

**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**

**Jerusalem-Palestine**

**1431/2010**

**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**

**B.A in Business Administration / Birzeit University in  
Palestine**

**Supervisor: Dr. Samir Hazboun**

**A thesis Submitted in Partial fulfillment of requirements  
for the degree of Master of Business Administration from  
Deanship of Graduate Studies at Al-Quds University**

**1431/2010**

**Al-Quds University-Jerusalem  
Deanship of Graduate Studies  
MBA Program**



**Thesis Approval**

**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  
Registration No: 20510077**

**Supervisor: Dr. Samir Hazboun**

**Master thesis submitted and accepted, Date: 13/3/2010  
The names and signatures of the examining committee members are as  
follows:**

- |   |                       |
|---|-----------------------|
| <b>1- Head of Committee: Dr. Samir Hazboun</b>    | <b>Signature.....</b> |
| <b>2- Internal Examiner: Dr Mahmoud El-Jafari</b> | <b>Signature.....</b> |
| <b>3- External Examiner: Dr. Suhail Sultan</b>    | <b>Signature.....</b> |

**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:.....

## **Acknowledgements**

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.

I would like to thank the Faculty of Business and Economics at Al-Quds University for their assistant and advising.

Special thanks to Dr. Samir Hazboun for his valuable supervision, significant assistance and suggestion throughout the entire work. It was a contentment to learn from him and work according his instruction.

Special thanks to Mr. Lutfi Al-Jibreani for his encouragement and cooperation. His valuable hints were so insightful throughout the practical and theoretical part of the thesis.

Special thanks to all my MBA colleagues and the MBA graduates from Al-Quds University who agreed to fill the questionnaires and to be interviewed, without your time and cooperation throughout the practical part; this thesis would not have been possible

Special thanks to Ms. Nadeerah Abu Ghazaleh, the president of board of trustees at Wajdi Institute of Technology, and my director Dr. Safa Nasser Al-Dean, for their encouragement throughout the whole study. The facilitations provided by them helped in making the tough time pass. Finally, I would like to express my warmest appreciations to my beloved husband Naser for his great patience, and support during my study, also to my son Ousama and my daughter Leen, and to my mother and sisters for their encouragements.

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 اكاديمي 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.

## Table of Contents

<b>Declaration</b>	<b>I</b>
<b>Acknowledgements</b>	<b>II</b>
<b>Abstract</b>	<b>III</b>
<b>Chapter 1: Background</b>	<b>7</b>
1.1 Introduction	7
1.2 Study Justification	9
1.3 Importance of the Study	10
1.4 Objectives	11
1.5 Study Questions	12
1.6 Study Limits	13
Chapter 2: Theoretical Framework and Literature Review	14
2.1 Theoretical Framework	14
2.1.1. Identifying the Potential Meanings of Quality	14
2.1.2. Background of the Quality Measurement Problem	15
2.1.3. Inputs and Outputs used in the evaluation of MBA programs	15
2.1.4. Educational Service-Master of Business Administration	16
2.1.5. Program Development	16
2.1.6. Student Knowledge Growth	17
2.1.7. The Needs of Businesses and the Economy	17
2.1.8. The Needs of Businesses Managers and Employers	20
2.1.9. Marketing Educational Programs	20
2.1.10. Student Satisfaction	22
2.1.11. The Relation between Satisfaction and quality	23
2.2 Literature Review	24
2.2.1. Foreign Literature	24
2.2.2. Arabic Literature	34
2.3 Hypotheses	35
2.3.1. Section I Hypotheses (The Value Added Hypotheses)	35
2.3.2. Section II Hypotheses (The Satisfaction Hypotheses)	37

2.3.3. Section III Hypotheses (The Demographic Hypotheses)	38
2.3.4. Section IV Hypotheses	38
2.3.5. Section V Hypotheses	39
Chapter 3: Study Methodology and Procedures	40
3.1 Study Methodology	40
3.2 Target Group and Study sample	40
3.3 Data Collection and Study Instruments	41
3.4 Instrument's Reliability and Validity	43
3.5 Statistical methods used	44
3.6 Study Variables	44
Chapter 4: Interviews' Analysis and conclusions	47
4.1 Interview Analysis	47
4.2 Interview Results	48
4.3 Interviews' Conclusions	53
Chapter 5: Questionnaires' Results and Conclusions	55
5.1 Demographic Results	55
5.2 Results Related to (Section I) Hypothesis and Conclusions	57
5.3 Results Related to (Section II) Hypothesis and Conclusions	61
5.4 Results Related to (Section III) Hypothesis and Conclusions	66
5.5 Results Related to (Section IV) Hypothesis and Conclusions	73
5.6 Results Related to (Section V) Hypothesis and Conclusions	78
Chapter 6: Recommendations	80
6.1 Academic Recommendations	80
6.2 Faculty Recommendations	83
6.3 Administrative Recommendations	83
6.4 Recommendations for Future Studies	84

