.00

Table (5-15) Means and Standard Deviations for the Value Added in the graduate's Business Knowledge and Skills Items

No	Item	Mean	Standard Deviation
1	Understanding and applying statistical concepts and methods	3.82	0.74
2	Understanding and applying economic concepts and methods	3.66	0.84
3	Understanding and applying financial concepts and methods	3.79	0.82
4	Understanding and applying computer literacy (including database, excel, and SPSS)	3.09	1.10
5	Understanding and applying human resource skills	3.80	0.82
6	Understanding and developing marketing plan	3.96	0.71
7	Business writing skills (through cases and papers)	3.57	0.78
8	Business research methods	3.88	0.81
9	Oral communication skills (through presentations)	3.54	0.83
10	Working in and leading a group or team	3.34	1.05
11	Understanding the international business culture.	3.11	0.97
	Total score	3.60	0.51

Table (5-16) Correlation Coefficient Between the MBA Program Total Score and the Total Score of the Value added in the Graduate's Business Knowledge and Skills

Correlation coefficient (Pearson)	Sig.
0.82	0.00

Table (5-17) Means and Standard Deviations for the Value added in the Program Content and Course Structure Item

No	Item	mean	Standard deviation
12	The program content and course structure	3.52	0.76

Table (5-18) Correlation Coefficient Between the MBA program Total Score and the Score of the Value added in the Program Content and Course Structure Item

Correlation coefficient (Pearson)	Sig.
0.67	0.00

Table (5-19) Means and Standard Deviations for the Value added in the Administrative and Counseling Interaction Item

No	Item	mean	Standard deviation
13	The administrative and counseling interaction	3.29	0.78

Table (5-20) Correlation Coefficient Between the MBA Program Total Score and the Score of the Value added in the Administrative and Counseling Interaction Item

Correlation coefficient (Pearson)	Sig.
0.70	0.00

Table (5-21) Means and Standard Deviations for the Value added in the Knowledgeableness of Teachers Item

No	Item	mean	Standard deviation
14	The knowledgeableness of teachers	3.77	0.69

Table (5-22) Correlation Coefficient between the MBA Program Total Score and score of the Value added in the Knowledgeableness of Teachers Item

Correlation coefficient (Pearson)	Sig.
0.74	0.00

Table (5-23) Means and Standard Deviations of the Tangibility Dimensions

No	Item	mean	Standard deviation
1	The university facilities (such as equipments, library, cafeteria, and appeals of buildings)	2.54	0.93
2	The class size	3.00	0.95
	Total score	2.77	0.77

Table (5-24) Means and Standard Deviations of the Program Content and Course Structure Dimensions

No	Item	mean	Standard deviation
3	The experiential work during courses	3.11	0.80
4	Interaction and teamwork during courses	3.11	0.93

5	The program curriculum	3.39	0.78
6	The Courses' language	3.70	0.76
	Total score	3.33	0.56

Table (5-25) Means and Standard deviations of the Responsiveness Dimensions

No	Item	Mean	Standard Deviation
7	The responsiveness of administrative staff	3.41	0.93
8	The responsiveness of course doctors	3.61	0.85
9	The flow of information	3.41	0.89
	Total score	3.48	0.77

Table (5-26) Means and Standard Deviations of the Assurance Dimensions

No	Item	mean	Standard deviation
10	The knowledgeableness of doctors	3.93	0.78
11	The teachers' class work organization	3.54	0.71
12	The presenting of material in an interesting way	3.41	0.83

13	The fairness of grading system	3.23	1.06
	Total score	3.53	0.60

Table (5-27) Means and Standard Deviations of the Empathy Dimensions

No	Item	mean	Standard deviation
14	The mentoring, counseling, and advising services	2.93	0.99
15	Job Placing services	2.45	0.74
	Total score	2.69	0.72

Table (5-28) T-test for the Value added items grouping by Gender

Item No	item	gender	N	Mean	Std.dev	t	df	Sig.
2	Understanding and applying economic concepts and methods	Male	33	3.94	0.61	3.23	54	0.00
		Female	23	3.26	0.96			

Table (5-29) One Way ANOVA Results for the Value added items Grouping by Age

Item no	item	Sum of Squares	df	Mean Square	F	Sig.
3	Understanding and applying financial concepts and methods	4.065	2	2.032	3.229	.048
		33.364	53	.630		
		37.429	55			
5	Understanding and applying human resource skills	5.301	2	2.650	4.454	.016
		31.539	53	.595		
		36.839	55			

Table (5-30) Means and Standard Deviations for the Age Variable

Item	Age	N	Mean	St dev
3	24 _ less than 30	8	3.25	1.39
	30_ less than 40	35	3.77	0.69
	more than 40	13	4.15	0.55
5	24 _ less than 30	8	3.13	1.13
	30_ less than 40	35	3.83	0.66
	more than 40	13	4.15	0.80

Table (5-31) One way ANOVA Results for the Value added Items grouping by Marital Status

item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of value added items	.112	2	.056	.248	.781
	11.960	53	.226		
	12.072	55			

Table (5-32) Means and Standard Deviations for the Marital Status variable

marital status	N	Mean	St dev
single	13	3.53	0.45
Married	40	3.59	0.49
divorced	3	3.74	0.11

Table (5-33) One way ANOVA Results for the Value added Items grouping by Place of Residency

Item no	item	Sum of Squares	df	Mean Square	F	Sig.
1	Understanding and applying statistical concepts and methods	4.206	2	2.103	4.285	.019
		26.008	53	.491		
		30.214	55			
2	Understanding and applying economic concepts and methods	4.979	2	2.489	3.929	.026
		33.575	53	.633		
		38.554	55			

Table (5-34) Means and Standard Deviations for place of Residency Variable

Item	Place of Residency	N	Mean	St dev
1	City	40	3.68	0.73
	Village	10	4.40	0.52
	Camp	6	3.83	0.75
2	City	40	3.48	0.88
	Village	10	4.20	0.63
	Camp	6	4.00	0.00

