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Evaluating MBA Programs in Ethiopia using CIPP Model

BY: Dr. Zerihun Ayenew Birbirsa[1] and Dr. Deresse Mersha Lakew[2]

[1 and 2] Associate Professors, Jimma University, College of Business and Economics

The Corresponding author can be reached by birbirsa2018@gmail.com

Abstract

Evaluating curriculum on regular basis would result in updating the courses to be offered in line with the needs of the day, rectifying any gaps that associates with it and making the process of imparting knowledge more tangible to meet program objectives. The objective of the study is to Evaluate MBA Programs in Ethiopia using CIPP Model. The study employed both descriptive and causal research design. Data was collected through the survey. The population of the study include: faculty and department heads who are expected to implement the findings as well as those who will be responsible for guiding the implementation effort. Students also were involved. Therefore, about nine universities were selected in total from those located in central and western part of the country for convenience in data collection. The sample size in each university is determined using proportional quota sampling taking the age, location and number of campuses each specific universities are having in to account. Hence, 149 target respondents were participated on the study. Also ,the study was guided by Stufflebeam's four-stage model (Context, Input, Process, and Product—CIPP) which proposes a straightforward, systematic, and practical approach to evaluation by employing a popular model used for the evaluation of educational and other social programs. It employed descriptive and inferential statistics of data analysis. It is found that lack of qualified professionals, infrastructure, industrial attachments etc. creates gaps in equipping graduates with appropriate knowledge of business, furthermore, context, Input, Process and Ownership of the HEIs significantly determine product. Finally it is recommended that it is advisable for universities to exert their efforts in fulfilling necessary infrastructures, recruits qualified professionals, equipping students with practical knowledge through industrial attachments would result in a well equipped graduates.

Key Terms: context, input, process, product

Introduction

It is fascinating to consider the demand of the day while designing curriculum. In additions, updating the learning- teaching methods in such a way that it enhances originality and creativity results in maintaining quality of education. Hence, schools are expected to implement curricula which encourage their students in research projects in order to make graduates solve the real business world. Here it is worth to mention the role of well trained and qualified instructors who can make difference in actualization of quality of education that can address the societal needs (Shamsa ,A., Munazza, M., and Zahra, R.,2018)

Evaluating curriculum on regular basis would result in updating the courses to be offered in line with the needs of the day, rectifying any gaps that associates with it and making the process of imparting knowledge more tangible to meet program objectives. Hence, context, input, process, and product (CIPP) evaluation model is an emerging means of evaluating the curriculum.

In the due process of evaluating a given curriculum the CIPP – context, input, process and product model plays paramount role. As the model opens a room for evaluating stakeholders and the necessary parties in implementing the curriculum in to real being, besides, it is possible to assess the products of the curriculum. In other words, the output of such evaluation will be enhanced in its validity and reliability that leads to attaining of vivid results of curriculum feedback (**So, L., Jwa, Sh., & Seung, L., 2019)**

The CIPP model is a general frame work to carry out the evaluation of programs, personnel, systems and institutions and products in order to get feedback that is used to improve program, projects, etc.as it gives directions for a sound evaluation. (Daniel L., 2015)

Statement of the problem

The main goal of the master of Business Administration (MBA) degree is to produce corporate and middle level managers who are competent and able to lead employees effectively in today's firms.

Also, an MBA candidate is supposed to analyze problems, collect and analyze data in order to make decisions which enhance the smooth sailing of business operations. That is, most of the courses that are offered by the MBA programs would make students be acquainted with 'real world' applications and a sound academic practices that let them cope up the dynamic business world. (Burrell, D., et al., 2010)

Nowadays the diversity among management students increases from time-to- time. This diversity might be reflected in social, educational and economic background, skill set possessed, career plans and their future goals etc. Besides, the dynamicity of the world exerts its pressure in obsolesces of knowledge and skills in alarming fashion. Hence, in order to cope up such ever-changing environment, revising curriculum on regular basis is the order of the day (Ajoy, K., D.,2019).In additions to this, poor curriculum design results in producing graduates who are poor in team work, interpersonal communication, leadership skills and being exhibiting high egocentric behavior s and those who give aside organizational interests etc.

It is argued that schools that conduct MBA program are expected to think over novel ways of offering courses that help graduates equip with adequate knowledge and skills which is demanded by recruiting organization. To do so, it is mandatory for the schools revising their curriculum in regular basis, as it paves to get high quality graduate that able to cope up the dynamicity of the day (Scott, D., 2009)

In additions, CIPP(Context, Input, Process and Product) model is a comprehensive tool to assess a given educational program in order to undergo the best decision about the curriculum. Hence, different authors reveal that it is advisable for policy makers and other educational officials to make use of the CIPP model of evaluation as it helps in evaluating the successive stages of a given program from inception to implementation (Toosi M., *et al*., *2021)*

Though the strength of CIPP model include: its simplicity to be applied to various evaluation situations and long history of applicability, but it is not widely known and applied in the performance improvement areas (Guerra-López & Hutchinson, 2008, cited in Finney, T. L.,2019).

Ahmad, B., et al. (2020) conducted the study on the evaluation of biology education curriculum by making use of CIPP model, hence the finding reveals effective results in line with context, input ,process and product.

Objective of the study

The objective of the study is to Evaluate the MBA Programs in Ethiopia using CIPP Model

Literature Review

Curriculum evaluation is a means to maintain quality of education as it paves a good atmosphere for improving, revising , or termination of programs. Besides, in tertiary educational studies quality of programs can be achieved through assessment of strategies, executive policies, inputs, process, outputs and outcomes of the curriculum on regular basis.

