

نموذج رقم (1)

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

Intrinsic and Extrinsic Career outcomes  
For MBA degree holders.

العوامل الداخلية والخارجية لدرجة الماجستير في إدارة الأعمال  
أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه  
حيثما ورد، وإن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو  
بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

#### DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

اسم الطالب: *عبد الكريم عبد القادر العجوي* Student's name: *Abeer Ajramy*

التوقيع: *Abeer* Signature: *Abeer*

التاريخ: *2015/10/13* Date: *13/10/2015*

**Islamic University - Gaza**  
**Dean of Postgraduate Studies**  
**Faculty of Commerce**  
**Business Administration**



## **Intrinsic and Extrinsic Career Outcomes for MBA Degree Holders**

العوامل الداخلية والخارجية للمسار الوظيفي للموظفين الحاصلين على درجة  
الماجستير في إدارة الأعمال

*Presented by:*

*Abeer A. Elajramy*

*Supervised by:*

*Assistant Professor Khalid A. Dahleez*

*Thesis Submitted in Partial Fulfillment of Requirement for the Degree of  
Master in Business Administration*

*Oct., 2015*



## نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ عبير عبد الكريم عبد القادر العجومي لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:

العوامل الداخلية والخارجية للمسار الوظيفي للموظفين الحاصلين على درجة الماجستير في إدارة الأعمال

### Intrinsic and Extrinsic Career Outcomes for MBA Degree Holders

وبعد المناقشة التي تمت اليوم الأحد 20 ذو الحجة 1436هـ، الموافق 2015/10/04م الساعة الحادية عشرة والنصف ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

د. خالد عبد دهليز مشرفاً ورئيساً  
أ.د. ماجد محمد الفرا مناقشاً داخلياً  
د. إسماعيل يونس أبو جراد مناقشاً خارجياً

وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال.

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله وتزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف علي المناعمة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى:

﴿١٧﴾ شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ

وَالْمَلَائِكَةُ وَأُولُو الْعِلْمِ قَائِمًا الْقِسْطَ لَا

إِلَهَ إِلَّا هُوَ الْعَزِيزُ الْحَكِيمُ ﴿١٨﴾ آل عمران، آية 18

قال رسول الله صلى الله عليه وسلم "من خرج في طلب العلم فهو في سبيل

الله حتى يرجع " رواه الترمذي .

قال الإمام أحمد بن حنبل: الناس أحوج إلى العلم منهم إلى الطعام والشراب لأن  
الطعام والشراب يحتاج إليه في اليوم مرة أو مرتين ● والعلم يحتاج إليه في كل  
وقت .

## **Dedication**

This research is dedicated to my beloved parents for whom I owe myself being and who I am today. I am eternally grateful to them for their encouragement and assistance.

The dedication is also extended to my family members, brothers, sisters, uncles and aunts.

I cannot forget to thank my friends and my UNRWA colleagues for their support and encouragement. I also thank my study colleagues and classmates too for their joyful friendship and company.

Finally; this thesis is dedicated to my respectful university, The Islamic University of Gaza and for all the academic staff who taught me during my master studies. I dedicate my thesis to them with all admiration and appreciation for the chance to be one of their students.

## **Acknowledgment**

All gratitude and admiration first go to **Allah** for giving me the courage, strength, and patience to complete my study.

I would like to express my appreciation to my excellent dissertation mentor Dr. Khalid Dahleez. Dr. Khalid trust on my potentials inspired me and pushed me to work hard enough. His insightful and encouraging commentary enriched my thoughts and helped me in completing this dissertation. Without his feedback and recommendations, the study couldn't be as good and strong as it is. I would also like to thank Dr. Wasim Elhabil for agreeing to work with me. He provided insightful feedback and his encouraging words always helped to nudge me a bit further.

It has been impossible to complete this research without the MBA graduates who took the time and the energy to add to my research by completing this survey. Their insights and feedback were invaluable to the completion of this research and I thank each of them for sharing their experiences.

Acknowledgement and gratitude go to my friends and colleagues in the logistics department for their support and help. I'm also grateful and especially thankful to Mr. Saadi Elkahlout and Mr. Sami Abu Ikmeil for their generous feedback, for the resources they provided and for the encouragement and support they demonstrated during my research.

## **Abstract**

Human capital scholars assert that education is a basic factor in attaining personal success. Based on this assertion, the attainment of the Master of Business (MBA) degree is a wise investment in a person human capital.

Current research offers little insight into a set of dimensions of career outcomes that other research didn't study, in particular comparative delineation between extrinsic and intrinsic outcomes and how these career outcomes may be affected by MBA attainment.

The purpose of this study was to investigate the under-researched topic of career outcomes for MBA graduates through research questions. These questions were designed to examine career outcomes from the aspect of quantifiable extrinsic elements, such as financial benefit and promotional opportunities, also to examine self-reported subjective benefits of the MBA, such as individual feelings of success, and perceptions of confidence. The final question designed to examine the demographic variables which may have an effect on career outcomes (extrinsic & intrinsic).

This research was conducted and applied on a sample of 165 participants using the questionnaire tool, the researcher retrieved 154 out of the 165. The collected data for this research included perceptions of the value of the MBA and the relationship of the credential to career outcomes for alumni in Gaza.

The findings of this research suggested that this particular graduate population benefited more intrinsically from their degree than extrinsically, the results showed that, the intrinsic career outcomes had the higher mean which equal 3.82 (76.47%), while the extrinsic career outcomes mean equal 3.62 (72.36%).

These findings demonstrate the importance of measuring both the intrinsic and extrinsic benefits of an MBA degree in today's business world. A recommendation for future research included expands upon solely the intrinsic benefits and explored the longitudinal factors of management responsibility later in one's career, as well as the relationship between the MBA qualifications and desire and skills acquired to lead people.

## ملخص الدراسة

لقد أكد العلماء المختصون برأس المال البشري على أن التعليم عامل أساسي ومهم لنجاح الفرد. وبناءً على هذه التأكيدات والدراسات فإن الحصول على درجة الماجستير في إدارة الأعمال يعتبر خطوة حكيمة واستثمار ناجح للأفراد.

إن هذا البحث يقدم رؤية واضحة لأبعاد المسار الوظيفي ومخرجاته التي لم يتم التعرض لها أو دراستها من خلال أبحاث أخرى، خصوصاً بالمقارنة بين العوامل الداخلية والعوامل الخارجية وأثر درجة ماجستير إدارة الأعمال عليها كل على حده.

يهدف هذا البحث إلى دراسة أثر ماجستير إدارة الأعمال على المسار الوظيفي ومخرجاته من خلال أسئلة وفرضيات البحث. لقد تم صياغة أسئلة البحث لاختبار العوامل الخارجية للمسار الوظيفي والتي تتضمن "العائد المالي المتمثل بالرواتب والعلاوات، وأيضاً الترقيات التي يحصل عليها الفرد....الخ" نتيجة حصوله على درجة ماجستير إدارة الأعمال. وأيضاً لاختبار مدى مساهمة درجة الماجستير بحصول مجتمع الدراسة على المنافع المتعلقة بالقيم الشخصية للأفراد والتي تكون متمثلة "بزيادة الثقة بالنفس، تحسين المهارات الشخصية، زيادة تقدير الذات" وغيرها من هذه القيم. وأخيراً فإنها تبحث أثر العوامل الديموغرافية كالنوع الاجتماعي، السن، الحالة الاجتماعية،.... وغيرها من متغيرات على العوامل الداخلية والخارجية للمسار الوظيفي لأفراد مجتمع الدراسة.

لقد تم توزيع الاستبانة بعد تنقيحها ومراجعتها على مجتمع الدراسة والذي يتكون من 165 مشارك من قطاع غزة، وقد استعادت الباحثة 154 استبانة منهم. وهذه الاستبانة قد أعدت بحيث تتضمن أسئلة تستطلع وجهة نظر مجتمع الدراسة عن مدى الفائدة التي حصلوا عليها من خلال المقارنة بين وضعهم الوظيفي قبل وبعد الحصول على درجة الماجستير.

نتائج هذا البحث تشير إلى أن المشاركين في هذه الدراسة استفادوا على مستوى العوامل الداخلية للمسار الوظيفي بدرجة أكبر من استفادتهم على مستوى العوامل الخارجية ويتبين ذلك من خلال النتائج التي تظهر أن متوسط استجابة المستطلعين للعوامل الداخلية هو 3.82 (76.74%)، بينما متوسط استجابتهم للعوامل الخارجية 3.62 (72.36%).

النتائج أظهرت مدى أهمية قياس فوائد العوامل الداخلية والخارجية للمسار الوظيفي المتحصلة من درجة ماجستير إدارة الأعمال في عالم الأعمال اليوم. التوصيات للدراسات المستقبلية تتضمن دراسة فوائد العوامل الداخلية للمسار الوظيفي لوحدها وابعادها وإيضاح مدى تأثير درجة ماجستير إدارة الأعمال عليها، وأيضاً استكشاف العوامل التي تؤثر على المسؤوليات الإدارية على المدى الطويل في الحياة المهنية للأفراد واستكشاف العلاقة بين ماجستير إدارة الأعمال والمهارات المطلوبة لإدارة الأفراد.



## Table of Content

<b>Dedication .....</b>	<b>III</b>
<b>Acknowledgment.....</b>	<b>IV</b>
<b>Abstract.....</b>	<b>V</b>
<b>Table of Content.....</b>	<b>VII</b>
<b>List of Tables .....</b>	<b>X</b>
<b>List of Figures.....</b>	<b>XI</b>
<b>Chapter One.....</b>	<b>1</b>
<b>Study Frame Work.....</b>	<b>1</b>
1.1 Introduction .....	2
1.2 Research Problem.....	4
1.3 Research Questions .....	4
1.4 Research Objectives .....	5
1.5 The Research Variables:.....	5
1.6 Research Hypotheses.....	5
1.7 Importance of the Study: .....	6
1.8 Context of the Study.....	7
1.9 Limitations .....	8
1.10 Thesis Structure.....	9
<b>Chapter Two .....</b>	<b>10</b>
<b>Literature Review .....</b>	<b>10</b>
2.1 Introduction .....	11
2.2 History of the Master of Business Administration Education.....	11
2.3 Importance of MBA from Business perspectives .....	13
2.4 Reasons for Pursuing an MBA.....	14
2.5 Extrinsic and Intrinsic Career Benefits .....	15
2.5.1 Conceptualizing Career: .....	15
2.5.2 Extrinsic and Intrinsic Career Motivation and Benefits.....	16
2.6 Human Capital Theory .....	17
2.7 Careerist Orientation .....	18
2.8 Previous Studies .....	19
2.9 Comments on the Previous Studies.....	35
2.10 Chapter Summary.....	36
<b>Chapter Three .....</b>	<b>37</b>
<b>Research Methodology .....</b>	<b>37</b>

3.1 Introduction .....	38
3.2 Research Methodology .....	38
3.3 Population and Sample .....	38
3.4 Pilot Study .....	40
3.5 Instrumentation .....	40
3.6 Data Measurement .....	40
3.7 Test of Normality .....	41
3.8 Statistical analysis Tools .....	41
3.9 Statistical Validity of the Questionnaire .....	42
3.9.1 Internal Validity .....	42
3.9.2 Structure Validity of the Questionnaire .....	43
3.10 Reliability of the Research .....	44
3.11 Cronbach's Coefficient Alpha .....	44
3.12 Chapter Summary .....	45
<b>Chapter Four .....</b>	<b>46</b>
<b>Data Analysis and Discussion .....</b>	<b>46</b>
4.1 Introduction .....	47
4.2 Section 1: Analysis of Demographic Measures. ....	47
4.3 Section 2: Current Employment and the MBA. ....	49
4.4 Education background before the MBA .....	57
4.5 Undergraduate Major Classification .....	57
4.6 Number of years of pre-MBA work experience .....	59
4.7 Graduate University Attended .....	59
4.8 Year the MBA was completed .....	60
4.9 Chapter Summary .....	61
<b>Chapter Five .....</b>	<b>62</b>
<b>Discussion, Implications, Recommendations .....</b>	<b>62</b>
5.1 Introduction .....	63
5.2 Discussion of the Findings and Summary of the Conclusions .....	63
5.2.1 Extrinsic Career Outcomes .....	63
5.2.2 Intrinsic Career Outcomes: .....	64
5.2.3 Demographic variables: .....	65
5.3 Implications for Practice: .....	66
5.4 Recommendations and Future Studies: .....	68
5.5 References .....	71

**Appendices ..... 76**  
Appendix (1) ..... 77  
Appendix (2) ..... 83  
Appendix (3) ..... 89

## **List of Tables**

Table (2.1) Empirical Studies.....	33
Table (3.1): Kolmogorov-Smirnov Test .....	41
Table (3.2): Correlation coefficient of each paragraph of “Intrinsic Career Outcomes” .....	42
Table (3.3): Correlation coefficient of each paragraph of Extrinsic Career Outcomes” .....	43
Table (3.4): Correlation coefficient of each field and the whole of questionnaire .....	44
Table (3.5): Cronbach's Alpha for questionnaire.....	44
Table (4.1): Demographic Characteristics (N=154).....	47
Table (4.2): MBA Related Characteristics .....	48
Table (4.3): MBA Related Characteristics “Undergraduate major classification” .....	48
Table (4.4): Reasons to Pursue MBA .....	49
Table (4.5): Information Regarding Current Employer and the MBA (N=154).....	50
Table (4.6): Information Regarding Employee and work aspects (N=154) .....	51
Table (4.7): Means and Test values for “Extrinsic Career Outcomes” .....	53
Table (4.8): Means and Test values for “The Intrinsic Career Outcomes” .....	54
Table (4.9): Independent Samples T-test test of the fields and their p-values for gender .....	55
Table (4.10): ANOVA test of the fields and their p-values for Age.....	56
Table (4.11):Independent Samples T-test test of the fields and their p-values for Marital Status .....	56
Table (4.12):ANOVA test of the fields and their p-values for education background before the MBA .....	57
Table (4.13):ANOVA test of the fields and their p-values for undergraduate Major classification.....	58
Table (4.14):ANOVA test of the fields and their p-values for number of years of pre-MBA work experience.....	59
Table (4.15): ANOVA test of the fields and their p-values for graduate university attended.....	60
Table (4.16): ANOVA test of the fields and their p-values for year the MBA was completed .....	60

# List of Figures

**Figure (3.1) illustrates the methodology flow chart..... 39**

# **Chapter One**

## **Study Frame Work**

## 1.1 Introduction

Education is the main factor and the basic element in achieving development and life success. The Master degree in Business Administration (MBA) is a widely accepted qualification in business management, recognized around the world. Having an MBA is considered by many as a passport to senior managerial levels; the earning opportunity and the received benefits of an MBA through studies have been well validated and do support the assertion that the lifetime earnings of graduates of MBA programs are higher than those with similar background without the same degree (Baruch & Peiperi, 2000).