Table (5-35) One way ANOVA Results for the Value added Items grouping by Nature of Work

Item no	item	Sum of Squares	df	Mean Square	F	Sig.
7	Business writing skills (through cases and papers)	4.461	2	2.230	4.041	.023
		29.253	53	.552		
		33.714	55			

Table (5-36) Means and Standard Deviations for the Nature of Work Variable

Item	Nature of Work	N	Mean	St dev
7	employee	49	3.59	0.76
	employer	4	2.75	0.50
	other	3	4.33	0.58

Table (5-37) One way ANOVA Results for the Value added Items Grouping by Place of Work

item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of value added items	.027	2	.014	.060	.942
	12.045	53	.227		
	12.072	55			

Table (5-38) Means and Standard Deviations for the Place of Work Variable

Place of work	N	Mean	St dev
private sector	20	3.59	0.31
public sector	28	3.59	0.58
NGO	8	3.53	0.39

Table (5-39) One way ANOVA Results for the value added items grouping by Bachelor Major

item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of value added items	.887	4	.222	1.011	.410
	11.185	51	.219		
	12.072	55			

Table (5-40) Means and Standard Deviations for the Bachelor Major

Bachelor Major	N	Mean	St dev
Business Administration	21	3.69	0.36
Economics and Accounting	13	3.41	0.53
Engineering	6	3.65	0.67
Computer Science	9	3.45	0.58
Other	7	3.68	0.21

Table (5-41) One way ANOVA Results for the Value added Items Grouping by the University Awarded the Bachelor Degree

item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of value added items	.267	4	.067	.289	.884
	11.805	51	.231		
	12.072	55			

Table (5-42) Means and Standard Deviations for the University Awarded the Bachelor Degree

University Awarded the Bachelor Degree	N	Mean	St dev
Al-Quds University	14	3.61	0.37
Birzeit University	9	3.47	0.68
Alquds Open University	14	3.53	0.49
Bethlehem University	8	3.62	0.26
Other	11	3.68	0.53

Table (5-43) T-test Results for the Value added Items Grouping by the MBA Completion Choice

item	complete the MBA degree choice	N	Mean	Std..dev	t	df	Sig.
Total Degree of the value added items	Thesis	21	3.61	0.37	0.31	54	0.76
	Comprehensive exam	35	3.57	0.52			

Table (5-44) One way ANOVA Results for the Value added Items Grouping by the Job Title

item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of the value added items	.571	4	.143	.633	.641
	11.501	51	.226		
	12.072	55			

Table (5-45) Means and Standard Deviations for the Job Title

Job Title	N	Mean	St dev
Managers	16	3.71	0.59
Administrators	11	3.62	0.48
Accountants	10	3.49	0.38
Teachers	5	3.41	0.44
Others	14	3.53	0.38

Table (5-46) One way ANOVA Results for the Value added Items grouping by the Year of Bachelor Graduation

Item no	item	Sum of Squares	df	Mean Square	F	Sig.
5	Understanding and applying human resource skills	5.214	2	2.607	4.369	.018
		31.625	53	.597		
		36.839	55			
8	Business research methods	4.033	2	2.017	3.331	.043
		32.092	53	.606		
		36.125	55			

Table (5-47) Means and Standard Deviations for the Year of Bachelor graduation Variable

Item	Year of Bachelor graduation	N	Mean	St dev
5	Before 1995	12	4.33	0.89
	1995 _ 2000	24	3.79	0.59
	After 2000	20	3.50	0.89
8	Before 1995	12	4.33	0.49
	1995 _ 2000	24	3.88	0.74
	After 2000	20	3.60	0.94

Table (5-48) Independent samples T-test Results for the value added items grouping by the Year of MBA graduation

item	Year of MBA graduation	N	Mean	Std..dev	t	df	Sig.
Total degree of value added items	Before 2008	33	3.60	0.43	0.45	54	0.66
	2008 or after	23	3.55	0.52			

Table (5-49) Independent samples T-test Results for Graduate satisfaction items grouping by Gender

Item no	item	gender	N	Mean	Std..dev	t	df	Sig.
16	I am satisfied with my MBA experience (in general)	Male	33	3.91	0.52	2.06	54	0.04
		Female	23	3.57	0.73			

Table (5-50) One way ANOVA Results for the Graduate Satisfaction Items grouping by Age

Item no	item	Sum of Squares	df	Mean Square	F	Sig.
2	The class size	9.813	2	4.906	6.471	.003
		40.187	53	.758		
		50.000	55			

Table (5-51) Means and Standard Deviations for the Age Variable

Item	Age	N	Mean	St dev
2	24 _ less than 30	8	2.38	0.74
	30_ less than 40	35	2.89	0.96
	More than 40	13	3.69	0.63

Table (5-52) One way ANOVA Results for the Graduate Satisfaction items Grouping by Marital Status

item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of graduate satisfaction items	.719	2	.359	1.417	.252
	13.445	53	.254		
	14.164	55			

Table (5-53) Means and Standard Deviations for the Marital Status Variable

Marital Status	N	Mean	St dev
Single	13	3.13	0.66
Married	40	3.30	0.46
Divorced	3	3.65	0.22

Table (5-54) One way ANOVA Results for the Graduate Satisfaction Items Grouping by Place of Residency

Item No	item	Sum of Squares	df	Mean Square	F	Sig.
10	The knowledgeablebleness of doctors	4.381	2	2.190	3.958	.025
		29.333	53	.553		
		33.714	55			

Table (5-55) Means and Standard Deviations for the Place of Residency Variable

Item	Place of Residency	N	Mean	St dev
10	City	40	3.90	0.74
	Village	10	4.40	0.70
	Camp	6	3.33	0.82