It is obvious that a sound evaluation model used as a basis for planning and executing a process of evaluation, provides framework and standards to undergo an objective evaluation of any programs. Also, its outcome results in getting a reliable input for the management bodies to make a sound decision regarding the program. Hence, one of the widely used models to evaluate a program or curriculum is the CIPP or Context, Input, Process and Product model. Also it proves to be a sound framework for evaluation of curriculum, program or course in any setting in an effective and efficient fashion (Manoranjini V., 2017).

The CIPP model is a general frame work to carry out the evaluation of programs, personnel, systems and institutions and products in order to get feedback that is used to improve program, projects, etc.as it gives directions for a sound evaluation. (Daniel L., 2015)

Evaluation of context is a function of assessing program;s objectives, policies, the environment , strength ,weakness, opportunity and threat and potential problems of running the program in a well-articulated manner. Evaluation of inputs is panacea for designing a strategy to overcome any bottlenecks in actualizing the program. Evaluation of process is a means to get a vivid feedback to personnel who are executing the activities of the curriculum or program. And evaluation of the product mainly focus on the analysis of the impact of the program (Warju, 2016)

Research Methodology

Research Design

The study employed both descriptive and causal research design. Data was collected through the survey of current students and subjected to descriptive analysis for the purpose of knowing their perceptions of the current performance of the programs being evaluated. Further, explanatory design was used to investigate the effect of Context, Input and process dimensions on final product demission in CIPP model. Also Quantitative data was employed.

Population

The population of the study include: faculty and department heads who are expected to implement the findings as well as those who will be responsible for guiding the implementation effort. Students also were involved. The stakeholder groups chosen for this study included: master students currently in their final year in the 2021 academic year, professors in the program, and department heads who have responsibility for the implementation of the programs. Effort was made to logically incorporate all representative sample respondents in order to achieve objectives of the two studies.

The data for the study was collected mainly from selected universities. Based on preliminary data collected, there are about 50 public universities and 227 private universities and college that are training students in various disciplines in the country till. Of these higher education institutions, about 25 public universities and 52 private higher institutions have masters' program in business administration. It is very difficult to incorporate the whole universities and colleges in the study since they are very much dispersed throughout the country. Hence, multi stage sampling methods were employed to select representative universities. First, the whole universities in the country are categorized in to generation. Then, representative sample universities were selected from first, second and third generation public universities each including private Higher Education Institutions (HEIs). Therefore, about nine universities were selected in total from those located in central and western part of the country for convenience in data collection.

Once the sample universities are selected as discussed above, the sample respondents for the study was determined as follows. The sample respondents include graduating class students in both programs. In order to determine, the sample number of students to be contacted, Cochran (1975 cited in Sing and Masuku 2014) developed the equation to yield a representative sample size when the total population is difficult to determine as follows:

$$n = \frac{Z^2 pq}{E^2}$$

Where; n is the sample size, Z is the abscissa of the normal curve that cuts off an area α at the tails (1 - α equals the desired confidence level), E is the desired level of precision, p is the estimated proportion of an attribute that is present in the population, and q is 1-p. Taking 95% confidence level, 5% level of precision and 50% proportion for P (This gives maximum estimate) the sample size for both studies is determined as follows:

$$n = \frac{(1.96)^2 x 0.5 x 0.5}{(0.05)^2} \qquad \text{n = 384}$$

After determining the total sample size to be contacted, respondents from each sample universities were selected randomly after getting their list from the registrar and departments of the respective universities. The respondents include final year MBA. The followings are the nine universities considered for data collection. These include: Jimma University, Addis Ababa university, Wollega University, Ambo University, Wolkite university, Mettu University,and from private university Riftvally University were selected

The sample size in each university is determined using proportional quota sampling taking the age, location and number of campuses each specific universities are having in to account.

Method of Data Collection

To facilitate the analyses, the study used survey questionnaire for data collection
The survey instrument was adopted from Lakew and Musa (2019) by making modification to suit the needs of the study. The questionnaire was distributed to sample respondents

Conceptual Framework and Variables

This study was guided by Stufflebeam's four-stage model (Context, Input, Process, and Product—CIPP) which proposes a straightforward, systematic, and practical approach to evaluation by employing a popular model used for the evaluation of educational and other social programs. The Context-Input-Product-Process-Evaluation Model (CIPP), developed in the1960s purposely for educational evaluation has been described by Stufflebeam and Shinkfield (2007) as a comprehensive framework for conducting formative and summative evaluations of programs, projects, personnel, products, organizations, and evaluation systems. The model has been employed throughout the world in short-term and long-term investigations—both small and large. Applications have spanned in various disciplines and service areas; including education, housing and community development, transportation safety, and military personnel review systems. The four components of the CIPP model provide robust indicators for proactively evaluating program/organizational health and success (Adaboh, 2014).

There are numerous instances where the model has been employed to evaluate educational programs. For instance, Hsieh (1999) in assessing the effectiveness of a 2-year banking and insurance technology programs in junior colleges in Taiwan; Onyefulu (2001) to evaluate the

Business Education programs in Jamaica; Karataş and Fer (2009) to evaluate the English curriculum at Yildiz Technical University, Lakew & Musa (2019) in evaluating TVET and Undergraduate accounting and finance Education in Ethiopia.