Additionally, whereas in the past MBA graduates were few and years far between each other graduation dates, and in most cases relative scarcity of higher studies meant that having MBA almost guaranteed top level jobs especially if gained from well-known university. In some businesses, the MBA became a pre-requisite for top managerial posts; and this was applicable for both sexes (Finney, 1996).

Moreover, in the new century, management education is big business and is a far reaching global phenomenon. In 2009, 150,000 students were enrolled in MBA programs in United States, another 98,000 globally; (AACSB, 2009). The MBA program continues to be flagship programs of many universities and at the core of most business schools. The business education has persisted and flourished regardless the criticism, while the debate continues without consensus over the relevance of business education taught in a classroom, corporations have continued to turn to MBA graduates as a resource of recruitment for tomorrow's future business leader (Wellman, 2006).

As noted by Mintzberg (2004) "most management is a craft, meaning that it relies on experience-learning on the job. This means it is much about doing in order to think as thinking in order to do". According to Mintzberg, MBA programs teach people at the wrong time in their career and as such as MBA have happen too early in one's career. It attracts the wrong people that are too impatient, too analytical and too much need to be in control and gives the wrong impression that management is something you can teach distorting their subsequent leadership practice.

In line with what was mentioned above peter Drucker well known and respected as leading business philosopher and writer articulated the key challenges business schools of the day were facing. According to Drucker (Daniel, 1998, P.154) these challenges are as follows:

1. Business is mainly learned through experience, and as such as experience can't be taught, as such what the relationship between theory and practice is.
2. Business requires an entrepreneurial spirit, and risk taking, but business schools encourage conformity and a careful evaluation of risk and possibly a risk adverse attitude ensure in students.
3. MBA holders tended to be perhaps too ambitious and want to move up the corporate ladder too fast, perhaps not recognizing the value that comes with experience.

The MBA degree is one of the most sought after professional graduate degrees. While the motivation for enrolling in the degree encompasses a wide variety of reasons, most researchers contend that what motivates one to pursue a master degree in business is quite different for why they choose to take undergraduates degree (Mackenzie, 2003).

Management education like education in general is an investment in human capital. A lot of studies encourage the notion that investments in education particularly the MBA support a life time of improved earnings potential than those without the same degree (Wellman, 2006). As a result of that the justification for pursuing the MBA from a strictly cost benefit standpoints supports the idea that the degree pays for itself (Connolly, 2003). Many scholars have concentrated on evaluation of the program from a return on investment standpoint and point to the income improvements. On other factors related to career outcomes such as career development, satisfaction and personal growth, the perceived value of the MBA is away from being anecdotal in nature with study's finding mixed results (Carline, 2011).

Consequently, the MBA is considered as a worthwhile investment in human capital and this notion has helped intensify the demand for this program introduced in the world (Simpson et al., 2005). Despite the popularity of the degree and huge range of money invested in the execution of the degree over the last 100 years, very limited number of researchers has focused on the benefits of the degree (Simpson, 2004).

A major tool for self-development both men and women employ to increase their human capital and reach higher organizational positions is to equip themselves with the Master of Business Administration (MBA) credentials (Simpson, Sturges, Woods & Altman, 2005).

This research will study and explore the ways in which MBA education is associated with career outcomes for MBA graduates.



## **1.2 Research Problem**

Today competition is heated and demographics have shifted. More and more organizations have to work hard to attract and retain top talent of both genders. Not only that, the increased number of MBA programs offered by Palestinian universities had led to increase the number of students attached to such programs as well as number of graduates. From this respect the researcher intends to explore to what extent the MBA degree has added value to the graduates.

Various concepts and metaphors have been developed to capture this shifting landscape. The protean career pertains to where the individuals is able to rearrange and repackage his or her knowledge, skills and abilities to meet the demands of a changing workplace, in addition to his or her need for self-fulfillment (Mulhall,2011)

When researchers have studied other factors related to career outcomes, such as career development, mobility, satisfaction and personal growth, the perceived value of the degree is much more anecdotal in nature with studies mixed results (Buchanan, 2006).

This study bridge the gap through exploring the effect of MBA on intrinsic and extrinsic career outcomes. Hence, the study tries to assess the extent at which MBA attainment affect career outcomes.

## **1.3 Research Questions**

Specifically, the study will answer the following research questions:

1. What are the major undergraduate specializations from which MBA graduates come?
2. What are the principal motivators for attaining MBA?
3. What perceived value added extrinsic career outcomes (salary increases, increase in the number of promotions, increased span of control) has the MBA degree provided the graduates?
4. What perceived value added intrinsic career outcomes (increased confidence, enhanced interpersonal skills, increased self-worth, future upward mobility opportunities) has the MBA degree provided the graduates?
5. What are the differences in intrinsic career outcomes (increased confidence, enhanced interpersonal skills, increased self-worth, future upward mobility opportunities) and extrinsic career outcomes (salary increase, increase in number of promotions, increased span of control) attributed to demographic variables of MBA graduates?

## 1.4 Research Objectives

Therefore, based on previous discussion the objectives of this study will be as follows:

1. To clarify the prevalent motivators for attaining MBA.
2. To identify the prevalent undergraduate backgrounds of people attaining MBA.
3. To explore the degree of which the effect of MBA degree on the career outcomes (intrinsic and extrinsic).
4. To examine the role of demographic variables (age, work experience, degree attainment pre MBA, Business school specialization, gender) on the career outcomes (intrinsic & extrinsic) for the MBA alumni.

## 1.5 The Research Variables:

**1.5.1 MBA degree:** A graduate degree achieved at a university or college that provides theoretical and practical training to help graduates gain a better understanding of general business management functions. The MBA degree can have a specific focus such as accounting, finance or marketing (Axisa, 1997).

**1.5.2 Career outcomes** which are segmented to extrinsic career outcomes and intrinsic career outcomes

Intrinsic career outcomes: The subjective element of the variables is characterized as intrinsic career outcomes, such as confidence enhanced interpersonal skills, self-worth, and future mobility opportunities.

The extrinsic career outcomes: wage rate, number of promotion and status in the organization; measured by span of control) (Wellman, 2005).

**1.5.3 Demographic variables:** other independent control variables will include age, work experience, degree attainment before MBA, MBA specialization and gender degree and the moderating and control variables that affect the career outcomes.

## 1.6 Research Hypotheses

The research problem will be operationalized through the following appropriate hypothesis:

**H1:** The MBA degree has provided the graduates with perceived additional value added extrinsic career outcomes (salary increase, increase in number of promotions, increased span of control) as compared to pre- degree position.

**H2:** The MBA degree has provided the graduates with perceived additional value added intrinsic career outcomes (increased confidence, enhanced interpersonal skills, increased self-worth, future upward mobility opportunities) as compared to pre-degree position.

**H3:** There are significant differences in reported answer due to demographic variables (age, work experience, degree attainment pre MBA, Business school specialization, gender).

### **1.7 Importance of the Study:**

1. This study is significant as considerable debate continues to circulate regarding the value of the program itself. The relative scarcity of empirical evidence addressing such a significant investment of time and money should be an important concern to business schools in Palestine and those that run them.
2. With many more business education programs opening each year the competition for the best and brightest candidates is quite heated. Due to a limited or contradictory view of the value of degree, business schools are not well positioned to interpret their value proposition in the marketplace and how to better market themselves to prospective students.
3. Providing substantive research information regarding the career outcomes of both male and female MBA's is important for many stake holders. The first critical stakeholder of interest is the prospective student considering the degree. Since education consider as critical component of human capital development it is essential that prospective students are able to weight cost/benefit equation of pursuing the degree. For successful graduates of the program, this research provides an understanding of potential future outcomes offers greater insight into their marketability and mobility in the marketplace moving forward.
4. This study could assist MBA program administrators in determining the value proposition of their offering. Since education has long been regarded as a way to increase one's human capital, business schools have historically wanted the merits of the degree as a way to increase wage rates, and job promotion. The advantage of this research will be to understand the value proposition of the degree and help modify the strategic direction of program.
5. Finally, this topic is particularly relevant to business communities at large who recruit, and retain these graduates through their careers. The high value on MBA degree according to authors became from corporations not the business schools.

## **1.8 Context of the Study**

The high studies programs in the Palestinian Universities are considered relatively new compared to the B.A or B.S programs. They represent an ambitious and daring pioneer step for the Palestinian Universities. They fulfill the need of the Palestinian society/community of providing qualified academic/scientific cadres in the different field of knowledge and thus save both money, effort and time for the Palestinian student who used to travel to the Arab countries and non-Arab countries looking for an education opportunity that qualifies them to obtain a master or Ph.D. degree.

Facing this challenge, the Palestinian Universities race to offer the high education / studies degrees. Yet the real problem lies in the transformation of the race from a merely /purely scientific/academic competition into an economic competition and from reaching ambitions into reaching benefits. This situation leads them seriously to quickly think toward achieving complementarity in the high studies programs in the Palestinian Universities, rather than competition. It also leads them to make the High studies more useful to the graduates in their pursuit to upgrade opportunities and progress in their career. Here is background of MBA programs in some of the Palestinian universities:

### **Al Azhar University of Gaza:**

- Al Azhar University was established in 1991.
- The faculty of economy and administrative sciences –previously business faculty- was established based on the University council decision/resolution in 1993.
- In 2005/2006, the faculty added Business management-English language branch and accounting –English language branche.in 2006/2007. To harmonize with the updated Palestinian society demands and changes, A scholarship program in master degree was offered in accounting, business management, political sciences and In 2007/2008, another scholarship program was offered for master degree in economy.

### **Islamic University of Gaza:**

- The Islamic University of Gaza (IUG) was established in 1987.
- The Commerce Faculty opened Business Administration Department in the academic year 2001/2002, then it was followed by Accounting and Finance Program in the academic year 2003/2004 and finally the program of Development Economics was open in the academic year 2009/2010.

**Birzeit University:**

- Birzeit University was the first institution of higher education to be established in Palestine in 1961.
- The College of Commerce and Economics was established in 1978, and is the second largest faculty within the University, the faculty has four main departments: Business Administration and Marketing, Finance, Accounting, and Economics, in addition to two Master programs, MBA and Economics.

**An-Najah University:**

- 1941: The University was named “An-Najah College”
- 1965: An-Najah became a teacher preparation institute, also granting intermediate university degrees in various fields of study.
- 1977: An-Najah evolved into a full-fledged university, “An-Najah National University,” with a Faculty of Arts and a Faculty of Sciences. It joined the Association of Arab Universities (AARU) as a full member.
- 1978: The faculties of Economics, Administrative Sciences, Educational Sciences and Engineering were inaugurated.
- 1981: The first Master Degree Program was established in curricula management at the Faculty of Educational Sciences. An-Najah was accepted as a member in the World Union of Universities.
- 1985: The University expanded the scope of higher studies to include new fields, including Chemistry, Islamic Studies and Education.

**1.9 Limitations**

The study is limited to individuals living in Gaza strip during their careers and as a result non Gaza residents are not well represented in the study. The purposeful sampling procedure will used in this research will decrease the generalizability of the findings and as such raises legitimate questions regarding the applicability of the finding to all MBA graduates.

## **1.10 Thesis Structure**

This research consists of five chapters, they include the following:

This chapter includes identifying and defining the problem and objectives of the study. The second chapter of the research included a summary of the comprehensive literature review, and previous studies.

The third chapter provides a description of the methodology that was employed for this research. This research employ triangulation because the researcher used the interviews and questionnaire; the interviews were conducted with human resource officers at UNRWA and General Personnel Council to clarify the importance of MBA degree to the work and how it affect the career outcomes for alumni and to identify the career outcomes (intrinsic & extrinsic) that will be affected by the degree.

The fourth chapter provides an overview of the characteristics of the survey respondents, as well as provides detailed statistical analysis of the survey results in order to answer the research questions.

The fifth chapter includes the conclusions, recommendations and implications.

# **Chapter Two**

## **Literature Review**

## **2.1 Introduction**

Relevant research on career outcomes for MBA alumni will be explored in this chapter. At the outset a review of the history of the MBA program will provide a historical framework for the foundations of the degree. The popularity of MBA is explored in the following section, with the intention of giving an overview of the growth and market penetration of the MBA and the business school's role as a key contributor to each university's bottom line financial performance. In order to begin to contextualize career outcomes from the acquisition of an MBA, the importance of the degree to the corporate world is explored by the researcher in the second section. In the third section the researcher will present literature related to career outcomes demonstrating these as means for motivation to pursue the degree.

The human capital theory will be presented from the primary literature, as a key element in productivity and organizational outcomes; this is then linked with personal motivation, as well as intrinsic and extrinsic career outcomes.

## **2.2 History of the Master of Business Administration Education**

Extant literature reveals that the development of B.A programs was found in North America.

The formal introduction of business education can be traced back over a century to the University of Pennsylvania, whose in 1881 set up a bachelors program in business (Mintzberg, 2004). Dartmouth College was the first school to offer a master's degree in business informally when in 1900 it "allowed a few undergraduates to extend their course work by an additional year" (Schlossman, Glesson Sedlak & Grayson, 1994, p.6) Harvard University followed in 1908 with the introduction of a program called a Master of Business Administration. Stanford initiated its own program in 1925 (Mintzberg, 2004).

At the beginning of graduate business education, both Harvard and Stanford faced a great deal of controversy and skepticism from not only the business community, but also from underwhelmed students and cynical university faculty and trustees (Schlossman et al., 1994) opponents noted that the push for university based graduate education in business was coming from academics, notably "economists, psychologists, sociologists and political scientists" most of whom lacked any real world business experience and had few if any ties to businesses or the men that ran them (Schlossman et al., 1994). Nevertheless the advocates continued on their pursuit and were confident they "could discover the underlying 'science' of business and convey and teach profession of management"



(Mintzberg, 2004, p. 22). By the end of 1919 only four MBAs had been granted from Harvard and enrollment was decreasing (Schlossman et al., 1994).

From the beginning on the growth of business schools were slow to take off, by 1915, 40 business schools had opened mostly concentrate on undergraduate studies. By '1920' 110 master's degrees were granted (Gordon & Howell, 1959). Prior the beginning of World War II this number had climbed to 3,357 degree's granted from 143 institutions (Gordon & Howell, 1959). The end of the war marked a significant turning point for management education, as programs started to gain interest, enrollment increased and academic credibility was gaining a foothold (Bubna & Benn, 2003).

While this period demonstrated a growth in business school market success on an enrollment front, the business schools still faced criticism. Through 1950's business schools were accused of failing to meet the strict guidelines of academic rigor demonstrated in other disciplines (Wellman, 2006). Management at this time was being taught in a form of folklore and wise tales, as a collection of ambiguous principals, none of which were proven or scientifically tested (Mintzberg, 1984). Even the top institutions such as Harvard, Stanford, Columbia and Chicago were failing miserably and not reacting to the fast changing pace of business. There wasn't any relation between the knowledge the students gain from the case study and textbooks and real world.

Peter Drucker, well known and respected as leading business philosopher and writer articulated the key challenges business schools of the day were facing. According to Drucker (Daniel, 1998, p.154):

1. Business is mainly learned through experience, and as such experience cannot be taught, as such what the relationship between theory and practice is.
2. Business requires an entrepreneurial spirit, and risk taking, but business schools encourage conformity and a careful evaluation of risk and possibly a risk adverse attitude ensure in students.
3. MBA's tended to be perhaps too ambitious and want to move up the corporate ladder too fast, perhaps not recognizing the value that comes with experience.