Table (5-56) One way ANOVA Results for the Graduate Satisfaction Items Grouping by Nature of Work

Item no	item	Sum of Squares	df	Mean Square	F	Sig.
3	The experiential work during courses	3.981	2	1.991	3.363	.042
		31.376	53	.592		
		35.357	55			
13	The fairness of grading system	7.928	2	3.964	3.887	.027
		54.054	53	1.020		
		61.982	55			

Table (5-57) Means and Standard Deviations for the Nature of Work Variable

Item	Nature of Work	N	Mean	St dev
3	Employee	49	3.20	0.71
	Employer	4	2.25	0.96
	Other	3	2.67	1.53
13	Employee	49	3.37	0.99
	Employer	4	2.00	0.82
	Other	3	2.67	1.53

Table (5-58) One way ANOVA Results for the Graduate Satisfaction Items grouping by the Place of Work

item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of graduate satisfaction items	.038	2	.019	.071	.932
	14.126	53	.267		
	14.164	55			

Table (5-59) Means and Standard Deviations for the Place of Work Variable

Place of work	N	Mean	St dev
Private Sector	20	3.29	0.45
Public Sector	28	3.29	0.55
NGO	8	3.22	0.55

Table (5-60) One Way ANOVA Results for the Graduate Satisfaction Items Grouping by the Bachelor Major

Item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of graduate satisfaction items	1.207	4	.302	1.187	.328
	12.957	51	.254		
	14.164	55			

Table (5-61) Means and Standard Deviations for the Bachelor Major

Bachelor Major	N	Mean	St dev
Business Administration	21	3.32	0.43
Economics and Accounting	13	3.08	0.56
Engineering	6	3.35	0.56
Computer Science	9	3.22	0.58
Other	7	3.56	0.46

Table (5-62) One way ANOVA Results for the Graduate Satisfaction Items Grouping by the University awarded the Bachelor Degree

item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of graduate satisfaction Items	1.870	4	.468	1.940	.118
	12.294	51	.241		
	14.164	55			

Table (5-63) Means and Standard Deviations for the University Awarded the Bachelor Degree

University awarded_Bachelor Degree	N	Mean	St dev
Al-Quds University	14	3.36	0.62
Birzeit University	9	2.93	0.58
Alquds Open University	14	3.32	0.38
Bethlehem University	8	3.56	0.30
Other	11	3.23	0.46

Table (5-64) Independent Samples T-Test Results for the Graduate Satisfaction Items Grouping by the MBA Completion Choice

Item no	item	complete the MBA degree choice	N	Mean	Std..dev	t	df	Sig.
12	The presenting of material in an interesting way	Thesis	21	3.10	0.83	-2.30	54	0.03
		Comprehensive exam	35	3.60	0.77			

Table (5-65) One way ANOVA Results for the Graduate Satisfaction Items grouping by the Job Title

item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of graduate satisfaction items	1.427	4	.357	1.428	.238
	12.737	51	.250		
	14.164	55			

Table (5-66) Means and Standard Deviations for the Job Title

Job Title	N	Mean	St dev
Managers	16	3.51	0.56
Administrators	11	3.31	0.29
Accountants	10	3.20	0.42
Teachers	5	3.13	0.68
Others	14	3.12	0.54

Table (5-67) One way ANOVA Results for the Graduate Satisfaction Items Grouping by the Year of Bachelor graduation

item	Sum of Squares	df	Mean Square	F	Sig.
Total degree of graduate satisfaction Items	.237	2	.118	.450	.640
	13.927	53	.263		
	14.164	55			

Table (5-68) Means and Standard Deviations for the Year of Bachelor Graduation Variable

Year of Bachelor graduation	N	Mean	St dev
Before 1995	12	3.41	0.47
1995 - 2000	24	3.24	0.43
After 2000	20	3.26	0.62

Table (5-69) Independent Samples T-test Results for the graduate Satisfaction Items Grouping by the Year of MBA Graduation

Item no	item	Year of MBA graduation	N	Mean	Std..dev	t	df	Sig.
2	The class size	Before 2008	33	3.21	0.78	2.05	54	.04
		2008 or after	23	2.70	1.11			
4	Interaction and teamwork during courses	Before 2008	33	3.39	0.83	2.96	54	.005
		2008 or after	23	2.70	0.93			
8	The responsiveness of course doctors	Before 2008	33	3.85	0.62	2.70	54	.009
		2008 or after	23	3.26	1.01			
12	The presenting of material in an interesting way	Before 2008	33	3.61	0.83	2.19	54	.03
		2008 or after	23	3.13	0.76			
13	The fairness of grading system	Before 2008	33	3.52	0.87	2.50	54	.01
		2008 or after	23	2.83	1.19			

Table (5-70) Means and Standard Deviations of the General Satisfaction Item

No	Item	Mean	Standard Deviation
16	I am satisfied with my MBA experience (in general)	3.77	0.63

Table (5-71) Spearman's Rho Correlation Results Between the Value Added Items and the Graduate Satisfaction Items

value added items	statistics	Graduate Satisfaction items				
		Tangibility Items	Program Content Item	Responsibility Items	Assurance Items	Empathy Items
Skills	Correlation Coefficient	0.30	0.37	0.32	0.41	0.43
	Sig. (2-tailed)	0.02	0.01	0.02	0.00	0.00
Q12	Correlation Coefficient	0.48	0.46	0.33	0.46	0.31
	Sig. (2-tailed)	0.00	0.00	0.01	0.00	0.02
Q13	Correlation Coefficient	0.24	0.50	0.62	0.64	0.50
	Sig. (2-tailed)	0.08	0.00	0.00	0.00	0.00
Q14	Correlation Coefficient	0.11	0.47	0.47	0.72	0.28
	Sig. (2-tailed)	0.42	0.00	0.00	0.00	0.04