In evaluating programs in higher institutions in Ethiopia which is the purpose of this study, four key variables were used to frame the survey items that were employed in each of the part of the survey instruments. These variables constitute the four main components of the CIPP (Context-Inputs-Process-Product) evaluation model. In this study, context evaluation variables assessed needs, problems, assets, and opportunities and assisted in goals and priorities identification and evaluation. The context questions are to find out if the goals and the objectives of the program were in sync with national and professional standards as well as the mission of the Department and the University as a whole. The input evaluation variables assessed alternative approaches, competing action plans, budgets and resource allocation for the achievement of targeted goals. The process evaluation variables assessed the implementation of plans to help in the achievement of the identified goals. The process variable was used to determine the perceptions of the respondents on the management of teaching and learning. The product evaluation variables identified and assessed perceived outcomes. Table1 below shows the four variables and the specific issues to be assessed to achieve the objectives of the studies.

Data Processing and Analysis

Descriptive statistical tools are the main methods of data analysis that are suitable to the study. For the quantitative data, descriptive statistics including frequencies, percentages, means, standard deviations, medians, modes, and ranges were computed. Descriptive statistics were also used to describe demographic characteristics of the participants and their responses to both independent and dependent variable items. Inferential statistics regression was used to examine the degree of relationship between variables. For analysis of difference and association, conclusion was reached at significance level of 5%.

In CIPP Model, it is important to investigate the effect of context, inputs and process on the product dimension. For this purpose, the following dependent and independent variables were identified and used in the analysis.

Table1 : Components of CIPP Model

Context	Input	Process	Product
• Current curriculum	• Students	• Teaching & Learning	• Technical skill
• Stakeholders involvement	• Adequate staffs	• Methodology adopted	• Cognitive skill
• International Benchmark	• Relevant Books	• Practicum/internship	• Generic skill
• Current Trend	• Facility and Equipment	• Formative Evaluation	• Professional ethics
• Goals and objectives	• Other resources	• Summative evaluation	• Lifelong learning

Evaluating MBA Programs using CIPP Model

Characteristics of the Respondents

Before starting the evaluation of MBA programs in the selected universities, we need to examine the nature of the respondents in terms of education and demography. The following table presents the educational profile of the respondents

Table – 2 Educational Characteristics of Respondents

a) University	Frequency	Percent	Valid Percent	Cumulative Percent
Ambo University	25	16.8	16.8	16.8
Jimma University	64	43.0	43.0	59.7
Wolkite University	14	9.4	9.4	69.1
Wollega University	24	16.1	16.1	85.2
Rift valley University	22	14.8	14.8	100.0
Total	149	100.0	100.0	
b) Program of study	Frequency	Percent	Valid Percent	Cumulative Percent
Regular	38	25.5	25.5	25.5
CDE	111	74.5	74.5	100.0
Total	149	100.0	100.0	
c) Cumulative GPA	Frequency	Percent	Valid Percent	Cumulative Percent
Below 3.25	24	16.1	16.1	16.1
From 3.26 to 3.50	43	28.9	28.9	45.0
From 3.50 to 3.75	32	21.5	21.5	66.4
Above 3.75	50	33.6	33.6	100.0
Total	149	100.0	100.0	

From table- 2 above, one can observe that the respondents are selected from five HEIs in the country. Table above shows that about 43% of the respondents are from Jimma University and the remaining 57% are from other universities together. About 15% are from private university where as 85% of the respondents are from public universities. About three-fourth of the respondents are attending their education through continuing and distance education (CDE) program and the remaining one-fourth of them are regular students. About 55% of the respondents have CGPA of above 3.50 and the remaining 45% have CGPA of less than 3.50.

The demographic characteristics in terms of gender, marital status and age of the respondents is summarized in table-3 below

Table- 3 Demographic Characteristics

a) Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	115	77.2	77.2	77.2
Female	34	22.8	22.8	100.0
Total	149	100.0	100.0	
b) Marital Status	Frequency	Percent	Valid Percent	Cumulative Percent
Single	46	30.9	30.9	30.9
Married	103	69.1	69.1	100.0
Total	149	100.0	100.0	
c) Age of Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Below 26	10	6.7	6.7	6.7
From 26 to 35	78	52.3	52.3	59.1
From 36 to 45	47	31.5	31.5	90.6
Above 46	14	9.4	9.4	100.0
Total	149	100.0	100.0	

The above Table- 3, clearly shows that the majority of the respondents are males which is an indication of unfair gender balance in our HEIs. In terms of marital status, the majority have married. Almost 91% of the respondents are less than 45years old.

1.1.1 Context Evaluation

One of the issues in context evaluation is related to Curriculum. MBA students under study were requested to indicate the deficiencies of the currently working curriculum at their own HEIs and the responses are summarized in figure below.

