

Addis Ababa  
University  
(Since 1950)



**ADDIS ABABA UNIVERSITY**  
**FACULTY OF BUSINESS AND ECONOMICS**  
**MBA PROGRAM**

***RELATIVE PERFORMANCE OF PRIVATE HIGHER EDUCATION INSTITUTES:  
ST. MARY UNIVERSITY COLLEGE AND UNITY UNIVERSITY***

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTERS IN  
BUSINESS ADMINISTRATION (MBA)**

**By:**

**ASHENAFI ENEYEW DINKU**

**ADVISOR:**

**TESHOME BEKELE (ATO)**

**JUNE 2010**

**ADDIS ABABA, ETHIOPIA**

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
FACULTY OF BUSINESS AND ECONOMICS  
MBA PROGRAMME

Title: Relative performance of private higher education institutes: St. Mary  
University College and Unity University

By: Ashenafi Eneyew

Approved by the Examining Board

Teshome Bekele (Ato)  
Advisor

Signature

\_\_\_\_\_

\_\_\_\_\_  
Examiner

\_\_\_\_\_  
Signature

## **Letter of Certification**

This is to certify that Ashenafi Eneyew has worked his project on the topic “Relative performance of private higher education institutes: St. Mary University College and Unity University” under my supervision. To my belief, this work undertaken by Ashenafi Eneyew is original and qualifies for submission in partial fulfillment of the requirements for the award of Degree of Masters of Business Administration.

---

Teshome Bekele (Ato)

Date \_\_\_\_\_

## Declaration

I, the undersigned, declared that this project entitled “topic “Relative performance of private higher education institutes: St. Mary University College and Unity University” is my original work. I have carried out this project work independently with the guidance and support of my project advisor. This study has not been submitted to any Degree/Diploma in this or any other institutes.

Ashenafi Eneyew

\_\_\_\_\_

\_\_\_\_\_

Name

Signature

Date

## **ACKNOWLEDGMENT**

First and for most, I would like to give my glory and praise to the Almighty GOD for his invaluable cares and supports throughout the course of my life and helped me since the inception of my education to its completion

Next, I'm grateful to appreciate my Advisor Ato Teshome Bekele who has taken all the trouble with me while I was preparing the paper. Especially, his valuable and prompt advice, his tolerance guidance and useful criticisms throughout the course in preparing the paper, constructive corrections and insightful comments, suggestions and encouragement are highly appreciated. A special word of mouth is his credit.

My sincere and heartfelt gratitude goes to the students and employees of Unity University and St. Mary University College for their frank response to my interview questions and questionnaires without which this paper would not come to life.

Finally, I'm greatly indebted to my brother Derese Eneyew, to my aunt's daughter Enawga Asmare, to my Uncle's daughter Zimam Ashebir, and my mother yemat fenta Delelegn and to my families for their encouragement, moral support and suggestions.

## **Abstract**

*The intention of the study is to know the similarities and differences of operations and competitive advantages of two private universities and colleges in Addis Ababa.*

*Institutes which perform similar activities have a tendency to engage in competition by making one or more variables better than others. Customers also have a wider chance to shift from one institutes to the other which serves better. Under such conditions, institutes strive to develop competitive positions to provide unique or better products than competitors.*

*Comparative study is used to compare the competitive advantages of the two institutes. Purposive sampling technique is to select the three categories of respondents, students, instructors, and administrative staffs; from both institutes and also simple random sampling technique is used to select sample students and instructors through lottery method. Purposive sampling technique is used to select sample administrative staffs that have a link to academic issues. Quantitative and qualitative methods are used to analyze the data through percentages, weighted mean and statements. Average respondents response and weighted mean are also considered to make inferences. A total of 125 sample respondents who comprised of 60 students, 45 instructors, and 20 administrative staffs are taken as sample respondents from both institutes.*

*The findings show that both institutes have developed similar statuses on some variables and vary in other variables. Employees in UU has better advantages in salary earnings than SMUC, assisting economically poor students to learn by covering all subsistence costs etc. and also SMUC has competitive advantages through forming partnership agreements from international institutes and with wide coverage of geographical areas in distance education etc.*

*The findings imply that by working more on those variables which created them similar statuses, either of the institutes can create additional competitive advantage*

List of Tables	page no.
Table 1 Respondents Profile of SMUC and UU .....	21
Table2. Students’ selection of the institutes.....	22
Table3. Source of information to join the institutes for students.....	23
Table4. Relationship of students to instructors and management.....	23
Table5. Instructors’ commitment in the institute.....	24
Table6. Facilities of the institutes for students.....	25
Table7. Location of the institute for students.....	26
Table 8. Students’ responses on the attributes that contributes for performance and .....	27
Table9. Students’ satisfaction and dissatisfaction for both institutes .....	29
Table10. Instructor’s selection of the institutes.....	30
Table11. Instructors best benefits from the institutes .....	31
Table12. Relationship of instructors to students and management.....	31
Table13. Allocation of students, offices, and computers for Instructors .....	32
Table14. Location and title of the institute for Instructors.....	33
Table 15. Instructors’ response on the attributes that contributes for performance and competitive advantages.....	34
Table16 .Instructors’ satisfaction and dissatisfaction for both institutes .....	36
Table 17. Resource availability and management commitment.....	37
Table 18. Administrative Staffs’ Response on the Attributes that Contribute for	



Performance and competitive advantage.....	38
--	----

## Table of contents

Items	Page
Chapter One: Introduction .....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Objective of the Study.....	3
1.4 Significance of the Study.....	4
1.5 Scope and Limitation of the Study.....	4
1.6 Research Methodology.....	5
1.6.1 Research Design.....	5
1.6.2 Population of the Study.....	5
1.6.3 Sample Size of the Study.....	6
1.6.4 Instrumentation of the Data.....	6
1.6.5 Data Analysis and Presentation.....	7
1.7 Organization of the Study.....	7
Chapter Two: Review of the Related Literature.....	8
2.1 Definition of Terms .....	8
2.2 Overview of Competitive Advantage.....	8

2.3 Porter’s Competitive Forces.....	10
2.4 Variables Considered as a Source of Competitive Advantage.....	12
2.4.1 Employees Satisfaction.....	12
2.4.2 Customer Satisfaction.....	14
2.4.3 Managerial Capability.....	14
2.4.4 Location Selection.....	15
2.4.5 Information and Communication Technology.....	16
2.4.6 Delivering Quality Service.....	17
2.5 Sustainable Competitive Advantage.....	18
2.6 A Short History of Public Education and the Need of Private Higher Education in Ethiopia.....	19
Chapter Three: Data Presentation, Analysis and interpretation.....	21
3.1 Responses Profile .....	21
3.2 Students Response on their selection and relationship to the institutes.....	23
3.3 Students Responses for Open-ended Questions.....	29
3.4 Instructors Response on their selection and relationship to the institutes.....	30
3.5 Instructors Response for Open-ended questions.....	35
3.6 Administrative Staffs Response on management commitment.....	37
3.7 Administrative Staffs Response for open-ended Questions.....	40
3.8 Interview Results of the Two Institutes .....	40
Chapter 4: Summary, Conclusion and Recommendation.....	46
4.1 summary .....	46
4.2 Conclusion.....	47
4.3 Recommendation.....	51
Bibliography	
Appendices	

## **Acronyms**

BPR = Business Processing Reengineering

CEIQA = Center for Improvement and Quality Assurance

CEO = Chief Executive Officer

HERQA = Higher Education Relevance and Quality Agency

IGNOU= Indira Gandhi National Open University

SMUC = St. Mary University College

UU = Unity University

# CHAPTER ONE

INTRODUCTION

## **1.1 Background of the Study**

Business organizations do not act in a vacuum. Different stakeholders are involved in producing goods and services for profit. When a firm sustains profits that exceed the average for its industry, the firm is said to possess a competitive advantage over its rivals.

“Competitive advantages exist thanks to the combination of an appropriate application of the core competencies possessed by the enterprise and an appropriate positioning of the enterprise in the relevant industries or market segment (Colin, 2004).”

To make profit and serve customers at sustainable manner, the business firm should ensure competitive advantage over its competitors. To achieve a competitive advantage the firm must perform one or more value creating activities in a way that creates more overall value than do competitors.

The firm must organize its resources at the optimum level in order to produce goods and services efficiently. Its resources and capabilities together form its distinctive competencies. These competencies enable innovation, efficiency, quality and customer responsiveness, all of which can be leveraged to create a cost or differentiated advantage.

*“Some organizations are creating and exploiting competitive advantage through mergers, acquisitions, strategic partnerships and supply and distribution channel improvements (Hamel and Prahalad, 1994). Others are embracing the “technology explosion” in their production systems and delivery systems while many organizations are attempting to re-engineer and/or redesign their processes to improve speed to market, lower costs and create more flexible (nimble) operating structures (Hammer and Champy, 1993). In addition, a host of organizations are also being stimulated and even forced to implement and expand a host of enlightened human resource practices including employee empowerment, work team, corrective action teams, expanded workforce training and cross training efforts and pay for performance initiatives among others (Longenecker and Simonetti, 2001).”*

A business firm attains a competitive advantage when it creates superior value for its customers and superior profits for itself. So, it is a must for a firm to provide quality service, personnel, technology, location, and affordable price to its customers than do competitors to ensure its competitive advantage.

## **1.2 Statement of the Problem**

Firms in an industry, which offer similar products, are involved in competition to produce and deliver quality product to the market. Consumers of the product would have options to choose from the many firms which provide similar products. Consumers can shift from one firm to another if they gain superior value from the other. To attract and retain customers the firm should offer a special quality product than do competitors. As a result, firms enter in stiff competition and add value to their products in order to attract customers.

Firms also utilize and manage resources efficiently in order to sustain cost and benefit advantages. A firm may produce the same quality product with low cost or deliver better benefits than competitors. Scarce resources should be economically utilized so that a firm attains its objectives by achieving the desired profits for it and deliver competent product to consumers.

“In today’s knowledge-based economy, higher education institutes as centers for human resource development are playing an essential role in economic growth and development of the countries ( Mashhadi and et’ al, 2008).”

Some private learning institutions are working as higher education institutes and serve the public with profit. There are a number of private universities and colleges in Ethiopia which aim to generate profit and impart knowledge to the society

Most of them have given similar disciplines and as a result they compete to each other to attract students to enroll in their universities and colleges. The competency levels of each

Private University and College can vary according to the competitive advantages of it which design to be applicable. One institution can have better managerial capabilities and location site; and the other can have better market share and information technology facilities. So, one institution can compete over another institution by one or more attributes.

“For education institutions, information technology is emerging as a critical source of creating competitive advantage as the internet allows them to offer their services globally (Ives and Jarvenpa 1996)”.

Recent research showed that quality of education in the private higher education institutes is poor.

So, the research is trying to address the following research questions.

- What are the problems of private higher education institutes to accomplish teaching -learning process and to ensure quality of education?
- Do private higher education institutes utilize their resources efficiently?
- Are there different marketing promotions employed among private higher education institutes to attract students?
- Are private higher education institutes competent enough to impart knowledge to students?
- What are the attributes that ensure performance and competitive advantages of private higher education institutes?

### **1.3 Objectives of the Study**

The general objectives of the study are to understand similarities and differences of sample private higher education institutes in Addis Ababa among each other in resource utilization, managerial capabilities, location selection, employees and students handling and etc. that enable them to ensure their performance(s) and competitive advantage(s).

The specific objectives of the study:

- To pinpoint the extent at which private higher education institutes vary in resources, capabilities, and innovations
- To explore the best sources for creating competitive advantages in private higher education institutes
- To investigate whether there is coordination among private higher education institutes to share experiences, resources etc.
- To identify whether private higher education institutes provide quality education to students
- To pinpoint whether private higher education institutes have adopted similar practices

#### **1.4 Significance of the Study**

After the research has been completed, its output will contribute a lot to those parties who have similar objectives and seek information on issues related to the study under investigation. The following are the possible significance of the research output.

- It will help private higher education institutes to increase quality of education.
- It will be used as an input or documentation for private higher education institutes
- It will be used as source of information for a secondary data for those who wish to undertake future study on similar issues.
- It will enhance the practical knowledge of the researcher through creating a link between the theoretical knowledge of performances and competitive advantages and what is going on real life business institutes.

#### **1.5 Scope and Limitation of the Study**

The research finds out problems and proposes solutions to the problems on private higher education institutes in Addis Ababa. A private university and university college are selected for the research study to evaluate and compare these institutes based on the



variables that make differences in creating performance and competitive advantages of one institute over another. Conducting a research study on these private higher education institutes is manageable to deal comparatively the performances and competitive advantages of them. These institutes have wider coverage and popularity in the country so that studying the performances and competitive advantages of them can arrive at sound able findings. Head offices of the two private higher education institutes found in Addis Ababa are center areas for source of data for the study. The researcher delimits the sources of data to the capital city for its accessibility of data, researcher's convenience to the capital city and shortage of time to go to other areas of the country to collect data.

On the other hand, sample private higher education institutes may not tell their true performances and competitive advantages. They may fear to disclose their strategies of ensuring competitive advantages over competitors. As a result, the research study may not investigate in detail every aspect of competitive advantages of sample private higher education institutes. So, the outputs of the research study may not represent the real performances and competitive advantages of sample private higher education institutes. More over, due to time and cost constraint, the researcher delimits the study on two private higher education institutes in Addis Ababa. Other researcher may continue on the topic to examine the situations in the country with many private higher education institutes.