Skills: Knowledge and Skills Items

Q12: Program content and course structure Item

Q13: Administrative and counseling interaction Item

Q14: Knowledgeableness of teachers Item

Table (5-72) Spearman's Rho Correlation Results Between the Value Added Total Degree and the Graduate Satisfaction Total Degree

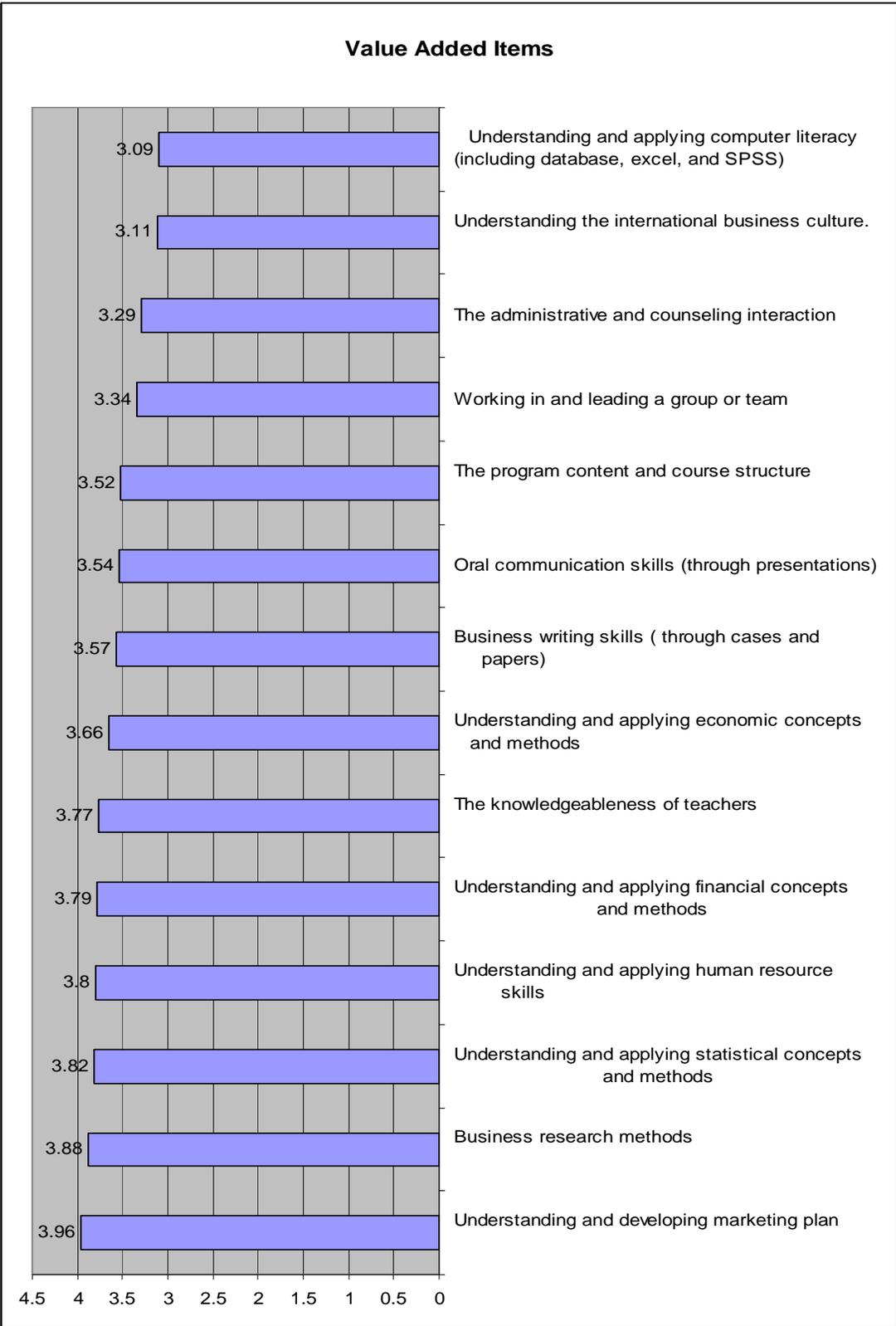
	statistics	Graduate Satisfaction items
value added items	Correlation Coefficient	0.62
	Sig. (2-tailed)	0.00

Table (5-73) Pearson's correlation results between the value added items and the student satisfaction items with the general satisfaction item