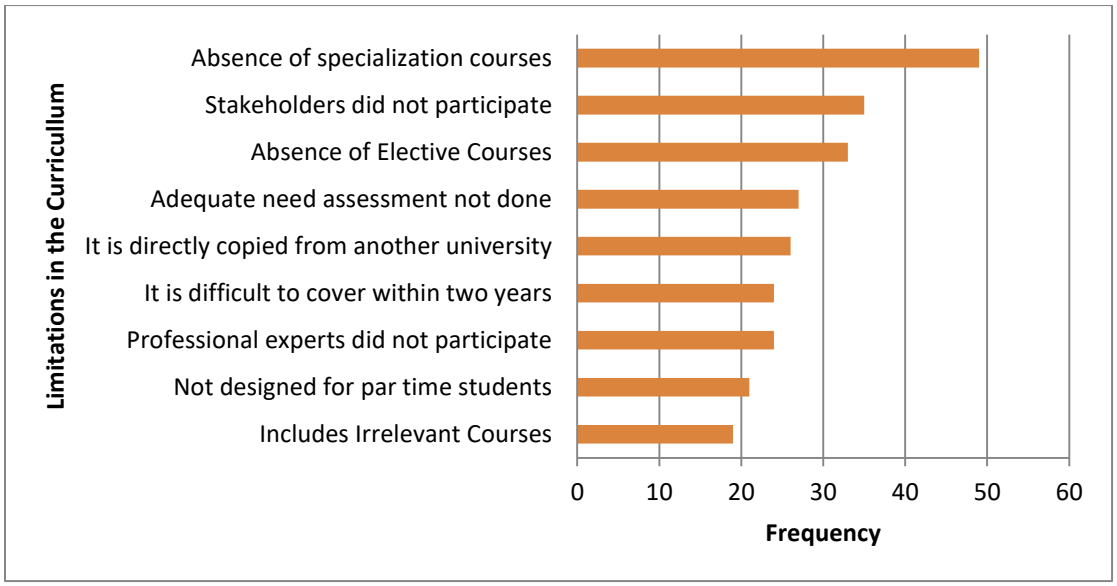

Figure 1.1: Limitations in the MBA Curriculum

The MBA program in most of HEIs in Ethiopia is general MBA and students can tell much about the program they are attending. As can be seen from figure 1.1 above, the top three limitation of the existing MBA curriculum includes: absence of specialization courses, lack of participation of stockholders in curriculum development and absence of elective courses. The remaining limitations are also closely related to lack of need assessment while preparing the curriculum, the curriculum is copied directly from another HEIs and the time allotted for the curriculum is not sufficient to cover all the courses especially for evening and weekend programs.

As lack of specialization is the first drawback of the MBA curriculum, respondents were asked to suggest the specialization areas for MBA program and the result is presented below.

Table – 4 Specialization Area

Specialization Area:	Not Important	Important	Very Important	Mean score
MBA in Marketing Management	2.7%	33.5%	63.8%	1.61
MBA in International Business	4.7%	35.6%	59.7%	1.55
MBA in Finance	5.4%	38.9%	55.7%	1.50
MBA in HRM	8.0%	39.6%	54.4%	1.48
MBA in Entrepreneurship	6.7%	43.0%	50.3%	1.44
MBA in Logistic Management	8.1%	58.4%	33.6%	1.25

As can be seen from above table, the top three area proposed by the students includes specialization in Marketing Management, International Business and finance. Human Resource management and entrepreneurship are the next in line. About two-third of the respondents argue

that specialization has great benefit since the business environment at the moment is getting complex.

In addition to the above general problems related to the curriculum in use, students were further asked to evaluate the context of MBA program in their university using a five point likert scale questions and the result is summarized in table below.

Table- 5, Measuring Context

Items measuring Context:	N	Mean
1. The curriculums for MBA program you attending has clear and relevant goals and objectives	149	4.0537
2. Course outlines and reading materials for each courses in the program are provided to me at the beginning of each course by all professors	149	3.6309
3. The MBA curriculum is flexible in adapting latest national and international developments in the Business Management profession	149	3.5436
4. My university provides me with relevant, accurate, and timely information about the MBA program I am attending	149	3.4497
5. The contents in each courses are customized to reflect the current needs of Business management profession in Ethiopia	149	3.3154
Average Context Evaluation	149	3.5987

As can be seen from table above, except the first item, the remaining four have mean score less than four. This indicates, though the value is above average, there is a dissatisfaction with respect to Customization of course content to Ethiopian context, provision of relevant and accurate information to the program, adoption of any current national and international developments related to the program and provision of course outline and material on time.

Input Evaluation

In addition to the limitations of the curriculum and other context issues discussed above, students were further asked to indicate problems associated to inputs to the MBA program and the result is summarized in the figure 1.2 below.

