PERCEPTION OF USIU-A MBA STUDENTS ABOUT THE USIU-A MBA PROGRAM

By

KOVETI L. JOHN

A Project Report Submitted to the School of Business in Partial Fulfillment of the Requirement for the Degree of Masters in Business Administration

UNITED STATES INTERNATIONAL UNIVERSITY NAIROBI

FALL QUARTER 2001
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STUDENT'S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: KOVETI, L. JOHN  
Date: 15/5/2002

This project paper has been presented for examination with my approval as the appointed supervisor.

Signed: MARGARET OMBOK  
Date: 14/05/2002

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Date: 16/5/2002

Signed: Deputy Vice Chancellor, Academic Affairs  
Date: 31 July 2002
ACKNOWLEDGEMENTS

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Thanks to Okidia Jr. who typed the final manuscript and my dear wife and lovely children who always give me the impetus to go on. Great thanks to The Almighty God whose Mercy and Goodness Endureance Forever.
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ABSTRACT.

This research project was undertaken as a realization that there is inadequate information on the perceptions of the MBA students about the USIU-A MBA program.

The main objectives of the study were to describe the demographic characteristics of USIU-A customers and to establish the perception of the students in key areas of the service guided by the 8p's of marketing mix. The results were to aid management incorporate the voice of the MBA student who is their main customer into decision-making, reveal service priorities, identify service improvement priorities and guide resource-allocation decisions.

The literature review was based on discussion of previous findings done in the area of the 8P's as results to MBA programs worldwide. The variables were: Product elements, Place and time, Process, Productivity and quality, people, promotion and education, physical evidence and price.

The respondents were MBA and MIBA students of USIU-A. Simple random sampling was used to pick the respondents. A self-administered questionnaire was used. Personal interviews were used for clarification purposes. Data was presented in form of tables; line graphs, bar charts and pie charts generated by SPSS and Microsoft Excel spreadsheets. Measures of central tendency, dispersion and statistical estimations were used to analyze the data.
The findings indicated that MBA students were in agreement that teaching at USIU-A encouraged teamwork, course was flexible in terms of time, library facilities were good, location was proper and core course were adequate.

The students were dissatisfied with the fees, orientation of incoming students, GMAT, career services, research undertaking and international exposure.

The students supported the idea that the universities should invite private sector executives to lecture alongside regular lecturers, university should introduce courses on the Internet fully and that communication skills were very important for MBA students.
CHAPTER ONE.
INTRODUCTION

1.1 Background information.

Market Research

Market research is crucial in evaluating and planning the entire marketing process. It is also effective in the planning and implementation of the marketing mix. Without research, the optimal decisions concerning production, price, promotion and place will not be reached. If an institution wishes to consider the needs of users of its services, it must first determine what those needs are. Market research therefore is a key element in the marketing process because it will allow an institution to better understand a selected market and the behavior of customers in that market.

The perceptions of a certain segment of customers are relevant to understanding the dynamic forces that shape the strategy of your firm. Analysis of their needs and wants is an important part of the strategy development process since market diversity is increasing in both business and consumer markets, (Sheth, et al. 1999).

This has resulted to Customer-centric marketing which emphasizes the understanding and satisfaction of the needs, wants, and resources of individual consumers and customers rather than those of mass markets, (Sheth et al. 2000). Customer-centric marketing enhances productivity by focusing on profitable customers. The objective of customer-centric marketing is to maximize both efficiency and effectiveness simultaneously at a customer level, (Sheth et al., 2000).

On the impact of selecting profitable customers, Reichheld (1993), suggested how institutions should isolate their core customers by asking the following questions:

1. Which customers are the most profitable and loyal, require less service, and seem to prefer stable, long-term relationships?
2. Which customers place the greatest value on what you offer?
3. Which customers are worth more to you than to your competitors?

Marketing Research in Institutions of Learning

Edward Zeigler 1994 in the paper – *Guidelines for using market research in College publications*, enumerates the following questions as key to what an institution need to know to begin an effective marketing program.

1. Why do people go to college?
2. How do individuals go about choosing a college?
3. What type of students tends to choose your institution (defined by academic record, socio-economic status, geographic location and career goals among others).
4. What image does your college have within various markets?
5. Who are your competitors and how does your market view them as compared to you?
6. What factors influence their opinions and decisions?

MBA Program

The MBA program is a service that is consumed by students. The students are therefore according to Reichheld (1993), are the profitable core customers. *The Economist book series (1997)*, defines an MBA as a post-graduate, post-experience academic course in a number of subjects that together can be said to constitute the science of management.

The MBA began life in the USA at around the turn of the last century. It grew out of the original accounting and bookkeeping courses that became necessary as the country lost its frontier image and began to industrialize, (Bickerstaffe 1994). The aim of the MBA is to broaden into generalities rather than narrow into specialty as practitioners’ progress in responsibility. The MBA helps in the broadening by delivering a general introduction to a wider range of subjects that together roughly equate to ‘management’.
Kenya Development Plan

The Kenya development plan of 1989-1993 and subsequent development plans, raises concern that while it is desired to see indigenous Kenyans get increasingly involved in all modern sectors of economic and commercial activity, if those who obtain command of such enterprises are inadequately qualified and run them inefficiently, this would have deleterious consequences on growth and employment objectives. The key to the success of these programmers, therefore, must hinge on appropriate training to transmit the necessary technical and managerial skills to the target group.

U.S.I.U. - A

U.S.I.U-A started in 1970 with 25 students, virtually all from the mother San Diego campus. The location was a small High School in a house in Parklands-Nairobi. It then moved to Kasarani in late 1991. 1979 saw the first graduation of 23 graduates. Since then, the student enrollment has nearly surpassed the projected figure of 2000, by the year 2000. At present the nearly 2000 population comprises of eighty percent Kenyan citizens with the rest coming as far as China.

The 2000-2001-course catalogue reveals that course offerings have increased and her academic quality improved. In 1977, USIU-A introduced the last two years of the Baccalaureate program and a Master of Science in Management and Organizational development (MOD). Nine students were admitted to the graduate program. USIU-A held its first commencement exercise in 1979 and graduated 23 students, nine masters and 14 undergraduates. Today USIU-A offers Bachelor's degree in Business Administration, Hotel and Restaurant management, Journalism, International Business Administration, Organizational Development, Counseling psychology, and information systems, and Masters degrees in Business administration, psychology and International Relations.
1.2 Statement Of The Problem.

Various institutions of higher learning in Kenya have started the MBA programs. Nairobi University’s MBA enrollment numbers are high. Kenyatta University which had until recently carved its niche in teacher training wants a market share in the MBA growing sector. Strathmore college a predominantly accountancy college is contemplating starting an MBA program. Kenya college of Accountancy in conjunction with a South African University-UNISA started offering a similar program beginning January 2000. More colleges and Universities will definitely follow suit.

The attributes important to student selection of academic institutions have been researched and studied numerous times with somewhat consistent results (Seneca 1987, Sevier 1987, Discenza 1985, Erdmann 1983). While different studies have looked at specific groups of students, students of private versus public institutions (Keilarys 1988) and academically gifted students (Power 1982) few have examined how the importance of underlying marketing mix factors varies from one segment to another (Kuntz 1987).

This is necessary because it is likely that different segments of the market segments desire different factors. Likewise, academic institutions are complex, multifaceted organizations which can be positioned differently be it so slightly, in the eyes of different markets.

Increasingly, there is a need to evaluate where we have been and where we should be going. Viewing students as consumers is a logical place for the start of this evaluation (Barry, Gilly and Schucamy 1982, Hampton 1983; Lovelock and Weinberg 1989). Many times only lecturers and administrators inputs are used in an evaluation process.

USIU-A uses student evaluation of classroom instruction assessment form, which concentrates on evaluation of the teaching methodology and teaching aids for specific courses. It is therefore not comprehensive enough as it does not establish the perception of students on other areas of the program as place, price, product elements physical
attributes, process, quality, other staff like the administrators. The university also collects some information in the application form for example how the applicants got to know about USIU-A, age, but this information lacks some important information which can be divulged only when the students start and have an experience on the program. This study is therefore intended to give an overall/summative evaluation of the perceptions on the key variables of the service.

The researcher is not aware of similar studies in Kenya, as all sources of literature review did not reveal any. However, more less similar research have been carried out mainly in developed countries, (Merrit 2000), carried out a survey in USA to investigate what students in top American schools perceived as quality. (Bickerstaffe 1994), as quoted in the Economist Intelligence Unit carried out a survey on the criteria for choosing schools to find out the importance accorded by students to certain factors; (Kotler 1987; Litten 1980). Other surveys have been carried out in top newspapers in the United Kingdom such as the Times, the Financial Times and the Sunday Times but their research methodologies have been questioned since proper research methodologies are not adhered to and therefore lacking reliability and validity.

The problem under study therefore was to comprehensively reveal the perceptions of USIU-A MBA students about the USIU-A MBA program marketing mix strategies.