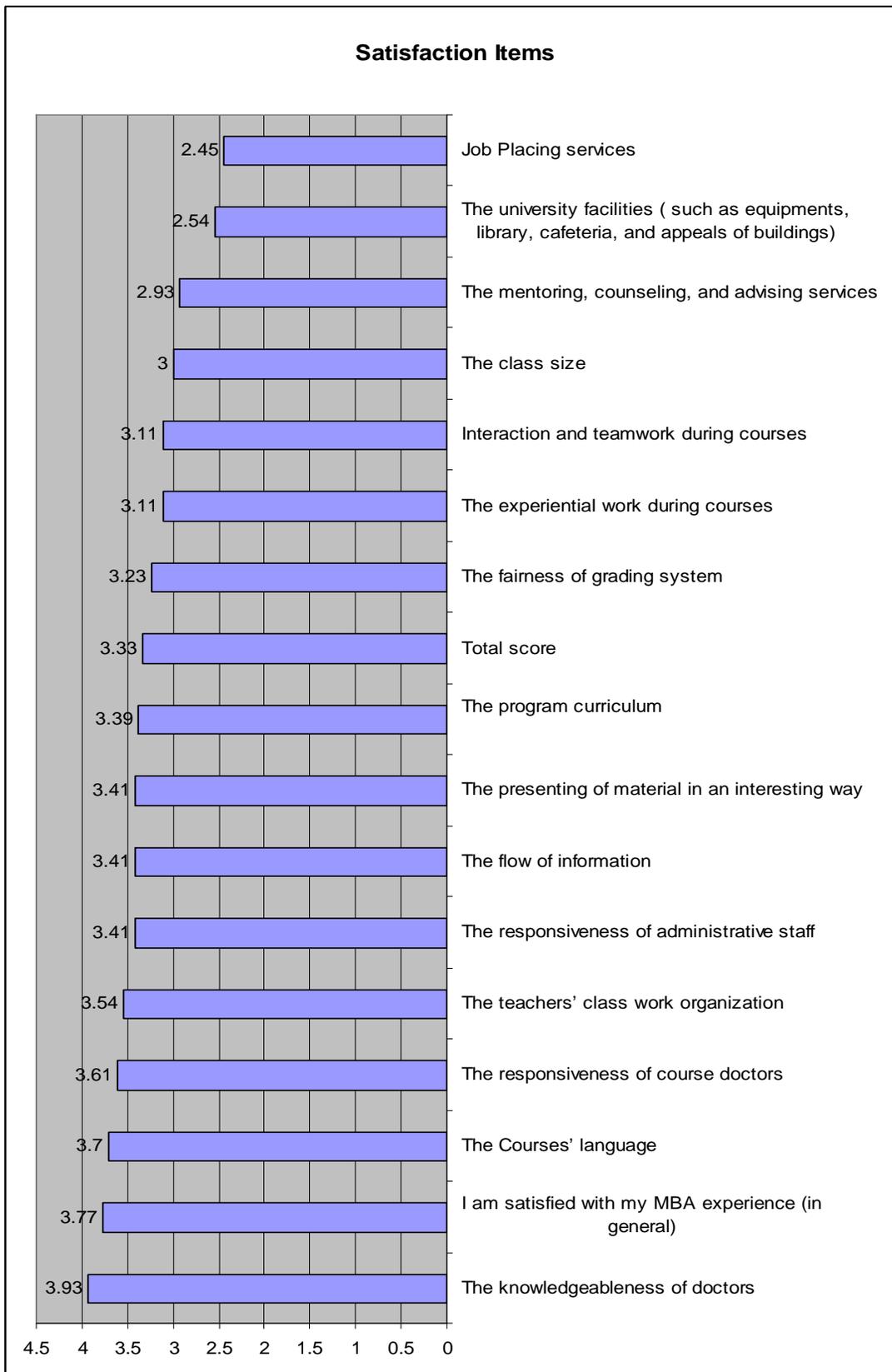
item	Pearson Correlation coefficient	Significant level
Value added		
V1	0.34	0.01
V2	0.36	0.01
V3	0.29	0.03
V4	0.11	0.42

V5	0.26	0.05
V6	0.14	0.29
V7	0.16	0.23
V8	0.16	0.25
V9	0.00	0.99
V10	0.09	0.49
V11	-0.08	0.57
V12	0.29	0.03
V13	0.21	0.12
V14	0.17	0.22
satisfaction		
Sat1	0.00	0.99
sat2	0.00	1.00
Sat3	0.19	0.15
Sat4	0.11	0.44
Sat5	0.23	0.09
Sat6	0.12	0.40
Sat7	0.07	0.60
Sat8	0.27	0.05
Sat9	0.33	0.01
Sat10	0.30	0.03
Sat11	0.12	0.38
Sat12	0.29	0.03
Sat13	0.08	0.55
Sat14	0.12	0.38
Sat15	-0.09	0.53

Bar Chart Diagram (5-1) Distribution of the Value Added Items



Bar Chart Diagram (5-2) Distribution of the Satisfaction Items



Appendix (3)

بسم الله الرحمن الرحيم
معهد الادارة والاقتصاد

مدير المعهد: د. محمود الجعفري

نبذة: بدأ التدريس في معهد الادارة والاقتصاد في الفصل الدراسي الاول من العام الجامعي 1996-1997 بهدف اعداد كوادر مؤهلة في العمل التجاري والاداري والمصرفي وقادرة على المشاركة في بناء الاقتصاد الوطني على المستويين الاقليمي والعالمي. ويمنح المعهد درجة الماجستير في التخصصات التالية:

- ادارة الاعمال
- الاقتصاد
- المحاسبة والضرائب

اعضاء الهيئة التدريسية في المعهد(المتفرغون):

د. محمود الجعفري	دكتوراة في الاقتصاد	الولايات المتحدة
د.سمير حزبون	دكتوراة في الاقتصاد	تشيكوسلوفاكيا
د. عفيف حمد	دكتوراة في الاقتصاد	الولايات المتحدة
د. ابراهيم عتيق	دكتوراة في المحاسبة	الهند
أ. صلاح العودة	ماجستير في ادارة الاعمال	الولايات المتحدة

الخطة الدراسية للحصول على الماجستير في إدارة الأعمال

- المساقات الإجبارية المشتركة للمعهد (9 ساعة معتمدة)

الرقم	اسم المساق	رقم المساق	عدد الساعات المعتمدة
1.	منهجية البحث في العلوم الاقتصادية والإدارية	8111609	3

2.	الإحصاء التحليلي	8111610	3
3.	الاقتصاد الإداري	8113631	3

• المساقات الإجبارية لتخصص إدارة الأعمال (15 ساعة معتمدة)

الرقم	اسم المساق	رقم المساق	عدد الساعات المعتمدة
1.	إدارة تسويقية متقدمة	8113611	3
2.	إدارة مالية متقدمة	8113612	3
3.	تحليل وتقييم الاستثمار	8113614	3
4.	? نظم المعلومات الإدارية	8112613	3
5.	? بحوث عمليات	8113633	3
6.	? قانون تجاري	8111631	3
7.	? الأسواق المالية والنقدية	8113621	3

• المساقات الاختيارية للتخصص في إدارة الأعمال (6-9 ساعة معتمدة _)