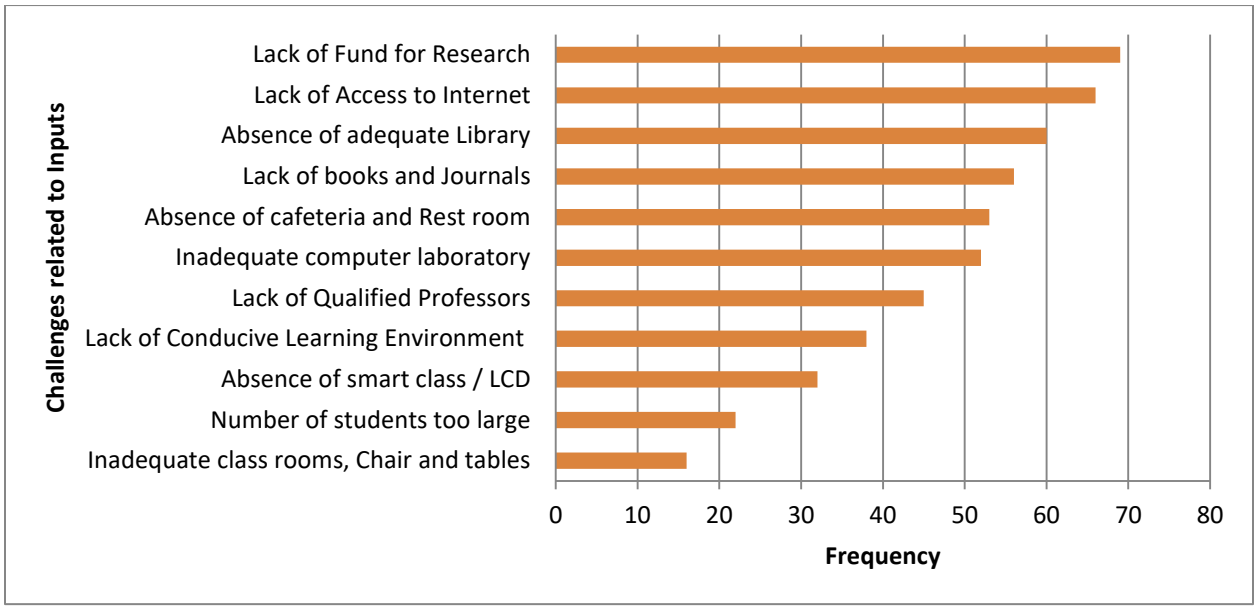

Fig. 1.2, Problems associated with Inputs

As can be seen from figure above, Lack of fund for conducting research is the first challenge identified by the respondents. MBA students will conduct research as a partial fulfillment of their MBA degree. However, except students sponsored by Ministry of Education (MOE), other students do not get fund for conducting research. This might be the reason why the majorities are complaining about lack of fund as critical problem. The next three problems in line are associated to lack of access to internet and Library. At this age of information technology, still students are complaining about access to internet and reference books. This in turn implies universities need to invest on these kinds of facilities instead of simply constructing building and opening programs. Absence of cafeteria and rest rooms, lack of computers and absence of qualified professors are the next inline complained by the students.

The perceptions of the students were further requested using closely related input evaluation five point likert scale items. The objectives of these items were to investigate on the quality and quantity of human and material resources committed to the program. Summary of the result is given in table below.

Table- 6 Input Evaluation

Items used to evaluate Inputs	N	Mean
6. The classrooms are not overcrowded and the facilities are adequate for the teaching	149	3.5772
7. Students are coming well prepared for the courses in to class including me all the times	149	3.1946
8. Academic staffs and the program support staffs such as the secretaries and the registrar employee are available in sufficient number and helpful to students all the times	149	3.1007
9. There are relevant course books and teaching materials available in the library and I can easily access them for reference	149	2.9262
10. The computer laboratories have up-to-date software related to MBA and there is internet access to get up to date information	149	2.8188

Average Input Evaluation	149	3.1235

As can be seen from table above, there is dissatisfaction among students in relation to available of up to date books, access to internet and availability of computers and software. The average input evaluation is also only slightly greater than 3 which indicate that there are limitations in terms of inputs. The finding in this result is supports the result in figure above.

Process Evaluation

Process involution is the identification of the strength and weakness in the actual teaching process and assessment system of any program. In this connection, availability of highly skilled and knowledgeable professors plays vital role. Students were requested to pinpoint the main limitation of professors teaching MBA program in their respective universities. The result was summarized in figure below.

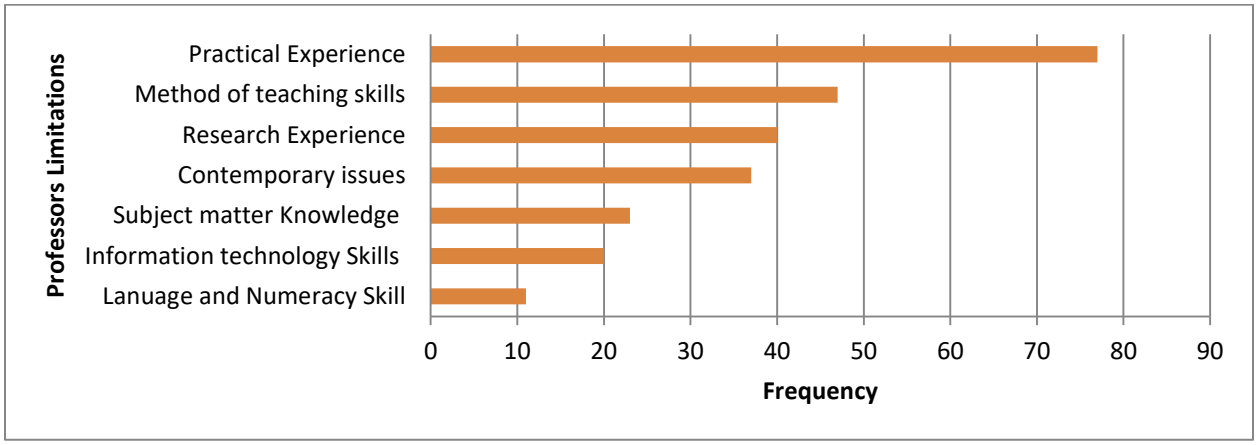

Fig. 1.3 Process Evaluation

As can be seen from the figure above, the top three limitations of professors teaching MBA program include lack of practical experience, lack of pedagogical skill and lack of research experience. The academic staff recruitment system at higher education in Ethiopia has its own problem. Those who have practical work experience are not interested to join the academic arena. In addition, most university teachers were not trained for teaching profession. They did not take pedagogy course both at undergraduate and graduate level of their university education. Hence, the majority lack method of teaching and research skills. To solve this problem, some universities are forcing their academic staffs to attend Higher Diploma Program (HDP) at the moment.

Another aspect of process evaluation is the assessment method adopted. Students were requested to state challenges faced related to assessment for the courses they are taking especially on their final examination part and the result is summarized in table below.