The stage was now set for growth of business education and demand for enrollment in MBA programs increased through 1960's and 1970,s.

Throughout the 1970's the growth in the number of critics of the MBA program seemed to be gaining equal force to advocates and were lashing out at schools that were deemed to be ill preparing graduates for actual business careers (Daniel,1998). By the beginning of the new decade the criticisms were getting louder and more intense, critics continued to assure that model of business education was not suitable to the future business needs (Muller, porter & rehder, 1988). The critics of business education were not only the business leaders, also the more shockingly MBA graduates who felt that business schools offered

minimal value to them in their career outcomes and challenged the degree as nothing more than the repackaging of undergraduate business studies (Wellman, 2006). Business education was on the attack from those most intimately linked to its career outcomes. As noted by Mintzberg (2004) “most management is a craft, meaning that it relies on experience-Learning on the job. This means it is as much about doing in order to think as thinking in order to do”. According to Mintzberg MBA programs teach people at the wrong time in their career and as such as MBA has happens too early in one’s career, it attracts the wrong people that are too impatient. Too analytical and too much need to be in control and gives the wrong impression that management is something you can teach distorting their subsequent leader ship practice (Mintzberg, 2004).

Curriculum changes gave a shift toward more reality based teaching in response to the extensive criticism, attempting to take theory and turn it into reality based teaching. In addition 1990’s saw the first dramatic introduction to the international MBA program signaling an increased interest in globalized economy and worldwide business interest (carlin, 2011).

At the end of the first decade of the new century, management education is big business and is a far reaching global phenomenon. In 2009 150,000 students were enrolled in MBA programs in the United States, another 98,000 globally; the most of them are expected to graduate (AACSB, 2009). The MBA program continues to be flagship programs for many universities and at the core of most business schools. Even though the critics of programs remain vocal, many studies have concentrated on the demonstration of the positive aspects of obtaining an MBA degree. The business education has persisted and flourished regardless the criticism, while the debate continues without consensus over the relevance of business education taught in a classroom, corporations have continued to turn to MBA graduates as a source of recruitment for tomorrow’s future business leaders (Wellman, 2006). Over the time the enrollment rates seems to show no sign of decline, in fact students population growth is planned at most major business schools ( Wellman, 2006). The motivation and long term perceived career outcomes offered from an MBA from a student’s perspective seems constant even in the face of criticism.

### **2.3 Importance of MBA from Business perspectives**

The goal of Master of Business Administration (MBA) programs is to add value to its graduates and make them better managers. Reports on a study which provides a comprehensive evaluation for the impact of an MBA program of a leading UK business school on the competencies, skills, self-perception and careers of its graduates. The result demonstrates the value that these MBA studies generate for individuals and their employers. Based on responses of graduates, now working managers, the output of the

study clearly indicates the value they have gained from their MBA. This is seen in increased managerial skills, self-confidence and several aspects of career development (Baruch and leeming, 2001).

In some cases employers go on far as to admit they use the MBA as a selection criterion for candidates not because of what the person has learned, but rather to piggyback on the usually high and rigorous standards required for business school admission (carlin, 2011). Some authors have gone as far as to argue that the increased value put on the MBA by the job market in corporate are the primary reason behind the growth of the MBA market (Carlin, 2011).

## **2.4 Reasons for Pursuing an MBA**

The MBA degree is one of the most sought after professional graduate degrees. While the motivation for enrolling in the degree encompasses a wide variety of reasons, most researchers contend that what motivates one to pursue a master degree in business is quite different for why they choose to take an undergraduates degree (Mackenzie, 2003).

Management education like education in general is an investment in human capital. A lot of studies encourage the notion that investments in education particularly the MBA support a life time of improved earnings potential than those without the same degree (Wellman, 2006).

In 1988, researchers conducted a survey to uncover why these students chose to pursue a graduate degree in business. The four most cited reasons include career entry opportunities and mobility to develop skills and management acumen, to gain personal satisfaction, and finally to make more money (stozenberg, 1988).

The motivation to return for graduate studies in business can be explained with the application of expectancy theory. Broom (1964) developed expectancy theory as way to understand job satisfaction and work motivation. According to what's the theory proposed by Vroom (1964). "A rational person will make choices based on the belief that (a) the choice has value (Valence), (b) the action to be taken will result in a reward (instrumentality), and (c) he or she is capable of taking that action and achieving the desired reward (expectancy)" (Wellman, 2006).

Under expectancy theory the value of an outcome is determined with how that outcome will come to satisfy ones needs; the higher the level of satisfaction, the greater the level of motivation to attain such. The motivation for obtaining an MBA can be based on all or any of the following, mobility, skills, development, personal satisfaction and financial

gain (Stolzenberg & Giarrusso, 1988). The debate thus continues to exist between scholars not about the linkage between expectations and motivation, but more critically between the validity of this link of human capital theory and positive career outcomes.

## **2.5 Extrinsic and Intrinsic Career Benefits**

### **2.5.1 Conceptualizing Career:**

When considering the definitions given to career over the years it is noticeable that in parallel with the changes occurring in society, there has been a shift in terminology: from jobs to experiences, and from organizational to post-organizational (Arthur et al., 2005; Dries, pepermans and De Kerpel, 2008). Consequently, there has been a noticeable evaluation in the way career has been defined. The Chicago School of Sociologists, epitomized by Hughes (1937), observes that a career consists, ‘objectively’, of a series of status and clearly defined offices, and ‘subjectively is the moving perspective in which actions, and the things which happen to him’ (Hughes, 1937). Wilensky (1961) refers to career as ‘a succession of related jobs, arranged in a hierarchy of prestige, through which persons move in an ordered (more-or-less- predicable) sequence (Baruch, 2006).

In tandem with the changing definitions of career, new concepts have emerged, devised to reflect an altered environment, with increased globalization, rapid technological advancements, growing workforce diversity and the expanding use of outsourcing and part-time and temporary employees (Sullivan and Baruch, 2009). These events are said to have transformed traditional organizational structures, employer-employee relationships and the work context, creating divergence in how individuals enact their careers (Briscoe and Hall, 2006; Sullivan and Baruch, 2009).

The demise of the traditional, bureaucratic career has been oft mooted (e.g. Hall, 1976, 1996; Sullivan and Baruch, 2009), being replaced by more embracing notions of career, based on the accumulation of skills and knowledge and the integration of professional and personal life. Various concepts and metaphors have been developed to capture this shifting landscape. The protean career pertains to where the individual is able to rearrange and repackage his or her knowledge, skills and abilities to meet the demands of a changing workplace, in addition to his or her need for self-fulfillment (Mulhall, 2011).

Both traditional and contemporary career theories propose an inherent two-sidedness less publicly observable positions, situations and statuses that serve as benchmarks for gauging a person’s movement through the social locale (Barley, 1989), comprising predictable stages and an ordered sequence of development. The subjective dimension reflects the individuals own sense of his or her career and what it is becoming

(Mulhall, 2011), defined by the personal interpretations and values that identity bestows on them.

These two sides, the objective and the subjective, are seen to be persistently dependent (Hughes, 1937) and this interdependence occurs over time (Mulhall, 2011).

## **2.5.2 Extrinsic and Intrinsic Career Motivation and Benefits**

Management theorists have used the concepts of intrinsic benefits (job satisfaction and fulfillment) and extrinsic benefits (pay and status) to evaluate rewards that managers and other workers expect from employment (e.g. Marshall, 1984; Nicholson & West, 1988; Scase & Goffee, 1989; Young, Worchel & Woehr, 1998). Young et al. used a fivefold measure of intrinsic rewards too include job characteristics (autonomy, feedback and skills variety), communication (openness of information), leader satisfaction (relationship with supervisors), job satisfaction (enjoyment of job activities) and intrinsic exchange (levels of appreciation for good job performance). In a broader analysis, Scase and Goffee examined levels of remuneration, opportunities for promotion, security and personal status of managers as extrinsic rewards with intrinsic factors including opportunities for decision making, task discretion, autonomy and self-fulfillment while Marshall (1984) and Nicholson and West (1988) suggest gender differences in career rewards with men gaining more extrinsic and women more intrinsic career benefits.

At the outset of their decision to pursue higher education, students often assume that motivations include career related interests and prospects; such gaining competencies required for success (Baruch & Leeming, 2001). The challenge of meeting and succeeding at a goal are also noted motivators for engaging in the program as a way to demonstrate personal fortitude (Baruch & Leeming, 2001).

Based on research of 344 MBA graduate alumni Baruch & Leeming (2001) found the primary value add of the MBA went beyond Salary and career mobility but was chiefly found in the increased level of satisfaction gained from achieving personal goals and competencies. Given this the researchers assert that the “most important measure of MBA outcomes is the degree of achievement of personal aims” (Baruch & Leeming, 2001), many of which are not recognized until after the program is completed.

Given this the researchers assert that the “most important measure of MBA outcomes is the degree of achievement of personal aims” (Baruch & Leeming, 2001. P. 600). Many of which are not recognized until after the program is completed. The justification for pursuing the degree strictly on the heels of cost/benefit support that the MBA degree as a solid investment (Connolly, 2003). Beyond these highly measurable

financial outcomes, very little researches have focus on other more personal outcomes. When researchers have studied other factors related to career outcomes, such as career development, mobility, satisfaction and personal growth, the perceived value of the degree is much more anecdotal in nature with study's finding mixed results (Buchanan, 2006).

From the new career perspective, the MBA may have a pivotal role for men and women in facilitating career development and as a means of acquiring a range of portable skills that are essential in the new boundary less career environment.

## **2.6 Human Capital Theory**

The application of human capital theory views employees as a resource with a defined value in the marketplace. The personal attributes of each individual employee varies in form and value, these attributes are converted into rewards in the greater labor market (Carlin, 2011). The application of education to this theory implies that through education one adds to the value of their personal attributes and as such leads to higher valuation compared to others without the same skills. Human capital theory states that education is an investment, and that the ability of individuals to succeed is highly depending on the level of educational investment they make (Becker, 1964).

According to classical labor theory, value of the firm is dictated by the productivity of its workers and since higher productivity leads to higher returns, as such wages of those employees are determined according to the employees "marginal contribution to the revenues of the firm, implying that more productive workers will be paid more, other things equal" (Cohn, 1979. p. 28). The more human capital an overall population possesses, the higher the overall productivity of said population (Steward, 2009). This sentiment led to the notion that education is an investment in increased productivity and was a prime argument through the 1950's and 1960's towards public investment in socialized education (Florence, 2009).

Human capital is not actually the knowledge and skills acquired, rather it is the fact that the investment in education which causes 'some change' in the human; this change leads increased potential for productivity (Florence, 2009). Independent of the knowledge gained in a post graduate business degree, the attainment of such a program acts as a signal of abilities. The ability to dedicate oneself and complete such an arduous task provides a sign of motivation and personal character even when those direct skills may not be fully required for the task at hand (Buchanan, 2006). This signaling prospective suggests that it is not higher productivity that leads to higher earnings, but rather than credential itself (Florence, 2009).

Proponents of human capital theory would assert that education is a key element in “achieving individual development and life success” (Baruch & Peiperi, 2000. p. 69). In light of that assertion the MBA degree is widely accepted as a key element to career successes. Attaining an MBA under this theory would support research which demonstrates that having an MBA is the ticket to a senior leadership role and a highly lucrative salary (Baruch & Peiperi, 2000). A survey conducted by Accountemps found that 80% of top executives say that a graduate business degree is critical to achieving senior management rank (Rapert, Smith, Velliquette, & Garretson, 2004)

Higher pay for MBA’s has been validated through academic research (Connolly, 2003) and many researchers support the contention that the lifetime earnings of those individuals with an MBA are higher than the lifetime earnings of people with a similar background, but without a MBA (Daniel, 1998; Graduate Management Admission Council, 2002; Sturges, Simpson & Altman, 2003; Wellman, 2006; Florence, 2009). Even in light of this, researchers continue to be divided on the long term increased value of the MBA over the span of one’s career (Buchanan, 2006). Critics contrast all sentiment of positive career outcomes and contend that the MBA is overvalued by both employers and MBA’s themselves (Mintzberg, 2004).

Critics of the MBA and its human capital value challenge the notion that degree attainment is a catalyst for career success (Pfeffer & Fong, 2002). Henry Mintzberg is a notable critic of the MBA concluding that business schools train the wrong people in the wrong ways and ignore the extent to which management is a craft that required intuition rather than merely an ability to analyze data (2004). “There is little evidence that the mastery of the knowledge acquired in business schools enhances people’s careers, or that even attaining the MBA credential itself has much effect on graduates’ salaries or career attainment” (Pfeffer & Fong, 2002. p. 80). Pfeffer & Fong (2004) go further to say that the MBA programs focus on economic returns which in turn put pressure on business schools to ensure their alumni achieve lucrative career success. The focus is too heavily weighted on the value and role of the credential and as such reduces the emphasis on the educational experiences of learning, knowledge and the skills that are increasing the ‘capital’ gained from the program (Beehler, & Luethge 2013).

## **2.7 Careerist Orientation**

Research has shown that “business students are more likely than almost any others to view education primarily as a stepping stone to lucrative careers” (Rynes,Trank, Lawsone & Llies, 2003. p. 270). According to a UK based study, over 90 percent of students who take MBA degrees do so to improve their career outcomes (Council for

Excellence in Management and Leadership, 2002). The careerist approach is typified by the use of an advanced degree to personally advance an individual worker through learning and educational development. Those subscribing to a careerist orientation seek relationships and the acquisition of knowledge that will open up opportunity for their personal career interests.

The opportunistic use of an MBA is consistent with the literature on the careerist approach whereby learning; educational growth and personal development are acquired to maximize personal advancement (Beehler, & Luethge 2013; Buchanan, 2006). Theoretical work on the advancement of this approach by Feldman and Weitz (1991) support this notion through research. By developing a careerism scale and studying motivational factors, the researchers demonstrated that those exhibiting high career orientation were most inclined to increase their levels of education through the acquisition of advanced degrees, including masters' degrees. It was demonstrated that these individuals also exhibited strong positive tendencies towards career mobility and the consistent desire to advance in careers (Feldman & Weitz, 1991). Implicit with the careerism ideology is that belief that personal self-interest dominate decision making and motivation, the concept of the organizational commitment is far less existent (Carlin, 2011).

The careerist motivation to the acquisition of the MBA has been criticized in the literature. As noted by (Beehler, & Luethge 2013). Schools must live up to the far reaching promises of career success they offer students as a marketing technique to attend their schools. As an outcome they become more of a signaling, screening and placement service, than an educational institution (Beehler, & Luethge 2013). Schools have also been under scrutiny for their tough entrance criteria, but their inability to really sort students once in the program, this is noted in the fact that few if any students ever fail out of the programs (Carlin, 2011). Students in some studies have been shown to more interested in the extracurricular elements of their schooling and are more interested in networking.