## **1.6 Research Methodology**

### **1.6.1 Research design**

Comparative study is adopted to investigate the performances and competitive advantages of two private higher education institutes among each other. Quantitative and qualitative methods are used to collect and analyze data.

### **1.6.2 Population of the Study**

Two private higher education institutes are chosen to undertake the comparative study.

Administrative staffs, students, and instructors are participated in responding questionnaires and interviews from both institutes. A total of 819 individuals are taken from SMUC as a total population for the study. Data for the number of students in UU is not available. The sample size of students for UU is taken in consistent with the students of SMUC. Currently Unity University has 120 instructors, and 221 Administrative staffs. And also, St. Mary University College has 447 regular degree program students, 176 instructors, and 196 Administrative staffs.

### **1.6.3 Sample of the Study**

For the purpose of collecting better data from informants in both institutes purposive sampling techniques are used to choose sample informants/ respondents. Some regular instructors, administrative staffs, and degree program students of the institutes are selected as informants/ respondents from head offices of both institutes. After purposive sampling techniques are used to select the three categories of informants/respondents, simple random sampling technique is applied to choose sample informants/respondents of students and instructors using a lottery method and purposive sampling technique is used to choose sample informants/respondents of administrative staffs who have a link in academic issues in both institutes. Equal number of sample size from each institute is chosen from the three categories of informants/respondents for the collaboration of filling questionnaires and conducting interviews.

60 regular degree program students are selected from each institute as sample informants/ respondents who represent 13.4% of the total regular degree program students of SMUC. 45 instructors are selected from each institute as sample informants/respondents from the total number of regular instructors who represent 25.6% for SMUC and 37.5% for UU. 20 administrative staffs are selected from each institute as sample informants/respondents from the total number of regular administrative staffs who represent 10.2% for SMUC and 9% for UU. The total sample size for the study represents 15.62% of the total population.

#### **1.6.4 Instrumentation of Data**

To undertake the research study and address its objectives, both primary and secondary data are used. Structured and unstructured questionnaires and interview techniques are used to collect data. Likert scale with five scale ranking technique is used by respondents/informants to rank certain attributes. Internet web sites, journal articles, and annual reports of sample private higher education institutes are referred as secondary data.

#### **1.6.5 Data analysis and Presentation**

After the primary and secondary data gathering procedures are completed, the data are presented and analyzed in a way to produce important information that can answer basic questions, ensure objectives of the study and also show future implications of the study.

The responses of informants/respondents are presented and analyzed both quantitatively and qualitatively through tables, weighted mean, percentages and statements.

Inferences are made based on average respondents' responses and mean of weights.

#### **1.7 Organization of the study**

The research paper has four parts. The first part contains statement of problems, objectives, methodology etc. The second part contains review of related literature. The third part contains data presentation and analysis. Finally, the fourth part contains summary, conclusion and recommendation.

## **CHAPTER TWO**

### **Review of Related Literature**

#### **2.1 Definitions of Terms**

- Competitive advantage is a condition which enables an institute to operate in a more efficient or otherwise higher-quality manner than the institutes it competes with, and which results in benefits accruing to that company ([www.google.com](http://www.google.com)).
- Performance is the act of performing, the carrying into execution or action, achievement, accomplishments, or representation by action ([www.google.com](http://www.google.com)).
- Services are “deed, or performance” that are transitional, ephemeral and perishable (Levolock and Wirtz 2007)
- Quality is often described as the totality of features and characteristics of a service that bear on its ability to satisfy stated or implied needs (Raturi, 2005).

#### **2.2 Overview of Competitive Advantage**

Successful companies come in all shapes and sizes but they tend to have one thing in common: they all have some significant competitive advantage. This advantage allows

them to ward off competitors and stick around for a long period. Competitive advantages are so important because they can ensure that a company earns excess returns for a longer period.. Competitive advantages do not just come in one form (Dess and et' al, 2006). It occurs when a company acquires or develops an attribute or combination of attributes that allows the company to outperform its competitors. Companies can stand out and ensure their long-term success by establishing large market share, strong brand management, being cost effective, and creating high switching costs.

Competitive advantages of institutes can be achieved through important considerations like location, product services and product features that they have some how found a fresh turn, a new way of offer, buying incentives that similar companies either can not or do not offer (Don J. Reynolds, 1994). Institutes gain competitive advantages when they consider the following points.

- Define the institute, define institute's competitors, identify experience, personal experience, differentiation, Price, Product, and Marketing strategies

**Define the institute-** Before customers know the company, it is important to know first institute's mission in the market place.

### **Define institute's competitors**

An institute must make a list of its competitors and track them on a regular basis. In order to compete, the company should compile the strengths, weaknesses, customer bases, revenues, profit margin, promotional and marketing strategies, and current offerings of its competitors.

### **Identify institute's customers**

An institute must assess customers' preferences in using its service. It is also important to examine customer's attributes such as where they live, age, sex, income, needs, motivation to buy, and when they buy etc.

### **Personal experience**

To attract and sustain customers toward exploit institute's service, people in the institute should have developed experience to serve them better.

### **Product, Price, and Marketing strategies**

Institute's service must be delivered in better quality than competitors at an affordable price. Best marketing strategies help to defend and win competitors' attack.

After competitive advantage is gained, it is vital to maintain and evaluate attributes to sustain for a long period. Many firms strive for a competitive advantage, but few truly understand what it is or how to achieve and keep it. A strategy for developing strongest competitive advantage is ensured when the strategy cannot easily imitate by other Institutes. According to Powell (2001), business strategy as a tool manipulates the resources and creates competitive advantage; hence, viable business strategy may not be adequate unless it possesses control over unique resources.

Porter (2007) defined three generic strategies that firms may use to gain competitive advantage: cost leadership, differentiation, and focus. A company wants the gap between perceived value and cost of the product to be greater than the competitors do. A firm utilizing a cost leadership strategy seeks to be the low-cost producer relative to its competitors. A differentiation strategy requires that the firm possess a "non-price" attribute that distinguishes the firm as superior to its peers.

Armstrong and Kotler (1999) noted that differentiation can occur by manipulating many characteristics including features, performance, style, design, consistency, durability, and reliability. Differentiation allows an institute to target specific populations. Institutes following a focus approach direct their attention to narrow product lines, buyer segments, or geographic markets. Focused institutes will use cost or differentiation to gain advantage, but only within a narrow target market.

Okjie and Adhikari (2003) pointed out that generic sources of competitive advantage include ownership of assets or position; access to distribution and supply, as well as proficiency knowledge, competence and capability- in business operations.

According to Harvey (1982), a competitive advantage analysis is

*“The process of examining institute’s financial, service, research, and human resource factors. Then, to enable it to meet possible threats or to dominate potential areas of opportunity, the institute can determine where the critical strengths or weaknesses are. Primarily, the competitive advantage analysis determines what the institute is capable of doing and what it has the resources to accomplish.”*

A competitive advantage can make or break a firm, so it is crucial that all managers are familiar with competitive advantages and how to create, maintain and benefit from them

### **2.3 Porter’s Competitive Forces**

Michael Porter (1980) has argued that the profit potential of an institute depends on the combined strength of five basic competitive forces. These are threat of new entrants, rivalry among existed firms, pressure from substitute products, bargaining power of buyers and bargaining power of sellers.

#### **Threat of new Entrants**

New entrants add capacity, inflate costs, push prices down, and reduce profitability. Hence, if an industry faces the threat of new entrants, its profit potential would be limited. The government policy also limits or even prevents new entrants such as when established firms’ get exclusive access to patents (Smith, 1991). The threat of entry is high when effective barriers are lacking

#### **Rivalry among existing institutes**

Institutes in an industry compete on price, quality, promotion, service, and so on. Generally, an institute’s attempts to improve its competitive positioning provoke retaliatory action from others. The intensity of rivalry in an industry tends to be high when competitors are numerous, similar in size, skills, and market power in the industry etc.

#### **Pressure from substitute services**

Substitute products often arise from new technology and often from outside the industry. Substitute products, performing the same function as the original product, may limit the profit potential of the industry by imposing a ceiling on the prices that other firms charge in the industry.

### **Bargaining Power of customers**

Buyers can bargain for price cut, ask for superior quality and better service, and induce rivalry among competitors. If they are powerful, they can depress the profitability of the supplier industry.

The bargaining power of buyers tends to be high in industries that have many sellers and few buyers.

### **Bargaining Power of institutes**

According to Smith (1991), institutes tend to have more power if there are just a few of them, if there are few alternative sources of supply, if their product is important for the customer's.

## **2.4 Attributes Considered as a Source of Creating Competitive Advantage**

A more effective resource is one that delivers better value for money. The resource either helps to produce a superior or more attractive offering or it produces an offering that matches its substitutes in quality, but does so at lower cost. Cost advantage may be either be retained by the seller as extra cash flow or be passed on to the customer as a price reduction.

Distinctive resources are above all a sign of market imperfection. Without a degree of market failure, their distinctiveness could not persist. In the short term at least, the resources must be in limited supply. If supply were unlimited, success-aping would lead all institutes to acquire equally effective resources, and thus erode the successful competitor's value-building position (Collins, David J. 2001)



Winning resources are of course only a small minority among the multitude of resources used by business institutes. Winning resources are those that explain sustained value-creation by the competitive strategies of some institutes. A winning resource is by definition one that helps one or more individual offerings to generate value

#### **2.4.1 Employees Satisfaction**

Pfeffer and Vega (1991) focused on the notion of putting persons in the first stage for the success of an institute. Employees are an important social element of institutes. They engage in different functional units of the organization to handle and operate duties consistent with the institute's objectives.

As Harvey (1982) stated that, the institute is no more effective than its human resources capabilities. According to Bedasso (2006), unless the manager gives quick response to employees' problems, unfavorable behavior may be reflected across them. These behaviors may result in employees' absenteeism, layoff, and lack of initiation. Employees resisted to Taylor's movement in 1912, at the Watertown Arsenal in the USA, whom they did not get an appropriate wage and ensure job guarantee in the institute that they had worked as Bantie and others cited in 2006.

Managers should build close relationship to employees to discuss what is going on and what will be going on. Solving the problems of employees before on hand implicitly exploits the potentials of them and ensures their productivity. It is just remarkable to respond quickly for employees' grievances or complaints. The grievances or complaints may stem from lack of job promotion and salary increment; job burden and inappropriate job location of employees (Ivancievich and et' al, 1983). If the compromising efforts that have been made by management to calm down employees' complaints or grievances are outweighing their contributions, management should take corrective measure on them. According to Kapu and Mehta (2004), employees of educational institutes should get appropriate benefits from the institute and they should offer appropriate services to the institute. It is a mutual benefit among employees and the institute.

Hiring and retaining better people than competitor can become an immeasurable competitive advantage for an institute. An institute's employees are often overlooked, but they should be given careful consideration. This human resource-based advantage is difficult for a competitor to imitate because the source of the advantage may not be very apparent to an outsider. As Herb Kelleher, Chief Executive Officer (CEO) of southwest Airlines (1998) explained that the culture, attitudes, beliefs, and actions of employees constitute the strongest competitive advantage. He also elaborates that human resource is difficult to imitate by competitors as:

*“The intangibles are more important than the tangible because you can always imitate the tangibles; you can buy the airplane, you can rent the ticket counter space. But the hardest thing for some one to emulate is the spirit of your people.”*

The intangibles as a competitive advantage can encompass many areas. Employers who pay attention to employees, monitoring their performance and commitment may find themselves with a very strong competitive advantage.

People differentiation is important when consumers deal directly with employees. Employees are the frontline defense against waning customer satisfaction. Leslie and Komisarjevsky (1999) pointed out that an institute can differentiate itself by having a recognizable person at the top of the institute. A recognizable CEO can make an institute stand out. If CEOs are such charismatic public figures to consumers, the CEO is considered reputable and is well liked; it speaks very well for the institute, and consumers pay attention.

#### **2.4.2 Customer Satisfaction**

Customer satisfaction, among other things, is crucial activity for an institute because a customer is a king. Business institutes know that their profits come from being customers happy. Customer satisfaction is the key to long-term profitability for every business. Each business institute has made decisions on providing superior customer satisfaction, a

fundamental of its entire approach to its business. In relation to this Lele (1987) has said that: keeping customers happy is the best defense against competitors.

The modern concept of marketing emphasizes on the complete satisfaction of customer needs. Creation of customer satisfaction means identification of consumer needs and organizing the business to meet these needs. The marketing concept philosophy in a business environment states that customers needs` and wants` satisfaction is the economic and social justification of an institute's existence.

Customers need appropriate assistance from the institutes in searching for knowledge. To cope up with the different interests, needs, and problems of students, educational institutes must design appropriate strategies to handle their requests in general. An institute with customer service problems decides to conduct an in-house work shop for key managerial personnel to better equip them to lead customer-service improvement (Longenecker ,1998)

### **2.4.3 Managerial capability**

According to Jay Heizer (2001), effective management is a key function for the survival and continuous growth of business organizations. As Leonatides (1982) described it is difficult to measure and compare managerial experiences among institutes.

Nevertheless, professional managers and investment advisers frequently mention quality of management as the most important factor in appraising a business institution. Influencing employees in an institute to work more enables the institute to grow and prosper in terms of profit, quality, productivity, competence, and decision-making. Such growth of institutes become viable when a competent and professional manager holds full responsibility and commitment towards influencing workers and continuously follow up and make corrective actions if there is deviations of outcome from the plan.