1.3 Objectives Of The Study.

The objectives of the study were:

a) To describe the demographic characteristics of the customers of the USIU-A MBA program.

b) To establish the perceptions of the USIU-A MBA students on the key program areas.
1.4 **Research Questions.**

The study answered the following questions: -

1. What are the demographic characteristics of U.S.I.U. – A MBA students?
2. How do USIU-A MBA students perceive the product elements of the program?
3. How do USIU-A MBA students perceive place and time of offering of the program?
4. How do USIU-A MBA students perceive the process of the program?
5. How do USIU-A MBA students perceive quality of the program?
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8. How do USIU-A MBA students perceive the physical facilities of the university in relation to the program?
9. How do USIU-A MBA students perceive the cost of the program?

1.5 **Importance Of The Study.**

The results of this study may be of use the following: -

1. USIU-A management who may be able to incorporate the voice of the MBA student into decision-making, identify student service improvement priorities and allocate resources appropriately and strengthen the program.
2. The researcher who may develop scholarly and scientific approach to problem solving.
3. Future researchers and scholars who may use the results as a source of reference.
1.6 Definition Of Terms

*Perception:* According to Ansell and Wharton (1992), Perception is to do with the psychological process in which data is selected from the environment, organized, and interpreted differently by different people. The meaning of perception was adopted from this definition as the interpretations and attributes accorded to various elements of the USIU-A MBA programs by the USIU students.

*Master of Business Administration:* In the “The Economic book series (1997)”, an MBA is defined as a post-graduate, post experience academic course in a number of subjects that together can be said to constitute the science of management. This definition was adopted in the study but it also refers to masters in international business administration.

*United States International University (USIU-A):* A university that opened its doors in Kenya in 1970 whose headquarters are in San-Diego USA. It is presently situated in Kasarani area in Nairobi.

*Massachusetts Institute of Technology (M.I.T.-sloan):* One of the top business schools in America.

*Graduate Management Admission Test (GMAT):* A numeric, literacy, verbal and numerical reasoning test required by some business schools before admission.

*Alumni:* Former students of a particular university.
CHAPTER TWO.

LITERATURE REVIEW

2.1 Introduction.

The purpose of this chapter is to highlight relevant literature relating to how the consumers—the MBA students perceive programs in learning institutions, specifically the MBA programs. Perception of the MBA program is basically a perception of a service by customers of a product.

Perception

Perception is the psychological process in which data is selected from the environment, organized, interpreted and attributed to meaning, (Ansell and Wharton 1992). Perception is a process that involves the following elements: reception, processing, influence, output and reaction.

Chung and Megginson (1981), developed a model of the perceptual process as indicated below.
The perceptual process

Source: Chung and L.C. Megginson; Organizational behavior: Developing managerial skills.

Perception inputs are received through sensory mechanisms. The inputs are then processed through perceptual mechanisms, which are then selected, organized and interpreted in order to give meaning to the perceiver. The mechanisms are affected by both internal and external factors. The internal factors are characteristics of the perceiver's needs, learning acquired from past experiences, self-concepts and personality.
External factors are the characteristics of the object perceived, its size, novelty, status, appearance etc.

The output comprises attitudes, opinions and feelings, which not only determine the perceiver’s behavior but also influence the way the perceptual inputs will be perceived in future. The perceiver’s behavior generates responses from the perceived, therefore different people organize, interpret and attribute meaning of same data differently meaning that the perceptual interpretation process is subject to subjectivity and judgmental and easy distortion. It can also be influenced by several factors both in social and organizational settings as halo effect, stereotyping, impression and inference (Nzuve 1999)

**Service**

*Lovelock et al (1999)*, describes a service as an economic activity that creates value and provide benefits from customers at specific times and place as a result of bringing about a desired change in – or on behalf of the recipient of the service while *Kotler, (1996)* has defined a service as: - Any activity of benefit that one party can offer to another that is essentially in tangible and does not result in the ownership of anything.

In higher education, a tremendous weight has been placed on student enrolment and recruiting activities *(Bassin 1975, Kotter 1976)*. Other areas of promotion include the stress placed on advertising and direct marketing *(Druesne, Harvey and Zavada 1980, Fiske 1979, Merante 1980)*. However the marketing efforts of higher education institutions have basically neglected the other elements of marketing mix-including product, price and distribution, *(Fox and Kotter(1984))*.

The 8p’s model of integrated service management were used in discussing the perceptions of the MBA students about the programs. *Lovelock et al (1999)*, highlighted eight decision variables facing managers of service organizations. The variables were as
follows: - Product elements, Place and Time, Process, Productivity and quality, People, Promotion and Education, Physical evidence, Price and other costs of service.

2.2 Literature review on the 8p’s for MBA programs.

2.2.1 Product Elements.

Core Elements

The success of Business Colleges in future will partially be determined by their ability to develop programs of study as part of their marketing effort the features of core products are to supplement other service elements (Lovelock et al 1999).

The development of the core product represents one area of the product development in universities. The core product in the case of the MBA program is the core courses that constitute the MBA program. (The Economics book series 1997), recommends:

Business Economics, Strategy, Human Resources, Marketing, Finance, Operation Management, and Quantitative Methods as the common core courses.

Golzen (1999), gives one of the criteria for Association accreditation as the provision of a common body of knowledge that is similar to The Economics Book Series above but with an addition of Information Systems and management of change. Another important addition to the list is organizational behavior (Bickerstaffe, 1994). The same author recommends that Core courses should be taught at the beginning of the program be made compulsory as the teaching of the courses enhances team spirit, similarly he agrees that some schools allow students to opt out of or waive-core courses if they can prove proficiency, usually in an examination.

Electives

Bickerstaffe (1994) defines electives as the additional optional courses that students choose on the basis of their interest or future career plans. He recommends that electives be taken across a wide range of subjects or grouped into specialization. Golzen (1999),
adds that electives may vary from year to year and can be a reason for choice of a particular business school,

Merrit (2000) observes that students clamor for special electives to help launch careers as Internet and other sorts of entrepreneurial courses as e-commerce. However, this should be done with caution not to compromise the core management skills amid the new technology. Mirabella et al. (2000) recommends public administration with emphasis on finance, personnel management and strategic planning for those students targeting large government bureaucracies or non-profit organizations.

A survey carried out in America by Merrit in the year 2000, showed that 74% of those surveyed still preferred the traditional fields of consulting, finance, marketing and investment banking.

Some graduate schools offer joint-degree programmers such as business and law. Other offer as varied concentrations as information technology and healthcare administration but generally the current trend is towards more advanced information technology and computers are increasing being used in business courses (Naidu and Velu 1991).

The position of academic dean with regard to the program development, research and teaching emphasis, faculty selection, and faculty development makes a dean an important player in terms of product development; however the dean’s role in marketing of the university program has not yet been considered adequately.

2.2.2 Place and Time

This refers to the place and time of delivery, methods and channels employed. Is the delivery physical, or electronic or both? What about speed and convenience? (Lovelock 1999). According to Pfister (2000), one of the biggest challenges facing MBA program administration is having a schedule that fits people’s business schedule as most students have full-time jobs and families.
Location is one of the key elements in any enterprises and Business Schools can benefit from being in a metropolitan area due to proximity to business area and industry. However, schools that are not conveniently situated are good places to focus on one's studies—a real life example of Michael Porter's theory of competitive advantage arising out of what can appear to be students' suitable accommodation at reasonable cost. However, for part-time students, convenience and proximity to their workplaces are important, (Golzen 1999).

To solve the location problem, some schools have introduced distant learning programs. Content of distance learning is exactly the same as for other modes with the exception of delivery. Pfister (2000), dismisses distance learning on grounds that students miss out in the subtleties of body language as working together enhances interaction with peers from different backgrounds that one wouldn't normally interact with. Golzen (2000) quotes a success story of distance learning of the Henley Management College with about 2500 United Kingdom students and a further 2500 abroad, making it the market leader in distant learning. The financial Times (19 Jan 1998), listed some of the limitations of distance learning as problem with keeping of deadlines for students in locations with poor communications but accepts that distance learning is particularly suitable for those whose jobs are mobile or who cannot make a commitment to specific period of study.

MBA degree programs have also begun to surface on the Internet. This innovation has emanated from the USA, where leading business school with huge access to private funding have the resources that are needed to finance fully fledge electronic classrooms operating Internet courses through a mix of CD-ROMS and the internet (Wind J.Y. et al, 1998).
2.2.3 Process

Process refers to design and implementation, it describes methods and sequence of actions in which the service operating systems works. Badly designed processes are likely to be slow, bureaucratic and ineffective according to (Lovelock 1999).

Procedures, Policies, Mechanization, Queuing, Information, Capacity level, Speed time and accessibility are among the issues to be discussed in the process of service delivery.