## **2.8 Previous Studies**

### **1. Mihail, 2014 “The impact of an MBA on managerial skills and career advancement: The Greek Case”**

The main aim of this study was the examination of the effect of an accredited MBA program offered by peripheral university in Greece on graduates' skills, employability and career advancement. In addition, they sought to compare their findings to those of a twin survey conducted in 2006 to test MBA 'value' under contrasting labor market conditions.



The researcher conducted the survey in two different phases based on two identical surveys. The first survey published in 2006 and included students that graduate until 2002, having at least 3 years of working experience after graduation. The researcher were used the same questionnaire in the current survey launched in 2013 involve graduates up to 2009, who have the same experience criteria. The participants of the survey were the alumni of MBA programs of the university.

However, it was found that; according to overall one could conclude that their surveyed typical MBA program seems to assist graduates in enhancing managerial skills, though not at the level required by employers. It also helps MBA holders to find enriching jobs with increasing compensation over time. On the other hand, it exerts a moderate to negligible influence on the selection/ hiring process, job hopping and certainly on promotions.

## **2. Baruch, 2011 “The impact of an MBA on graduates’ career”**

The aim of this study was to answer the question whether an MBA qualification adds value to individuals, leading to the MBA being valued by organizations.

The study took the form of a survey questionnaire, sent to the managers employed in four firms. These were the UK branch of a large multinational accounting firm. In each company the HR managers was asked to distribute the questionnaires to employees in two populations, Managers with an MBA qualification and other managers, working in similar positions, who did not have an MBA qualification. A total of sample was 67 individuals.

The results suggested that MBA studies generate an increase in the self-efficacy of graduates. Specific measures of self-efficacy (in this case, self-reports of competencies) were tested, and a comparative analysis pointed out differences between the sample population on MBA graduates and a matched sample of other managers. The overall conclusion was that MBA studies helped graduates to gain an advantage over their counterparts, at least in their own self-reports. These advantages are concerned mainly with providing graduates with their competencies. If the aim of MBA programs is to produce better managers by providing graduates with stronger managerial competencies, these results indicated that MBA programs are achieving that aim. Other studies on the impact of an MBA have similar conclusions, but have typically been restricted to MBA populations only.

### **3. Carline, 2011 “The impact of the MBA on Career outcomes: An analysis of male and female graduates”**

The study provides a significant step forward in affirming the link between having an MBA and increases in extrinsic and intrinsic career outcomes. The insight into the career outcome differences between intrinsic and extrinsic factors, as well as the link to gender is a significant leap forward beyond the traditional financial cost/benefit analysis of having an MBA.

Respondents were required to have attained the MBA designation between the years 1995 to 2005. To normalize the outcomes, graduates were required to be out of school for at least 5 years and thus at a better point of career establishment. For this research the required sample size was deemed to be at least 500 participants.

This research failed to show a strong relationship between career outcomes and gender which while supported by a small body of research, appears counter to numerous internationally based studies. Future research requires refinement of the measures for both intrinsic and extrinsic outcomes in order to better understand the impact of other control variables. In addition more in-depth analysis of the impact of gender and a broadening of the research sample will allow for greater applicability of the findings.

Future research should focus efforts on longer term comparative analysis between the genders to determine the effects on career outcomes beyond 15 years post MBA. Also should take a longitudinal perspective which may provide insight into the cumulative effects of gender over time on both extrinsic and intrinsic career outcomes.

### **4. Hwang, Bento & Arbaugh (2011), “Post-MBA industry shifts: an investigation of career, educational and demographic factors”**

The purpose of this study is to examine factors that predict industry-level career change among MBA graduates.

This is one of the first large scale studies of industry-level career change among MBA graduates.

The sample of this study consisted of 5,299 respondents from the 2003-2005 GMAC datasets who completed the critical question indicating whether or not they had changed industries and other questions of interest to this study.

Although some of our results were to be expected (such as objectives career success factors motivating industry change and participation in Executive MBAs being negatively related to industry shifts), we obtained some surprising findings, such as the significance of part-time programs in facilitating industry change. Collectively, these findings suggest that

for all the concerns associated with management education, the MBA has potential to be a basis on which industry shifters might construct new identities to facilitate professional transitions. Such a role suggests that MBA programs may be underappreciated as a vehicle for generating regional, economic and social benefits. Our findings also indicate the important role of part-time MBA programs in creating such benefits, and should encourage further research on this under-examined effect. We believe that in the foreseeable future, with the evolving demographics of the MBA student population and the changing labor markets in different industries, the role of the MBA in career development will continue to be quite fluid, and therefore an important area of study for careers and management for careers and management education researchers.

#### **5. Saba, Mahmood, Khalid & Aslam, 2011 “Perceived effects of MBA degree on skills development and career advancement: The case of Pakistan”**

The aim of this study was to assess how the business management education at graduate level in Pakistan is helpful in making better managers. This study exclusively highlights the perceived effects of MBA degree on employability and career advancement in Pakistan.

A cross sectional survey was conducted in banking industry of Faisalabad. Respondents from top, middle and lower management according to their qualifications were randomly selected during the study. Due to requirements of study 75 MBA graduates were selected from different banks for the sake of checking the enhanced capabilities and 25 respondents were selected with other qualifications for the purpose of checking differences in skills of non MBA graduates and their perceptions about MBA graduates.

The study concluded that MBA's have diversified skills and they get better chances of being promoted and being employed. The chi-square analysis shows that MBA degrees develop multi skills personalities. All statement tests of significances show that most of statements are true and MBA's can have career development through this degree. Conclusion drawn from this research is that in Pakistan like other countries MBA's are proving their selves as better managers for business organizations because these personals are strong enough than other professionals.

#### **6. Temtime & Mmereki, 2011 “Challenges faced by graduate business education in South Africa: Perceptions of MBA participants”**

The purpose of this study is to examine the degree of satisfaction and perceived relevance of the graduate Business Education Program at the University of Botswana.

A self-administered questionnaire and face to face interviews were used to collect data from Master of Business Administration (MBA) participants on their reason for

studying MBA level of satisfaction, and the extent to which the skills and experiences obtained correlate with those required by the corporate world. The data were analyzed using simple descriptive statistics.

The study found that improved managerial skills, career development and broader business insights are major reasons for joining the MBA program, while employability and economic gains were ranked low as driving forces. Even though the overall satisfaction with the program is mixed and inconclusive, the MBA program has assisted participants to develop basic management and administration skill.

Since the findings are based on perceptions of MBA participants, the conclusion drawn from these findings must be considered tentative and interpreted with care. Future research must include representative sample of all MBA stakeholders such as faculty, students, graduates, employers and administrators to get rich information about quality of inputs, processes and products of MBA program. There is strong need for MBA program to integrate traditional management and administrative skills with experiences and skills relevant for today's world of work. Bridging the growing theory-practice gap requires attracting professors with practical business experience, revising staff requirement policies and procedures, establishing formal partnership with external organization, and develops long-term strategies to reduce teaching load and staff turnover.

#### **7. Camuffo, Gerli, Borgo & Somià, 2009”The effects of management education on careers and compensation”**

This study aims to explore how the amount and the nature of learning accrued during an MBA - measured in terms of competency development- impact on career advancement and compensation.

This research was carried out on graduates of first two editions of the MBA program for executives held at fondzione CUOA in years 2003-2005 and 2004-2006. The sample for analysis is composed of 44 subjects.

Most of the outstanding research supports the hypothesis the MBA enhances career advancement, and several scholars have been examining the career outcomes for MBA graduates. Some of this research uses competency-based tools but, to date, it has not been fully integrated with studies on competency development and management education. More particularly, no specific study had addressed the issue of assessing if and to what extent the competencies developed during an MBA program impact on career advancement.

Building on pervious competency-based research conducted on Italian MBAs, this study explores how the amount and nature of learning accrued during an MBA- measured in terms of competency development- affect career change and compensation.

These findings present some implications for practice and for future research. A first implication is for business schools that could implement a similar process to monitor their graduates' development and careers, in order to improve their educational processes to enhance the development of certain specific competencies, or modify their selection procedures by considering the possession of certain competencies in the applications. Another implication is for future research, and it can concern the opportunity to go beyond some limitations of this study, by extending the dimension of analysis on larger samples and on longer periods of time (especially about career tracking), even by using a different set of evaluation tools.

#### **8. Hay & Hodgkinson, 2006 "Exploring MBA career success"**

The purpose of this paper is to examine the meaning of career success in relation to the attainment of an MBA degree, for a group of experienced managers. In so doing, the paper aims to consider the adequacy of MBA career success, defined solely in terms of external criteria.

A total of 26 in depth interviews were conducted with MBA alumni of the university; 20 men and 16 women aged between 29 and 56, who graduated between 1993 and 2004. The interviews were digitally recorded and fully transcribed.

The study has shown that the MBA is seldom perceived in terms of a fast track ticket, perhaps reflecting more grounded expectations of an MBA education, and thus the MBA degree does not necessarily represent a threat to organizational retention. Of note, nearly two thirds of the sample here remained with the same organization. Further, there is evidence of the benefit to organizations, though, for example, increased confidence to perform and willingness to tackle new responsibilities. The findings also suggest alternative ways in which organizations may contribute to the career success of the individual beyond hierarchical advancement, which as noted, may be increasingly difficult for organizations to offer, especially in the case of managers. For example, organizations may provide development opportunities which enhance feelings of confidence in job performance.

Future work may consider a longitudinal design which would allow researcher to capture changes in notions of career success as the individual progress through the MBA program and beyond. With respect to career success more generally, the study suggests the importance of research which invites the subjective interpretations of career actors themselves. Such interpretations can provide fresh insights into meanings of success in contemporary career climates. Subjective interpretations also open up possibilities of understanding the ways in which success relates to boarder life circumstances, which as Super (1980) highlights, is significant; however further work is needed to capture the dynamic ways in which careers relate to contemporary life circumstances. Further research

may also consider broader notions of success to include negative as well as positive elements.

In conclusion, this research adds to the small number of studies which have considered internal career success. The work here suggests that career success in relation to the MBA degree is mainly described in terms that relate to the internal career. This, therefore, suggests that the value of the MBA encompasses more than fast track career success.

### **9. Mihail & Elefterie, 2006 “Perceived effects of an MBA degree on employability and career advancement”**

The purpose of this paper is to assess whether and how graduate management education offered in Greece makes better managers.

The main aim of this paper was to investigate graduates’ perceptions of relatively newly established MBA programs in Greece. Given the dearth of empirical research on the impact of a Greek MBA on graduate careers, the aim of this paper was to contribute to debates in the wider academic community on the issue of the added value of MBA studies to young managers. It reports on an empirical study that provides an assessment of the contribution of an accredited Greek MBA program to the skills, employability and career development of its graduates.

To examine the research questions a survey was designed based on the perceptions and attitudes of graduates of a full-time MBA program offered by the University of Macedonia in Thessaloniki, northern Greece.

The sample consisted of all graduates who attended the MBA program from its beginning (1994) up to those who were enrolled in 2000 and graduated in 2002. Hence, the last graduates have at least three years of working experience after graduation to assess the MBA’s impact on skills, employability and career advancement. A total of 94 questionnaires were emailed to the graduates.

Analyzing graduates’ perceptions and attitudes, the findings indicate that MBA studies have a positive effect on skills, employability and compensation and a much moderate effect on career advancement.

The overall conclusion is that an accredited MBA program in Greece seems to help graduates in pursuing their managerial careers; care should be taken when extrapolating the results to whole country. It is important for future research to incorporate a wider range of graduates and academic institutions to enable generalizations to be made for the impact of MBA programs throughout Greece.

To remedy this weakness further research should include more information on the other side of the employment relationship, namely employing companies. Furthermore,

another limitation of the present study was that it did not survey a “control” sample of individuals who did not complete an MBA program. Examining attitudes of such a comparison group would definitely enhance the validity of this exploratory study. These additional insights seem crucial if academic institutions and government are to adjust the current accredited MBA programs to better meet the business community’s increasing needs for talented, well-trained young managers.

#### **10. Simpson, 2005 “Gender, age and the MBA: An analysis of extrinsic and intrinsic career benefits”**

This paper presents the finding of a Canadian based survey of career benefits from the MBA. The paper set out to explore the nature of extrinsic and intrinsic benefits from the MBA and how these might vary by gender.

Quantitative methods, comprising stage one of the project were used to establish the personal and work profiles of MBA graduates. Data on skills and benefits was also drawn from stage two of the project in the form of in-depth interview. Also a total of 225 questionnaires were distributed.

While there has been considerable research on the MBA and career outcomes, also there has been research to date on the gendered nature of such outcomes or on the role of the MBA in the acquisitions of skills relevant for what has been seen as a new career environment. This study has demonstrated the significance of both genders and age for understanding the benefits of the MBA and the critically evaluating the relevance of MBA programs. On this basis, findings can be useful in helping to design programs that meet the needs and wants of men and women in different age groups as well as forming the foundation for future research.

#### **11. Ozbilgin & Erdogmus, (2004) “Explaining influences on career’ choice in comparative perspective”**

This study explores the influences on career choices of the MBA students from three countries at micro individual, meso-institutional and relational and macro-structural levels, questioning the apparent dominance of ‘free choice’ in the context of persistent forms of structural constraints in career markets.

This study is based on a cross-national questionnaire survey. The study generated 259 completed questionnaires from three countries.

Findings show that MBA students consider the impact of structural conditions as less significant on their career choices than their own human capital and capacity to make free choices. The study provides an understanding of the main cross-national diversities and

similarities in reporting of influences on career 'choice', and brings to bare interesting theoretical and methodological insights.

Understanding factors that impact on career choice would be instrumental in designing and delivering better informed career counseling and mentorship. Similarly, recognizing the multiplicity of influences on career choice at macro, meso and micro levels of engagement may contribute to design of more comprehensive career counseling and mentorship program.

## **12. Simpson, Woods & Altman, 2004 "Career progress and career barriers: women MBA graduates in Canada and the UK"**

This research set out to explore the career progress of women MBAs in Canada and the UK and to investigate the nature of career barriers encountered in each national context. From this, an assessment can be made as to the extent to which the MBA can help women overcome career barriers.

A total of 553 questionnaires were sent to MBA graduates through their alumni associations. Two hundred and twenty on were returned, making response rate of 39.9%. Also six hundred questionnaires were sent to MBA graduates in Canada through the alumni association. Two hundred and twenty five were returned, making a response rate 36.8%.

Results suggest that the MBA can reduce but not eliminate gender disadvantage in the workplace. Its main impact will be on person centered barriers at the micro level but the effects can be undermined or strengthened at the 'macro' level by legislative frameworks and at the intermediate level by corporate attitudes and practices. The strength of the 'MBA effect' in terms of reducing career barriers and facilitating career progress will therefore vary across countries and will partly depend on national differences in social institutions and structures that influence the shaping of gender relations at work.