As Harvey (1982) explained that unless management Influences employees in an institute, the expected result may not achieve. It is quite necessary for a manager to

examine the weaknesses and strengths of employees on their daily operations. When weaknesses occur manager(s) should quickly respond to it so that production can continue smoothly.

Education is viewed as a process and the role of the education manager is to plan, design and implement an efficient and effective learning systems. Successful management requires an accountability of the system (Kaufman, 1972). A system is an entity, whether conceptual or physical, which consists of interrelated, interacting, or interdependent parts (Modern, 2004). Managing higher education institutes can immensely benefit from systems thinking (open and closed systems). Open systems make educational institutes effective to achieve their objectives. Ivacievich (1994) argued that from the system perspectives, management involves managing and solving problems in each part of the institution but doing so with the understanding that actions taken in one part of the institute affect other parts of the institute.

The ever-changing and complex global competitive environment forces managers to be prepared for the different internal and external uncertainties (cruiz, et' al, 2006) and take right decisions to maintain the competitive advantages of the institute and improve its position in the market. This requires managers to be aware of the current competitive context and new requirements set for institutes.

#### **2.4.4 Location selection**

The great adage for business success is “Location, Location, and Location.” Operations should be located whether they will optimize the institute’s generating of value; in other words, in the most profitable places. That in its turn depends on where unit costs are lowest or on whether location has an influence on customer preferences.

*A decision about location is a decision about resources, and affects more than one offering at a time. It can affect the value-building potential of large parts of the cluster of offerings, or even of the whole of it. Most of the time, location should be governed by the company’s offerings (Collins4, 2001)*

An institute wants to get a location for its site that is easy to access and convenient for customers. It is also necessary to have a location for its company that is readily accessible to suppliers and distribution channels as well as supply of workers ([www.school-for-champions.com/competition/buusiness-Location.htm](http://www.school-for-champions.com/competition/buusiness-Location.htm)).

Business organizations are located either near the source of factors of production or users of the product. Service business organizations are located near consumers who may use the service. The demand of service is an important variable for location selection in such institutes. Cost of transportation, demand or market availability, and centeredness for a country, region, or town are important indicators for location selection (Heizer and Render, 2001).

Distance is just one of the considerations that go into the choice of a competitive strategy. Geographical expansion is more often a corporate strategy. One of the central concerns of corporate strategy is the company's winning resources, and in many cases a company has a winning resource consisting of:

- A superior skill in attracting distant customers in a market which is going global
- A production facility in a particular location
- A distinctive ability to operate outside the home country
- A brand with pulling power over a large part of the world etc. (Collins, 2001)

#### **2.4.5 Information and communication Technology**

Thompson (1967) suggested a link between technology and organizational activities. Technology can be considered as the "information, equipment, techniques, and processes required to transform inputs to outputs in the organization (Robbins, 1987). Students may seek a conducive atmosphere for reading. A library is a store of books and reading is a key of knowledge. Since the emergence of modern information technology, the value of computers to the development of competitive advantage has been highlighted (Gerstein and Reisman, 1982). Computers must avail in the library of educational institutes for students to access timely and relevant information. The internet would help students to

have an understanding of global environment and acquire knowledge on the subject matter of their respective disciplines.

The availability of sufficient and up to date reference books is important for achieving quality education. In addition, manual catalogue system of libraries should be replaced by digital catalogue system to increase the simplicity and speed of searching reference books.

Within manufacturing companies, Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM) have assisted in achieving cost leadership or differentiation positions (Parsons, 1983). Now a day, the application of computer-Aided Education is widely used in educational institutes.

#### **2.4.6 Delivering Quality Service**

Gronroos (1978) argued that “service is shaped by consumers” and that corporate image is seen as important in the eyes of those in service institutes. According to Mitchell (2005), having a unique service related point of difference is not enough to gain sustainable competitive advantage. Instead, business should endeavor to discover what customers really want and satisfy their needs more effectively than their competitors satisfy.

Quality is a fascinating concept, which has a very positive image but it has been difficult to define in practice even though it is so widely used (cheng and et’ al, 2003). Quality is the idea that something is reliable in the sense that something is assigned to do.

The quality of the material going into the product and the quality of production operation should be scrutinized. Materials quality is very important. Greater quality materials decrease the number of reworks, returns, and repairs which were necessary to do so. Quality labor also reduces the costs associated with such expenses.

Traditionally, quality of education has referred to as the achievement of planned education goals, particularly students' outcomes, and has been taken not to be different from educational effectiveness (Cheng, 2003). Cheng also noted that internal quality assurance referring to efforts for improving the internal environment and processes such that the effectiveness of learning and teaching can be ensured to achieve the planned goals. To attain quality of education Cheng (2003) proposed three qualities and learning processes: the management process, teaching process and learning process. Thus, there is a need to develop management quality indicators (Leadership, decision- making), teaching quality indicators (teaching efficiency, teaching methods), and learning quality indicators (Learning attitude, attendance rate). Quality assurance, in this process, is to ensure smooth, healthy, internal processes and fruitful learning objectives.

In the age of increasing competitive pressure finite individual and institutional resources and increased demand for universal access, assessing the quality of higher education becomes a major public concern and institutes of higher education will continue to be scrutinized by external stakeholders until they provide evidence of improved institutional quality (Koslowski, 2006).

Concern about the quality of higher education in Africa is on the rise, it comes at a time of growing recognition of the potentially powerful role of tertiary education for growth, and a natural response to public perception that educational quality is being compromised (Materu, 2007).

The quality of higher education system is critical to ensure the adequate supply of qualified, highly skilled, and well-trained work force to support economic development. Quality assurance would not be a one-time activity. It should be continuously reviewed and improved so that sustainable quality assurance might be achieved.

## **2.5 Sustainable Competitive Advantage**

Dess and et' al (2006) explained that the achievement of competitive advantage is not always permanent or even last long. Once an institute establishes itself in an area of advantage, other institutes will follow suit in an effort to capitalize on their similarities.

An organization is said to have a 'sustainable' competitive advantage when its competitors are unable to duplicate the benefits of the institute's strategy. In order for an institute to attain a 'sustainable' competitive advantage, its generic strategy must be grounded in an attribute that meets the following criteria.

Valuable – it is of value to consumers; rare – it is not commonplace or easily obtained; inimitable – it cannot be easily limited or copied by competitors; non-substitutable – consumers cannot or will not substitute another product or attribute for the one providing the firm with competitive advantage.

## **2.6 A Short History of Public Education and the Need of Private Higher Education**

### **in Ethiopia**

The Ethiopian Orthodox Church has dominated education in Ethiopia for many centuries until secular education was adopted in the early 1900s. Prior to 1970s, Ethiopia had an estimated illiteracy rate well above 90% and compared poorly with the rest of Africa in the provision of schools and universities. The first public school to provide a western style education was Menelik II, which was opened in October 1908 (Pankrust, 1968).

In 1961, the Ethiopian education system, especially in primary and secondary education, was ranked the bottom among African nations. There were school and teacher shortage, a high dropout rate, and low overall attendance rates, especially among females and rural children (Damtew Teferra and Philip Altbach G. 2003),

*Higher education is central to economic and potential development and vital to competitiveness in an increasingly globalizing knowledge society. It has also a role as the change agent to prepare informed responsible citizens able to work effectively in a global multicultural context (Nwuke, 2003)*



There were two institutes of higher education: Haile Selassie I university in Addis Ababa, formed by imperial charter in 1961, and the private university of Asmara, Santa familia university, founded by a Roman catholic religious order based in Italy in 1962.

According to Haile-Gebriel A. (2004), the reform of higher education to allow private higher education to participate in the provision of higher education was necessitated by a number of reasons. First, there was a need of capacity building of educated personnel that arise due to the decades-long Eritrean independence war and large-scale emigration of qualified manpower during the Durg regime. Resources were shifted to defense purpose rather than used for implementing educational programs. This had very serious consequences for the education sector and the economy as a whole. Massive brain-drain of highly-educated Ethiopians continues to this day. In spite of recent expansion, Ethiopian's public higher education is one of the smallest in Africa. According to World Bank (2003), Ethiopia's tertiary gross enrolment ratio stood at 0.8 percent in 2000, against 4 percent for sub-saharan Africa. For a population of more than 73 million, of which half of them is young, the public higher education provision sector is unlikely to effectively respond to the rapid expanding enrolment at the primary and secondary levels, meet the rising and urgent skills demands of Ethiopia's expanding economy, and accommodate the rising population.

Private provision of higher education in Ethiopia is still in its infancy although the first privately owned institution of higher learning dates back to 1991. Since the mid-1990s, the private provision sector has grown following reforms introduced by 1994 education and training policy sector strategy whose objectives were to increase access to educational opportunities with enhanced equity, quality, quantity, and relevance (HERQA, 2007).

In 2004, there were 22 higher education institutions classified as private by government of Ethiopia, up from 16 in 2001. During this time by enrolment in both diploma and undergraduate degree levels, Alpha University College, which comprised mainly of distance learning programs, is the largest with about 16,302 enrolled students followed by

unity University College with 8,064 students and St. Mary's College with 3,166 students and the smallest is Selam Nurses' College with 86 enrolled students.

Recent data is available only for students enrolled in undergraduate degree level and for the year 2005/6 there were 27 institutes with a total of 39,691 students. Of this total, four private institutes take the lion's share: Unity University College with 34 percent, Alpha University College with 22 percent, and St. Mary's college with 17 percent and Admas College with 13 percent. By type, some are business schools providing training in areas such as marketing, accounting, office management, banking and finance, management, purchasing and supplies, Journalism, law etc (HERQA, 2007).

Private higher education institutes are contributing to the production of skilled manpower for the national economy, helping governments to conserve the resources that would otherwise have been spent on public provision and redirecting to other priority areas.

## **CHAPTER THREE**

### **Data Presentation, Analysis and Interpretation**

This chapter deals with comparing competitive advantages of two private higher learning institutions to each other and point out some similarities differences among them in Addis Ababa.

#### **3.1. Respondents profile**

Three types of questionnaires were administered to collect data. 50 students, 35 instructors and 15 administrative staffs participated in generating pertinent information for the study through structured and unstructured questionnaires and interview methods.

Table 1 Respondents Profile of SMUC and UU

Department (Instructors)	Qualification	SMUC		UU		Department (Students)	SMUC			UU		
		No	%	No	%		Y/r	No	%	Year	No	%
Accounting	BA/BSC.	6	17.1	7	20	Accounting	2nd	13	26	3rd	10	20
	MA/Msc.	-		-		management	2nd	11	22	2nd	12	24
	PHD	-		-		law	3rd	9	18	2nd	8	16
Management	BA/BSC.	6	17.1	5	14.3	Com. science	3rd	7	14	3rd	6	12
	MA/Msc	2	5.7	1	2.86	Marketing management	1st	10	20	2nd	14	28
	PHD	-		-		total		50	100		50	100
Computer Science	BA/BSC.	5	14.3	6	17.1							
	MA/Msc.	3	8.6	2	5.7							
	PHD	-		-								
Law	BA	5	14.3	6	17.1		SMUC		UU			
	LLM	-	-	-	-	Admins. staf	No	%	No	%		
	PHD	-	-	-	-	A/v president	1	6.7	1	6.7		
Marketing management	BA/BSC.	5	14.3	6	17.1	Quality office	5		5	33.3		
	MA/Msc.	3	8.6	2	5.7	Academic p	6	40	4	26.6		
	PHD	-	-	-	-	Registrar	2	13.3	1	6.7		
						HRM	1	6.7	2	13.3		
						Financial managers	2	13.3	2	13.3		
<b>Total</b>		<b>35</b>	<b>100</b>	<b>35</b>	<b>100</b>	<b>Total</b>	<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>		

### 3.2 Responses on their selection and relationship to the institutes

Regular (day-time) degree program students were taken as respondents for the study in both institutes. Accounting, management, computer science, law, marketing management department students were selected and 60 questionnaires were distributed to them. 83.3% of distributed questionnaires were returned to the researcher.

Table2. Students' selection of the institutions

No	Items	Alternates	SMUC		UU	
			No	%	No	%
1	Why do you choose the	A. It has low tuition fee	0	0	0	0

	institution most?	B. It has competent and qualified instructors	36	72%	26	52%
		C. It is near to my home	7	14%	6	12%
		D. It has better good will	7	14%	16	32%
		E. others	0	0%	2	4%
2	Does a title university and university college creates different images?	A. Yes	44	88%	45	90%
		B. No	6	12%	5	10%
3	Which one do you prefer?	A. University	44	88%	47	94%
		B. University college	6	12%	3	6%

More than half of the respondents chose their respective institutes because they had competent instructors in their institutes. 72% and 52% of respondents in SMUC and UU chose their respective institutions because the institutions had competent and qualified instructors respectively. In addition to this 14% of respondents in SMUC chose the institution because of good will and nearness to their homes respectively. 32% of respondents in UU chose the institute because of goodwill. On the other hand, 4% of respondents in UU did not know the reason why they chose the university and 2% of 4respondents in UU chose the university because the respondent was assigned to Semera University which is remote for the respondent.

90% and 88% of respondents in UU and SMUC responded that the title “university” and “university college” creates different image on the society or student to choose among them respectively. In connection with this 94% and 88% of respondents in UU and SMUC prefer the name university to that of university college. So, the title university has a better competitive advantage than university college.