   Service delivery process entails: -

   1. Sequencing of service delivery steps. (What steps, in what order, Where, When, and how quickly?)

   2. Extent of delegation. Should the firm delegate some responsibilities to intermediaries?

   3. Nature of contact between customers and providers: - customers come to provider, provider comes to customer?

   4. Nature of the service process.

   5. Protocol

   Sequencing of service delivery is very important in MBA programs. There should be flexibility in delivery especially for part-time programs. So much can happen within the three year duration, one may be relocated, promoted, or made redundant or possibly change jobs. In any of this cases one should be able to adjust to a flexible program.

   The nature of contact between customers and providers is also very important in service industry. Accessibility to faculty by students is recommended. Students rated Stanford eleventh place in 1998 from seventh place in 1996 for poor teaching and administrative responsiveness, (Merrit 2000). The same author also found out that students rated Massachusetts Institute of Technology- Sloan highly for meeting with administrators in open forums to work together in redesigning curriculum, but Harvard students complained that professors were often unavailable for consultation outside class. A
similar study found out that strong interpersonal, communication and team-oriented skills are important skills in a MBA program- (Deutschman, 1991, Waddock, 1991).

Ordering as relates to MBA program can be equated to application. The application process for an MBA program should be started early enough. Most school required GMAT as an admission criterion while others devise tests of their own covering very similar areas of numeric, literacy and verbal and numerical reasoning to the GMAT.

2.2.4 Productivity and Quality

Productivity relates to the transformation of inputs into outputs. Lovelock (1999), defines quality is the degree to which a service satisfies customers by meeting their needs, wants and expectations, and points out that service quality is important for product differentiation and building customers loyalty. "Quality " as Cartler noted is someone's subjective assessment of what is in essence an attribute of value.

The quality of an academic program may depend upon five (5) essential and inseparable characteristics according to Trachtenberg, (1985). i.e. - faculty, students, library and collections, support service and facilities, and dynamic characteristics such as grants, generation of new knowledge. A strategically oriented review however goes beyond asking questions about competency, to questions about distinctive qualities that gives the program and the institution a comparative advantage in the market place.

In America quality control is measured on the basis of whether a school of business is accredited or not. The American Assembly of Collegiate School of Business (AACSBS) lays down standards on course content, number of faculty, research base etc. Accreditation guarantees a minimum level in the quality of faculty and resources like library holdings, computer facilities, University budget, qualification of faculty members in the appropriate disciplines and from respected institutions, teaching load and research.
Rachel Bowden (2000) gives up to 16 separate indicators of academic quality used in the ranking of US business schools. The indicators used fall into seven Broad Categories and include both inputs measures: - Financial resources, faculty resources and Student selectivity and output measures: - Academic reputation, retention, alumni.

It should be noted that the method used to rank the University vary in different Countries. In some cases they are produced based not on any actual measure of performance but solely on Academic reputation or customer satisfaction and opinion. All major schools build alumni associations or networks of MBA’s and some have appointed support staff to the faculty specifically to look after alumni association, produce regulator newsletters and organize alumni events as this is an indication of the quality of the University.

Productivity and quality can be inferred from what students perceive as quality in the top business school. Wharton was reputed to have: - innovative curriculum, razor sharp financial skills, adjusting its curriculum and keeping pace with industry, career placement office and first class faculty (Merrit 2000). However students were dissatisfied with an outdated and inadequate facility plant and transfer of the dean who was open with students.

M. I. T. Sloan scored highly for the following reasons: - Encouraging teamwork, on campus recruiters, meeting with administrator in forums to work together in redesigning curriculum, knowing classmates well through class discussion, international exposure from classmates from other countries.

Harvard: -History and prestigious name (had produced more leaders) network of alumni, quality of teaching, range of collective courses, production of graduates with excellent marketing skills to top-notch finance abilities.

Students complained that professors were often unavailable for consultation outside class. Students rated University of Chicago low on grounds of low quality of life, least accessible school faculty, lacking facilities and poor team spirit. Stanford got lowest
marks for teaching and class offering, ineffective placement office and faculty that comprise teaching for research.

A 'Model MBA' program, as given by Bickerstaff (1994) is outlined below. Like all models it should be taken just as a guide

- Pre-programmed Courses on quantitative methods, Computing and so on for students not already skilled in these areas.
- Orientation Program at start of first term to meet other students and faculty with team building exercising etc.
- Core Program should allow waivers (this is controversial and is opposed by some school)

Range of elective wide enough to allow broad coverage of areas but deep enough to allow meaningful specialization. A limited number of courses outside the business school (such as in other University department) should be allowed and encouraged.

Reasonable amount of globalization. This can take the form of Course Content, the member of non-national students on the programmed and the number of non-national faculty.

- Open -door policy of faculty.
- Responsive administration willing to act on students concerns.
- Emphasis on teaching skills, plus good research base.
- Access to language training.
- Opportunity for foreign exchange.
- In Company projects (or at least active help with internships)
- Reasonable emphasis on training in "soft" skill areas
- Opportunity to meet practicing executives in through guest speaker programmers, "executive in residence schemes and so on".
- Formal help with accommodation
• Excellent Career Services, including training in interview skills
• Good and active alumni network.

A survey of MBA students and recent alumni was carried out by Bickerstaffe (1994), and it was found out that reputation, followed by in descending order-program content, location, teaching methods quality of teaching faculty had an enormous pulling power of top American Business schools.

A similar Survey carried years later by the Economist Intelligence unit (1997), conformed what Bickerstaffe (1994) had found. It found out a number of Criteria Cited by MBA graduates as their reasons for choosing one School rather than another. Reputation of School was most important with more in North America Rating this highly. Program content came second and then third came location although it was not particularly relevant for distant learning.

The Times, the financial Times and the Sunday Times three quality newspapers in the UK, each published a University league table in 1998. League tables are weighted combinations of performance indicator scores where the total is used to rank institutions, (Morrison et al 1995). Different variables were used in determining the variables:

The Times used entry Standards, student-staff ratio, Teaching, Quality, Research, Library and Computer spending, and Facilities Spending to measure performance.

Sunday Times used Student-Staff ratio, teaching quality, research quality, and employment.

Financial Times used, student-staff ratio, teaching, research, percentage graduate entering employment, Computer expenditure, percentage overseas students as criteria for measuring performance (Bowden 2000).
2.2.5 People:

Many Services depend on direct, personal interaction between Customers and employees. The nature of the interactions strongly influences the customer’s perceptions of service quality. Customers will often judge the quality of the service they receive on the assessment of the people providing the service. It is therefore important to check recruiting, training, motivating especially those who are in direct contact with customers, (Lovelock 1999).

The finding of the Survey by the 1997 Survey by the Economist Intelligence Unit ranked quality of teaching facility four, and recognized the importance of the teaching methodology. There had been some arguments as to what type of person makes the best teacher of an MBA program. At the extreme is the sharp businessperson who can’t teach or a great teacher without business experience. Ideally academicians agree that MBA programs would have faculty members with both qualities. However, ‘real world’ instructors also have one serious drawback i.e. work schedule/school semester conflicts, yet professionals with doctorate degrees, can offer students personal insights into the business world (Pfister 2000).

Merrit (2000) recommends that MBA students be trained to recognize problems and to solve them. Also classroom experiences should be enhanced as students learn soft skills such as communication, M. I. T. Sloan students emphasized the need to meet with administrators in forums to work together in redesigning curriculum, knowing classmates well through class discussion and international exposure from classmates from other Countries were rated high as preference for choosing M. I. T. Sloan.

The profile of academic staff is an important indicator of a school’s quality. It is a fairly dear signal of whether the school has a sufficient number, range and level of staff to meet its commitments to students.
2.2.6 Promotion And Education

Effective Communication provides needed information and advice, persuades target customers of the merit of a specific product and encourages the Customers to take action at specific times. In Service Marketing, Communication is educational in nature. Companies need to teach prospective Customers about the benefit of the Service, where and when to obtain it and provide instruction on how to participate. The Service can be delivered by individuals e.g. Sales people and trainers through media as TV, radio, newspaper, magazines, posters, brochures and websites (Lovelock 1999). Promotional activities may serve to marshal arguments in favor of selecting a particular's branch.

"Word of Mouth is the most powerful means by which any product or Company builds a reputation, and the Internet is a medium made for word of mouth" (Bill Gates 1999).

McCoy and Allen (1976) recommends that Alumni be used in promotional activities. Alumni program can provide alumni with a means to contribute a major service to the university outside traditional-gift giving programs by involving alumni, the university increases friends, organizations and clubs, local high schools and prospective students. Alumni volunteers provide a local community contact

2.2.7 Physical Evidence

Appearance of building, landscaping, vehicle, interior furnishing, equipment, staff members, signs, printed material and other visible clues all provide tangible evidence of form's service quality. The reason for improved facilities is manifold. They attract good students and meet their increased expectations (many are used to ultra - modern workplaces). And the need to introduce new technology (Bickerstaffe 1994).

The level of facility can make a huge difference to the learning and living experience and should not be ignored. Good facilities attract not just good students but good faculty and good recruiters as well.
Library

Top business school should have at a very minimum a good library of management and business books, preferably dedicated to MBA students, access to national and international databases and CD-ROM files, and a Computer Center that allows students easy access to a Personal Computer (Bickerstaffe 1994).