In terms of the debate over the role of qualifications in career success, this model indicates that it is not appropriate to think of any one theoretical approach in isolation and that a pluralist approach, which works with different explanatory frameworks, is more success. Accordingly, the model incorporates the liberal feminist emphasis on individual attributes and equal opportunities frameworks as well as a more radical feminist focus on underlying attitudes and organizational culture. At the same time, it recognizes the importance of agency and the capacity of women to challenge and ultimately change the status quo.

Important insights have been gained from this study on women's career progress with the MBA as well as the barriers they face and the role of the MBA in overcoming these barriers. As some researchers note, inter and intra-country studies are important in order to better understand cultural influences limiting career advancement - particularly for



women. Only by examining the commonality and the differential dynamics of career progression can we fully understand the factors that prevent many women, even those with an MBA, from reaching the top of the hierarchy and the factors that lie behind the paucity of women Managers worldwide.

**13. Sturges, Simpson and Altman, 2003 “Capitalizing on learning: an exploration of the MBA as a vehicle for developing career competencies”**

The purpose of this study was to demonstrate the value of MBA program to individuals in a boundary less career competencies which will facilitate their future career development, not only can MBA contribute to increased pay, status of promotion, it can also enhance career opportunities in a broader sense through giving individuals greater career clarity, increased confidence and higher perceived credibility.

The study investigated the career benefits of an MBA among a sample of Canadian MBA graduates, the sample consisted of 225 alumni from leading Canadian business school. It was decided to use semi-structured interviews as the means of collecting data for this research.

An emphasis on these additional valuable advantages that may be secured from studying for an MBA could offer institutions a valuable source of perceived competitive advantage in an increasingly competitive global market for the delivery of MBA.

The findings also raise issues for employers who recruit MBA graduates or sponsor students on MBA programs, in that they suggest that such courses cultivate a broader range of skills that potentially might have been expected. Skills such as increased assertiveness, better people management and greater comfort with change are likely to benefit organizations as much as technical skills, such as finance and marketing expertise. Furthermore, from the evidence of this research, the MBA appears to offer employers an effective means of leveling the playing field for women managers, in terms of confidence credibility and assertiveness.

**14. Wilson, 2003 “An analysis of the benefits of an MBA degree as reported by a diverse graduate population of a south-eastern university**

The purpose of this study was to begin to fill in some significant gaps in the literature and to explore the benefits of an MBA degree from the University of San Diego, as self-reported by its graduates.

Mrs. Wilson utilized a quantitative data collection method in attempt to hear from as many graduates as possible. She collected data from a four-page questionnaire sent to

entire USD MBA graduate population whose addresses were on file in the USD University Relations Office.

There were several interesting findings that contributed to the literature concerning the benefits of an MBA degree.

The graduate population that participated in this study provided a wealth of information and insight into how they benefit from their educational investment.

Many requested a summary of the findings, offered to assist with further research. This study demonstrates the benefits of working with graduate populations to develop a more relevant MBA program that meets the needs and expectations of future business leaders.

Future studies should be regard, especially given the fact that in this study, graduates benefited more from intrinsic benefits that from extrinsic benefits. The timing of this study demonstrates the need to conduct to determine the extent to which graduates benefited extrinsically and intrinsically and how those benefits might differ.

#### **15. Baruch& Leeming, 2001 “The added value of MBA studies- graduates’ perceptions”**

The aim of this study is, first of all, to explore and analysis the aims of those who followed an MBA program. Also how MBA helps them to attain these aims, such as: acquiring a fulfilling job, increase competence and knowledge and how MBA will enhance career development.

This study took the form of a large-scale survey concentrating on gathering the perceptions of the MBA graduates concerning their studies and their careers. A total of 344 alumni took part in the study; two third of them from the UK, the others from many nations across the world.

The overall conclusion that can be drawn is that their representative samples are using their MBA competencies, have reaped benefits from their studies and are satisfied with it and with their careers. Further, if an MBA aims to produce better managers and to provide graduates with stronger managerial competencies, judging by the findings, these results indicate that MBA programs are achieving that aim. Such findings, coupled with the results of Tracy and Waldfogel (1997) who found added value for MBA studies in terms of salaries, point out a strong positive impact of MBA studies.

The added value of an MBA was found chiefly in the satisfaction gained from the achievement of personal goals and competencies. In salaries there is no evidence to support the myths of huge salary increases for all after an MBA except for a few, though the literature provides evidence that there is certain impact for the reputation and quality of

business schools on graduates' economic performance. However, the career paths of over a quarter showed fast growth and just in excess of another quarter demonstrated a good degree of development. Given the broad range of age and prior experience of the student body, the most important measure is the degree of achievement of personal aims.

To increase the reliability and validity of the results they need two more studies: first, to have the perceptions of other possible sources of evaluation, e.g. the managers of MBA graduates; second a comparative study where MBAs are compared with other managers who have similar status but do not have an MBA. Such a study will be able to demonstrate clearly possible differences between the two populations and thus may demonstrate more clearly any added value the MBA provides.

## **16. Tay, 2001 "Management's perception of MBA graduates in Malaysia"**

The purpose of MBA education is to provide training in the theory and practice of business management.

Primary data were collected from the distribution of self-administered questionnaires to 500 employers throughout Malaysia. More than half of them were sent to organizations located in the capital city of Kuala Lumpur and the neighboring Klang Valley where the concentration of employers is the highest in the country.

Results from the survey showed that managers in Malaysia do recognize the contribution of MBAs based on their positive work attributes. In future, to prevent institutions of higher learning from remaining years behind the practices of leading businesses, more practitioners and academics must roll up their sleeves to help them respond to the changing environment effectively.

Continues improvement in their curriculum, delivery and learning processes would be necessary. Improvement in the behavioral and work-related attributes of executives must remain in the main focus of all MBA degree providers. In return, employers should employ MBAs and take advantage of the skills that they have acquired by getting the best out of them.

In future an in-depth analysis between the work attributes of MBAs from local and foreign universities could also be made to identify their differences and similarities. The actual reasons why some employers prefer foreign to local MBA graduates should also be looked into. Differences in perception between managers from foreign-owned and local companies in Malaysia about the work attributes of MBAs could also be examined. Alternatively, a comparative study between the perceptions of managers from at least two different countries on that matter would also be interesting.

**17. Heaton, Ackah & McWhinney, 2000. “MBAs and management careers: different paths for men and women”**

The purpose of this study as designed to further investigate the value of an MBA they set out to examine whether the recent acquisition of an MBA has a similar or different impact upon the career progression of female and male managers and in addition, to explore experiences of men and women on the MBA program at the university of Ulster.

The target group for the study was male and female MBA graduates of the University of Ulster who had graduated between 1992 and 1996. A total of 750 postal questionnaires were sent out, and a response rate of just fewer than 25 percent (187 respondents) was achieved.

While the MBA qualification had helped most of the women and men in this study in their careers, women had done less well in salary terms and appeared less hopeful about their future prospects in work, seemingly weighed down by perceived barriers and the prevailing culture. Clearly changes need to be made at workplace level to address these issues if equality for men and women is to be achieved. MBA programs could assist this process by raising awareness of managers of the impact of such barriers and providing opportunities to avoid or overcome them. Until such changes are implemented, however, it seems that the career paths of men and women in management will continue to be different.

**18. Simpson, (2000), “A voyage of discovery or a fast track to success: men, women and the MBA”**

The purpose of this study was to explore the skills, knowledge and capabilities which the Canadian MBA graduates gained from the program within the context of a career-competency framework.

Quantitative methods were used to establish the profile of MBA graduates, career progress since graduation. A total of 553 questionnaires were sent to 11 business schools which had agreed to take part in the survey and these were then distributed by the schools to their MBA alumni. The response rate was 39.9 percent, with 120 men and 91 women returning their questionnaires.

This study presents and discusses results of a research project on the personal and career benefits of the MBA. These results suggest women value the experience of doing the course and that this gives them greater “intrinsic” benefits of enhanced confidence and self-worth. Men gain greater “extrinsic” benefits of enhanced pay and status, and place a greater emphasis on the credential value of the MBA. However, the MBA has less of a transforming effect on how they see themselves and their organizations.

Results from the survey data therefore suggest that the MBA helps both men and women in terms of career progress but that the impact for men may be greater than for women. Men benefit more from their qualification in terms of management function, management role and pay, and with pay the gender gaps widens after the qualification.

However, while the MBA does not increase women's earning power at the same rate as it does for men, nor their move into senior management functions or roles, the qualification does enhance their career success. They are more likely to move out of an administrative or support function with their MBA and move into general management and/or a senior role-through career moves are likely to be associated with a change in organization rather than through an internal labor market.

These findings raise several issues for management education as we move into next millennium. While the MBA may fail women in their attempt to overcome career barriers, and while the small sample size of male interviewees' points to the need for further research, the MBA may also be failing men if it does not challenge their attitudes and perceptions. As Jonson et al. (1988) suggest, one important expected outcome of an MBA program is the "broadening" of the individual and "life changing" development. These developments may well be eluding men- with possible implications for women if men are emerging from heir MBA with a lack of awareness of gendered cultures around them. The MBA needs to equip men with an understanding of the diversity they will increasingly confront in the workplace and enable them to learn the values and behaviors appropriate to that diversity.

The following table will address the empirical studies related to this research:

**Table (2.1) Empirical Studies**

<b>The Research</b>	<b>Objectives</b>	<b>Findings</b>
Mihail, 2014	<ul style="list-style-type: none"> <li>• To examine the effect of an accredited MBA offered by peripheral university in Greece on graduates' skills, employability and career advancement.</li> <li>• Compare the findings of this research to those of twin survey conducted in 2006 to test MBA value under contrasting labor market condition.</li> </ul>	<ul style="list-style-type: none"> <li>• MBA programs assist graduates in enhancing managerial skills.</li> <li>• MBA degree helps MBA holders to find enriching jobs with increasing compensation over time.</li> <li>• On the other hand, it exerts a moderate to negligible influence on the selection, hiring process, job hopping and certainly on promotion.</li> </ul>
Baruch, 2011	<ul style="list-style-type: none"> <li>• Examine if the MBA qualification adds value to individuals, leading to the MBA being valued by organization.</li> </ul>	<ul style="list-style-type: none"> <li>• The MBA studies helped graduates to gain an advantage over their counterparts.</li> <li>• The MBA programs produced better managers by providing them with stronger managerial competencies.</li> </ul>
Carline, 2011	<ul style="list-style-type: none"> <li>• Providing a significant step forward in affirming the link between having an MBA and increase in extrinsic and intrinsic career outcomes.</li> <li>• The insight into the career outcomes differences between intrinsic and extrinsic factors, as well as the link to gender is a significant leap forward beyond the traditional financial cost/benefit analysis of having an MBA.</li> </ul>	<ul style="list-style-type: none"> <li>• This research failed to show a strong relation between career outcomes and gender.</li> <li>• The MBA degree increases the extrinsic and intrinsic career outcomes.</li> </ul>
Camuffo, Gerli, Borgo & Somià, 2009	<ul style="list-style-type: none"> <li>• Explore how the amount the nature of learning accrued during an MBA-measured in terms of competency development- impact on career advancement.</li> <li>• Building on this research, this paper explores the relationship between competency development during the MBA and career dynamics, analyzing a sample of managers who attended the part-time MBA program of Fondzione CUOA, one</li> </ul>	<ul style="list-style-type: none"> <li>• This study found significant competency development took place during the MBA.</li> <li>• This competency development affects significantly post-MBA career.</li> <li>• This competency development does not affect graduates' compensation.</li> <li>• The findings also support the hypothesis that the degree of competency development during the</li> </ul>

The Research	Objectives	Findings
	of the most important Italian business schools.	MBA program enhances career advancement, and that some competencies like planning result orientation, networking, organization awareness, system thinking and use of technology are more lightly can connected to career advancement.
Mihail & Elefterie, 2006	<ul style="list-style-type: none"> <li>• Assess whether and how graduate management education offered in Greece makes better managers.</li> <li>• Investigate graduates' perceptions of relatively newly established MBA programs in Greece.</li> </ul>	<ul style="list-style-type: none"> <li>• The Academic institution and government need to adjust the current accredited MBA programs to better meet the business community's increasing needs for talented, well-trained young managers.</li> </ul>
Simpson, 2005	<ul style="list-style-type: none"> <li>• Explore the nature of extrinsic and intrinsic benefits from the MBA and how these might vary by gender.</li> <li>• Clarify the role of the MBA in the acquisitions of skills relevant for what has been seen as a new career environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The study has demonstrated the significance of both genders and age for understanding the benefits of the MBA and the critically evaluating the relevance of MBA programs. In this base findings can be useful in helping to design forming the foundation for future research.</li> </ul>
Wilson, 2003	<ul style="list-style-type: none"> <li>• Explore to what extents have USD graduates benefited extrinsically.</li> <li>• Explore to what extent have USD graduates benefited intrinsically.</li> <li>• Examine the differences between graduates based on individual demographics, degree program, employment status and professional function.</li> </ul>	<ul style="list-style-type: none"> <li>• MBA graduates benefited from the degree both extrinsically and intrinsically.</li> <li>• The average of the intrinsic benefits was higher than the extrinsic benefits 1.96 versus 1.66.</li> <li>• The choices students make with respect to their benefits, than the personal attributes they bring to the program or their eventual employment scenarios.</li> <li>• Another important finding was the fact that gender was not significant in this study despite the large number of women who returned the questionnaire and fact that gender was significant in previous studies, gender issues did not appear to surface in either the quantitative or qualitative responses of participants.</li> </ul>

The Research	Objectives	Findings
Baruch & Leeming, 2001	<ul style="list-style-type: none"> <li>• Explore how far MBA studies are justified with the goals of MBA programs which is preparing the graduates for managerial roles; to help them gain a better understanding of the industrial and business world and its needs, to enrich their skills and provide them with competencies and capabilities relevant to their careers.</li> <li>• Examining of MBA graduates, their development, attitudes to work and career, and perception of competencies and capabilities which they may expect to improve by the MBA studies.</li> </ul>	<ul style="list-style-type: none"> <li>• The MBA graduates according to study result show that the using their MBA competencies and have reaped benefits from their studies and are satisfied with it and with their careers.</li> <li>• The results also indicate that the MBA programs are achieving their aim “the MBA aims to produce better managers and to provide graduates with stronger managerial competencies.</li> </ul>

## 2.9 Comments on the Previous Studies

The research on MBA degree and its impact on career outcomes have been covering the two aspects (extrinsic & intrinsic career outcomes), many scholars investigate the MBA degree and its influence from different point views. Not all scholars have been in agreement on their findings or on which MBA impact constructs or models best explain the relationship between MBA and career outcomes.

In line with the previous studies, this research is examining the MBA impact on career outcomes of the alumni who have work experience post MBA at least 3 years.

A surprising conclusion from this study is that gender was not a significant factor when it came to extrinsic or intrinsic career outcomes. The result of statistical analysis for both intrinsic and extrinsic scores and gender were not statistically significant for either control variable, indicating that gender provided only a very small effect on perceptions. This was unanticipated finding, although it does support a similar outcome by Wellman (2005) whereby gender had virtually no significance in relation to career outcomes. In Wellman’s study outcomes were not distinguished between intrinsic or extrinsic.