Table3. Source of information to join the institutes for students

N	Items	Alternates	SMUC		UU	
			No	%	No	%
1	Where do you get the information that helped	A. From radio and television	14	28%	14	28%
		B. From my neighborhood	9	18%	5	10%

	you to choose the institution?	C. from graduated students of the institution	18	36%	26	52%
		D. from university's web site	5	10%	0	0%
		E. Others	2	4%	5	10%

Based on the analysis in the above table, most of respondents have got the information to join their respective institutes from graduated students of the institutes. 36% and 52% of respondents in SMUC and UU have obtained information from graduated students of their institutes. 28% of respondents in both institutes have got information from radio and television advertisements. 18% of respondents in SMUC have got information from their neighborhood. 10% of respondents in UU have got information to join the institute from university's website and 4% of respondents in SMUC have got information from their friends and families. And 10% of respondents in UU have got information from their families, friends and their awareness about UU.

Table4. Relationship of students to instructors and management

No	Items	Alternates	SMUC		UU	
			No	%	No	%
1	How do you evaluate instructors handling of students?	A. Smooth	38	76%	34	68%
		B. Loose	4	8%	8	16%
		C. Harsh	8	16%	8	16%
2	Do your complaints get quick solution in the institution?	A. Yes	31	62%	20	40%
		B. No	19	38%	30	60%

76% and 68% of respondents in SMUC and UU responded that the handlings of students by instructors in both institutes are smooth and strong respectively.

16% of respondents in UU responded that instructors handling of students are loose and harsh respectively. On the other hand, 16% of respondents in SMUC responded that instructors handling of students are loose and 8% of respondents said that it is harsh. So there are good relationship between students and instructors in both institutes because more than half respondents confirmed that the relationship is smooth

62% of respondents in SMUC replied that their grievances/problems in their institutes have been resolved quickly. But 60% of respondents in UU replied that their grievances/problems have not been resolved quickly in the institutes. So, students' grievance/problem resolution in SMUC is faster than UU does.

Table5. Instructors' commitment in the institute

No	Items	Alternates	SMUC		UU	
			No	%	No	%
1	Do instructors reach classes on time?	A. Yes	34	68%	44	88%
		B. No	16	32%	6	12%
2	Do instructors ready to teach in the institution	A. Yes	30	60%	47	94%
		B. No	20	40%	3	6%

88% and 94% of respondents in UU responded that instructors reached classes on time and are ready to teach regularly while 68% and 60% of respondents in SMUC replied that instructors reached classes on time and are ready to teach regularly. In both institutes instructors showed better commitment for their occupation and for the better performance of the institutes for delivering quality education for the society. But UU instructors have shown better commitment than SMUC. The remaining respondents noted that instructors do not arrive at classes on time and ready to teach regularly in their respective institutes

Table6. Facilities of the institutes for students

No	Items	Alternates	SMUC		UU	
			No	%	No	%
1	Computers in the	A. Recent	30	60%	31	62%

	institution	B. Old	20	40%	19	38%
2	supply of computers in the institution	A. Sufficient	31	62%	8	16%
		B. Not Sufficient	19	38%	42	84%
3	Reference books in the institution	A. up to date	40	80%	8	16%
		B. outdated	10	20%	42	84%
4	supply of Reference books in the institution	A. Sufficient	41	82%	30	60%
		B. Not Sufficient	9	18%	20	40%
5	Tutorial class is given for	A. few female and many male	3	6%	0	0%
		B. Few male and many female	5	10%	0	0%
		C. Equal number	8	16%	6	12%
		D. Those who need academic assistance	34	68%	44	88%
6	Do tutorial program solves students problem?	A. Yes	39	78%	36	72%
		B. No	11	22%	13	26%

In SMUC 60% and 62% of respondents replied that computers in the institutes are recent, fast; and not sufficient in number to the needs of students in the institutes while 62% and 84% of respondents in UU replied that computers in the institutes are recent, fast; and not sufficient to the needs of students in the institutes. More than half respondents in both institutes confirmed that computers in their respective institutes are recent and fast but not enough in supply to the needs of students in their institutes

80% and 82% of respondents in SMUC responded that reference books in the library of the institute are up to date and sufficient in number to the needs of students in the institute. And 64% and 60% of respondents in UU responded that reference books in the library of the institute are up to date and sufficient in number to the needs of students in the institute respectively. So, in both institutes, more than half of the respondents confirmed that reference books availability in their respective institutes are sufficient and up to date. This in turn makes quality of education effective in their respective institutes if students use it properly.

68% and 88% of respondents in SMUC and UU replied that tutorial classes are given for students who seek academic assistance in their institutes respectively. But information

obtained from administrative staffs and some instructors showed that tutorial class/program is not scheduled for regular students. But one respondent from UU notified that he/she did not know whether tutorial class is given or not in the institute.

Table7. Location of the institute for students

No	Items	Alternates	SMUC		UU	
			No	%	No	%
1	Location of the institution for you?	A. Near to my home	30	60%	14	28%
		B. far to my home	20	40%	36	72%
2	Location of the institution	A. on a noisy surrounding	31	62%	6	12%
		B. on a calm surrounding	19	38%	44	88%
3	Location of the institution for you	A. Has transportation problem	31	62%	15	30%
		B. Has no transportation problem	19	38%	35	70%

In UU, 72%, 88%, and 70% of respondents stated that the location of the institute is located far from their homes, on a calm surrounding, and has transportation problem to and from the institution respectively. On the other hand, in SMUC, 60%, 62%, and 62% of respondents stated that the location of the institute is located near to their homes, on a noisy environment and has no transportation problem to and from the institution respectively. So, more than half respondents confirmed that SMUC is located near to their homes, on a noisy surrounding, and with no transportation problems whereas UU is located far from their homes, on a calm surrounding and with transportation problems. Both institutes have their own pros and cons on site selection for most of the students coming from all corners of Addis Ababa.



**Table 8. Students' responses on the attributes that contributes for performance and competitive advantage**

Items	Weights	Responses								
Items		SMUC						UU		
Q1. qualified instructors		lowest	Low	medium	high	highest	total	lowest	low	me
	Weights	1	2		4	5	15	1	2	3
	Table mean						3			
	Total	4	2	12	14	18	50	2	4	4
	W.Freq.	4	4	36	56	90	190	2	8	12
	W.M				3	3.8				
	%	8	4	24	28	36	100	4	4	8
Q.2 Reference books	Total	4	2	18	20	16	50	3	0	7
	W.Freq	4	4	54	80	80	222	3	0	21
	W.M						4.44			
	%	8	4	36	40	32	100	6	0	14
Q.3 computers	Total	4	3	12	6	25	50	8	8	10
	W.freq.	4	6	36	24	125	195	8	16	30
	W.M						3.9			
	%	8	6	24	12	50	100	16	16	20
Q. 4 Buildings	Total	5	4	16	13	12	50	2	2	6
	W.freq	5	8	48	52	60	173	2	4	18
	W.M						3.46			
	%	10	8	32	26	24	100	4	4	12
Q.5 management	Total	0	8	10	18	14	50	2	0	10
	W.fre	0	16	30	72	70	188	2	0	30
	W.M						3.76			
	%	0	16	20	36	28	100	4	0	20
Q.6 Student satisfaction	Total	6	8	4	18	14	50	0	7	7
	W.fre	6	16	12	72	70	176	0	14	21
	W.M						3.52			
	%	12	16	8	36	28	100	0	14	14
Q.7 Instructors teaching methods	Total	2	4	4	25	15	50	0	2	5
	W.fe	2	8	12	100	75	197	0	4	15
	W.M						3.9			
	%	8	6	24	12	50	100	2	12	32
Q.8 Image of institution	Total	4	3	12	6	25	50	1	6	16
	W.fre	4	6	36	24	125	195	1	12	48
	W.M						3.9			
	%	8	6	24	12	50	100	2	12	32

As it is shown in the above table, the weighted mean on existence of qualified instructors in SMUC and UU are 3.8 and 3.2 respectively which is above the table mean (3). So, in both institutes qualified instructors contribute more to the performance and competitive advantages of both institutes.

The weighted mean for reference books availability in SMUC and UU are 4.44 and 3.82 respectively. However the availability of reference books in SMUC contributes more than UU, both of them weigh above mean of weights. Therefore, it contributes more for the performances and competitive advantages of both institutes.

In addition to this the weighted mean on computer availability for students in SMUC and UU are 3.9 and 3.14 respectively. Even if the availability of computers for students is better than in SMUC than UU, both of them weigh above the table mean. So, it contributes more for the performance and competitive advantages of both institutes.

Likewise the weighted mean on availability of buildings in SMUC and UU are 3.46 and 4.22 respectively. Even if the availability of buildings is better in UU than SMUC, both of them weigh above mean of weights. So, the availability of buildings in both institutes contributes more for the performance and competitive advantages of both institutes.

Similarly the weighted mean on existence of competent and committed management in SMUC and UU is 3.76. It weighs the same for both institutes and it is above mean of weights. So, it contributes more for the performances and competitive advantages of both institutes.

And the weighted mean on students' satisfaction with the teaching learning process in SMUC and UU are 3.52 and 3.86 respectively. Although students' satisfaction in UU is better than SMUC, both of them weigh above the mean of weights. So, it contributes more for the performances and competitive advantages of both institutes.

The weighted mean on instructors teaching methodology in SMUC and UU are 3.94 and 4.14 respectively. However instructors teaching methodology in UU contributes better than SMUC, both of them are above the table mean. So it contributes more for the performance and competitive advantages of both institutes.

Finally the calculated weighted mean on the image of the institutes in the society/students in SMUC and UU are 3.9 and 4.7 respectively. Even if the image of the institutes weighs better in UU than SMUC, both institutions weigh above the mean of weights. So, it contributes more for the performance and competitive advantages of both institutes.

### 3.3 Students Response for Open-ended Questions

Students from both institutes were asked whether they are satisfied or dissatisfied with the existing teaching learning process in their respective institutes.

Table9. Students' satisfaction and dissatisfaction for both institutes

Students	SMUC		UU	
	No	%	No	%
Satisfied	40	80	48	96
Dissatisfied	10	20	2	4

80% of respondents in SMUC are satisfied with the existing teaching learning process and list the reasons for their satisfaction as follows:

- The university college has competent and responsible instructors who have taught them with support of different teaching materials and methods.
- The relationship between students and instructors in the existing teaching learning process are friendly, free and transparent that helped them to grasp knowledge and experience that they expected from education,

On the contrary, 20% of respondents in SMUC are dissatisfied with the existing teaching learning process in the institute and mentioned inaccessibility of handouts for their dissatisfaction

96% of respondents in UU are satisfied with the existing teaching learning process in the institute and list the reasons for their satisfaction as follows:

- There are good relationships between the students and all employees of the university and qualified instructors motivate students to work hard by giving assignments as a result the exam and grading system are nice; teaching learning system goes on schedule with the availability of teaching aids.
- They have learned their choice courses with available modules and also most instructors are systematic in teaching that know how to teach in a respectful manner and the teaching methods of instructors are chosen by the students

On the other hand, 4% of respondents in UU are dissatisfied with the existing teaching-learning process in the university and mention as a cause for their dissatisfaction is lack of wireless internet connection in the university. So, more than average respondents are satisfied with the existing teaching learning system in their respective institutes.

### 3.4 Instructors Response on their selection and relationship to the institutes

Instructors who have taught at the regular program participated in the study in their respective institutes. Accounting, Management, Computer Science, Law and Marketing Management department instructors participated in responding questionnaires. 45 questionnaires were distributed to instructors using a lottery method. 35 questionnaires or 77.7% of the distributed questionnaires were returned to the researcher.

Table10. Instructor’s selection of the institutes

No	items	Alternates	SMUC		UU	
			No	%	No	%
1	Why do you	A. It has attractive salary	0	0%	30	85.7%

	choose the institution?	B. It has conducive location to work	0	0%	1	2.86%
		C. it has low transportation cost	0	0%	1	2.86%
		D. it gives sponsorship for further education	0	0%	3	8.57%
		E. other	35	100%	0	0%

More than half respondents in UU replied that instructors have chosen the university to work most because it provides an attractive salary than other private university colleges and colleges in Addis Ababa. 85.7% of respondents in UU replied that attractive salary payment of the university has induced them to choose. Where as SMUC instructors prefer the institute to other institutes because of its good academic environment and it's highly commitment to excellence. 100% of respondents in SMUC chose the University College due to existence of good academic working environment in the institute..

Table11. Instructors best benefits from the institutes

No	items	Alternates	SMUC		UU	
			No	%	No	%
1	What is your best benefit from the institutes?	A. Better salary than other private institutes	0	0%	26	74.3%
		B. better fringe benefits than others	0	0%	5	14.3%
		C. availability of sponsorship for further education	0	0%	4	11.43%
		D. others	35	100%	0	0%

74.3% of respondents in UU replied that instructors are highly benefited from their monthly salary earnings in the University. 14.3% of respondents in UU replied that they benefited from sponsorship provided for further education in the University.

On the other hand, some instructors from SMUC benefited from the institute through lesser working hour and prestige. So, UU instructors are more advantageous in their monthly salary earnings than SMUC does.