2.2.8 Prices And Other Costs Of Service

This refers to the cost incurred by customers in obtaining benefits from the service product. As the cost of MBA programs are skyrocketing worldwide, pricing strategies need to become a more important element of a university. The cost should be in line with the service quality. Quality is a total package that comprises all the 8p variables.

2.3 Summary.

The foregoing review presents different views on MBA programs suffice to say that most of the prior research focuses on Europe and America where consumer perceptions might be different from Africa.
CHAPTER THREE
RESEARCH DESIGN

This chapter specifies the methods and procedures of the research. It guided the implementation of the research study towards the realization of the objectives.

3.1 Nature of the study

The study was descriptive where characteristics associated with who, what, when, where, were investigated in describing the perceptions of the respondents.

3.2 Sample Frame

A complete list of MIBA and MBA students was extracted from the academic advisor’s office (see appendix). This gave the total population of 165 MBA students and 89 MIBA students giving a total of 254 students. This population was at per the Fall 2000 quarter when the proposal was written but kept changing as the actual research period approached since enrollment is done after every three months.

3.3 Sample size

A sample size of 39 was chosen using sampling techniques. The sample size was

\[ n = Z^2 \times p \times (1 - p) / e^2 \]

determined by the equation

A 95% level of confidence that the sampling error of the sample mean will not differ from the population mean by more than e. Therefore \( z \) was taken as 1.96.

\( P = \) sample proportion which is 15%

\( N = \) sample size

22
\[ e = Z \sqrt{\frac{p(1-p)}{n}} \]

Since \( p \) is 15%, then

\[ n_{(\text{max})} = Z^2 \times 0.15 \times (1-0.15) / e^2 \]

Value \( e \) will be assigned as 2% i.e. 95% of confidence that the sampling error of the derived proportion is kept within 2%.

3.4 Sample Design.

Probability sampling based on simple random sampling was done where each member had equal chances of being selected. This was achieved by drawing slips out of a bowl. The different slips were mixed and returned between every selection to ensure that every element was just as likely to be selected as any other in the population.

3.5 Data Collection Methods.

Self-administered questionnaire was used to collect primary data. The questionnaire contained Likert scale type and a few open-ended questions. Secondary data was used to supplement the primary research in the area of assessing the evaluation methods already in existence at USIU. This questionnaire was given to the randomly chosen subjects in their various respective classes before lectures began but some were reached at their respective workstations with the use of addresses from the Dean’s office.

Section one of the questionnaire required demographic information; name of the respondent was optional. Section two-measured level of perception on the various variables.
3.6 Data Analysis Techniques.

On collection of the questionnaire, editing Coding and Tabulation was done. Manual editing was done. Coding was done by identifying and assigning a number or character symbol to the edited data i.e. 1. Strongly Agree 2. Agree 3. Not sure 4. Strongly Disagree 5. Disagree. Tabulation was done by aid of spreadsheets such as SPSS package and Microsoft excel.

Mean scores were determined to measure the central tendency of the score. Percentages were used to simplify the data by reducing all numbers to a range of 0-100 for easy of comparison. Standard deviations were used to summarize how far away from the average the data values were, by revealing the amount of variability within the set data. Cross-tabulation technique was used for comparing two classification variables of fees versus salary of respondents and sponsorship versus fees.

3.7 Operational Definitions.

The following dimensions of perception were incorporated in the study: - product elements, place and time, process, productivity, quality, staff, promotion or advertisement, physical facilities, and cost.

Since Perception is the act of interpreting a stimuli registered in the brain by one or more sense mechanism, Interpretation of these stimuli differed from one individual to another. People perceive their environment in an organized framework that they have built out of their own experiences and values, therefore it can be concluded that perception is an individual experience, and there should be two or more views about the same variable.

The perception of the USIU-A MBA students on the major variables, attitude-rating scales were used. The Likert scale ratings were mainly used where respondents indicated
their attitudes by checking how strongly they agree or disagree with constructed statements that range from strongly agree to strongly disagree to components of the major variables. The respondents chose from five alternatives: strongly agree, agree, Not sure, disagree, and strongly disagree on the constructed statement.

Some attributes, the place and time elements such as communication skills and importance of practicing executives were evaluated in terms of how important they were to the respondents. The scale range from extremely important, very important, somewhat important, not very important, and not at all important.

Service, productivity and quality was rated using a poor to excellent scale. Excellent, very good, good, fair, poor. In addition, few open-ended questions were be included to give the respondents choice of expressing what is not included in the questionnaire yet important for analysis and recommendations.
3.8 Conceptual Framework

Demographic elements
- Duration, contact hours, major, concentration, salary

Product elements
- Core courses, electives, I.T., waivers, program content

Place and Time
- Location, Time, Internet

Process elements
- Teamwork, meeting administrators, student concerns, orientation

Productivity and Quality
- International exposure, academic reputation, career service, research, student-staff ratio, reputation

People
- Staff and consultation, Alumni, job placement, faculty, teaching skills

Promotion
- Promotion activities-media, friends, others

Physical evidence
- Computer, library, buildings, etc

Price and other costs
- Fees
CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter presents the findings of the research. First the demographic information of the respondents is presented. For each of the remaining attributes a likert scale was used, where strongly agree was coded as 1, agree-2 indifferent-3, disagree-4 and strongly disagree-5. The mean and standard deviation were then computed for each attribute. Various responses for the open-ended questions are then stated briefly and cross tabulation tables on some variables are presented specifically on salary and fees, sponsor and fees.

4.1 Demographic Information

Duration of Respondents at USIU-

In order to determine the number of years one had taken at USIU-A, respondents were asked to indicate how long they had been in the campus. The results are presented in the table below:

<table>
<thead>
<tr>
<th>Duration</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One quarter</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>Two quarters</td>
<td>7</td>
<td>17.9</td>
</tr>
<tr>
<td>Three quarters</td>
<td>14</td>
<td>35.9</td>
</tr>
<tr>
<td>Four quarters</td>
<td>7</td>
<td>17.9</td>
</tr>
<tr>
<td>More than four</td>
<td>10</td>
<td>25.6</td>
</tr>
</tbody>
</table>

From the table, it is evident that over 75% had been at the campus for at least three (3) quarters. Mean score of 3.3 indicate that majority had been in campus for 3 quarters but with wide variation from the mean was registered as indicated by standard deviation of 1.17 attributing to the varied responses.
Contact Hours Covered

The actual class contact hours the respondents had interacted with the lecturers was determined by asking the number of units covered. The results indicated that the mean number of units were 24-36 units, 70% had covered over 24 units, which is at least halfway through the course. Only 30.8% had covered less than 24 units.

Concentration (Minor)

To determine whether students favor the traditional fields as finance and marketing than the comparatively new concentrations like strategic management, respondents were asked to state their areas of concentration. From the table below it was evident that Strategic Management had acquired position one as the most favored, then Finance second and Marketing third. I.T had not yet picked on well and general area of concentration was the least preferred.

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>10</td>
<td>25.64</td>
</tr>
<tr>
<td>Finance</td>
<td>11</td>
<td>28.21</td>
</tr>
<tr>
<td>I.T</td>
<td>2</td>
<td>5.13</td>
</tr>
<tr>
<td>Strategic mgt.</td>
<td>15</td>
<td>38.46</td>
</tr>
<tr>
<td>General</td>
<td>1</td>
<td>2.56</td>
</tr>
</tbody>
</table>

Other Concentration Areas that would have been Preferred

Students were required to suggest other areas they would have preferred and as indicated in the table. Only few (12) responded to this question and the majority of responsibility (41.7%), would have preferred Human Resource then Accounting and mass media
Salary for the Working Class

Salary scales were asked in order to determine the various working classes and cross tabulate the results with the response on college fees and sponsorship. As indicated by the figure below, income is well distributed with 50% earning less than Ksh. 40,000 and 50% earning more than that. Majority – (31.82%) earn between 20,001, followed by 60,000 – 80,000 (27%). The distribution did not give a clear indication of domination of one class over another.

![Fig 1: percentage versus salary bracket](image)

4.2 Results on Perception

4.2.1 Product Elements

Core Courses Offered

Students’ views as concerns the adequacy of core courses was determined, as they constitute the core product of the MBA program. The pie chart indicates that majority of the respondents
(74%) agreed that they are adequate. Mean score of 1.85 indicates agreement with little deviation from the mean, as indicated by the standard deviation of 0.84.

**Range of Electives**

In order to determine the adequacy of the additional optional courses that the students choose, respondents were asked to agree as to whether there were adequate. As shown by figure 3, nearly a third of the respondents disagreed that the range of electives was adequate. The rest agreed that they were adequate. However there were various opinions from respondents indicated by the standard deviation of 1.18.
I.T. and Computer Skills

Considering that the current trend is towards Information Technology and Computer, respondents were asked if I.T. and computer skills were well integrated in the courses. The results in the table show that though the majority of respondents agreed (36%), a large percentage was either indifferent or disagree that I.T and computer skills are well integrated in the course.