The findings of this research stand in contrast to the findings of other researchers (Leeming & Baruch, 2001; Simpson et al., 2005). It is important to distinguish that the



sample populations in these research examples were not comparable as this research was focused exclusively on Canadian and US alumni, whereas Leeming & Baruch (2001) and Simpson (2005) focused on UK and Canadian Samples, which could have a bearing on the results. The gender variances and social role differences between countries could prove a plausible explanation for the variance.

The conclusion of this research runs in stark contrast to MBA education critics who challenge the notion that the degree is a catalyst for career for success, some scholars claim there is little evidence that mastery of the knowledge acquired in business schools enhances people's careers, or that even attaining the credential has much effect on graduates' salaried or career attainment.

This research will provide conclusions and recommendations based on its findings and results which might contribute to development of MBA program to motivate educational growth in Palestine and personal development. Also it set out to explore the nature of intrinsic and extrinsic benefits from the MBA degree and how these might vary by demographic variables (Age, work experience, degree attainment before MBA, MBA specialization and gender).

## **2.10 Chapter Summary**

In summary, the body of literature on this topic runs a series of opinions related to the value of the MBA. The benefits focus on the acquisition of skills, and the attainment of credential a warded based on dedications sacrifice and hard work. Literature extols the features of long and lucrative future which provide career satisfaction and mobility. The criticism questions the ethics of the program ant large, its ability to actually create managers and challenges the long term economic returns.

Human capital was used away to discern the advantages of post graduate education and link these macro corporate outcomes with the micro personal outcomes that encourage one to pursue the MBA degree at the first place.

The historical body of academic research supports positive career outcomes for the MBA on the extrinsic front, but much fewer studies have evaluated the intrinsic outcomes.

# **Chapter Three**

## **Research**

### **Methodology**

### **3.1 Introduction**

This chapter describes the methodology that was used in this research. The adopted methodology to accomplish this study uses the following techniques: the information about the research design, research population, questionnaire design, statistical data analysis, content validity and pilot study.

### **3.2 Research Methodology**

The research followed the analytical/descriptive approach in addition to the statistical analysis.

The data was collected from the primary and secondary resources. The secondary resources include the use of books, journals, statistics and web pages. The primary data were collected by using questionnaires that was developed specifically for this research. Many of measurement tools “questionnaires” used by other researchers were adapted, translated, combined and modified to fit the purpose of this research ended up in developing one questionnaire distributed to 165 respondents to collect the primary data, the researcher retrieved 154 out of them.

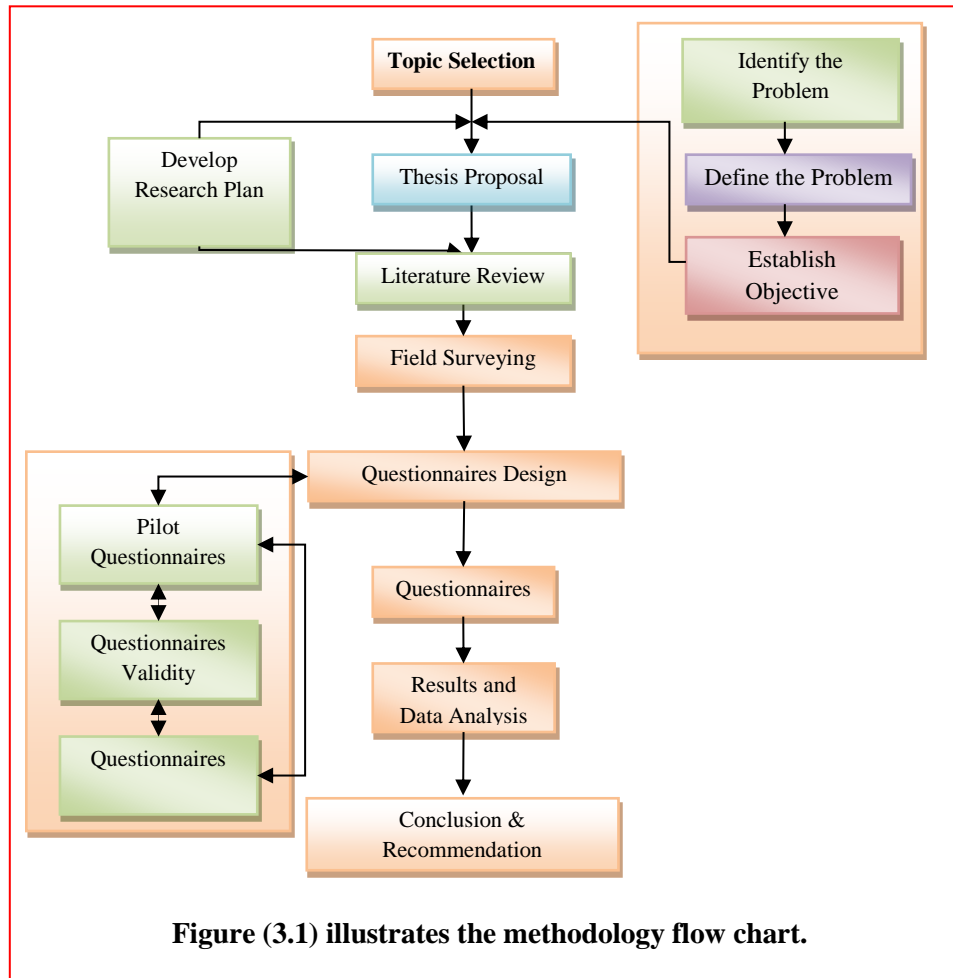
### **3.3 Population and Sample**

The survey respondents were master’s level graduate students holding the designation of Master of Business Administration from an accredited university. Purposive sampling was utilized based upon the participant’s educational attainment and geographic location; thus requiring them to have attained an MBA and currently reside in Gaza.

To normalize the outcomes, graduates were required to be out of school for at least Three years and thus at better point of career establishment. The early part of one’s career may not be an accurate reflection of their future potential, as they navigate the early elements of their career.

For this research the required sample size is deemed to be at least 160 after visiting the institutions to have the individuals’ lists who met the criteria for this study. 165 participants were noted as an adequate number due to lack of statistics about MBA graduate in Gaza.

Figure (3.1) shows the methodology flowchart, which leads to achieve the research objective.



**Figure (3.1) illustrates the methodology flow chart.**

### **3.4 Pilot Study**

A pilot study of 40 respondents for the questionnaire was conducted before collecting the results of the sample. It provided a trial run for the questionnaire, which involves testing the wordings of question, identifying ambiguous questions, testing the techniques that used to collect data, and measuring the effectiveness of standard invitation to respondents.

### **3.5 Instrumentation**

The results are based on self-reporting and self-perceptions of the respondents. It may not be the best measure, but the use of questionnaire as a research method in the behavioral sciences is already acknowledged widely. With careful preparation one can reach a considerable fit between self-assessment and other sources of evaluation such as direct managers, who evaluate performance from the organizational perspective.

The questionnaire was divided into 3 primary sections, the first section of the questionnaire was intended to solicit a variety of demographic and background information on alumni characteristics before, during and after their MBA experience.

The second section of the instrument is intended to solicit information regarding current employment and the MBA. This section of the questionnaire was designed to assess research third question: what perceived value added extrinsic outcomes has the MBA provided the alumnus?

The final section was divided into a series of questions in two groups. Here the intention was to explore the benefits and skills attributable to the MBA. This section of questionnaire was designed to assess research fourth question: what perceived value added intrinsic career outcomes has the MBA provided the alumnus?

### **3.6 Data Measurement**

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, ordinal scales were used. Ordinal scale is a ranking or a rating data that normally uses integers in ascending or descending order. The numbers assigned to the important (1, 2, 3, 4, 5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels. Based on Likert scale the researcher has the following:

<b>Item</b>	<b><i>Strongly disagree</i></b>	<b><i>Disagree</i></b>	<b><i>Neutral</i></b>	<b><i>Agree</i></b>	<b><i>Strongly agree</i></b>
<b>Scale</b>	1	2	3	4	5

A five-page survey form was designed and adapted from Carline (2011) and Wilson (2003) using five Likert scale as highlighted in above mentioned table.

### 3.7 Test of Normality

The One-Sample Kolmogorov-Smirnov Test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, which may be normal, uniform, Poisson, or exponential. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Many parametric tests require normally distributed variables. The one-sample Kolmogorov-Smirnov test can be used to test that a variable of interest is normally distributed (Henry, C. and Thode, Jr., 2002).

Table (3.1) shows the results for Kolmogorov-Smirnov test of normality. From Table (3.1), the p-value for each variable is greater than 0.05 level of significance, then the distributions for these variables are normally distributed. Consequently, parametric tests should be used to perform the statistical data analysis.

**Table (3.1): Kolmogorov-Smirnov Test**

<b>Field</b>	<b>Kolmogorov-Smirnov</b>	
	<b>Statistic</b>	<b>P-value</b>
Intrinsic Career Outcomes	1.535	0.081
Extrinsic Career Outcomes	1.176	0.126
<b>All paragraphs of the questionnaire</b>	1.185	0.120

### 3.8 Statistical analysis Tools

The researcher used both qualitative and quantitative data analysis methods. The Data analysis made utilizing (SPSS 22). The researcher utilizes the following statistical tools:

- 1) Kolmogorov-Smirnov test of normality.
- 2) Pearson correlation coefficient for Validity.
- 3) Cronbach's Alpha for Reliability Statistics.
- 4) Frequency and Descriptive analysis.
- 5) One-sample T test.
- 6) Independent Samples T-test.
- 7) Analysis of Variance.

### 3.9 Statistical Validity of the Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. To insure the validity of the questionnaire, two statistical tests should be applied.

#### 3.9.1 Internal Validity

Internal validity of the questionnaire is measured by a pilot sample, which consisted of 40 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole field.

Tables (3.2) through (3.4), present the correlation coefficient for each paragraph of the field and the total of the corresponding field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all paragraphs are significant at  $\alpha \leq 0.05$ , so it can be said that all paragraphs of each field are consistent and valid to measure what intended to do.

**Table (3.2): Correlation coefficient of each paragraph of “Intrinsic Career Outcomes”**

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The MBA has enhanced my credibility in the workplace.	.846	0.000*
2.	Because of the MBA I am more confident in my job.	.923	0.000*
3.	The MBA has led to greater self-confidence in my personal life	.879	0.000*
4.	The MBA has given me the ability to handle and analyze complex data.	.883	0.000*
5.	the MBA has helped me be more effective in meetings	.909	0.000*
6.	The MBA has improved my negotiation skills.	.823	0.000*
7.	the MBA has helped me manage teams and individuals more effectively	.876	0.000*
8.	The MBA has improved my ability to work more effectively with others	.917	0.000*
9.	The MBA has helped me become more assertive dealing with others	.851	0.000*
10.	The MBA has improved my interpersonal skills	.817	0.000*

\* Correlation is significant at the 0.05 level

**Table (3.3): Correlation coefficient of each paragraph of Extrinsic Career Outcomes''**

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The MBA has been relevant to my career	.790	0.000*
2.	Having an MBA has made it easier for me to find fulfilling employment	.853	0.000*
3.	Having an MBA has improved marketability and mobility opportunities for me	.775	0.000*
4.	The MBA has enhanced job prospects for me	.633	0.000*
5.	The MBA has enhanced my salary opportunities	.672	0.000*
6.	The MBA has enhanced my employment status	.837	0.000*
7.	With knowledge and skills which have gained from MBA contributed to enhanced work outcomes	.852	0.000*
8.	The knowledge and skills gained from MBA have increased my productivity	.886	0.000*
9.	The knowledge and skills gained from the MBA have allowed me to enhance the productivity of others in firm	.826	0.000*
10.	Because of the MBA I am more satisfied with my career than before	.663	0.000*

\* Correlation is significant at the 0.05 level

### **3.9.2 Structure Validity of the Questionnaire**

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

Table (3.4) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at  $\alpha \leq 0.05$ , so it can be said that the fields are valid to measure what intended to do to achieve the main aims of the study.



**Table (3.4): Correlation coefficient of each field and the whole of questionnaire**

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Intrinsic Career Outcomes	.952	0.000*
2.	Extrinsic Career Outcomes	.945	0.000*

\* Correlation is significant at the 0.05 level

### 3.10 Reliability of the Research

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (George and Mallery, 2006). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (George and Mallery, 2006). To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied.

### 3.11 Cronbach's Coefficient Alpha

Cronbach's alpha (George D. & Mallery P, 2006) is designed as a measure of internal consistency, that is, do all items within the instrument measure the same thing. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

**Table (3.5)** shows the values of Cronbach's Alpha for field of the questionnaire and the entire questionnaire. Cronbach's Alpha equals 0.966 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

**Table (3.5): Cronbach's Alpha for questionnaire**

No.	Field	Cronbach's Alpha
1.	Intrinsic Career Outcomes	0.964
2.	Extrinsic Career Outcomes	0.928
	<b>All paragraphs of the questionnaire</b>	<b>0.966</b>

Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

### **3.12 Chapter Summary**

The intent of the third chapter was to provide a description of the methodology that was employed for this research.

The research design chosen for this study employed a questionnaire methodology, which is deemed the most convenient and viable method for the required research. The questions in the instrument used were based on the foundation of previous and accepted research and represent a consistent link to the variables of the research itself. Both reliability and validity have been assured through the instrument design and throughout the instrument application. A summary of data analysis and research findings will be provided in chapter four.

# **Chapter Four**

## **Data Analysis and Discussion**

## 4.1 Introduction

This chapter represents the research findings and the statistical analysis of the data collected as part of this study. The purpose of this chapter is to provide a comprehensive overview of the entire data set collected and the characteristics of the respondents. In addition, it serves to describe the statistical procedures applied to the data in order to interpret and apply the data to the research questions.