Table12. Relationship of instructors to students and management

No	items	Alternates	SMUC		UU	
			No	%	No	%
1	How are your complaints resolved?	A. Properly and quickly	18	51.4%	10	28.6%
		B. it takes time	17	48.6%	25	71.4%
		C. not solved at all	0	0%	0	0%
2	Instructor-student relationship in the institute	A. Smooth	19	54.3%	28	80%
		B. Loose	15	42.86%	4	11.43%
		C. Harsh	1	2.86%	3	8.57%

71.4% and 28.6% of respondents in UU replied that instructors' complaints/ problems took longer and shorter time to get resolved respectively. Thus, solving any complaints/problems of instructors in the institute on time induces the relationship of instructors among managers, students and all community members of the institute. This in turn has a positive effect on the performance of the institute in general and instructors' efficiency in particular.

80% and 54.3% of respondents in UU and SMUC replied the existence of smooth and strong relationship between instructors and students in academic matters in their institutions respectively. More than half of the respondents replied the existence of close and smooth relationship between instructors and students in both institutes.

More than half of the respondents in SMUC confirmed that instructors' complaints/problems have been resolved quickly and properly where as less than average respondents in UU confirmed that instructors' complaints/problems have been resolved quickly and properly. So, SMUC has a better advantage on solving problems/complaints of instructors properly within a short period.

Table13. Allocation of students, offices, and computers for Instructors

No	items	Alternates	SMUC		UU	
			No	%	No	%
1	How are offices allocated to instructors	A. one office to one instructor	0	0%	0	0%
		B. one office to two instructor	0	0%	0	0%
		C. one office to three instructor	0	0%	0	0%
		D. one office to more than three instructor	35	100%	35	100%
2	proportion of instructors to students	A. low	0	0%	0	0%
		B. sufficient	32	91.4%	32	91.4%
		C. high	3	8.6%	3	8.6%
3	Computer accessibility for instructors	A. no problem	8	22.86%	29	82.86%
		B. there is shortage	27	77.14%	6	17.14%
		C. no computer for instructor	0	0%	0	0%

100% of respondents in both institutions confirmed that offices for instructors are allocated for more than three instructors in one office. Thus, the two institutions have used similar ways to allocate offices to instructors.

91.4% of respondents in both institutes replied that there are sufficient numbers of instructors to the number of students in their respective institutes. Whereas 8.6% of respondents in both institutes replied that there are higher proportions of instructors to students in their respective institutes. So, there are sufficient numbers of instructors to students in both institutes.

82.86% of respondents in UU replied that there is no shortage of computer availability for instructors in the institute whereas 77.14% of respondents in SMUC replied that there is shortage of computer availability for instructors in the institute. So, UU has provided more computers for its instructors than SMUC has provided for its instructors in their respective institutes.

62.86% of respondents in both institutes responded that there is no shortage of reference books at library in their institutes. More than average respondents confirmed the existence of sufficient number of reference books in both institutes.

Table14. Location and title of the institute for Instructors

No	Items	Alternates	SMUC		UU	
			No	%	No	%
1	Location of the institution for you	A. it has transportation problem	7	20%	23	65.7%
		B. it no has transportation problem	28	80%	12	34.3%
2	Does a title university and university college creates different image to the society?	A. Yes	23	65.7%	35	100%
		B. No	10	28.86%	0	0%
		C. I don't know	2	5.7%	0	0%

65.7% of respondents in UU replied that instructors have transportation problem to and from the University where as 80% of respondents is SMUC replied that instructors do not have transportation problem to and from the university college. So, UU is located in an area where most instructors encounter transportation problem to and from the University where as SMUC is located in an area where most instructors can easily access transportation service to and from the University College.

100% and 65.7% of respondents in UU and SMUC replied that holding a title 'university' and 'university' College creates different image on the society or students to choose among them respectively. On the other hand, 22.86% and 11.34% of respondents in SMUC replied that it doesn't create variations for students to register in either of the two titles and instructors do not know whether it creates variations for the society/students to choose for registration. So, more than half of the respondents agreed that the title creates different image on the society/students to choose for registration in both institute



Table 15. Instructors' response on the attributes that contributes for performance and competitive advantages

Items	Weights	Responses											
		SMUC						UU					
		low est	low	mediu m	high	High est	Total	lowe st	low	mediu m	high	high est	Tota l
	Weights	1	2	3	4	5	15	1	2	3	4	5	15
Q.1 Instructo rs qualificat ion	Table mean						3						3
	Total	0	3	3	21	8	35	0	0	3	22	10	35
	W.freq	0	6	9	84	40	139	0	0	9	88	50	147
	W.M						3.97						4.2
	%	0	8.6	8.6	60	22.8	100	0	0	8.61	62.86	28.6	100
Q.2 Manage ment	Total	0	2	15	20	7	35	1	3	23	4	4	35
	W.freq	0	4	45	80	35	164	1	6	69	16	20	112
	W.M						4.68						3.2
	%	0	5.7	42.86	57.1	20	100	2.86	8.6	65.7	11.43	11.43	100
Q.3 Instructo rs satisfacti on	Total	3	10	6	10	6	35	0	4	15	15	1	35
	W.freq	3	20	18	40	30	111	0	8	45	60	5	118
	W.M						3.17						3.37
	%	8.6	28.6	17.1	28.6	17.1	100	0	11.43	42.86	42.86	2.86	100

As it is shown in the above table, the weighted mean on instructors' qualification in SMUC and UU are 3.97 and 4.2 respectively. However, instructors' qualification in UU contributes better than SMUC, both institutes weigh above the mean of weights (3). So, instructors' qualification contributes more for the performances and competitive advantages of both institutes.

Moreover the weighted mean on existence of competent and committed management in SMUC and UU are 4.68 and 3.2 respectively. Even if the competency of management in UU contributes better than SMUC, both weigh above table mean. So, it contributes more for the performances and competitive advantages of both institutes.

Lastly the weighted mean of instructors' satisfaction in SMUC and UU are 3.17 and 3.37 respectively. Even though it contributes better for UU, both of them weigh above table

mean. So, instructors' satisfaction contributes more for the performances and competitive advantages of both institutes.

### 3.5 Instructors' Responses for Open-ended Questions

The average number of years that respondents have worked in UU are 5 years where as it is 4 years in SMUC. So, the average service year in the respective institutes is almost similar.

In both institutes, respondents have one or more of the following fringe benefits:

- Transportation allowance, life and health insurance, sponsorship for further education, training in various issues, hours reduction while pursuing higher degree in their home country, travel to abroad for educational purpose.
- Unless there is information gap for SMUC respondents, UU instructors receive a one month salary bonus at the end of each year

Respondents in both institutes evaluated quality of education in their institutes as better and superior than other private University Colleges and Colleges.

Some respondents from SMUC mentioned that the teaching learning process in the institute is good and indicated this as a base for quality education delivery. On the other hand some respondents from UU mentioned that the university is trying its best efforts to maintain and improve quality education delivery because it is on a transition period.

Table16 .Instructors' satisfaction and dissatisfaction for both institutes

Instructors	SMUC		UU	
	No	%	No	%
Satisfied	18	51.4	30	85.7
Dissatisfied	17	48.6	5	14.3

51.4% and 48.6% of respondents in SMUC are satisfied and dissatisfied with the existing teaching learning process of the institute respectively. Respondents in SMUC are satisfied with the existing teaching learning process for some of the following reasons:

- Through the production of competent students for the future Ethiopia and through its highly organized and better quality education delivery in the institute.
- More students are joining the institution and there are better policies, materials and follow ups in the institute.

On the contrary some respondents in SMUC are dissatisfied with their monthly salary that they have earned from the institutes.

85.7% and 14.3% of respondents in UU are satisfied and dissatisfied with the existing teaching learning process of the institute respectively. Respondents in UU are satisfied due to the following reasons

Graduated students have better placement in the labor market comparing to other private higher learning institutes, students are examined seriously, the quality of core workers (instructors) and the availability of needed resources are better than other private higher institutions.

In both institutes more than half of the respondents are satisfied with the existing teaching learning process of their respective institutes except that less than average respondents in SMUC are dissatisfied with their monthly salary earning.

Half of SMUC respondents pointed out that the institute should provide appropriate reward systems for instructors and allow participation of the instructors in decision making, inform them any decision made by management, less than half of the respondents in UU pointed out that the university should build additional branches in other three directions (North, South and West) side of Addis Ababa for a better competitive advantage.

### 3.6 Administrative Staffs' Responses on management commitment

Academic Program and Development officers, Center for Education Improvement and Quality Assurance (CEIQA), University Curriculum Standard and Quality Assurance officers, Standard and Benchmarking officers, Academic Vice Presidents, Human Resource Management and Financial Managers participated in giving responses to questionnaires and interview.

Table 17. Resource availability and management commitment

No	items	Alternates	SMUC		UU	
			No	%	No	%
1	Has management shown commitment	A. Yes	15	100%	15	100%
		B. No	0	0%	0	0%
2	Which of the following the institution is in shortage?	A. Instructors	1	6.7%	2	13.4%
		B. Up to date reference books	9	26.7%	9	26.7%
		C. Computers	2	13.4%	2	13.4%
		D. Buildings	3	20%	1	6.7%

100% of respondents in both institutes replied that management has shown commitment for the quality of education. And 80% and 20% of respondents in SMUC and UU replied that there is shortage of buildings/classrooms in their respective institutes.

26.7% of the respondents in both institutes replied that there are shortages of up to date reference books in their respective institutes.

On the other hand, 6.7% of respondent in UU replied that there is no problem in the availability of instructors, computers, up-to-date reference books, and buildings/classrooms in the institute.

Table 18. Administrative Staffs' Response on the Attributes that Contribute for Performance and Competitive Advantage

items	Weights	Responses

Q.1deliverin g quality education	SMUC						UU						
		lowes t	low	mediu m	high	highes t							
Weights	1	2	3	4	5	Tota l	1	2	3	4	5	15	
<b>Total</b>	0	1	6	6	2	15	0	1	9	2	3	15	
<b>W.freq</b>	0	2	18	24	10	54	0	2	27	8	15	52	
<b>W.M</b>						3.6						3.4 7	
<b>%</b>	0	6.7	40	40	13.3	100	0	6.7	60	13. 3	20	100	
<b>Q.2</b>	<b>Total</b>	0	1	8	6	0	15	0	3	4	2	6	15
<b>Existing branches</b>	<b>W.freq</b>	0	2	24	24	0	50	0	6	12	8	30	56
	<b>W.M</b>						3.3						3.7
	<b>%</b>	0	6.7	53.3	40	0	100	0	20	26. 7	13. 3	40	100
<b>Q.3</b>	<b>Total</b>	0	0	2	10	3	15	0	2	3	7	3	15
<b>Distance education</b>	<b>W.freq</b>	0	0	6	40	15	61	0	4	9	28	15	56
	<b>W.M</b>						4.1						3.7
	<b>%</b>	0	0	13.3	66.7	20	100	0	13. 3	20	46. 7	20	100
<b>Q.4</b>	<b>Total</b>	2	9	2	2	0	15	3	7	3	2	0	15
<b>Existing of Other institutes</b>	<b>W.freq</b>	0	9	6	8	0	34	3	14	9	8	0	34
	<b>W.M</b>						2.26						2.2 6
	<b>%</b>	13.3	60	13.3	13.3	0	100	2 0	46. 6	20	13. 3	0	100
<b>Q.5 Future expansion of the institutions</b>	<b>Total</b>	0	5	5	5	0	15	0	2	6	4	3	15
	<b>W.freq</b>	0	10	15	20	0	45	0	4	18	20	15	53
	<b>W.M</b>						3						3.5
	<b>%</b>	0	33. 3	33.3	33.3	0	100	0	13. 3	40	26. 7	20	100
<b>Q.6</b>	<b>Total</b>	0	0	5	6	4	15	0	2	3	8	2	15

<b>Location</b>	<b>W.freq</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>24</b>	<b>20</b>	<b>59</b>	<b>0</b>	<b>4</b>	<b>9</b>	<b>32</b>	<b>10</b>	<b>55</b>
	<b>W.M</b>						<b>3.9</b>						<b>3.67</b>
	<b>%</b>	<b>0</b>	<b>0</b>	<b>33.3</b>	<b>40</b>	<b>26.7</b>	<b>100</b>	<b>0</b>	<b>13.3</b>	<b>20</b>	<b>53.3</b>	<b>13.3</b>	<b>100</b>

As it is shown in the above table, the weighted mean on delivering quality education in SMUC and UU are 3.6 and 3.47 respectively. Even if UU shows little improvement than SMUC on quality education delivery, both of them weigh above table mean. So, quality education delivery contributes more for the performance and competitive advantages of both institutes.

The weighted mean on existing distance education program in SMUC and UU are 4.1 and 3.7 respectively. The contribution of existing distance education programs for competitive advantages in SMUC is better than UU.

The weighted mean on the impact of other private university colleges and colleges in Addis Ababa to SMUC and UU is 2.26. It influences less for the performance and competitive advantages of both institutions because its weighted mean is lower than table mean on the other hand the weighted mean on future expansion in SMUC and UU are 3.0 and 3.5 respectively. Future expansion in UU will contribute better than SMUC for its performance but it is neutral for SMUC.

Finally the calculated weighted mean on location in SMUC and UU are 3.9 and 3.67 respectively. Even if location selection in SMUC contributes better than SMUC, both of them weigh above table mean. So, location selection contributes more to the performance of both institutes.

### **3.7 Administrative Staffs' Responses for Open-ended Questions**

In SMUC some respondents replied that there is a tutorial program for math and language courses where as other respondents replied that there is no tutorial program currently for regular students. In UU respondents replied that tutorial class is not given for regular students. As a result tutorial program is not significantly provided in both institutions.