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>2.5</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>33.5</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>20.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17.9</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Table 4: I.T and Computer skills integration in Course

Waivers on Core Courses

In order to collect students views on whether they would prefer waivers on core courses or not, respondents were asked their view as to whether the university should introduce waivers on core courses. The results indicated that there were varying responses but a third of the respondents disagreed and 13% were indifferent that the university should introduce waivers on core courses. Slightly over half agreed that waivers should be introduced. Standard deviation of 1.32 indicates wide variation in responses from agreement.

Program Content

The program content at USIU is similar to that recommended by the accreditation bodies in America and Europe. In order to determine the students’ views, the respondents were asked to state their degree of agreement that the content was excellent. From the figure it is evident that nearly a third of the respondents (32%) were not sure that the content was excellent but majority
of the respondents, 60% did agree. Mean score of 2.16 supports this finding, with small variations from the mean as indicated by the standard deviation of 0.85.

![Fig 4: Program content is excellent](image)

4.3 Place and Time

Location

Distance to place of work is important for working students, and can be a source of competitive advantage to the students. For this reason, respondents were required to agree to the statement that the university location was good. The figure below shows that a total of 79.5% agreed that the University's location was good. 10.3% were indifferent, and 10.3% disagreed but not strongly, that the University's location was good.
Time

Flexibility in terms of time is important to MBA students. In order to determine the students’ views on this issue, the respondents were asked to agree that the program was flexible in terms of time. The bar chart indicates that over 85% agreed that the programme was flexible in terms of time. Only 5% disagreed. The mean score of 1.58 and a standard deviation of 0.79 shows there was little variation in the response of agreeing that the program was flexible in terms of time.

![Fig 6: Time is flexible](image)

4.4 Process Elements

Teaching Encourages Teamwork

To determine whether teaching at USIU-A encourages teamwork, the respondents were asked to agree with the statement that teaching at USIU encourages teamwork. In the whole research, this was the question ranked third highest in agreeing that indeed teaching at USIU-A encourages teamwork. The pie chart shows that 92% agreed the rest were different. Mean score of .54 and standard deviation of 0.66 showed that variation in agreement response was that indeed teaching encourages teamwork.
Meeting with Administrators

MBA student’s easiness of meeting administrators to map out curriculum highly important in success of the programs. Respondents were asked to give their views as to whether students at USIU meet with administrators. The figure below shows that 42% agreed that it is easy to meet with the administrators. 19% disagreed, while 25% were not sure.

Administrators Response to Students’ Concern

Administrators response to students’ complain was determined by asking the respondents to agree to the statement that administrators respond to students’ concerns. The pie chart indicates the majority of the respondents (46%) agreed that administrators were responsive to students concerns. A sizeable number (30.8%) were indifferent. 15.5% disagreed.
Orientation of Incoming Students

When asked to comment on the orientation of incoming students, over 50% stated that the orientation was either fair or poor. Only 17% perceived the orientation as Very Good or Excellent. This was the second in rank on degree of disagreement with a mean of 3.41 From the pie chart in the whole questionnaire.

GMAT

To determine the student's opinion on sitting for the Graduate Management Admission Test, respondents were asked whether GMAT should be done away with as a requirement for admission. There were various responses 23% of the respondents disagreed that G.M.A.T should not be done away with during application. 13% were indifferent and majority of the respondents (64.1%) agreed that it should be done away with.
4.5 Productivity and Quality

International Exposure

The respondents were asked to state the degree of goodness to international exposure at USIU since international university is perceived to expose students on a global scale. The results indicated that 43.7% who were the majority of the respondents perceived the international exposure as either fair or poor which is a considerable percentage. 30.8% indicated that it was fairly good.

Academic Reputation of USIU

Academic reputation is an important criteria when choosing a business college for most students, and for this reason, students were asked to state the reputation on scale of good-poor. Only 5.1% of the respondents perceived the reputation as excellent, 35.9% as good, 51.3% as fairly good and 5.1% as fair.

Career Services

Career Services is a pointer to the popularity of most MBA programs. Respondents were therefore required to give their views on how good the career services are on a scale of Excellent to poor. 15.4% of the respondents did not respond to this question. Only 15.4% perceived the career service as good, 38.5% as either fair or poor. Mean of 3.24 indicates the service was between fairly good and fair.

USIU Research Undertaking

Research is one of the determinants of quality in most MBA colleges in America and Europe. Respondents were asked to comment on a scale of excellent to poor on the research undertakings at USIU. As the pie chart shows 32% felt that the undertakings were either poor or fair, which is
a third of the student population. 58% of the respondents who were the majority perceived the research undertakings as either good or excellent.

![Fig. 10: Research undertaking](image)

**Quality of Other Students in terms of Academic Performance**

Quality of the students is an indication of quality of an academic program. When asked to comment on the quality of other students, the respondents as indicated in the figure 40% said the quality was good, 34% very good. Only 18% said the quality was fair.

![Fig 11: Academic level of other students](image)

**Student-Staff Ratio**

Since student-staff ratio affects mode of teaching, respondents were required to comment on this ratio at USIU and the findings as shown by the pie chart indicated that 24% perceived the ratio as fair and 3% as poor, majority thought the ratio was favorable.
4.6 People

Teaching Staff and Consultation

The MBA program calls for problem solving approach and this calls for constant consultation. Respondents gave different views on this issue. 77% of the respondents agreed that indeed the teaching staff were available for consultation. 18% were indifferent only 5.1% disagreed. Mean score was 2.08 which showed that majority agreed with little variation in response from the mean.

Practicing Executives

To determine how students felt about being taught on a supplemental basis by practicing executives, a mean score of 1.42 and standard deviation of 0.69. A mean of 1.42 indicated that compared with other responses, this took first position which shows that majority of the respondents extremely agreed that practicing executives should be invited to teach MBA students in addition or in conjunction with the present staff.

USIU-A has good and Active Alumni

Alumni association can be used for marketing the university programs. Most respondents did not seem to understand what alumni association was all about. When asked whether USIU had good
and active alumni, majority of respondents were not sure that USIU had a good and active alumni. Only 38% agreed that it had.

![Fig 13: Good and active alumni](image)

**Job Placement for MBA Students**

A university can boost its regulation by enhancing job placement. To determined how students perceived job placement was done for MBA students at USIU, respondents were asked to agree or disagree that USIU-A assist in job placement for MBA. As indicated in the diagram, majority of the respondents were not sure (59%), if USIU assists in job placement, only 25% of the respondents agreed.

![Fig 14: Job placement for MBA students](image)
Faculty

Customers judge quality of a service they receive on the assessment of people providing the service. Respondents were asked to agree as to whether USIU-A had first class faculty. The findings as displayed in the chart shows that 65% of the respondents agreed that the university has first class faculty. Only 19% of the respondents disagreed. Therefore majority of the respondents agreed that USIU had first class faculty.

Teaching Skills

Teaching skills is part of the determinants of high quality MBA program. To determine how students rated this view, the respondents were asked to comment on how good the skills were. Over 90% rated the staff’s teaching skills as either excellent (11%) or good. A mean score of 2.4 showed that majority of students rated staffs’ teaching skills high. Standard deviation of 0.74 indicates little variation from mean.
4.7 Promotion

To determine the most effective marketing tool through which students came to know USIU, respondents were given a range to choose from and from the graph it is evident that most respondents knew about USIU-A through friends, (61.5%), followed by 23.1% through media and 23.1% the “word of mouth” from friends.

4.8 Physical Evidence

Computer Facilities

Computer facilities that are easily accessible are very important for MBA students. To determine how the students perceived computer facility, the results indicated a small percentage (8%), who thought the computer facilities were poor, 5% fair and the rest at least good.
Library Facilities

Library facilities are directly related to eth academic standards of the university. The graph indicates that a good majority (40%), agreed that they were excellent, none rated the facility as poor or even fair. One of the received highest number of respondents in the whole research who agreed that the library facilities were excellent.

![Figure 19: Library Facilities](image)

Appearances of Buildings, Landscaping and Furniture

Appearance of buildings etc attract good students faculty and recruits. To determine how the students perceived the appearances, majority of respondents perceived the appearance as excellent (15%), good (69%), only (16%) perceived them as either fair or poor.

![Figure 20: Building, landscaping and furniture appearance](image)
4.9 Price and Other Costs

College fees was perceived as

To determine how the respondents perceived the college fees and other costs, majority of the respondents perceived fees as either expensive or very expensive. The mean was the highest in the whole questionnaire, an indication that most respondents perceived fees as either expensive or very expensive with a small standard deviation an indication.

![Fig. 21: College Fees](image)

4.10 Responses to Open-ended Questions

- Should introduction courses like project management and evaluation and “business in Kenya.”
- Dean’s office need to do something about absenteeism of some lecturers.
- Survey courses to cost cheaper
- Information on student projects to be well communicated to avoid misunderstanding.
- Some survey courses are more demanding and difficult than core courses.
- Revise grading system to be more realistic.
- Frequency of a few lecturers missing classes is increasing.
- Experience in USIU-A is rewarding and enriching
- Course book section, accounts and registrar are to be opened after 5 p.m. for MBA students.
- Special computer laboratory for MBA students
- Pilot plan for classes during the day.
- Orientation need to be exhaustive, especially concerning order of survey and core courses, exemptions etc.