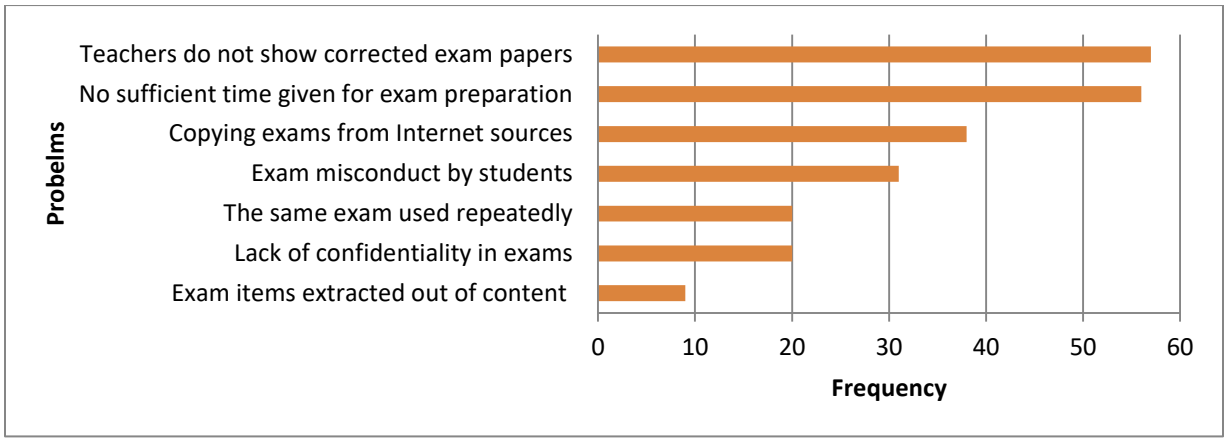

Fig. 1.4, Challenges faced with Exam

As can be seen from the figure above, the two top problems associated to Final exam assessment are teachers did not give feedback to students and they did not provide sufficient time for exam preparation. Not giving feedback to students after exam prevents the students from leaning from his mistakes. In addition, not giving sufficient time for exam preparation has also negative impact on their performance.

In addition, students were requested to evaluate the whole teaching and learning process using five items each having five point likert scales. The summery of the evaluation is presented in the table below.

Table- 7, Process Evaluation

Items measuring teaching learning Process	N	Mean
11. Professors use a variety of teaching methods (including lectures, group discussions, project work, peer teaching, etc.) to facilitate learning	149	3.8859
12. Professors facilitate cooperative learning in the classroom (through activities such as group formation, class discussions etc.)	149	3.8389
13. Professors undertake formative and summative assessment and give feedback for each courses on time	149	3.3893
14. Professors employ information technology (such as use of internet resources–online videos, etc.) in their class.	149	3.0805
15. The balance between theory, research and practice in each course is proportional and faire	149	3.0604
Average Process Evaluation	149	3.4510

The table above shows the average process evaluation is about 3.45, which implies the satisfaction level is average. However, there is still significant concern in relation to the balance between theory and practice, use of IT in teaching process by professors and both formative and summative assessment.

Product Evaluation

Under CIPP model, product is related to the extent of knowledge, skill and attitude acquired from a given education system as perceived by students. MBA students were requested to evaluate themselves using five likert scale items that can measure product dimension and the result is presented as follows.

Table- 8, Product Evaluation

Items measuring product Dimension	N	Mean
16. The program has helped me to develop my self-management and interpersonal skills	149	4.1141
17. The program has helped me to acquire adequate knowledge in Business Management	149	4.0805
18. The program has helped me to develop my communication and numeracy skills	149	3.9329
19. The program has helped me to develop my research knowledge and skills	149	3.9262
20. The program has helped me to develop effective use of information technology skills	149	3.6040
Average Product Evaluation	149	3.9315

The above table shows that students tend to agree to all of the items of product evaluation which indicate that the MBA program has helped them to get adequate professional knowledge, effective self-management and interpersonal skill, Research knowledge's and skills, communication and numeracy skills and effective use of self-management. The average product evaluation result (3.94) is also relatively high which is surprising since it contradicts with the result of the input and process evaluation presented above.

In order to see whether there is a significant difference in evaluation among the five universities using CIPP model, a one-way between-group analysis of variance was conducted and the result is presented in table 9 below.

Table- 9, One way ANOVA Result by Universities

		Sum of Squares	Df	Mean Square	F	Sig.
Context	Between Groups	9.005	4	2.251	4.538	.002
	Within Groups	71.434	144	.496		
	Total	80.440	148			
Input	Between Groups	17.605	4	4.401	7.407	.000
	Within Groups	85.563	144	.594		
	Total	103.168	148			
Process	Between Groups	20.276	4	5.069	13.003	.000
	Within Groups	56.136	144	.390		
	Total	76.412	148			
Product	Between Groups	6.543	4	1.636	3.600	.008
	Within Groups	65.439	144	.454		
	Total	71.982	148			

The table above indicates that there is a significant difference in the evaluation among the five universities with respect to the four CIPP components. This might be a result of the difference in age, ownership and internal system of the universities under study.

Therefore, one way analysis of Variance was further made among the three generation of universities in order to see whether the difference is a result of difference in age among the universities under study and the result is presented in the table below.

Table-10,One way ANOVA by Generation

		Sum of Squares	Df	Mean Square	F	Sig.
Context	Between Groups	4.031	2	2.016	3.852	.023
	Within Groups	76.408	146	.523		
	Total	80.440	148			
Input	Between Groups	17.323	2	8.661	14.731	.000
	Within Groups	85.845	146	.588		
	Total	103.168	148			
Process	Between Groups	15.016	2	7.508	17.854	.000
	Within Groups	61.396	146	.421		
	Total	76.412	148			
Product	Between Groups	2.087	2	1.044	2.180	.117
	Within Groups	69.894	146	.479		
	Total	71.982	148			

From the table above, one can see that there is a significant difference among the three generation of universities in terms of context, input and process evaluation but there is no significant difference in terms of product evaluation. This might be because relatively older universities have better facilities and human power and some of the problems associated to context, input and process are relatively less.