Currently SMUC gives free education for about 100 students and UU currently gives free education for 300 students and has given for 100 graduated students of the university. UU is the pioneer in Ethiopian private higher learning institution. This makes it unique.

Private higher learning institutions are communicating and supporting each other through the Association of Private Higher Learning Institutions in Ethiopia. In both institutions, management and employees are working friendly and transparently.

### **3.8 Interview Analysis of the Two Institutes**

#### **Establishment and its working environment**

Unity university was opened in 1991(1983 E.C). It is the first private learning institution in Ethiopia. On June, 2000 E.C Unity University has got its name after changed from University College and at the beginning of 2001 E.C it shifted from a single owner to private limited company (PLC) by MIDROC. Where as, St. Mary university college was opened in 1999 (1991 E.C). The working environment in both institutes is good. Business, Law, computer science, and teacher education faculties are opened in both institutes in diploma, degree and master programs. Instructors like such a working environment to work for a long period. There are some instructors in both institutes who have been working since its inception. Unity University has started postgraduate program in 1991 E.C on regular program. But St. Mary University College has started postgraduate program in 2000 E.C on extension programs. Professional instructors at postgraduate program are few in number in both institutions. This is due to the unavailability of such professionals in the country. But, both institutes do not have capacity problems to hire PhD holders from domestic labor market. Specially, Unity

University has the capacity to hire qualified postgraduate instructors with paying attractive salary.

### **Existing branches and future expansion**

Unity University has 3 branches in Addis Ababa. Namely, Gerji campus for both regular and extension programs, Bethlehem around piazza with extension program and the other around 'Atiklit Tera.

The University has also one branch in Nazareth for both regular and extension programs. Moreover, the University is planning to open another branch in Dessie in the near future. But, SMUC has two branches in Addis Ababa for regular and extension programs. One branch is located at Mexico as a head office and gives both regular and extension programs. The other branch is located at Bole and serves for postgraduate studies in the extension program. These two branches are are rented. On the other hand, all branches of UU are its own asset. Under such circumstances SMUC will plan to build its own buildings for regular and extension programs students with the land available under the distance education program head office which is near to the federal police office in Mexico.

### **Class size of students**

In both institutes the maximum number of students that attend lessons in a class is determined not to be greater than 50. But in specific courses the institutions have planned class size to be between 35 and 40 students. Beyond 50 students in a class is not considered as an effective/fair in an educational ethics.

### **BPR implementation in both institutions**

In both institutes, BPR is not implemented. The institutes have their own internal quality audit offices which evaluate quality matters on a semester bases. The institutes have already started and implemented the notion of business processing reengineering and other business strategies through their own quality assurance offices to improve quality education delivery. Unity University's quality assurance office is named as university



curriculum standard and quality assurance where as St. Mary University College's quality assurance office is named as center for education improvement and quality assurance (CEIQA). The quality assurance sections of the institutes work to improve the quality effectiveness of education continuously.

### **The impact of other private university colleges and colleges in Addis Ababa and foreign employees**

In both institutes existence of other private higher education institutions do not have an adverse effect on the operation and competitive advantages of institutions. For example, some students who need to enroll in SMUC in the extension program have not been registered because of excess amount of students coming to the institute to register in 2002 E.C. The institutes have already developed good reputation on their quality focused education.

Currently there are no any foreign instructors and administrative staffs in both institutes. But, there is one female foreigner in SMUC who gives language training for students.

### **Weaknesses of both institutes**

In SMUC, there is lack of football and basketball field. Such games have been conducted in other places with rent. Staffs need training on continual and aggressive manner. Salary of instructors and administrative staffs are not attractive. Similarly UU has weaknesses in research and development area, shortage of postgraduate program instructors.

Short term workshops are not given for instructors to help them get training on methodology even if higher Diploma program (HDP) was given to instructors in three terms for both institutes.

### **Unique/differentiated services**

Unity University has paid better salary for its administrative staff and instructors than other government universities, private university colleges and colleges in Ethiopia. The university does not withdraw a single employee who is idle for the time being. As a result, it contributes a lot for the social well-being of employee(s). The university has

high capacity computers with centralized network. Students can access materials sent from their instructors easily.

On the other hand SMUC has formed partnership from different international learning institutes to work together. The University College has organized Indira Gandhi National Open University (INGOU) program in Addis Ababa. Students in Ethiopia who join IGNOU through SMUC pays half of the dollar amount otherwise they have been paid for in full. Some SMUC students are attending lessons in INGOU program with such advantages. So, the University College and the Country as a whole save certain amount of dollar values with such partnership agreements.

The university college also forms partnership agreement from South Africa Durban University of Technology to share experiences. It also forms partnership agreement from new school of Amsterdam for Coffee Promotion. Students coming from these institutions have conducted workshop from marketing students of St. Mary University College.

In collaboration with Marjon University, SMUC instructors prepared a reading book on the topic 'women success' and dispatched more than 15,000 copies in the country for children. The great works of successful women in the world are presented in the book.

The basic salary of one female foreigner who gives language training for students is covered by Harvard University in America which resulted in the relationship that has been created between the two institutions. But, SMUC pays only for home rent and transportation allowance.

The institution has also prepared Law, Business, and Agricultural Scientific Journals. The institute has 13 computer laboratories. One room is for maintenance and one room is for networking and the other 11 laboratories are placed for students' practical application of computer programs.

Minister of capacity gave qualification to the institute on instructor's capacity. Currently the university college sponsored 7 Students to attend PhD program in Addis Ababa.

The university college has organized and sponsored the national conference of private higher education institutions in Ethiopia which was initiated by MOE.

Quality assurance office in SMUC was established in 2004 (1996 E.C) before any other private university colleges and colleges established such office.

Fixed (standard) grading system is used in both institutes to evaluate students' academic achievement. Continuous assessment is made to evaluate students' performance in their institutes.

## **Offering free education in both institutes**

Both institutes provide free education for students who cannot pay for tuition fee. Specifically Unity University has established 'Girl's Project'. This project embraces students that the university offers free education. Most of them are females. They get food and dormitory services in the university and additional money is offered for them for petty expenditures. These students come from all corners of Ethiopia. The university accepts a student only if the student presents written evidence showing that the student is not capable to subsistence him/herself.

On the other hand, SMUC also provides free education for financially poor students only for educational payment. If students encounter financial problems to pay their tuition fee once they started education in the institute, the institute allows them to graduate without payment. But if the institute considers the students as prodigals for a cause of financial problems while attending education in the institute, the institution allows the student to finish his/her education without tuition fee but it creates an agreement with the student stating that the student will return the tuition fee after graduation.

Employees of the university also allow learning without paying tuition fee during the extension program. Workers' children also allow learning without payment both in regular and extension programs in both the institutes.

### **Strategies design to sustain and grow quality education delivery in both institutes**

Both the institutes design some strategies to sustain quality education delivery to the society. SMUC designs strategies such as building its own buildings, give short term training for instructors on methodology and strengthening the operation of CEIQA to sustain quality education delivery. Similarly UU designs strategies such as strengthening the existing quality controlling and follow up practices in the institute. By changing the attitudes of students, instructors, and administrative staffs toward quality of education: make the institute a learning the institute, open new programs and build new buildings and allow them to participate in improving quality of education in a better way.

### **Existing distance education programs**

SMUC has 124 offices in different towns of the country to implement distance education programs in the country. But UU has 38 offices in different towns of the country to implement distance education programs in the country.

According to interviewer's response in the institute, SMUC attrition rate of student for academic reasons reach 10 up to 12%. But UU has not studied the attrition rate of students.

### **Students' enrolment**

Currently SMUC has 6000 Class room based students. But the total number of classroom based students for the current year in UU is not obtained. The interviewer argues this phenomenon as students registered different courses in different departments/classes. Such activity may create double counting for a single student. The total number of students in the institution is not clearly recorded. As a result, knowing total number of classroom based students for UU becomes difficult for the interviewer and as the same

time for interviewee. Currently SMUC has given 10 fields of speciation for regular and extension programs and 18 fields of specialization for distance education programs. And UU has opened 13 fields of specialization for regular and extension programs

## **CHAPTER FOUR**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **4.1 Summary**

The study tries to investigate the operation of a private university and university college in Addis Ababa that lead them to be more successful in the performance of quality

education delivery to the society/students and point out some attributes that give them a better competitive advantage.

Similar business organizations are engaged in competition to their competitors while making their business transactions. For business organizations becoming unique on one or more attributes enable the organizations to sustain and grow its competitive advantage(s) better than others in the industry.

The basic research questions that are raised in the study include:

- Are qualities of education in private higher learning institutions maintained?
- What are the problems of private university and colleges in undertaking teaching learning process?
- What are the root sources for creating competitive advantages in both institutes?
- To what extent are the two private higher learning institutions utilizing their resources efficiently? etc

Related literature is reviewed to support the necessity of different attributes that enable institutes improve their performances and benefit from their unique delivery of services. Three types of target groups were contacted to collect data for the study. Sample regular students, instructors, and administrative staffs of each institute participated in giving responses through questionnaire and interview. Specifically, a few administrative staffs also participated in conducting interview from both institutes.

Data are analyzed through tables and statements with the help of percentages/ratios and inferences are made based on averages. During the analysis, important findings are investigated based on the information obtained through questionnaire and interview from each institution.

Based on the above summary and preceding chapters of the research paper, the following conclusions are made.

## **4.2 Conclusion**

- ❖ Unity University has developed better performances and competitive advantages than St. Mary University College on the following attributes:

- Unity University (UU) provides free education for more financially poor students than St. Mary University College (SMUC) and has established Girls' Project in the institution. Students in UU have got dormitory and food services from the institute in addition to the free payment education provided to them. On the other hand, SMUC provides free education for financially poor students and cover only academic payments for such students. So, UU contributes more in providing social assistance than SMUC does.
- Unity University has its own buildings to teach classroom based program students where as SMUC has rented buildings/classrooms to teach its students. So, UU saves the outlay that has been paid for rent unlike that of SMUC.
- Unity University has paid better monthly salary for its employees than SMUC. So that employees in UU are satisfied with their monthly earning and initiated to work in the institute. But, employees in SMUC are dissatisfied with their monthly salary earnings. So, the satisfaction of employees with their monthly salary earnings in UU enables them to work and retained more in the institute than SMUC.
- More than average respondents (sample students) stated that UU is located on a calm environment where as SMUC is located on a noisy environment. So, for educational institutes places which have silence is preferable for students to study to disturbing environment.
- More than half of the respondents (sample students) stated that UU is located far from their homes and SMUC is located near to their homes. As a result students in UU faces transportation problem to and from the institute than students in SMUC.
- Unity University was established in 1983 E.C where as SMUC was established in 1991 E.C. So that UU was established before SMUC and it is a pioneer private higher learning institute in Ethiopia. So, UU support government universities by

absorbing students who cannot get a chance to join government universities before any other private higher learning institutions do, including SMUC.

- Unity University has more branches of classroom-based programs than SMUC. So, UU has built higher capacity in constructing buildings/classrooms for this program.
- Further expansion of UU is better than SMUC because UU has a plan to open one additional branch in Dessie in the near future.
- Unity University is offering postgraduate program for regular students since 1999 E.C where as SMUC is giving postgraduate program for extension students since 2000 E.C. So, UU has a better capacity in providing postgraduate program than SMUC.
- More than half of the respondents (sample instructors) stated that computer availability for instructors by UU is more than SMUC does. If instructors in SMUC do not have personal computers, they may face computer inaccessibility in the institute.
- According to the information obtained from the responses of sample instructors in UU they receive a one month salary bonus at the end of each year than SMUC.
- More than half of the respondents replied that holding a title university and university college creates different image on the society/students to choose among them. As a result, they prefer University to University college. So, UU has a better competitive advantage than SMUC on holding the title 'university'.
- ❖ St. Mary University College (SMUC) has developed better performances and competitive advantage than Unity University (UU) on the following attributes:
  - SMUC has 124 offices for implementing distance education programs in different towns of the country where as UU has only 38 offices for implementing distance



education programs in different towns of the country. So, SMUC has developed more market coverage in distance education programs than UU.

- SMUC has formed a strong partnership form of relationship with international universities such as India Gandhi National Open University (IGNOU), Durban university in south Africa, school of Amsterdam, Marjon University, Harvard University in America etc. So, it has created a strong link to share experiences among these institutions.
- St. Mary University College has paid lower salary for its employees than Unity University. With low salary payment strategy, the institute can maintain better profit. So the payment of low salary for its employees make the institute develops competitive advantage than Unity University.
- SMUC students and other students from Ethiopia who join IGNOU through SMUC are expected to pay half of the dollar amount that IGNOU set to be paid by students. So, such partnership agreement created between them enables SMUC to save half of dollar amounts for its sponsored students and other students from Ethiopia who join IGNOU through SMUC which is an organizer of IGNOU program in Addis Ababa. Otherwise it will be paid in full for IGNOU.
- SMUC had established its own internal quality audit in 1996 E.C before any other private university colleges and colleges established quality audit (assurance) offices. So, SMUC is the pioneer in forming its own internal quality audit for the improvement of quality education across private university colleges and colleges in Addis Ababa. Moreover currently consistency of operations is better in SMUC than UU because UU is in its transition period from a single owner to MIDROC as a private limited company (PLC).
- Currently SMUC is good in research and development (R&D). Law, Business and Agricultural scientific journals are prepared by the institute.