4.11 Cross Tabulation

Salary* fees Cross tabulation

Majority who perceived fees as expensive were those earning 20,000 – 40,000 followed by the 60,000 – 80,000

Table 5: Salary and fees Cross tabulation

<table>
<thead>
<tr>
<th>SALARY</th>
<th>FEES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 20,000</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20,001 – 40,000</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>40,001 – 60,000</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>60,001 – 80,000</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>80,001 – and over</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>22</td>
</tr>
</tbody>
</table>

Sponsors * Fees Cross Tabulation

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>FEES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>Very low 6</td>
<td>13</td>
</tr>
<tr>
<td>Employee</td>
<td>Fair 1</td>
<td>1</td>
</tr>
<tr>
<td>Parent</td>
<td>Expensive 4</td>
<td>8</td>
</tr>
<tr>
<td>Friends</td>
<td>Very Expensive 1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>3</td>
</tr>
</tbody>
</table>
4.12 Summary of Chapter Four

A total of 35 question results were presented as text presentation, tabular presentation, bar graphs and the majority as pie charts. A combination of text and chart summarized the degree of agreement or disagreement. The presentation was arranged under each of the 8P's discussed in the literature review as relates to the research questions.
CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction.

Fox and Kotler (1984) raised concern that efforts of higher education institutions had basically neglected the other elements of marketing mix such as product, price and distribution.

The chapter provides a discussion of the findings in line with the following research questions:

- What are the demographic characteristics of USIU-A MBA students?
- How did the students perceive the product elements?
- How did they perceive the place and time offering of the program?
- How did they perceive the process of the program?
- How did they perceive the quality of the program?
- How did they perceive the promotion of the program?
- How did they perceive the staff as relates to the program?
- How did they perceive physical facilities of the University in relation to the program?
- How did they perceive cost/fees of the program?
5.1 What were the Demographic Characteristics of the Students?

Majority of the students (56%) were employed with less than 10 years working experience. Nearly half of them had less than 5 years experience. In Europe and America, some working experience is a prerequisite for enrolment in an MBA program. The unemployed students constituted 38.5% of the student population, which is a considerable number without any working experience.

The students preferred the MBA to MIBA program and strategic management concentration was the most favored, followed by finance and marketing. This contradicts with the conventional trends in United States and Europe where students prefer the traditional fields of Finance and Marketing.

Majority of the students were self-sponsored (48.7%) and a considerable numbers were sponsored by parents (35.9%). These results indicated that companies had not taken a leading role in improving their human resource capabilities during this era of rapid change in commerce.

The income bracket of the employed was mainly in the range of ksh. 20,000 – 40,000 (32%) followed by the ksh. 60,000 – 80,000 (27.3%). Only the latter may be considered as belonging to the lower middle class but the 32%, who are the majority as indicated in the cross-tabulation table were concerned that the fees charged was expensive.

5.2 Perception on the 8P's

5.2.1 How the Students Perceived the Product Elements?

Core Courses

Lovelock et al. (1999) highlighted the importance of developing programs of study as part of a marketing effort. 74% of the respondents agreed that the MBA program offered was adequate. USIU Core courses are in line with recommendations of the criteria used for
association accreditation. Golzen, (1999) and Bickerstaffe, (1994). Bickerstaffe, (1994) however pointed out that the core courses should be taught at the beginning of the program. This was not being strictly followed at USIU as some students had already chosen the concentration areas before completing the mandatory core courses.

Electives

31% of the respondents disagreed that the range of electives were adequate. Only 8% were unsure of the adequacy. The grouping of electives into specialization areas was in agreement with Bickerstaffe, (1994) as only approximately 3% preferred general management.

According to Merrit (2000), students do usually clamor for special electives to help them launch careers as in areas of Internet and e-commerce. This poses no problem for USIU students who can choose elective courses from other concentration clusters. Mirabella et al, (2000) recommended public administration for students targeting large government bureaucracies or non-profit organizations. Such specialist choices specially targeting government, school administration and non-governmental organization are missing.

I.T and Computer Skills

Only 36% of the respondents agreed that I.T and Computer skills were integrated in the learning process. This contradicts Naidu and Velu (1991) that generally the current trend is towards more advanced information technology and computers being used in business courses. Introduction to Computers and survey of Information systems are survey courses and some students apply for waivers to save on time and cost.

Waivers on Core Courses

One in every three of the students disagreed that waivers should be introduced on core courses. This was in agreement with, Bickerstaffe (1994)- 'model MBA program' that core
programs should allow waivers yet he points out that it is still a controversial issue opposed by some schools. This was well reflected by the findings as only a third disagreed.

**Programme Content**

Though 60% of the respondents agreed that the programme content was excellent, 32% were unsure that it was. The courses offered at USIU were in line with the ones recommended by various accreditation bodies in Europe and America. The percentage that was unsure gave various suggestions as to what should be included in the program content.

**5.2.2 How did the Students Perceive Place and Time Elements?**

**Location**

79.5% of the respondents agreed that the University was situated in a good location. This was in agreement with Golzen, (1999) that MBA schools should be in close proximity to business and industry, to provide a competitive advantage. The reasons of the number that disagreed or were indifferent should be investigated with a possibility of introducing distant learning courses. According to Financial Times (19 Jan. 1998) distance learning is suitable for those whose jobs are mobile or cannot make a commitment to specific period of study yet there are many limitations as advantages of classroom attendance are missed out.

**Introducing Courses on Internet**

82.1% of the respondents agreed that the University should introduce courses on the Internet. Mean score of 1.58 and variation of 0.79 indicated less variation from mean. This was in agreement with Wind J. Y. et al (1998) but he cautions that such innovation requires huge amounts of money to finance fully fledged electronic classrooms through a mix of CD-ROMs and Internet.
5.2.3 How did the Students Perceive the Process Elements?

Team Work

92% of the respondents indeed agreed that JSIU instruction methods encouraged teamwork. This is could be another competitive advantage to be explored. Mean = 1.54 (agreed) SD 0.66 indicates little variation from the mean. This agrees with Deutschman and Waddock, (1991) that strong interpersonal, communication and team oriented skills are the most important skills in any MBA program.

Meeting with Administrators

42% respondents were not certain or disagreed that it was easy to meet with administrators Merrit, (2001) found out that MIT-Sloan was rated highly for students meeting with administrators in open forums to work together in re-designing curriculum. Maybe USIU should devise ways of working together with students as concerns curriculum design.

Administrators Response to Students Concern.

A total of 46% of the respondents were either not sure or disagreed yet this is one of the aspects that differentiates schools of business, Merrit, (2000), gives an example of Stanford which was rankled 7th in 1996 for administrative responsiveness to students’ concerns. The 46% who agreed were not a clear majority to conclude that the response was adequate.

Orientation of In-coming Students

Bickerstaffe, (1994) stresses the importance of an Intensive orientation program as a team building exercise. The findings indicated otherwise, majority of respondents rated the response as either low or fair (48%).
GMAT

Most schools require GMAT as one of the admission criteria while others have devised tests that cover similar areas of numeracy, literacy and verbal reasoning to GMAT. Although 64.1% of the respondents agreed that it should be done away with, they should be informed of alternatives of an introduction of other tests that can be introduced by the University and the importance of GMAT in the international scene.

5.2.4 How did Students Perceive Productivity and Quality Elements?

International Exposure

Bickerstaffe, (1994) included in the ‘model MBA’ program that a good MBA program should have a reasonable amount of globalization in form of course content, number of non-national students and number of non-national faculty. 43.7% disagreed that this was not so at USIU.

Academic Reputation

Majority of the respondents perceived the academic reputation as either fairly good 51.3% or good 35.9%. This was fully in agreement with The Economic Intelligence United (1997) that cited Academic reputation of a school as one of the most important aspects of quality of a school especially in North America.

Career Services

Mean of 3.24 indicated that students do not agree that career services offered to MBA students are adequate in contradiction that excellent Career Services including training in interview skills is a pointer to the popularity of most MBA schools.
Research Undertaking

Research is one of the variables used to determine the quality of an MBA program, both for teaching and students. A third of the students asked (32%) felt that the research undertaken were either poor or fair, which does not augur well with Morrison et al. (1995) and Bowden (2000) that research is very critical in the ranking of MBA programs, especially in the United Kingdom.

Quality of Other Students

Majority of the respondents felt that the quality of other students was good (40%), 34% very good, in agreement with Trachtenberg, (1985) that students' academic quality is a characteristic of quality of an academic program. This is can be enhanced through selective admission.