الرقم	اسم المساق	رقم المساق	عدد الساعات المعتمدة
1.	إدارة عمليات إنتاجية	8113630	3
2.	ضبط الجودة والتنوعية	8113655	3
3.	استراتيجيات الإدارة	8113615	3
4.	التسويق الزراعي	8113616	3
5.	التمويل الزراعي	8113617	3
6.	إدارة شؤون الأفراد	8113625	3
7.	تسويق الخدمات والسياحة	8113627	3

- الطالب الذي يختار ماجستير مسار الرسالة يدرس (6) ساعات من المساقات الاختيارية، والطالب الذي يختار مسار امتحان شامل يدرس (9) ساعات معتمدة من المساقات الاختيارية.
- تعتمد الدراسة في البرنامج على اللغتين العربية والانجليزية، وهذا يتطلب من الطالب الالمام الكافي باللغة الانجليزية ليتمكن من الاستعانة بالمراجع والابحاث الحديثة في مجال تخصصه والتي ستكون جزءا من متطلبات الدراسة.
- شروط القبول:

1. ان يكون الطالب حاصلا على درجة البكالوريوس من كليات الاقتصاد والتجارة بتقدير جيد على الاقل من احدى الجامعات الفلسطينية والعربية او من اي جامعة اخرى تعترف بها جامعة القدس.
2. او ان يكون حاصلا على دبلوم الدراسات العليا في الادارة والاقتصاد بتقدير جيد جدا من جامعة القدس او من جامعة اخرى معترف بها في جامعة القدس.
3. كما يجوز قبول الطلاب الحاصلين على درجة البكالوريوس من كليات جامعية اخرى غير الاقتصاد والعلوم التجارية ويعملون في المجالات الاقتصادية والتجارية، بناء على توصية المجلس الاكاديمي للبرنامج شريطة نجاحهم في الامتحان الشامل للمساقات الاستدراكية التي يتم تعيينها لهم قبل التحاقهم بالبرنامج ويعقد هذا الامتحان في نهايه كل فصل دراسي.

- وصف بعض مساقات ماجستير ادارة الاعمال:

يهتم هذا المساق بشكل اساسي في بحوث التسويق واهميتها في عمليات التخطيط والرقابة واتخاذ القرارات، في المؤسسات الانتاجية والخدمية، وبيبين هذا المساق المفاهيم والنظريات العملية المتعلقة ببحوث التسويق، اضافة الى كيفية التطبيق العملي لهذه المفاهيم والنظريات من خلال توضيح الاساليب العملية في تصميم البحوث وجمع وتبويب وتحليل البيانات وعرض النتائج بالة الاستراتيجيات التسويقية بشكل عملي بناء على تلك الحالات. صورة التي تمكن من اتخاذ القرارات بشكل سليم ومن خلال هذا المساق سيتم علاج مجموعة من المشكلات والحالات العملية من الواقع العملي في شركات اجنبية او فلسطينية وصياغة الاستراتيجيات التسويقية بشكل عملي بناء على تلك الحالات.

ادارة مالية متقدمة:

يعالج هذا المساق المشاكل المالية الرئيسية التي تواجه شركات الاعمال في مجال القرارات الاستثمارية، من خلال التركيز على المخاطرة والعائد، تحليل تكلفة راس المال، تحليل سياسة توزيع الارباح نماذج اعداد الموازنة الراسمالية والهيكل المالي و استخدام الرافعة المالية، وحقوق الشراء والاوراق المالية القابضة للتحويل، والاندماج والافلاس، والتمويل في الشركات الصغيرة والمتوسطة الحجم وبعض المواضيع في التمويل الدولي.

وسيتم التركيز على النواحي العملية من خلال دراسة حالات عملية لشركات فلسطينية والقيام بعمل ابحاث في المجالات الدراسية السابقة لمنشات القطاع الخاص من اجل محاولة تطوير هذه الشركات وزيادة قيمتها السوقية.

نظم المعلومات الادارية:

في هذا المساق يتم استخدام الحاسوب لمعالجة البيانات والمعلومات وتخزينها وجداول القرارات وقاعدة المعلومات وتحليل وتقييم النظم مع التعرض لبعض الوسائل المتاحة لتحليل المعلومات.

تحليل وتقييم الاستثمار:

يهدف هذا المساق الى تقديم خلفية نظرية وعملية لتدريب الطالب على ادارة الاستثمار في الاوراق المالية من خلال التركيز على الاسواق المالية ونظرية المحفظة وتقييم ادارة الاستثمار مع اجراء التحليل لبعض الاوراق المالية كالاسهم والسندات.

استراتيجيات الادارة:

يهدف هذا المساق الى تعريف الطالب بمفاهيم السياسات الادارية والاستراتيجية وماهية التفكير الاستراتيجي والتخطيط له في الشركات خصوصا في مجالات الانتاج، والتسويق.

الاسواق المالية والنقدية:

يركز هذا المساق على دراسة المؤسسات الاقتصادية التي تقوم عليها اسواق رؤوس الاموال والاسواق النقدية وفحص العرض والطلب لمصادر الاقراض. كما سيتكم التركيز على دراسة محددات الفوائد ووظائف الاسواق المالية وتأثير السلطة النقدية والسياسات الحكومية على ادارة الاسوق النقدية.

الاقتصاد الاداري:

يركز هذا المساق على كيفية اختيار وتطبيق وسائل وادوات التحليل الاقتصادي في مجال الادارة للوصول الى قرارات موضوعية من خلال زيادة الفاعلية وكفاية الوحدة الاقتصادية. وسيتم تطبيق العديد من النماذج الاقتصادية في هذا المساق مثل نماذج السوق، التكاليف، الاهداف، التمويل، والموقع ونماذج تقويم وتقييم اداء الوحدات الاقتصادية.