Further, independent sample t-test was made to see whether there is a statistically significant difference between public and private HEIs n terms of context, input, process and product and the result is presented in the table below.

Table-11, Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Context	Equal variances assumed	1.067	.303	-.949	147	.344	-.16156	.17031	-.49813	.17500
	Equal variances not assumed			-1.024	30.757	.314	-.16156	.15781	-.48352	.16040
Input	Equal variances assumed	.039	.844	2.335	147	.021	.44352	.18997	.06809	.81895

	Equal variances not assumed			2.365	29.066	.025	.44352	.18754	.06000	.82704
Process	Equal variances assumed	9.737	.002	.424	147	.672	.07051	.16639	-.25833	.39934
	Equal variances not assumed			.620	47.457	.538	.07051	.11367	-.15811	.29913
Product	Equal variances assumed	.549	.460	-1.838	147	.068	-.29363	.15977	-.60938	.02212
	Equal variances not assumed			-2.241	35.251	.031	-.29363	.13100	-.55951	-.02774

The table above shows that there is no significant difference in terms of Context, Input, Process and Product evaluation between public and private higher education institutions. This implies the all the challenges associated to MBA program are equally prevalent in both public and private HEIs.

Effect of Context, Input and Process on Students' Achievement

Theoretically, it was believed that context, input and process have significant effect on students' achievement. To test this assumption, both ordinal logistic regression and multiple regression were used in the analysis. However, before running regression analysis, assumptions of regression analysis such as large sample size and multicollinearity were tested.

Another assumption is absence of multicollinearity which refers to the relationship among the independent variables. Since regressions don't like multicollinearity, checking this assumption is important before starting the analysis (Pallent, 2005). In order to check existence of multicollinearity problem, correlation coefficients among the variables were calculated and presented in a matrix as shown in table 12 below.

Table-12 Correlation Coefficients

	CGPA	Product	Context	Input	Process	Generation	Ownership	Program	Gender	Age
CGPA	1									
Product	.055	1								
Context	.046	.553**	1							
Input	.094	.434**	.446**	1						
Process	.105	.528**	.526**	.628**	1					
Generation	-.352**	-.103	-.178*	-.197*	-.270**	1				
Ownership	-.363**	.150	.078	-.189*	-.035	.218**	1			
Program	-.077	.208*	.196*	.179*	.325**	-.210*	.244**	1		
Gender	-.273**	-.038	-.012	-.050	-.039	-.115	.224**	.098	1	
Age	-.058	.239**	.178*	.368**	.322**	-.253**	.211**	.339**	-.166*	1

According to Pallent (2005), multicollinearity is suspected when the independent variables are highly correlated (r = 0.9 and above). As it is shown in the correlation matrix presented in table above, all the correlation coefficients among the variables are less than 0.9 which implies multicollonearity does not exist.

In this study, Students' achievements were approximated using two variables. Cumulative GPA measures actual students' performance whereas the Product dimension under CIPP model measures perceived performance. Under normal condition, significant positive association was

expected to exist between the two achievement measures. As shown in table above, the association between the two performance measures is + 0.055. This supports our initial assumption although it is statistically insignificant.

Other regression assumptions that needs to be checked include: Test of Normality, Linearity and Homoscedasticity of the Residual. One of the ways that these assumptions can be checked is by inspecting the residuals normal distribution curve, scatterplot and the Normal Probability Plot of the regression standardized residuals as presented below

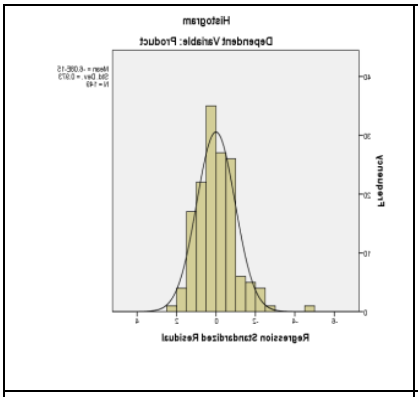

Figure : Normal Curve

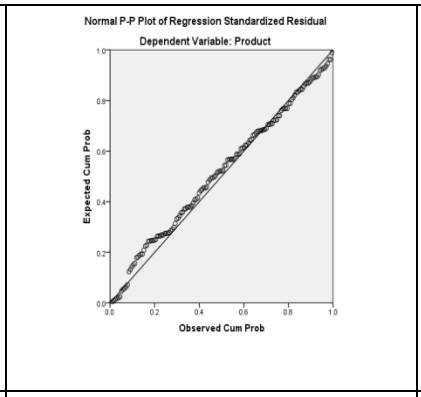

Figure: P-P Plot

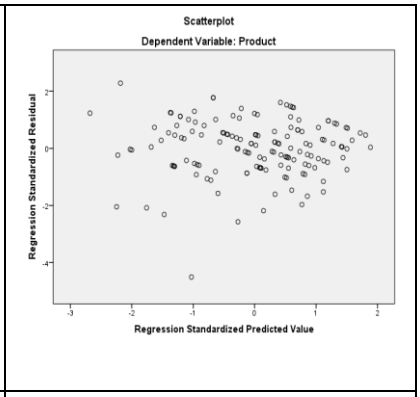

Figure: Scatter Plot

In the normal distribution curve in figure above, the curve is approximately bell shaped which shows normality assumption is not violated. In addition, in the P-P Plot, one can see that most points lie in a reasonably straight diagonal line from bottom left to top right. This would suggest no major deviations from linearity assumptions. In the Scatterplot of the standardized residuals, we can see that the residuals have roughly rectangular distribution, with most of the scores concentrated in the center. What we don't want to see is a clear or systematic pattern to the residuals (e.g. curvilinear, or higher on one side than the other). Deviations from a centralized rectangle suggest some violation of the assumptions and further diagnostic test are required in such a case. After checking the relevant assumptions, regression analysis was conducted and the result is presented as follows.