Student Staff Ratio

Majority of the respondents perceived the ratio as either excellent (11%), or good 62% strongly agreeing with the fact that Student-staff ratio is very important because it affects modes of teaching and involvement of teaching. This is another competitive advantage area for USIU to exploit in marketing its programs.

5.2.5 How did the Students Perceive People Elements?

Consultation

Bickerstaffe recommends an open-door policy and Merrit (2000) emphasizes the need for students to meet teachers for consultation. 77% of the respondents agreed that the teaching staff were available for consultation in line with Bickerstaffe (1994) and Merrit (2000).

Good and Active alumni.

Majority of students were not sure (54%) that USIU had active alumni. This indicated a lack of understanding of the importance and existence of an Active Alumni. Alumni can be
used in promotional activities and University should strengthen their association. All major schools build alumni associations or networks of MBAs and a support staff is appointed USIU should make effort to strengthen this opportunity.

Job Placement

Majority of the respondents (59%) were not sure if USIU-A assists students in job placement. This needs some attention as according to Merrit (2000) career placement is one of the criteria in assessing the reputation of business schools.

Faculty

Customers will always judge the quality of the service they receive on the assessment of the people providing the service. 65% agreed that University had first class faculty. The 19% of the respondents who disagreed and 24% who were not sure makes a total of 43% calling for improvement on this aspect. According to the 2001-2002 USIU student catalogue, eighteen lecturers are employed by the business school on permanent basis and are directly involved in the MBA program. 60% of these lecturers are PhD’s from a cross section of good universities in the world, 40% have masters qualification. No information was sought on part time lecturers and also what other universities offering the same program have in terms of faculty qualifications. Because of experience and research skills, PhD’s should be recruited for the MBA program instruction.

Teaching Skills

Teaching skills were rated highly by majority of the students. Over 90% said they were at least good but Pfister (2000) apart from supporting the view that teaching skills need to be adequate, recommends that MBA program should have faculty members with both business and teaching experience in training problem solving and use of soft skills.
5.2.6 How did the Students Perceive Promotion and Education Elements?

Promotion

Most students knew about USIU-A through friends (61.5%). This supports Bill Gates, (1999), that “word of mouth” is the most powerful means by which any product or company builds a reputation. Yet other promotional activities, as sales people, trainers, media and websites should not be neglected.

5.2.7 How did the Students Perceive the Physical Evidence Elements?

Computer

Though majority of the students -77% perceived the computer facilities as good, some complained in the open-ended questions that they are inconvenienced by usage because of the undergraduate population and the bad state of some computers. This contradicted Bickerstaffe, (1994) recommendation that MBA students should have a computer center that allows easy access to a Personal Computer.

Library

Library facilities were rated higher than any other facilities and the University should maintain it as a Competitive advantage. 40% of the respondents said the facilities were excellent, 34% very good, 26% good.

Appearance of Buildings, Landscaping and Furniture

Majority of the respondents were in agreement that the building, landscape and furniture appeared good in agreement with Bickerstaffe, (1994) who observed that improved facilities attract good students, good faculty and good recruiters.
5.2.8 How did Students perceive Price and Other Cost Elements

As cost of MBA programs are skyrocketing worldwide, pricing strategies need to become a more important element of a University. The cost should be in line with the service quality, which is a total package of all the 8P variables. 69% perceived the college fees as expensive, 28% fair, only 3% perceived it as low. Cross-tabulation tables indicated that both the high earners and low earners equally perceived fees to be high. Self-sponsored students were majority in perceiving the fees as high. The implication of this in relation to competition needs to be assessed from time to time to avoid loosing students to competitors or alternatively always strive to give higher quality as perceived by the students.

5.30 Conclusion

According to the perception of the students, the University is doing well in the following areas in descending order:

1. Teamwork in teaching.
2. Program flexibility in terms of time.
3. Library facilities.
4. Adequacy of Core courses.
5. Campus location.

These are the competitive advantage areas that the University can exploit in marketing but they still can be improved even to higher levels. The following areas were highly rated by students, if improved; they will provide valuable areas for competitive advantage.

1. Contracting Private sector executives to incorporate practical aspect in teaching.
2. Introducing courses on the Internet fully.
3. Integrating adequate Communication skills in all courses.
4. Introducing Distance learning approach to instruction.

The following areas were performing below expected standards as perceived by the respondents and need to be improved, re-evaluated or explained well to the students.

1. Fees
2. Orientation of in-coming students.
3. GMAT
4. Career service being offered.
5. Research Undertaking.

5.40 Recommendations

1. USIU should set a minimum number of working experience years before one joins the MBA program.

2. IT is a fast growing field and the University should investigate why the field is unpopular and efforts done to encourage enrolment.

3. Core courses should be taught at the beginning of the program. Concentration areas should be introduced only after completion of the core courses.

4. Wide range of electives to be introduced especially human resource, Accounting, Media, Operations Management, Public Administration.

5. Major course on IT and Computer Course to be incorporated among the core courses and be made compulsory to replace the survey courses on Computer Applications and Information Technology.
6. University should pilot distance-learning courses to cater for those whose jobs are mobile but think critically on introducing courses on the internet because of the cost implications.

7. Administrators to arrange for more open forums to work together in redesigning curriculum.

8. Administrators to investigate pressing students concern that are not only geared to classroom instruction.

9. USIU-A should always strive to have an international outlook in terms of course content, non-national students and faculty.

10. The administration should design an effective co-ordinated promotional campaign using the competitive advantage areas as library, teamwork, location etc. Alumni should also be used for promotional activities.

11. The administration should reserve some five computers or more for the MBA students as most of them cannot use the machines during working days and undergraduate population could be inconveniencing usage by MBA students.

12. The dean’s office should inform students during orientation of the importance of GMAT in maintaining standards and its usage in seeking further studies internationally.

13. Administrators should discuss the issue of absenteeism with concerned lecturers.

14. Pilot plan for classes during the day.

15. Resolve the issue of project/research reports and include the resolution in the academic policy of the university.
16. Invite some private sector executives to lecture on specific topics as recommended by the course lecturers at least 4 hours per course. This should be during official class time.

5.50 **Suggestions for Further Research**

The following areas are suggestions for future research:-

- The effectiveness of the marketing strategies of the University program.
- What is the perception of USIU MBA employers about the students output on the job.
- Comparison of perception of USIU MBA program whose undergraduates from other universities and USIU university.
- Why MBA students choose USIU-A and not other universities?
- Is the teaching by private sector/Public sector executives significantly different in terms of exposure from trained lecturers?
- Is the teaching by PhD holders significantly different from non-PhD holders?
- Possibility of designing other tests apart from GMAT.
Bibliography

Bowden Rachel. (No. 1 April 2000 pg. 41-59). “Fantasy High Education”, Quality in Higher Education Vol. 6


Gates Bill Business (1999). @ The speed of thought Using a digital nervous system


The Economist Books (1997) The Pocket MBA- The Concise guide to management thinking, theory and methods from A to Z.


Dear Sir/Madam,

I am an MBA student at USIU-AFRICA. I am carrying out a research to find out the perception of USIU-AFRICA MBA students about the MBA program. Your knowledge and experience will be of great value to the study. Please, feel free to respond to all the questions to the best of your ability by putting a tick in the appropriate box or writing the response where necessary. Your responses will be treated with strict confidence.

In case you are interested in the findings, please let me know.

Thank you in advance,
Yours sincerely,

John Koveti.
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<tr>
<th>Q1. How long have you been at USIU-A for the MBA program?</th>
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<td>one quarter</td>
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<td>Three quarters</td>
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<td>Four quarters</td>
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<td>More than four quarters</td>
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<th>Q2. How many units have you so far cleared, including this semester?</th>
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<td>24-36 units</td>
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<td>36-48 units</td>
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<td>48 and more</td>
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<td>Full-time</td>
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<th>Q4. What is your course of study?</th>
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<tr>
<td>MBA</td>
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<tr>
<td>MIRBA</td>
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<th>Q5. What is your area of concentration?</th>
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<td>Marketing</td>
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<td>Finance</td>
<td>2</td>
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<td>Information Technology</td>
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<td>General</td>
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<td>Strategic Management</td>
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<th>Q6. What other concentration area would you have preferred to be included?</th>
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<th>Q7. What is your employment status?</th>
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<td>Employed</td>
<td>1</td>
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<tr>
<td>Unemployed</td>
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<tr>
<td>Self-employed</td>
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<th>Q8. If employed, how many years have you been working?</th>
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<td>Less than 5 years</td>
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<td>5-10 years</td>
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<td>10-15 years</td>
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<td>15-20 years</td>
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<td>Over 20 years</td>
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<tr>
<th>Q9. Who has sponsored you for the MBA or MIRBA program?</th>
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<tr>
<td>Self</td>
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<td>Employer</td>
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<td>Parent</td>
<td>3</td>
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<tr>
<td>Others (specify)</td>
<td>4</td>
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</table>
Q10. How did you come to know about USIU-A?

- Friends: 1
- Press/media: 2
- Parents: 3
- Employer: 4
- Others (specify): 5

Q11. If employed, what is your salary in Kenya shillings?