## Table of Tables

Table (5-1)	Numbers and Percentages of Gender Type in the Sample	92
Table (5-2)	Numbers and Percentages of Age Categories	92
Table (5-3)	Numbers and Percentages of Marital status Category	92
Table (5-4)	Numbers and Percentages of Place of Residency Category	93
Table (5-5)	Numbers and Percentages of Nature of Work	93
Table (5-6)	Numbers and Percentages of Place of Work Category	93
Table (5-7)	Numbers and Percentages of Bachelor Major Category	94
Table (5-8)	Numbers and Percentages of the University awarded Bachelor Degree Category	94
Table (5-9)	Numbers and Percentages of Students' Choices to Complete the MBA	95
Table (5-10)	Numbers and Percentages of Graduates 'Job Title Category	95
Table (5-11)	Numbers and Percentages of Year of Bachelor Graduation Category	95
Table (5-12)	Numbers and Percentages of the Year of MBA Graduation Category	96
Table (5-13)	Reliability Analysis	96
Table (5-14)	Validity Analysis	97
Table (5-15)	Means and Standard Deviations for the Value Added in the graduate's Business Knowledge and Skills Items	98
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	98
Table (5-17)	Means and Standard Deviations for the Value added in the Program Content and Course Structure Item	98
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	98
Table (5-19)	Means and Standard Deviations for the Value added in the Administrative and Counseling Interaction Item	99
Table (5-20)	Correlation Coefficient Between the MBA Program Total Score and	99

	the Score of the Value added in the Administrative and Counseling Interaction Item	
Table (5-21)	Means and Standard Deviations for the Value added in the Knowledgeableness of Teachers Item	99
Table (5-22)	Correlation Coefficient between the MBA Program Total Score and score of the Value added in the Knowledgeableness of Teachers Item	100
Table (5-23)	Means and Standard Deviations of the Tangibility Dimensions	100
Table (5-24)	Means and Standard Deviations of the Program Content and Course Structure Dimensions	101
Table (5-25)	Means and Standard deviations of the Responsiveness Dimensions	101
Table (5-26)	Means and Standard Deviations of the Assurance Dimensions	102
Table (5-27)	Means and Standard Deviations of the Empathy Dimensions	102
Table (5-28)	T-test for the Value added items grouping by Gender	103
Table (5-29)	One Way ANOVA Results for the Value added items Grouping by Age	103
Table (5-30)	Means and Standard Deviations for the Age Variable	103
Table (5-31)	One way ANOVA Results for the Value added Items grouping by Marital Status	104
Table (5-32)	Means and Standard Deviations for the Marital Status variable	104
Table (5-33)	One way ANOVA Results for the Value added Items grouping by Place of Residency	104
Table (5-34)	Means and Standard Deviations for place of Residency Variable	105
Table (5-35)	One way ANOVA Results for the Value added Items grouping by Nature of Work	105
Table (5-36)	Means and Standard Deviations for the Nature of Work Variable	105
Table (5-37)	One way ANOVA Results for the Value added Items Grouping by Place of Work	106
Table (5-38)	Means and Standard Deviations for the Place of Work Variable	106
Table (5-39)	One way ANOVA Results for the value added items grouping by Bachelor Major	106
Table (5-40)	Means and Standard Deviations for the Bachelor Major	106

Table (5-41)	One way ANOVA Results for the Value added Items Grouping by the University Awarded the Bachelor Degree	107
Table (5-42)	Means and Standard Deviations for the University Awarded the Bachelor Degree	108
Table (5-43)	T-test Results for the Value added Items Grouping by the MBA Completion Choice	108
Table (5-44)	One way ANOVA Results for the Value added Items Grouping by the Job Title	108
Table (5-45)	Means and Standard Deviations for the Job Title	109
Table (5-46)	One way ANOVA Results for the Value added Items grouping by the Year of Bachelor Graduation	109
Table (5-47)	Means and Standard Deviations for the Year of Bachelor graduation Variable	110
Table (5-48)	Independent samples T-test Results for the value added items grouping by the Year of MBA graduation	110
Table (5-49)	Independent samples T-test Results for Graduate satisfaction items grouping by Gender	110
Table (5-50)	One way ANOVA Results for the Graduate Satisfaction Items grouping by Age	111
Table (5-51)	Means and Standard Deviations for the Age Variable	111
Table (5-52)	One way ANOVA Results for the Graduate Satisfaction items Grouping by Marital Status	111
Table (5-53)	Means and Standard Deviations for the Marital Status Variable	112
Table (5-54)	One way ANOVA Results for the Graduate Satisfaction Items Grouping by Place of Residency	112
Table (5-55)	Means and Standard Deviations for the Place of Residency Variable	112
Table (5-56)	One way ANOVA Results for the Graduate Satisfaction Items Grouping by Nature of Work	113
Table (5-57)	Means and Standard Deviations for the Nature of Work Variable	113
Table (5-58)	One way ANOVA Results for the Graduate Satisfaction Items grouping by the Place of Work	113