## 4.2 Section 1: Analysis of Demographic Measures.

One hundred and fifty four MBA degree holders took part in the study, 118 (76.6%) were male and 36 (23.4%) were female, which is natural according to the differences in numbers between the two genders in workforce and university MBA programs participants. 81 respondents which equal (52.6%) were between 30 and 40 years which indicates that the majority of participants are young, and reported being married (135, 87.7%). The educational background prior to MBA was predominantly undergraduate (122, 79.2%) and large number of the participants 'classification for their undergraduate degree was business and commerce (105, 68.2%). Large number of participants had more than five years of pre-MBA work experience before obtaining their MBA (96, 62.3%). These are presented along with the percentages for each demographic category in tables (4.1) and (4.2)

**Table (4.1): Demographic Characteristics (N=154)**

<b>Demographic Characteristics</b>		<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Male	118	76.6
	Female	36	23.4
<b>Age</b>	Less than 30 years	10	6.5
	Between 30 and 40 years	81	52.6
	Between 40 and 50 years	49	31.8
	Between 50 and 60 years	14	9.1
<b>Marital Status</b>	Single	17	11.0
	Married	135	87.7
	Divorced	2	1.3
	Widow	-	-

**Table (4.2): MBA Related Characteristics**

<b>MBA Related Characteristics</b>	<b>Frequency</b>	<b>Percent</b>	
<b>Education background before the MBA</b>	Undergraduate degree	122	79.2
	Master degree in other discipline than business	29	18.8
	Other	3	1.9
<b>Number of years of pre-MBA work experience</b>	No prior fulltime work experience	13	8.4
	Less than 2 years	11	7.1
	2 years to 5 years	34	22.1
	More than 5 years	96	62.3
<b>Graduate university attended</b>	Local university	132	85.7
	Regional university	12	7.8
	Foreign university	10	6.5
<b>Year the MBA was completed</b>	2005 and Less	27	17.5
	Between 2006 and 2010	60	39.0
	2011 and more	67	43.5
<b>MBA program major</b>	Strategy	18	11.7
	Operation Management	8	5.2
	Marketing	2	1.3
	Organizational Behavior	6	3.9
	Finance	21	13.6
	Accounting	17	11.0
	Business Administration	82	53.2

**Q1: what are the major undergraduate specializations from which MBA graduates come?**

**Table (4.3): MBA Related Characteristics “Undergraduate major classification”**

<b>MBA Related Characteristics</b>	<b>Frequency</b>	<b>Percent</b>	
<b>Undergraduate Major classification</b>	Business and commerce	105	68.2
	Engineering	19	12.3
	Humanities and social sciences	2	1.3
	Physical sciences	2	1.3
	Life science	1	0.6
	Health sciences	5	3.2
	Languages	8	5.2
	Other	12	7.8

The educational background prior to MBA was predominantly undergraduate (122, 79.2%) and a large number of the participants' classification for their undergraduate degree was business and commerce (105, 68.2%) which goes in line with (Carline, 2011).

**Q 2: what are the principle motivators for attaining MBA?**

In comparison, graduates who participated in this study responded that their initial motivation to pursuing the MBA was to continue their higher education (71, 46.7%); most of participants provided more than one answer to this statement, resulting in varied frequency counts (more than 100%). This is presented along with percentage in table (4.3). These findings provide an alternative perspective as to the benefits of an MBA degree, one that would appear to be much more relevant to the vast majority of graduates. The economic and political Palestinian situations motivate the respondent to attain their MBA degree to enable them to pursue their higher education (PHD degree and so on). Which was different from the other studies like (Carline, 2011) the initial motivation for pursuing the MBA in Carline was improved job opportunities

**Table (4.4): Reasons to Pursue MBA**

Reasons to Pursue MBA		Frequency	Percent
Initial motivation for taking the MBA	Improve job opportunities	33	21.7
	To change career direction	39	25.7
	To obtain business qualification	21	13.8
	To gain intellectual stimulation	33	21.7
	To increase my salary	23	15.1
	To pursue my higher education	71	46.7
	Other	5	3.3

**4.3 Section 2: Current Employment and the MBA.**

Participants were asked number of questions regarding their current employment (survey section 2). The majority were worked for 1-3 organizations since completing the MBA (145, 94.2%). (97, 51.3%) worked in government sector, in this sector the employees can gain allowance on their salaries after attaining the MBA degree, and also give them the chance for promotions to higher management levels. (41, 26.6%) worked for non-profit organization. Number of participants reported their organizations employed more than 1000 (52, 33.8%) which indicates that they employed in large companies that's may give them the proper chances for promotions and career development.

**Table (4.5): Information Regarding Current Employer and the MBA (N=154)**

<b>Information regarding current employment and the MBA</b>	<b>Frequency</b>	<b>Percent</b>	
<b>The number of organizations respondent worked for, since completing the MBA</b>	From 1 – 3 organization	145	94.2
	From 4 – 6 organization	5	3.2
	More than 6 organizations	4	2.6
<b>Type of organization in which respondent work</b>	Private business/corporation	17	11.0
	General business/ corporation	6	3.9
	Government	79	51.3
	Non-profit organization	41	26.6
	Other	11	7.1
<b>The period of time respondent spent in current employer</b>	Less than one year	2	1.3
	From 1 – 3 years	13	8.4
	From 4 – 6 years	28	18.2
	More than 6 years	111	72.1
<b>The No. of people employed in the organization</b>	Less than 25	8	5.2
	From 25-99	22	14.3
	From 100-499	48	31.2
	From 500-999	24	15.6
	More than 1000	52	33.8

Participants were asked number of questions regarding their current work aspects in table (4.6), (69, 44.8%) from the respondents reported that they had the current job title of management and that give us indicator that the most of respondents in the middle level management in their organizations whereas (13, 8.4%) is executives, which mean the benefits of the degree didn't support the notion that MBA's prepared to have a higher positions in institutions. Salary range varied, with most participants reporting their monthly salary is between \$500- less than \$ 1,500), and 4 (2.6%) reporting less than \$5,00, and 31 (20.1%) earning between \$1,500 – less than \$25,00, and 8 (5.2%) reporting earnings between \$2500- less than \$3,500, and 3 (1.9%) earning more than \$3,500. A large number managed between 1-9 employees (67, 43.5%) but 60 (39%) reported they did not managed other employees which indicate that a big percentage of the graduated the MBA degree didn't give them the benefits regarding span of control they sought for. The number of promotions since hired also varied, with 94(61%) reporting between 1-3 promotions, 55(35.7%) reporting that they had no promotions and 5 (3.3%) reporting more than three promotions since hired.

Frequencies and percentages for current employment are presented in table (4.6)

**Table (4.6): Information Regarding Employee and work aspects (N=154)**

<b>Current job title</b>	Owner	1	0.6
	Executive	13	8.4
	Management	69	44.8
	Direct employee with no leadership responsibilities	13	8.4
	Other	58	37.7
<b>Current salary per month</b>	Less than \$5,00	4	2.6
	From \$5,00 – less than \$1,500	108	70.1
	From \$1,500 – less than \$2,500	31	20.1
	From \$2,500 – less than \$3,500	8	5.2
	More than \$3,500	3	1.9
<b>The No. of people do respondent manage either directly or indirectly</b>	I don't manage other employees	60	39.0
	From 1-9	67	43.5
	From 10-24	18	11.7
	From 25 –49	4	2.6
	From 50 – 99	4	2.6
	More than 100	1	0.6
<b>No. of promotions the respondent had since hired</b>	I have had no promotions since hired	55	35.7
	1 -3 promotions since hired	94	61.0
	More than 3 promotions	5	3.3

### Section 3:

**Q 3:** What perceived value added extrinsic career outcomes (salary increases, increase in the number of promotions, increased span of control) has the MBA degree provided the graduates?

**Table (4.7) shows the following results:**

The mean of paragraph #10 “Because of the MBA I am more satisfied with my career than before” equals 3.93 (78.69%) Which made it the highest mean scores where obtained, Test-value = 11.44 and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to this paragraph. This result is agreed with the results of (Carline, 2011), but in Carline result this statement had the lowest mean.



The mean of paragraph #5 “The MBA has enhanced my salary opportunities” equals 3.40 (67.97%), Test-value = 3.97, and P-value = 0.007 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to this paragraph. The literatures provide evidence that there is certain impact for MBA degree on the graduates’ economic performance.

The research result coupled with (Carline, 2011 and Baruch & Leeming, 2001) results.

The mean of paragraph #6 “The MBA has enhanced my employment status” equals 3.27 (65.49%), Test-value = 2.71, and P-value = 0.007 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to this paragraph, even though there are a significant number of respondents were neutral.

The mean of the field “Extrinsic Career Outcomes” equals 3.62 (72.36%), Test-value = 9.29, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to field of “Extrinsic Career Outcomes”

To examine research hypothesis (**H1**), descriptive statistics were conducted on the participants’ responses to survey items in the extrinsic career outcomes of Section 3 (items 29-38). Most of the participants tended to agree or strongly agree to the intrinsic career outcome items. An overall score for the 10 extrinsic questions was created from questions (1-10) in the table (4.5), which had a mean range of 3.27 to 3.93. The total extrinsic score was 3.62 with a standard 0.82.

These results agree with the results found in previous studies conducted by (Carline, 2011; Wilson, 2003 and Baruch & Leeming, 2001)

Means and standard deviations for extrinsic scores are presented in Table (4.7).

**Table (4.7): Means and Test values for “Extrinsic Career Outcomes”**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	The MBA has been relevant to my career	3.64	1.07	72.81	7.42	0.000*	6
2.	Having an MBA has made it easier for me to find fulfilling employment	3.55	1.11	70.98	6.11	0.000*	7
3.	Having an MBA has improved marketability and mobility opportunities for me	3.75	0.95	74.90	9.71	0.000*	3
4.	The MBA has enhanced job prospects for me	3.74	0.96	74.77	9.53	0.000*	4
5.	The MBA has enhanced my salary opportunities	3.40	1.24	67.97	3.97	0.000*	8
6.	The MBA has enhanced my employment status	3.27	1.25	65.49	2.71	0.007*	10
7.	With knowledge and skills which have gained from MBA contributed to enhanced work outcomes	3.72	1.00	74.47	8.88	0.000*	5
8.	The knowledge and skills gained from MBA have increased my productivity	3.77	0.94	75.42	10.20	0.000*	2
9.	The knowledge and skills gained from the MBA have allowed me to enhance the productivity of others in firm	3.40	1.01	67.97	4.89	0.000*	8
10.	Because of the MBA I am more satisfied with my career than before	3.93	1.01	78.69	11.44	0.000*	1
	<b>All paragraphs of the field</b>	3.62	0.82	72.36	9.29	0.000*	

\* The mean is significantly different from 3

**Table (4.8) shows the following results:**

The mean of paragraph #10 “The MBA has improved my interpersonal skills” equals 3.98 (79.61%), Test-value = 13.80, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this paragraph

is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to this paragraph.

**Table (4.8): Means and Test values for “The Intrinsic Career Outcomes”**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The MBA has enhanced my credibility in the workplace.	3.69	1.03	73.77	8.33	0.000*	10
2.	Because of the MBA I am more confident in my job.	3.95	1.01	78.95	11.59	0.000*	2
3.	The MBA has led to greater self-confidence in my personal life	3.81	1.11	76.23	9.10	0.000*	5
4.	The MBA has given me the ability to handle and analyze complex data.	3.87	0.86	77.40	12.54	0.000*	3
5.	the MBA has helped me be more effective in meetings	3.79	0.88	75.71	11.11	0.000*	6
6.	The MBA has improved my negotiation skills.	3.78	0.91	75.56	10.55	0.000*	8
7.	the MBA has helped me manage teams and individuals more effectively	3.78	0.94	75.58	10.31	0.000*	7
8.	The MBA has improved my ability to work more effectively with others	3.82	0.92	76.49	11.18	0.000*	4
9.	The MBA has helped me become more assertive dealing with others	3.77	0.86	75.32	11.04	0.000*	9
10.	The MBA has improved my interpersonal skills	3.98	0.88	79.61	13.80	0.000*	1
	<b>All paragraphs of the field</b>	3.82	0.78	76.47	13.09	0.000*	

\* The mean is significantly different from 3

The mean of paragraph #1 “The MBA has enhanced my credibility in the workplace” equals 3.69 (73.77%), Test-value = 8.33, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to this paragraph. This statement has the lowest number of agree/ strongly agree response. This result is going in line with the result of (Carline, 2011).

The mean of the field “The Intrinsic Career Outcomes” equals 3.82 (76.47%), Test-value = 13.09, and P-value=0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to field of “The Intrinsic Career Outcomes” these results agree with results found in previous studies conducted by (Carline, 2011; Wilson, 2003; Baruch & Leeming, 2001 and Simpson, 2000).

To examine research hypothesis (H2), descriptive statistics were conducted on the participants’ responses to survey items in the intrinsic career outcomes of Section 3 (items 19-28). Most of the participants tended to agree or strongly agree to the intrinsic career outcome items. An overall score for the 10 intrinsic questions was created from questions (1-10) in the table (4.4), which had a mean range of 3.69 to 3.98. The total intrinsic score was 3.82 with a standard deviation of 0.78.

Means and standard deviations for intrinsic scores are presented in Table (4.8).

**Q5:** What are the differences in intrinsic career outcomes (increased confidence, enhanced interpersonal skills, increased self-worth, future upward mobility opportunities) and extrinsic career outcomes (salary increase, increase in number of promotions, increased span of control) attributed to demographic variables of MBA graduates?

### Gender

Table (4.9) shows that the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to gender. The researcher concludes that the personal characteristics’ gender has no effect on each field.

To examine research hypothesis (H3) for the first variable gender an independent samples T-test was conducted to assess if there were differences in extrinsic & intrinsic scores by gender. The results of T- test were not statistically significant, sig = (0.897), suggesting that males and females did not differ on their intrinsic and extrinsic scores.

**Table (4.9): Independent Samples T-test test of the fields and their p-values for gender**

No.	Field	Means		Test Value	Sig.
		Male	Female		
1.	Intrinsic Career Outcomes	3.81	3.87	-0.401	0.689
2.	Extrinsic Career Outcomes	3.64	3.54	0.635	0.527
	<b>All fields together</b>	3.72	3.71	0.130	0.897

## Age

Table (4.10) shows that the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to age. The researcher concludes that the personal characteristics' age has no effect on each field.

To examine research hypothesis (H3) for the second variable Age, a univariate analysis of variance (ANOVA) was conducted to assess if there were differences in intrinsic and extrinsic scores. The result of ANOVA were not statistically significant, with total sig= 0.669, suggesting that the age did not make difference on their intrinsic and extrinsic scores.

**Table (4.10): ANOVA test of the fields and their p-values for Age**

No.	Field	Means				Test Value	Sig.
		Less than 30 years	Between 30 and 40 years	Between 40 and 50 years	Between 50 and 60 years		
1.	Intrinsic Career Outcomes	3.65	3.84	3.87	3.67	0.414	0.743
2.	Extrinsic career Outcomes	3.21	3.65	3.63	3.64	0.786	0.504
	<b>All fields together</b>	3.45	3.75	3.75	3.66	0.521	0.669

## Marital Status

Table (4.11) shows that the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to marital status. The researcher concludes that the personal characteristics' material status has no effect on each field.

To examine research hypothesis (H3) for the third variable material status, an Independent Samples T-test was conducted to assess if there were differences in intrinsic and extrinsic scores. The result of T-test was not statistically significant, with total sig= 0.416, suggesting that the marital status did not make difference on their intrinsic and extrinsic scores.

**Table (4.11): Independent Samples T-test test of the fields and their p-values for Marital Status**

No.	Field	Means		Test Value	Sig.
		Married	Other		
1.	Intrinsic Career Outcomes	3.84	3.72	0.611	0.542
2.	Extrinsic career Outcomes	3.64	3.45	0.935	0.351
	<b>All fields together</b>	3.74	3.59	0.815	0.416

#### 4.4 Education background before the MBA

- Table (4.12) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for each field, then there is significant difference among the respondents toward each field due to education background before the MBA. The researcher concludes that the personal characteristics' education background before the MBA has an effect on each field.
- For each field, The mean for the category " Undergraduate degree " respondents have the highest among the other education background before the MBA, then we conclude that the category " Undergraduate degree " respondents is agreed for each field much more than the other education background before the MBA.