- Less than 20000: 1
- 20001-40000: 2
- 40001-60000: 3
- 60001-80000: 4
- 80001 and over: 5

Q12. The core courses being offered are adequate

- Strongly agree: 1
- Agree: 2
- Uncertain: 3
- Disagree: 4
- Strongly disagree: 5

Q13. The range of electives is adequate

- Strongly agree: 1
- Agree: 2
- Uncertain: 3
- Disagree: 4
- Strongly disagree: 5

Q14. I.T. and computer skills are well integrated in the courses

- Strongly agree: 1
- Agree: 2
- Uncertain: 3
- Disagree: 4
- Strongly disagree: 5

Q15. The program is flexible in terms of time

- Strongly agree: 1
- Agree: 2
- Uncertain: 3
- Disagree: 4
- Strongly disagree: 5

Q16. The university is located in a good place

- Strongly agree: 1
- Agree: 2
- Uncertain: 3
- Disagree: 4
- Strongly disagree: 5

Q17. The university should introduce courses on the internet

- Strongly agree: 1
- Agree: 2
- Uncertain: 3
- Disagree: 4
- Strongly disagree: 5
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<th>Q18. The university should introduce distance-learning courses</th>
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<tr>
<td>strongly agree</td>
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<td>agree</td>
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<td>strongly disagree</td>
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<th>Q19. USIU-A teaching staff are available for consultation</th>
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<td>strongly agree</td>
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<th>Q20. GMAT should be done away with during application</th>
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<td>agree</td>
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<th>Q21. USIU-A has good and active alumni</th>
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<th>Q22. Teaching at USIU-A encourages teamwork</th>
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<th>Q23. USIU-A assists in job placement for MBA graduates</th>
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<th>Q24. USIU-A has first class faculty</th>
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<th>Q25. It is easy to meet with administration</th>
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Q26. University should allow waivers on core courses

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Q27. Administration is responsive to students concerns

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Q28. Computer facilities are

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Q29. Library facilities are

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Q30. Orientation of incoming students is

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Q31. International exposure is

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Q32. Academic reputation for USIU-A is

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Q33. Staff teaching skills are

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### USIU-A  
**STUDENT EVALUATION OF CLASSROOM INSTRUCTION**

**A. COURSE & NO:** ____________________  
**INSTRUCTOR:** ____________________  
**DATE:** ____________  
**MAJOR:** ____________________  
**CLASS:** FSJ SR GR

**B. PLEASE RATE YOUR INSTRUCTOR BY MARKING THE APPROPRIATE ANSWER:**

<table>
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<tr>
<th>5 - EXCELLENT</th>
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<th>3 - SATISFACTORY</th>
<th>2 - BELOW AVERAGE</th>
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<td>Satisfactory</td>
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1. The course presentation was clear ........................................ 5  4  3  2  1
2. The lecturer prepared and organised course material  
   Effectively ........................................ 5  4  3  2  1
3. The lecturer stimulated my interest in the subject .................. 5  4  3  2  1
4. The teaching methodology helped to develop my skills in  
   Critical thinking ........................................ 5  4  3  2  1
5. The level of learning I achieved  
   In this course was ........................................ 5  4  3  2  1
6. Lecturer’s teaching style was motivating ............................ 5  4  3  2  1
7. The lecturer demonstrated thorough knowledge of the subject  
   ........................................ 5  4  3  2  1
8. The course objectives as outlined were  
   Fulfilled ........................................ 5  4  3  2  1
9. The lecturer explained clearly how students  
   Would be evaluated ........................................ 5  4  3  2  1
10. The lecturer was open to diverse viewpoints and  
    Opinions ........................................ 5  4  3  2  1
11. The lecturer was readily available for  
    Consultation with the students ........................................ 5  4  3  2  1
12. Outside assignments were adequate and  
    Relevant to the course ........................................ 5  4  3  2  1
13. The exams were relevant to the course and  
    Objectives ........................................ 5  4  3  2  1
14. The lecturer made adequate and timely feedback on papers  
    and exams ........................................ 5  4  3  2  1
15. My overall evaluation of the lecturer was  .................. 5  4  3  2  1
C. Your Instructor would like to know which aspects of his/her teaching you enjoyed most.


D. Your Instructor would also like to know what specific things you believe might be done to improve his/her teaching in this course.


E. How would you rate the textbook(s) used in the course?
   ( ) Excellent; ( ) Satisfactory; ( ) Poor; Why?


F. What other materials or resources, if any, should be added?


Mode of Evaluation → go to the old system

The grade curve → Registrar → Academic and Resident Committee
Usiu - Africa
Student Count Report
Sorted by Major Text and Fullname
For PA 2000 Term, GRAD Program

Major Text: Business Administration

Name

Lilech, Humphrey Malimu
Lagaha, Ronald Kampa
Maina, Elia Mugure
Maina, Eric B.
Maina, Rose W.
Maina, Stephen Mwangi
Maingi, Susan Gacheri
Mambala, Jemimah
Manyaka, Kennedy Libibi
Masheti, Charles W. Amulavu
Mathenge, Timothy N.
Matu, Mary Waturi
Maua, Edvin
Mbugua, Esther W.
Mburu, Reuben Kagai
Miano, Nyawira
Mturi, Daniel
Mturi, James Daniel
Muchori, Eva Mukomba
Muchucha, Rita Wairimu
Mugo, Harrison
Mugo, Mary Nwenda
Mugo, Peter Chege
Mugwiria, Stanley
Muhia, Fredrick Mwangi
Mulei, Agnes Matio
Muiru, Bathsheba K.
Mumo, Naomi Mbithe
Mung’athia, Purity Mkiror
Mungai, Bernadette
Mungai, Gachusi Njeri
Mungwoki, Francis Muli
Murabula, Francis Munche
Muraguri, Luka Mwangi
Murithi, David Machira
Muriri, James Karoki
Murisi, Muhamad A.
Murungi, Japheth Ketechi
Museunga, John Mutinda
Musiini, Martin Muesa
Mutambi-Mutuku, Shida A.
Mutharika, Silvester Mbaru
Muthoni, Diana Waitfourero
Muthigai, Paul-Ephraim Githeo
Muthoka, Gloria M.
Mutiso, Nicholas Musyoka
Mutuku, Joseph N.
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Ooko, Dorothy Akinyi
Ooko, Joan Apiyo
Osaa, Josu Arthur
Pannmar, Harpreet K.
Rao, Bharat Ramamurti
Roimee, Joel Luvono

USIU - Africa
STUDENT COUNCIL REPORT
Sorted by major1 text and Fullname
For FA 2008 Term, GRAD Program

major1_text
-------------------------
Int'l Business Adm. (IBA)

Name
----------
Shangali, Veronica
Stambuli, Martha Paul
Thimangu, Favour Marcelina K.
Ukoje, Chinasa Anita
Uwimana, Pierre Claver
Uwimana, Yvonne
Wa kw'ishihika, Lusengo Bahati
Wachira, Lucy Wanjiru
Walchaka, Fiona Njoku
Walis, Tarek Kaur
Wanyuki, Alice Wanjiru
Wanyika, Anthony Muriithi

Agata, Cristine N.
Bokea, Helen
Kamau, Elvira K.
Kanyagia, Diane Mdua
Khangati, Amos W
Kimani, Pauline Woki
Kinuthia, Martha W.
Magambo, Joshua Karani
Memiah, Peter Thiga
Mugenzi, Ann Wanjuki
Mulato, Luce Jonas
Ndgwa, Francis Wachome
Ndung'u, Anne Nancy Wanjiku
Ngasaa, Renee Nyaguthi
Njogu, Caroline Muchoni
Oben, Theodore Epey Ayuk
Oben, Winfred Gakenia
Ochanda, Richard M.
Onsando, Caroline Wanjiku
Patel, Jignasha Miten
Theau, Cloctilde
Tokali, Alphonse M.
Yohannes, Rebecca
USIU in Nairobi

George Otieno Achoki
Assistant professor of accounting.
B.Com., M.Com., Ph.D., Mohan Lai
Sukhadia University, India.

Josiah Omolo Aduda
Assistant Professor of Accounting.
B.Com., M.B.A., University of Nairobi, C.P.A.

Mathew Osunga Buyu
Professor of literature. B.A., Makerere
University; M.A., Ph.D., University of Sussex
England. Specialty areas: African literature,
literature and culture, and creative writing.

Gerald W. Chege
Assistant professor of information
systems. B.S., M.S., University of Nairobi;
Ph.D., University of York.

Vincent A. Cincotta
Assistant professor of Spanish. B.A., St.
John's University New York; M.A., University of
New Mexico. Specialty area: Spanish
literature.

George O. K’Aol
Assistant professor of management. B.Ed.,
University of New Brunswick, M.Ed., Ph.D.,
University of Illinois.

Vincent Otuoma Kamasara
Assistant professor of finance. B.Com.,
M.B.A., University of Nairobi; C.P.A.

James Karanja
Assistant professor of business. B.Com.,
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