Both Perceived and Actual achievements were used to measure Students' performance. The product measure in CIPP model was used to approximate perceived achievement. The following multiple linear regression result shows the effect of the eight independent variables on Product measure

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645[a]	.416	.383	.54774

a. Predictors: (Constant), Age of Respondents, Gender of Respondents, Context, Generation of HEIs, Program of Study, Ownership of HIEs, Input, Process
b. Dependent Variable: Product

As can be seen from the above model summery of the multiple regression result, the correlation between the eight variables together and the dependent variable is 0.645. Further, the R-square value is 0.416 which implies the eight independent variables together can explain 41.6% of the variation in the dependent variable and the remaining 58.4% can be explained by other factors not included in the model

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	29.980	8	3.747	12.491	.000[b]
	Residual	42.002	140	.300		
	Total	71.982	148			

a. Dependent Variable: Product
b. Predictors: (Constant), Age of Respondents, Gender of Respondents, Context, Generation of HEIs, Program of Study, Ownership of HIEs, Input, Process

The ANOVA table further indicates that the regression model is significant and the eight explanatory variables together can significantly determine the dependent variable. The next step and the interpretation of regression analysis is the coefficient of each independent variables used in the model and the result is presented in the table below

Table-13, Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.462	.360		4.057	.000
	Context	.317	.075	.335	4.242	.000
	Input	.126	.077	.151	1.633	.105
	Process	.259	.090	.267	2.886	.005
	Generation of HEIs	.014	.081	.013	.174	.862
	Ownership of HIEs	.338	.158	.172	2.144	.034
	Program of Study	-.007	.118	-.004	-.060	.952
	Gender of Respondents	-.089	.118	-.054	-.754	.452
	Age of Respondents	-.002	.075	-.003	-.032	.975

a. Dependent Variable: Product

Table above indicates that context, Input, Process and Ownership of the HEIs significantly determine product at P = 0.10. The coefficients of Context measure (0.317) indicates that a one

unit increase in context measure leads to 0.317 unit increase in product measure. The coefficient of process measure is 0.126 which indicates that a one unit raise in process measure leads to 0.126 increase in product measure. The coefficient of process measure indicates that 1 unit increase in process measure leads to 0.259 increase in product measure. Finally, students in privately owned HEIs tend to have higher product measure. The remaining four variables including gender, Generation, program and sex do not significantly determine product measure.

The above analysis used multiple linear regressions taking "Product" as dependent variable which approximate perceived students' achievement. This is because Product dimension in CIPP model measures students perceived achievement using five point likert scale items and have interval measurement. In the next section, Ordinal Logistic regression analysis was tried using CGPA as a measure of actual students' achievement. This regression tool was selected because, the CGPA of each students was ordered from one to four and has ordinal measure. However, the goodness of fit of the model becomes significant which indicates that the data and the model predictions are different and that the model is not good.

Conclusion

The launch of MBA program in Ethiopia is a recent phenomenon as it counts nearly two decades. a significant and successful expansion and reform of higher education and graduate programs have been implemented in the last decade. The rationale behind graduates of MBA is being managing human capital to support the achievement of the organizations long, medium, and short term policies, strategies and programs, Cultivate a team spirit and a team culture among workers, groups and the institution as a whole ,advice and consult policy makers, investors, financial institutions, and other firms etc. In order to meet such ever increasing demand of business professionals, universities are expected to exert efforts. As per the findings of this research which is revealed out by making use of CIPP Model indicates that context, Input, Process and Ownership of the HEIs significantly determine product at P = 0.10. The coefficients of Context measure (0.317) indicates that a one unit increase in context measure leads to 0.317 unit increase in product measure. The coefficient of process measure is 0.126 which indicates that a one unit raise in process measure leads to 0.126 increase in product measure. The coefficient of process measure indicates that 1 unit increase in process measure leads to 0.259 increase in product measure. Also, the key informant interview reveals, lack of qualified professionals, infrastructure, industrial attachments etc. creates gaps in equipping graduates with appropriate knowledge of business.

Recommendations

It is fascinating to consider the demand of the day while designing curriculum. In additions, updating the learning- teaching methods in a way it enhances originality and creativity results in maintaining quality of education. Hence, schools are expected to implement curricula which encourage their students in research projects in order to make graduates solve the real business

world. Here it is worth to mention the role of well trained and qualified instructors who can make difference in actualization of quality of education that can address the societal needs

In additions, schools that conduct MBA program are expected to think over novel ways of offering courses that help graduates equip with adequate knowledge and skills which is demanded by recruiting organization. To do so, it is advisable for universities to exert their efforts in fulfilling necessary infrastructures, recruits qualified professionals, equipping students with practical knowledge through industrial attachments etc. would result in a well-equipped graduates who overcome assignments in real business world.

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