ادارة شؤون الافراد:

يشمل هذا المساق الادارة الحديثة لشؤون الافراد، مع التركيز على التخطيط الاستراتيجي للمصادر البشرية، التحليل الوظيفي، تدريب وتطوير القوى العاملة، تقييم العاملين، نظام التعويض الفعال، رفاهية العاملين وكيفية تحقيقها، الترقية، التحفيز، الخ...ومن ضمن خطة المساق ابحاث عملية لدراسة القوى العاملة في المؤسسات المخلفة وميفية تطورها وحل المشاكل التي يعاني منها جهاز القوى العاملة بالاضافة الى دراسة مجموعة من الحالات العملية حول الموضوع.

تسويق الخدمات السياحية:

يهدف هذا المساق الى دراسة استراتيجيات التسويق في مجال المؤسسات الخدمية والسياحية واساليب الانتاج والتسعير، والترويج والتوزيع للخدمات المختلفة وكيفية تنشيط التعاقدات السياحية ونظم توزيع وتقديم الخدمات السياحية وطرق تقديم الامتحان السياحي.

مشروع تخرج ماجستير في ادارة الاعمال:

يهدف هذا المساق الى التعريف بطرق البحث العلمي في مجال العلوم الادارية والتدريب على المنهج العملي واعداد البحوث والتقارير لتحليل قضايا عملية في ادارة الاعمال كاحدى متطلبات التخرج في ادارة

الاعمال كاحدى متطلبات التخرج في ادارة الاعمال. ويتوقع من الطالب ان يقدم بحثا تطبيقيا خلال هذا المقرر وينصح الطلبة بان يقوموا بمعالجة القضايا التي تهتم المؤسسات التي يعملون بها.

رسالة ماجستير في ادارة الاعمال:

يهدف هذا المساق الى تاهيل الطالب لاعداد رسالة ماجستير في ادارة الاعمال.

Appendix (4)

The Questionnaire

Dear Graduate,

I am a graduate student from the MBA program at Al-Quds University. I work on my thesis which aims to evaluate the MBA program at Al-Quds University according to the value added and student satisfaction. I am sending you the questionnaire of my thesis please fill it and send it back to me as soon as possible. Your answers will be highly confidential.

If you have any question about the questionnaire, don't hesitate to ask. Your help is highly appreciated.

A-Please Choose Your Answer:

1) Gender	1- Male	2- Female	G
------------------	----------------	------------------	----------

2) Age	1- (24 - Less than 30)	2- (30 - Less than 40)	3- (More than 40)	A
---------------	-------------------------------	-------------------------------	--------------------------	----------

3) Marital status	1- Single	2- Married	3- Divorced	4- Widow	M
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4) Place of Residency	1- City	2- Village	3- Camp	P
------------------------------	----------------	-------------------	----------------	----------

5) Nature of Work	1- Employee	4- Housewife	N
	2- Employer	5- Student	
	2- Self employed	6- Other _____	
	3- Unemployed		

6) Place of work	1- private Sector	2- Public Sector	3- NGO	4- Other: _____	W
-------------------------	--------------------------	-------------------------	---------------	---------------------------	----------

7) Bachelor Major	1- Business Administration	4- Computer Science	B
	2- Economics and Accounting	5- Other	
	3- Engineering	_____	

8) University awarded your Bachelor Degree	1- Al-Quds University	4- Bethlehem University	U
	2- Birzeit University	Other:	
	3- Al-Quds Open University	_____	

9) To complete the MBA degree I chose	1- Thesis	2- Comprehensive exam	C
--	------------------	------------------------------	----------

10) Job Title: _____

11) Year of Bachelor graduation: _____

12) Year of MBA graduation: _____

B-Please use the scale below to indicate the value added by the MBA degree to each item.

5= Highly Agree

4= Agree

3= Neutral

2= Disagree

1= Highly Disagree

Through my MBA study experience there was value added in:

		Highly Agree 5	Agree 4	Neutral 3	Disagree 2	Highly Disagree 1	
Business Knowledge and Skills Items							
1	Understanding and applying statistical concepts and methods						S
2	Understanding and applying economic concepts and methods						E
3	Understanding and applying financial concepts and methods						F
4	Understanding and applying computer literacy (including database, excel, and SPSS)						T

		Highly Agree 5	Agree 4	Neutral 3	Disagree 2	Highly Disagree 1	
5	Understanding and applying human resource skills						H
6	Understanding and developing marketing plan						D
7	Business writing skills (through cases and papers)						I
8	Business research methods						J
9	Oral communication skills (through presentations)						K
10	Working in and leading a group or team						L
11	Understanding the international business culture.						O
Program content and course structure Item							
12	The program content and course structure						Q
Administrative and counseling interaction Item							
13	The administrative and counseling interaction						R
Knowledgeableness of teachers Item							
14	The knowledgeableness of teachers						T

C-Please use the scale below to indicate your satisfaction with the MBA experience with each item.

5= Highly Satisfied

4= Satisfied

3= Neutral

2= Dissatisfied

1= Highly Dissatisfied

Through my MBA study experience, the degree of my satisfaction with:

	Item	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
		5	4	3	2	1
Tangibility Items						
1	The university facilities (such as equipments, library, cafeteria, and appeals of buildings)					
2	The class size					
Program Content and Course Structure Items						
3	The experiential work during courses					
4	Interaction and teamwork during courses					
5	The program					

	curriculum					
6	The Courses' language					
Responsiveness Items						
7	The responsiveness of administrative staff					
8	The responsiveness of course doctors					
9	The flow of information					
Assurance Items						
10	The knowledgeableness of doctors					
11	The teachers' class work organization					
12	The presenting of material in an interesting way					
13	The fairness of grading system					
Empathy Items						
14	The mentoring, counseling, and advising services					
15	Job Placing services					
General Satisfaction Item						
16	I am satisfied with my MBA experience (in					

	general)					
--	----------	--	--	--	--	--

Thank you for your cooperation....