- Moreover, instructors in the institute prepared reading books for children on the topic ‘women success’ and distributed 15,000 copies freely in elementary schools of the country.
- More than average respondents stated that SMUC solve instructors and students problems/complaints properly and quickly than UU does for students and instructors. This situation enables SMUC employees and management to continue operation smoothly than UU.
- The availability of wireless internet services in SMUC can contribute for the efficiency of education in the institute
- ❖ Both institutions have common practices on the following attributes:
  - Based on the responses of more than half of the respondents in each institute, both institutes have similar practices on the following attributes.
  - Both institutes are focused on improvement and follow ups of quality education delivery and they also have competent and qualified instructors and management. Moreover the availability of computers for students in both institutes is recent/fast but not sufficient to the number of students in their institutions and the availability of reference books for students in both institutes is up to date and sufficient to the number of students.
  - Distance education division offices found throughout the country are rented for both institutes and there is good academic working environment in both institutes. More than three instructors are allocated in one office in both institutes.
  - There are quality assurance offices in both institutes. University curriculum standard and quality assurance office in Unity University and center for education improvement and quality assurance office in SMUC are responsible to handle quality education matters.

- Business processing reengineering (BPR) is not implemented in both institutions and there are no any foreign instructors and administrative staffs in both institutes. Instructors have got fringe benefits from both institutes such as transportation allowance, medical and life insurance coverage, sponsorship for further education and trainings.
- Both institutes have developed better good will in the society to enroll and graduate competent students. They have used fixed (standard) grading system. This makes students to work hard. Moreover the number of students that are expected to be in a class is 50 in both institutes. But for special courses, the number of students in a class can be between 35 and 40. Instructors are committed to teach students in their institutes.
- More than average respondents (sample students) have got information from graduated students of their respective institutes to join their respective institutes and tutorial class is given for students who seek academic assistance in their institute but some instructors and administrative staffs confirmed that tutorial class is not given for classroom based students in both institutes.
- The above mentioned common attributes for both institutes do not differentiate the institutes. If either of the institute makes an effort to create difference in one or more of the attributes better than the other, the institute can develop a competitive advantage over the other.

### **4.3 Recommendation**

The following recommendations are stated as vital actions to be performed by the private higher learning institutions in Addis Ababa so that the institutes can minimize their weaknesses and become competent and strong institutions to improve their competitive advantages.

- Employees in SMUC are dissatisfied with their monthly salary earnings. So, SMUC should undertake a salary scale study and make decisions accordingly.

- As some respondents mentioned in the analysis, there is no wireless internet services in Unity University. So, Unity University should build wireless internet services in the institution so that students and employees can access internet service more efficiently. It aids to facilitate the teaching-learning process and can improve the effectiveness of students and employees in the institute.
- Currently SMUC works on rented buildings/classrooms for classroom based program students. Having own buildings saves the amounts that is paid for rent. In addition to this, it faces lack of football and basketball fields. So, SMUC should build its own buildings for existing and future branches in an appropriate area. Moreover more than three instructors are allocated in one office in both institutes. When many instructors are placed in one office, the office may be crowded.. So, the allocation of offices to instructors should be matched to one or two instructors in an office
- Based on the findings, SMUC head office is located in a noisy surrounding. This type of environment creates different barriers for communication or teaching-learning process. So, it imperative for SMUC to find other site which is suitable for education in Addis Ababa
- Based on the findings, computer availability for instructors provided by SMUC is not satisfactory. Unless instructors have their own personal computers, they cannot accomplish tasks which are necessitated from computer on appropriate time. So, the institution should increase the number of computers for instructors.
- The total number of students for UU is not obtained. The university does not have an organized system of handling students' record. So, Unity University should prepare a record showing the current number of students in the institute.
- Research and development is a vital element for educational institute's performance through contributing recent findings on certain issues and increase awareness on the issues to the concerned community. Currently UU is not

effective in conducting research activities. So, it imperative for UU to improve its practice of research and development

## BIBLIOGRAPHY

- Bantie W. and et al (2006). *Introduction to management*. Alem printing press, Addis Ababa
- Bedasso, B. E. (2006). *Human capital investment and labor market signaling in Developing countries: Evidence from Ethiopia*. Unpublished masters Thesis, Department of Economics, University of Copenhagen.
- Besanko and et al (2000). *Economics of strategy*. 2<sup>nd</sup> ed. John wisely and sons, N. Y.
- Cheng and et al (2003). Quality assurance in education: Internal interface and the future Quality assurance in education. *Quality in higher education*, vol.15, No.2 Colin, W. (2004).
- Cruiz, L. B. and et al (2006). “*Towards sustainable development strategies: complex view following the contribution of Edgar Morin*”, *management decision*, vol.44, No.7, pp.87-91
- Damtew Teferra and Philip, Altbach G.(2003).*African higher education: international Reference hand book*, Indiana university press.
- Dess, Gregory G. and et al (2006). *Strategic management: Text and cases*. Boston, Mc Graw- Hill Irwin
- Don, Reynolds J.(1994). “How to sharpen your competitive edge.”
- Gainess- Ross, Leslie and chris komisarievsky( 1999) . “*The Brand Name CEO*”. *Across the Board* 36.
- Gary Armstrong and Philip kotler (1999). *Principles of marketing*. 8<sup>th</sup> ed. Upper saddle River, NJ ,Prentice Hall
- Government of Ethiopia ,*Higher Education Relevance and Quality Agency (HERQA, 2007)*, information about accredited and Pre- accredited institutions.
- Gerstein M. and Reisman H.(1982) “Creating competitive advantage with computer technology”. *The Journal of Business strategy*, summer PP. 53-60
- Gronoroos C. (1978). “*A Service – Oriented Approach to marketing of services*”. *European Journal of marketing*, Vol.12, No.8, pp. 588-602.
- Haile – Gebriel A (2004). “*Enhancing public-private partnerships for Development of competitive Higher education in Ethiopia: Some reflection on private higher education*”

- Hamel, G. and Prahalad C.K. (1994). *Competing for the Future*, Harvard Business School Press, Boston, MA.
- Hammer, M. and Champy, J. (1993). *Reengineering the Corporation*, Harper Business, New York, NY.
- Harvey, Donald F.(1982). *Strategic management* .Charles E. Merrill publishing Company, A Bell and Howell Company, Columbus, ohio 43216.
- Ivacievich and et`al ( 1994). *Management: Quality and competitiveness*. Quality of higher education Vol.15, No-2
- Ives, B. and Jarvenpa, S.L.(1996). “Will the Internet Revolutionize Business education and Research?” Sloan Management Review, Spring, PP.33-41
- Jay Heizer and Barry Render( 2001). *Operations management*. Charles Harwood Professor of operations management, crummer Graduate school of Business Rolling college
- Kapu D. and Mehta p. (2004). *Indian Higher education reform: from half based Socialism to half- based Capitalism*. Harvard University Center for International Development ( CID) working p. no 108.
- Kaufman, A. R.(1972). *Educational system planning*. Quality of higher education Vol.15, No.2  
( <http://www.informaworld.com>)
- Kelleher Herb and Sarah Rose (1999). “*How Herb keeps southwest hopping.*” Money,28
- Lele, M.M. and Sheth, Jadish(1987). *The consumer is king*. New York: John Wiley and Sons, Inc,
- Leonatides Milton (1982). *Management Policy, Strategy, and Plans*. Little, Brown and company, Boston, Toronto.
- Levolock C. and wirtz J. (2007). *Service marketing: people, technology, and Strategy*. Pearson international London.
- Longenecker, c.o and et`al ( 1998). “*Barriers and gateways to workforce productivity*”, Industrial management.
- Longenecker, C.O and Simonetti, J.A. (2001). *Getting Results: Five absolutes for High Performance*, Jossy-Bass, San Francisco,
- Mashhadi and eta`l (2008). *A Quality-Oriented Approach toward Strategic Positioning in Higher education Institutions*.
- Maturu P. ( 2007). *Higher education quality assurance in sub- Saharan Africa: status, challenges, and opportunities*, quality in higher education,Vol.15, No.2

- Mitchell A. (2005). “Differentiate all you want, but its back to the basics every time”.  
The Journal of Business strategy, summer PP. 53-60
- Modern J.(2004). *Principles of management*. Quality of higher education. Vol.15,No.2
- Nwuke K.(2003). *Higher education, Economic growth, and information technology in Africa: some challenges and issues in Beebe ,M. A*
- Pankrust Richard ( 1968). *Economy of Ethiopia*. Addis Ababa University
- Parson, G. L.( 1983). *Information technology: a new competitive weapon*. The international Journal of educational management. (http: llwwemeraldinsight.com).
- Pfeffer J. and Vega,J.F. ( 1991). “Putting people first for organization success”,  
Academy of management Executive, vol.13, No.2, PP. 37-48
- Porter, M. (2007). *Competitive Advantage: Creating and Sustaining Superior Performance*.
- Powell,G,T.(2001). *Creating competitive advantage: Give customers a reason*, Academy of management Executive, vol.13, No.2, PP. 37-48
- Ratari, Amitabh S and James,Evans R.( 2005). *Principles of operations management*. Mason, Oh, Thompson south-Western.
- Robbins, S. P.(1987). *Organization Theory: Structure, design, and Applications*. The international journal of education management.
- Smith, Garry D. and et`al ( 1991). *Business strategy and policy*. 3<sup>rd</sup> ed. Houghton Mifflin Company, Boston.
- Takeuchi H and porter., M .E. 1986). “Three roles of international marketing in global industries”, : Competition in global industries, Business school press, Boston, MA, pp.111-146
- Thompson, J. D( 1967). *Organization in action*, The international Journal of educational management. (http: llwwemeraldinsight.com).
- World Bank (2003). *Higher education development for Ethiopia: Pursuing the Vision, World Bank sector study*, Washington, DC. The World Bank  
[www.school-for-champions.com/competition/buusiness-Location.htm](http://www.school-for-champions.com/competition/buusiness-Location.htm)).



# **APPENDICES**

### **TIME AND BUDGET BREAKDOWN**

Time and budget are two important constraints to implement research activities. Time and budget allocation for a research activity determines the validity and reliability of the research output in addition to other variables. So, the researcher gives high attention for the breakdown of time and budget for each piece of research activity that would be undergone.

<b>No</b>	<b>Activities</b>	<b>Time interval</b>	<b>Duration in days</b>	<b>Net increase in days</b>	<b>Total cumulative days</b>
1	Identifying a researchable topic	Feb. 7- Feb.15	9	9	9
2	Preparing research proposal	Feb.16- Feb.25	10	10	19
3	Collecting secondary data (review literature)	Feb. 26-Apr.2	37	37	56
4	Preparing questionnaires	March18 - Apr.2	15	0	56
5	Distribute questionnaires	April. 3 – April 16	14	14	70
6	Conducting interview	Apri.17- April 26	10	10	80
7	Collecting questionnaires	April. 27-May4	17	9	89
8	Analyzing questionnaires & interview	May 5- May 26	22	22	111

9	Writing the research report	May 27-June 18	22	22	133
10	Submission of a research report	June 19- June 20	2	2	135

### BUDGET BREAKDOWN

	No.	Activity	Quantity	Price/unit	Amount in Birr
Cost of stationeries	1	Purchasing of flash	1	150.00	150
	2	Rewritable-CD( Rw-CD)	3	20.00	60
	3	Writable-CD(W-CD)	6	4.00	24
	4	Pen	5	2.50	12.50
	5	Pencil	2	1.00	2.00
	6	Fluid	1	10.00	10.00
	7	Paper for note taking	1 desta	50.00	50.00
Cost of secondary sources	8	Print from internet	150 pages	0.75	112.50
	9	Buying books	3	100.00	300.00
	10	Photocopy of university's hardcopy materials	100 pages	0.30	30.00
	11	Print for university's soft copy	50 pages	0.50	25.00
Questionnaire development cost	12	Print for questionnaire and interview	10 pages	0.25	25.00
	13	Photocopy of questionnaire	2000 copies	0.25	500.00
	14	Transportation cost for distributing questionnaire	60 trips	8	480.00
	15	Transportation cost for collecting questionnaire	40 trips	8	320.00
	16	Transportation cost for conducting interview	30 trips	8	240.00
	17	Unplanned cost while at	10 times	30(lunch	300.00

		field		price)	
	18	Contingency budget			400.00
Final report writing	19	Print for the report writing	70 pages	2.75	192.50
	20	Total cost			3233.50

## **Questionnaire**

**Addis Ababa University**

**School of Postgraduate Studies**

**Faculty of Business and Economics, Department of Business Administration**

**A questionnaire to be filled by Private University/University College Students.**

The objective of this questionnaire is to understand competitive advantages of Private Universities/University colleges that help them to sustain and grow their total performance. The study will be undertaken for an academic purpose only. Your responses are confidential.

Thank you in advance for your collaboration to fill the questionnaire honestly and sincerely with the sacrifice of your leisure and work time.

**General directions:** Do not write your personal names on the questionnaire. This questionnaire will be filled and returned back to the researcher as fast as possible from the date of distributing to respondents. Give response for all the questions. Your responses are very important for the researcher to accomplish the research study.

Researcher's contact address: E-mail address [ashuye\\_2007@yahoo.com](mailto:ashuye_2007@yahoo.com) phone number 0913 26 82 16

**PART I: Students selection and their relationship to the Institution**

1. What is your department?

- A. Accounting                      B. Management      C. Law  
D. Informatics                      E. Education              F. Marketing Management  
G. If other (please specify) \_\_\_\_\_

2. What is your academic level?

- A. 1<sup>st</sup> year                      B. 2<sup>nd</sup> year                      C. 3<sup>rd</sup> year  
D. 4<sup>th</sup> year                      E. If other (please specify) \_\_\_\_\_

3. Why do you choose the University/University College most from other Private Universities and colleges in Addis Ababa?

- A. It has low tuition fee      B. It has competent and qualified instructors  
C. It is near to my home              D. It has better good will  
E. If other (please specify) \_\_\_\_\_

4. Where did you get the information that helped you most to choose your University/college?

- A. From radio and Television advertisement  
B. From my neighborhood  
C. From graduated students of the university  
D. From university's web site  
E. If other (please specify) \_\_\_\_\_

5. How do you evaluate instructors handling of students in your

University/College?

- A. smooth relationship              B. Loose relationship      C. harsh relationship

6. Do Instructors reach classes on time to teach students in your

University/College?

A. Yes

B. No

7. Do Instructors always ready to teach students in your University/College?

A. Yes

B. No

8. Do your complaints/grievances get quick solution (response) in your university/College?

A. Yes

B. No

9. The location of university/college for you

A. It is near to my home

B. It is far to my home

10. The location of your university/college

A. It is on a noisy surrounding

B. It is on a calm surrounding

11. The location of the university/college for you

A. It has transportation problem to and from the university

B. It has no transportation problem to and from the university

12. Computers in the library of your University/College is (are)

A. Recent and fast

B. Old and slow

13. The supply of computers in the library to the number of students in your University/College is (are)

A. Sufficient in number

B. Not sufficient in number

14. Reference books in the library of your University/College is (are).

A. Up to date

B. Outdated

15. The supply of reference books in the library to the number of students in your

University/College is (are)

- A. Sufficient in number      B. Not sufficient in number

16. Tutorial class is given for

- A. Few female and many male students  
B. Few male and many female students  
C. Equal number of male and female students  
D. It is given for students who need academic assistance in your  
University/College without sex consideration

17. Do you think that arranging tutorial classes in your University/College solves the academic problems of students?

- A. Yes      B. No

18. Does holding a title “University” and “University College” in private higher learning institutions creates different image on the society or students to choose from them?

- A. Yes      B. No      C. I do not know

19. Which one do you prefer?

- A. University      B. University College      C. I do not know

*PART II. The contribution of variables attributes on the performance and competitive advantages (better profit and quality education delivery) of the institution to be ranked*

by students from the institution. (Lowest =1, Low =2, Medium = 3, high = 4, and Highest = 5).

*Put a “✓” mark in the table for your ranking.*

No	Attributes/Variables	Ranking				
		1	2	3	4	5
1	Existence of qualified and experienced Instructors in the institution					
2	Availability of Contemporary reference books in your library of the institute					
3	Availability of computers for students in the institution					
4	Availability of Buildings/classrooms for the purpose of implementing the teaching-learning process in your University/College					
5	Existence of competent and committed management in the institution					
6	Students satisfaction with the existing teaching-learning process in the institution					
7	Instructors teaching methodology that have been used in the institution					
8	Image of the institution by the society/students					

**PART III. Open-ended questions to be responded by students in the institution**



1 .In general, the teaching learning process in the University/College

A. Satisfied me            B. Not satisfied me

2. For question number 1 if your response is “A”, list your reasons

---

---

3 .For question number 1 if your response is “B”, please suggest possible improvements that should be done in the University/ College

---

---

**Addis Ababa University**

**School of Postgraduate Studies**

**Faculty of Business and Economics, Department of Business Administration**

**A questionnaire to be filled by Private University/University College Instructors.**

The objective of this questionnaire is to understand competitive advantages of Private Universities/University colleges that help them to sustain and grow their total performance. The study will be undertaken for an academic purpose only. Your responses are confidential.

Thank you in advance for your collaboration to fill the questionnaire honestly and sincerely with the sacrifice of your leisure and work time.

**General directions:** Do not write your personal names on the questionnaire. This questionnaire will be filled and returned back to the researcher as fast as possible from the date of distributing to respondents. Give response for all the questions. Your responses are very important for the researcher to accomplish the research study

Researcher's contact address: E-mail address [ashuye\\_2007@yahoo.com](mailto:ashuye_2007@yahoo.com) phone number 0913 26 82 16

**PART I: Instructors selection and their relationship to the Institution**

1. What is your department?  
A. Accounting      B. Management      C. Law      D. Informatics  
E. Education      F. Marketing Management  
G. If other (please specify) \_\_\_\_\_
2. What is your academic qualification?  
A. Degree      B. Master      C. PhD  
D. Professor      E. If other (please specify) \_\_\_\_\_
3. Why do you choose the institution to work most from other Private Universities/colleges?  
A. It has attractive salary      B. It has conducive location to work  
C. It has Low transportation cost      D. It gives sponsor for further education  
E. If other (please specify) \_\_\_\_\_
4. What is your best benefit from your university/college?  
A. Better salary than other private university  
B. Better fringe benefits, additional benefits, than other private university college  
C. Availability of sponsor for further education  
D. If other (please specify) \_\_\_\_\_
5. How are your complaints/grievances resolved in your university/college?  
A. Properly and quickly      B. It takes time      C. Not solved at all

6. How are offices allocated to instructors?

- A. One office to one instructor
- B. One office to two instructors
- C. One office to three instructors
- D. One office for more than three instructors

7. The proportion of instructors to students in your university/college?

- A. Low
- B. Sufficient
- C. High

8. Do you have a problem in computer accessibility in the university/college?

- A. No problem
- B. There is shortage
- C. There is no computer for instructors

9. Do you have a problem in reference books accessibility in your

University/College?

- A. No problem
- B. There is shortage

10. Instructor-student relationship in your university college

- A. smooth
- B. Loose
- C. harsh

11. Tutorial class is given for

- A. Few female and many male students
- B. Few male and many female students
- C. Equal number of male and female students
- D. It is given for students who need academic assistance in the University/College without sex consideration

12. Do you think that arranging tutorial classes in your University/

College solves the academic problems of students?

A. Yes

B. No

13. The location of the university/college for you

A. It has transportation problem to and from the university

B. It has no transportation problem to and from the university

14. Does holding a title “University” and “University College” in private higher

learning institutions create different image on the society/students to choose from them?

A. Yes

B. No

**PART II. The contribution of attributes on the performance and competitive advantages (better profit and quality education delivery) of the institution to be ranked by instructors from the institution (Lowest =1, Low =2, Medium = 3, high = 4, and Highest = 5).**

**Put a “✓” mark in the table for your ranking.**

No	Attributes/Variables	Ranking				
		1	2	3	4	5
1	Instructors qualification on their profession					
2	Existence of competent and committed management in the institution					
3	Instructors satisfaction in the institution					

***PART III. Open-ended questions to be responded by sample instructors***

1. How long did you stay in the university/college?

---

2. List the fringe benefits, additional benefits or benefits other than salary; you have got from the university/college.

---

3. How do you rate quality of education in your university/college? Please describe it in short

---

4. In general, the teaching learning process in the University/College

A. Satisfied me      B. Not satisfied me

5. For question number 4 if your response is “A”, list your reasons

---

6. For question number 4 if your response is “B”, please suggest possible improvements that should

be done in the institutes \_\_\_\_\_

7. Please, suggest ways, which you think that the university/college would improve

---

—



**Addis Ababa University**

**School of Postgraduate Studies**

**Faculty of Business and Economics, Department of Business Administration**

**A questionnaire to be filled by Private University/University College**

**Administrative staffs**

The objective of this questionnaire is to understand competitive advantages of Private Universities/University colleges that help them to sustain and grow their total performance. The study will be undertaken for an academic purpose only. Your responses are confidential.

Thank you in advance for your collaboration to fill the questionnaire honestly and sincerely with the sacrifice of your leisure and work time.

**General directions:** Do not write your personal names on the questionnaire. This questionnaire will be filled and returned back to the researcher as fast as possible from the date of distributing to respondents. Give response for all the questions. Your responses are very important for the researcher to accomplish the research study

Researcher's contact address: E-mail address [ashuye\\_2007@yahoo.com](mailto:ashuye_2007@yahoo.com) phone number 0913 26 82 16

**PART I: Administrative Staff Understanding on management commitment and resource availability**

1. What is your responsibility (role) in the university/college?

- A. President                      B. Academic vice\_ president      C. Financial manager  
D. Human resource manager                      E. Registrar  
F. If other (please specify) \_\_\_\_\_

2. Has management shown commitment to the quality of education and profitability in your university/College?      A. Yes      B. No
3. Which one of the following elements is the institution in shortage supply?
- A. Instructors in the institution    B. Up to date reference books in the institution
- C. Computers      in the institution      D. Buildings in the institution
- E. If other (please specify) \_\_\_\_\_

**PART II. The contribution of attributes/variables on the performance and competitive advantages (better profit and quality education delivery) of institutions to be ranked by administrative staffs of the institution (Lowest =1, Low =2, Medium = 3, high = 4, and Highest = 5).**

**Put a “✓” mark in the table for your ranking.**

No	Attributes/Variables	Ranking				
		1	2	3	4	5
1	Delivering quality education/service in the institution					
2	Existing branches of the institution					
3	Existing distance education divisions of the institution					
4	Existence of other private universities and colleges in Addis Ababa.					
5	Future expansion of the institution					
6	Location of the institution					

**PART III. Open-ended questions to be responded by administrative staffs of the institution**



1. Is there an arrangement for tutorial class to help students improve their academic weaknesses? \_\_\_\_\_

2. Will the university college plan to start post-graduate program? Or did it start the program before? -  
\_\_\_\_\_

3. Did the university/college offer free education for poor students?  
\_\_\_\_\_

4. If your responses for question number 3 is yes, for how many students  
\_\_\_\_\_

5. Are there some factors that differentiate the university/college from

Other private university college and colleges?

If yes, list them \_\_\_\_\_

6. Are there communication and support among private universities/

Colleges in Addis Ababa? \_\_\_\_\_

7. How many departments are there in the university?  
\_\_\_\_\_

8. How do you describe the relationship among management and

employees in the university/college?  
\_\_\_\_\_  
-

### **Interview Questions**

1. When was the university established?
2. Are there enough numbers of instructors to accomplish the teaching- learning process?

3. How many branches are there in Addis Ababa?
4. Does the university offer distance education? To what specific places?
5. How many students are there in a class?
6. Does BPR implementation takes place in the university/college? If yes, do you think it brings change? If it does not bring change, what are the reasons?
7. If BPR implementation does not takes place in the university/college, what are the reasons for not being implemented?
8. When was the university established?
9. Are there any foreign instructors/Deans/Presidents in the university? If any, how many of them are male and female?
10. Do you think that availability of fore instructors, Deans, and Presidents contribute for competitive advantage of the university/college?
11. Would you please list down possible points that the university should improve?
12. What are the impact(s) on the University/College that the openings of many private universities/colleges in Addis Ababa?
13. What are the strategies for the University/College to sustain its delivery of quality education for the society?
14. Are there any factors that make the University/College differ from other Private universities/colleges?
15. Do instructors stay for long time in the University/College? If yes, on average how many years are they stayed at work?
16. How many regular instructors and students are there in the university in terms of sex and level of education?

17. How many administrative staffs are there in the University/College

	<b>By academic rank</b>	<b>No</b>	<b>By qualification</b>	<b>No</b>
Regular instructors	Graduate assistant I	4	Diploma	1
	Graduate assistant II	28	BA	37
	Assistant lecturer	21	MA	66
	Lecturer	49	PhD	16
	Assistant professor	12		
	Associate professor	4		
	Pharmacy Technician	1		
	Technician Assistant	1		
Distance instructors	Graduate Assistant I	11	BA	11
	Lecturer	1	MA	1
Nazareth instructors	Graduate assistant I	1	BA	13
	Graduate assistant II	10	MA	3
	Assistant lecturer	2		
Administrative staffs	Lecturer	3		
	Nazareth	37		
	Distance	68		
	Head office	221		

18. Is the University/College evaluating the attrition rate of students?

19. Does the University offer free education for poor students?

20. How many departments/specializations are there in the University/ College

**Unity University Employees in 2002 E.C**

## St. Mary University College Employees in 2002 E.C

### Total number of Academic staffs

Total No of Lecturers	95
Total No. of Assistant Lecturer	62
Total No. of Graduate Assistant	7
Total	164
PhD all full time & 1 prof. 1 Associate prof., 8 asst. prof.)	10
AM/LLM (All full time & asst. Prof)	2
Total	12
<b>Grand total</b>	176
Working towards PhD	7
Working towards MSc/MBA/MA	13
Total	20

**Total**  
**Regular**

### Administrative Staffs

Males	76
Females	100
MA	3
BA	18
Diploma	61
Certificate	15
High school complete or less	99
Total	196

**SMUC- 2002 regular /day time/ degree students**

<b>Program/ department</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Accounting	76	142	218
Computer science	32	19	51
Law	15	12	27
Management	24	47	71
Marketing management	36	47	80
Total	183	264	447

**SMUC- 2002 Distance Education Students**

<b>Program or level</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Certificate (level iii)	456	260	716
Diploma (level iv)	1755	1029	2784
Degree	2075	536	2611
Total	4286	1825	6111

**SMUC- 2002 Extension Degree Program Students**

<b>Program/ department</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Accounting	141	202	343
Computer science	57	40	97
Law	27	8	35
Management	94	85	179
Marketing management	57	40	97
Total	376	375	751