Amar Waleed Smoom

Appendix (5)

Interview Questions: For Graduates

1. Why did you choose Al-Quds University? and the MBA degree program?

Value added questions:

2. How is the MBA degree related to your knowledge and skills?
3. How did the MBA degree program affect you personally and professionally?

Satisfaction questions

4. What is your level of satisfaction with Al-Quds University's MBA?
(Percentage= (0-25%), (26-50%), (51-75%), (76-100%)?)
5. What is your level of satisfaction with:
 - a. Quality of teaching.
 - b. Courses (content, title)
 - c. Experiential work
6. Did you chose to do thesis or did you enter the comprehensive exam? Why?
7. What would you say about your experience in the MBA program and what recommendations do you have for Al-Quds University with regard to this experience?
8. What is your supervisor or employer name, title, and phone number?

Appendix (6)

Table (4-1) Graduates Meetings

Student Name	Bachelor Degree	Place of Work	Date	Time	Mean of Communication
Jihad Sayyad	Electronic Engineering	Public Sector	31/1/2009	10:00 A.M	In Person
Hana Al-Sabah	BA	Public Sector	31/1/2009	11:30 A.M	In Person
Huda Al-Haja	Computer Science	Public Sector	31/1/2009	12:00 A.M	In Person
Nihad Al-Shareef	Information Systems	Private Sector	13/4/2009	5:00 P.M	E- Mail
Nayef Al-Tahan	Accounting	Public Sector	16/4/2009	6:00 P.M	Telephone
Lutfi Al-Jibreni	BA	Private Sector	19/4/2009	12:30 A.M	In Person
Naser Abu-S'od	BA	Public Sector	19/4/2009	1:00 P.M	In Person
Omar Abu-Qutaish	BA	Public Sector	29/4/2009	6:00 P.M	Telephone
Naim Qutaish	BA	Private Sector	9/5/2009	12:3 A.M	In Person
Areej al-Ju'beh	English	NGO	12/5/2009	10:15 A.M	Telephone
Ala' Adeleh	Pharmacy	Private Sector	4/6/2009	8:30 P.M	Telephone

Appendix (7)

Table (4-2) MBA Interviews' Analysis

Categories	Jihad	Hana	Huda	Nihad	Nayef
Why MBA	Support her Administrative Position	Same Bachelor Specialization	Support her Administrative Position	Support his Administrative Position/ Job Opportunities	Support his Administrative Position
Why Al-Quds	Location/Scholarship/ employee	Location/Scholarship/ employee	Location/Scholarship/ employee	Good Reputation	Only Acceptance Choice
Relation with Knowledge and Skills	Not Related	Related with her Bachelor /Value Added in Research Techniques	Related with her Job (Skills)	Related with his Bachelor	Not Related
MBA Effect Personally	Value Added in Knowledge and Skills	Value Added in Knowledge and Skills	Value Added in Knowledge and Skills	Value Added in Knowledge and Skills	Value Added in Knowledge and Skills
MBA Effect Professionally	Not Affected	Affected	Affected	Not Affected	Affected
Level of Satisfaction	(51-75)%	(76-100)%	(51-75)%	(51-75)%	(51-75)%
Quality of Teaching	Medium Satisfaction (Prompting Data/Lack of full-Time Instructors)	Medium Satisfaction	Medium Satisfaction (Lack of full-Time Instructors)	Medium Satisfaction (Prompting Data)	Highly Satisfied
Courses	Medium Satisfaction	Medium Satisfaction	Medium Satisfaction	Medium Satisfaction	Medium Satisfaction
Experiential Work	Unsatisfied	Medium Satisfaction(Computer, Statistical Analysis))	Medium Satisfaction(Research Methods)	Satisfied	Satisfied
Thesis or Exam	Comprehensive Exam	Comprehensive Exam	Comprehensive Exam	Comprehensive Exam	Comprehensive Exam
Why?	Timing	Lack of Supervisors	Lack of Supervisors	Better	Timing

Table (4-3) MBA Interviews' Analysis

Categories	Lutfi	Naser	Omar	Naim	Areej	Ala'
Why MBA	Support his Administrative Position/ Job Opportunities	Same Bachelor Specialization	Same Bachelor Specialization	Support his Administrative Position	Support her Administrative Position	Support his Administrative Position/Job Opportunities
Why Al-Quds	Location	Location/Employee	Only Acceptance Choice	Location/Good Reputation	Location	Location
Relation with Knowledge and Skills	Related	Related	Related	Related	Related with her Minor	Not Related
MBA Effect Personally	Value Added in Knowledge and Skills	Value Added in Knowledge and Skills	Value Added in Knowledge and Skills	Value Added in Knowledge and Skills	Value Added in Knowledge and Skills	Value Added in Knowledge and Skills
MBA Effect Professionally	Affected	Affected	Affected	Affected	Affected	Affected
Level of Satisfaction	(51-75)%	(51-75)%	(51-75)%	(76-100)%	(51-75)%	(26-50)%
Quality of Teaching	Medium Satisfaction	Medium Satisfaction (Lack of full-Time Instructors)	Dissatisfaction (Prompting Data/Lack of full-Time Instructors)	Medium Satisfaction	Medium Satisfaction	Medium Satisfaction (Prompting Data)
Courses	(Medium Satisfaction)	Medium Satisfaction	Medium Satisfaction	Medium Satisfaction	Medium Satisfaction	Medium Satisfaction
Experiential Work	Medium Satisfaction (MIS)	Unsatisfied	Unsatisfied(Questionnaire Profile, Statistics)	Unsatisfied (Statistics)	Medium Satisfaction	Unsatisfied
Thesis or Exam	Comprehensive Exam	Comprehensive Exam	Comprehensive Exam	Thesis	Thesis	Thesis
Why?	Lack of Supervisors/Timing	Easier	Lack of Supervisors	PHD/ Value Added	PHD	Value Added