To examine research hypothesis (H3) for the fourth variable Education background before the MBA, a univariate analysis of variance (ANOVA) was conducted to assess if there were differences in intrinsic and extrinsic scores. The result of ANOVA were statistically significant for both the extrinsic and intrinsic, with total sig= 0.006, suggesting that the category "Undergraduate degree " respondents is agreed for each field much more than the other education background before the MBA. This goes in line with the results found in (Carline, 2011). As she found that the education background had positive impact on intrinsic and extrinsic career outcomes.

**Table (4.12): ANOVA test of the fields and their p-values for education background before the MBA**

No.	Field	Means			Test Value	Sig.
		Undergraduate degree	Master degree in other discipline than business	Other		
1.	Intrinsic Career Outcomes	3.93	3.40	3.47	6.073	0.003*
2.	Extrinsic career Outcomes	3.71	3.28	3.20	3.720	0.026*
	<b>All fields together</b>	3.82	3.34	3.33	5.294	0.006*

\* The mean difference is significant a 0.05 level

#### 4.5 Undergraduate Major Classification

Table (4.13) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the field "The Intrinsic Career Outcomes", then there is significant difference among the respondents toward this field due to under graduate Major classification. The researcher concludes that the personal characteristics' under graduate Major classification has an effect on this field.

To examine research hypothesis (H3) for the fifth variable under graduate Major classification, a univariate analysis of variance (ANOVA) was conducted to assess if there were differences in intrinsic scores. The result of ANOVA were statistically significant for intrinsic, with sig= 0.046, suggesting that there is significant difference among the respondents toward this field due to undergraduate Major classification. The researcher concludes that the personal characteristics' undergraduate Major classification has an effect on this field.

Table (4.13) shows that the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$  for field "The Extrinsic Career Outcomes" and all fields together, then there is insignificant difference among the respondents toward this fields due to under graduate Major classification. The researcher concludes that the personal characteristics' under graduate Major classification has no effect on this field.

To examine research hypothesis (H3) for the fifth variable under graduate Major classification, a univariate analysis of variance (ANOVA) was conducted to assess if there were differences in extrinsic scores. The result of ANOVA were statistically insignificant for extrinsic, with sig= 0.200, and with total sig for both fields = 0.084, then there is insignificant difference among the respondents toward this fields due to under graduate Major classification. The researcher concludes that the personal characteristics' under graduate Major classification has no effect on this field.

**Table (4.13): ANOVA test of the fields and their p-values for undergraduate Major classification**

No.	Field	Means			Test Value	Sig.
		Business and commerce	Engineering	Other		
1.	Intrinsic Career Outcomes	3.82	3.48	4.05	3.143	0.046*
2.	Extrinsic career Outcomes	3.63	3.33	3.75	1.629	0.200
	<b>All fields together</b>	3.73	3.41	3.90	2.523	0.084

\* The mean difference is significant a 0.05 level

#### 4.6 Number of years of pre-MBA work experience

Table (4.14) shows that the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to number of years of pre-MBA work experience. I conclude that the personal characteristics' number of years of pre-MBA work experience has no effect on each field.

To examine research hypothesis (H3) for the sixth variable “number of years of pre-MBA work experience”, a univariate analysis of variance (ANOVA) was conducted to assess if there were differences in intrinsic and extrinsic scores. The result of ANOVA was statistically insignificant for both the extrinsic and intrinsic, with total sig = 0.990, suggesting that the personal characteristics' number of years of pre-MBA work experience has no effect on each field.

**Table (4.14): ANOVA test of the fields and their p-values for number of years of pre-MBA work experience**

No.	Field	Means				Test Value	Sig.
		No prior fulltime work experience	Less than 2 years	2 years to 5 years	More than 5 years		
1.	Intrinsic Career Outcomes	3.82	3.95	3.82	3.81	0.097	0.962
2.	Extrinsic career Outcomes	3.60	3.65	3.58	3.63	0.041	0.989
	<b>All fields together</b>	3.71	3.79	3.70	3.72	0.039	0.990

#### 4.7 Graduate University Attended

Table (4.15) shows that the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to graduate university attended. The researcher concludes that the personal characteristics' graduate university attended has no effect on each field.

To examine research hypothesis (H3) for the seventh variable “number of years of pre-MBA work experience”, a univariate analysis of variance (ANOVA) was conducted to assess if there were differences in intrinsic and extrinsic scores. The result of ANOVA was statistically insignificant for both the extrinsic and intrinsic, with total sig = 0.144, suggesting that the graduate university attended personal characteristics' has no effect on each field.



**Table (4.15): ANOVA test of the fields and their p-values for graduate university attended**

No.	Field	Means			Test Value	Sig.
		Local	Regional	Foreign		
1.	Intrinsic Career Outcomes	3.80	4.22	3.64	1.869	0.158
2.	Extrinsic career Outcomes	3.58	4.05	3.63	1.867	0.158
	<b>All fields together</b>	3.69	4.13	3.64	1.966	0.144

#### **4.8 Year the MBA was completed**

Table (4.16) shows that the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to year the MBA was completed. The researcher concludes that the personal characteristics' year the MBA was completed has no effect on each field.

To examine research hypothesis (H3) for the eighth variable "Year the MBA was completed", a univariate analysis of variance (ANOVA) was conducted to assess if there were differences in intrinsic and extrinsic scores. The result of ANOVA was statistically insignificant for both the extrinsic and intrinsic, with total sig = 0.789, suggesting that the graduate university attended personal characteristics' has no effect on each field.

**Table (4.16): ANOVA test of the fields and their p-values for year the MBA was completed**

No.	Field	Means			Test Value	Sig.
		2005 and Less	Between 2006 and 2010	2011 and more		
1.	Intrinsic Career Outcomes	3.84	3.78	3.86	0.179	0.837
2.	Extrinsic career Outcomes	3.68	3.56	3.65	0.289	0.749
	<b>All fields together</b>	3.76	3.67	3.75	0.238	0.789

## **4.9 Chapter Summary**

The intent of this chapter was to provide an overview of the characteristics of the survey respondents, as well as provide detailed statistical analysis of the survey results in order to answer the research questions. As noted both extrinsic and intrinsic career outcomes were noted as results of the acquisition of the MBA.

Based on the tests had been conducted to answer the research questions by testing the hypotheses. The both hypotheses were accepted; hypotheses "1" The MBA degree has provided the graduates with perceived additional value added extrinsic career outcomes (salary increase, increase in number of promotions, increased span of control) as compared to before the degree, and the hypothesis "2" The MBA degree has provided the graduates with perceived additional value added intrinsic career outcomes (increased confidence, enhanced interpersonal skills, increased self-worth, and future upward mobility opportunities) as compared to before the degree.

On the other hand the null hypothesis cannot be rejected for hypothesis "3" there will be no significant difference in extrinsic and intrinsic career outcomes in reported answer by respondents at most demographic variables except "the education background before the MBA and under graduate Major classification". Chapter 5 will provide a discussion of the results and their implications.

# **Chapter Five**

## **Discussion, Implications, Recommendations**

## **5.1 Introduction**

The purpose of this research was to examine the relationship between self-reported intrinsic and extrinsic career outcomes of individuals who hold an MBA from an accredited institution living and working in Gaza Strip. Further, the researcher specifically addresses the career outcome intrinsic and extrinsic. The research was conducted through a custom designed, self-directed survey, whereby over 150 purposefully selected participants responded to 38 survey items, in order to address three research questions.

Chapter four contains the detailed findings of the study, as well as a summary of the statistical results of the research. It includes an overview of the demographic characteristics of the respondents. Chapter five is an explanation of these results, including a discussion of the findings and the implications of these findings. Emphasis will focus on the implications to current research, as well as to various MBA stakeholders including alumni, prospective students, business schools, as well as MBA employers. Limitations on the current research will be provided, as well as suggestions regarding the direction of future research.

## **5.2 Discussion of the Findings and Summary of the Conclusions**

This section is an overview of the research findings and the conclusions from the research. This will be done by delving in the relationship between MBA attainment and extrinsic and intrinsic career outcomes.

**5.2.1 Extrinsic Career Outcomes:** This research examined the effect of having an MBA on extrinsic career outcomes within the context of human capital theory. Variables in the study included the perception of increased extrinsic career outcomes (Salary increase, increase in the number of promotions, increased span of control) by having alumni reflect on career outcomes before and after MBA degree. The career outcome variables of increased salary, increased number of promotions and increased span of control are widely accepted in the literature as important benchmarks of extrinsic career success (Wellman, 2005).

As noted in this research having an MBA is important to extrinsic career outcomes. As the data in chapter four illustrates, this study empirically demonstrated the conclusion that the MBA degree provided the alumni with perceived value added extrinsic career outcomes (salary increase, increase in number of promotions, increased span of control) as compared to before the degree. Ten questions formed the metric for extrinsic career outcomes, with respondents agreeing or strongly agreeing to enhanced extrinsic outcomes extrinsic outcomes in 70-75% of the cases. It is clear from the outcomes that the majority

of MBA alumni found their MBA to be valuable in terms of extrinsic career outcomes, as compared to before the degree.

The researcher also examined and considered this conclusion as it relate to a number of demographic variables. Analysis on extrinsic outcomes were positively significantly related for the educational degree participants had prior to obtaining the MBA, current salary, the daily managed number of people and the number of promotions received. Those with salaries between \$500-\$1500 monthly, those that managed 1-9 people and those that had at least one promotion since they were hired by their current employer tended to have the highest extrinsic score.

MBA alumni surveyed for this research reported that they believe that the human capital variable of having an MBA contribute to successful extrinsic career outcomes. This conclusion supports considerable volumes of literature that presented similar outcomes. The earning opportunity and perceived promotional and leadership opportunity afforded by MBA are well documented in the literature. Carline (2011) obtained similar results in that business school alumni found the MBA led to successful work outcomes with between 70% and 80% of respondents rating these categories at the upper end of the scale in the sur. Other researchers asserted that the lifetime earnings for MBA graduates are higher than for those with similar backgrounds (Wellman, 2005; Florence, 2009). Simpson et al., (2005) found that in virtually every case of their 225 survey respondents, participants believed the MBA had advanced their careers, and that they had gained financial advantage from the degree.

The conclusions of this research run in stark contrast to MBA education critics who challenge the notion that the degree is a catalyst for career success (Pfeffer & Fong, 2002). Pfeffer & Fong (2002) claim “there is little evidence that the mastery of the knowledge acquired in business schools enhances people’s careers, or that even attaining the credential has much effect on graduates’ salaried or career attainment” (p. 80).

### **5.2.2 Intrinsic Career Outcomes:**

It is clear from the data presented in chapter 4 that the majority of MBA alumni believe that both the credential of the MBA itself and the skills and knowledge they actually learned were valuable in their career outcomes. In differentiating outcomes between internal and external, this research also addressed the perception of increased intrinsic career outcomes such as increased self-confidence, enhanced interpersonal skills, increased self-worth, and future mobility opportunities) by having alumni reflect on career outcomes before and after the MBA degree.

Intrinsic career outcomes are noted outcomes of the MBA degree based on the work of multiple researchers. Baruch and Leeming (2001), who based their research on 344 MBA alumni, found the primary value added of the MBA went beyond salary and career mobility, and was basically found in increased levels of satisfaction gained from achieving personal goals and increased competencies. Simpson et al., (2005) pointed to well documented intrinsic benefits from the MBA, both in terms of personal growth and improved organizational output leading to increased perception of personal value.

As noted in this research, having an MBA is important as it relates to intrinsic career outcomes. As the data in chapter four illustrates, this study demonstrates that the MBA degree provided the alumni with increased intrinsic career outcomes such as increased self-confidence, enhanced interpersonal skills and increased self-worth as compared to before the degree. Ten questions made up the metric for intrinsic career outcomes, with respondents agreeing or strongly agreeing to enhance intrinsic career outcomes in 70 - 80% of the cases. It is clear from the outcomes that the majority of MBA alumni found their MBA to be valuable in terms of intrinsic career outcomes.

The conclusions of this research run in agreement with the wide body of research that suggests the positive association between the MBA and intrinsic career outcomes. This research supports extensive work by Simpson et al., (2005) who upon surveying 225 alumni found that most students' motivations for pursuing the degree were initially based on extrinsic ideals, but upon reflecting over their career noted a strong association to intrinsic outcomes. Alumni noted higher levels of confidence and enhanced interpersonal skills (Simpson et al., 2005). Baruch and Leeming (2001) found the MBA degree added significant skill value for graduates including sense making and initiative; also found primary value added for the MBA went beyond salary to increased levels of satisfaction earned from achieving personal goals and competencies.

### **5.2.3 Demographic variables:**

A conclusion from this study is that gender was not a significant factor when it came to extrinsic or intrinsic career outcomes the results of T- test for both intrinsic and extrinsic scores and gender were not statistically significant for either control variable, indicating that gender provided only a very small effect on perceptions this was an unanticipated finding , although it does support a similar outcome by Wellman (2005) whereby gender had virtually no significance in relation to career outcomes. In Wellman's study outcomes were not distinguished between intrinsic or extrinsic. Also for the rest of them we have the same conclusion except "the education background before the MBA and under graduate Major classification".

## **5.3 Implications for Practice:**

### **5.3.1 MBA prospects and alumni:**

Research has shown that more than any other degree, business degree students are most likely to view their education as a stepping stone to lucrative career. This careerist approach asserts that learning is motivated by personal advancement. It is through educational growth and personal development that one can ascribe to advance personally (Pfeffer& Fong, 2002; Buchanan, 2007). Completing any degree requires a significant investment in time, money and personal drive. This research demonstrates that the MBA does provide increased levels of extrinsic and intrinsic career outcomes as opposed to before the degree. It can therefore be stated that the MBA does provide added value outcomes to graduates and enhances their career outcomes, thus making it a solid investment for anyone considering the degree. The results affirm for alumni that the degree was and will likely continue to be a good investment

From the conclusion of this research it seems that prospective students considering embarking on the degree can assure that it will give them some long term career outcome advantages. Prospective students must also consider the cost/benefit of the degree for themselves personally. Like any educational program the MBA requires a significant amount of personal sacrifices, academic commitment and financial resources; these must be carefully weighed against potential outcomes. Research has suggested that the MBA pays for itself over one's career, but it is important to recognize this financial calculation does not account for personal sacrifices which required as part of the degree experience. Prior to embarking on the program, prospective students need to carefully evaluate their motivation for the degree, their level of commitment and their human capital requirements.

**5.3.2 Business schools:** the administration of a business school is a big business with financial requirements; the industry of business education requires savvy skills in marketing, branding and recruiting. With heated competition, business schools are forced to find ways to distinguish themselves and their brand. This is often done through rankings which provide prospective students and alumni the information to see how schools stack up against each other in multiple criteria including career outcomes. Rankings are believed to make schools more responsive because students, faculty and recruiters may be polled (Mintzberg, 2004). More recently the value of the MBA has been under criticism from a series of vocal, academically respected opponents. These researchers challenge the value of the MBA on career outcomes and suggest the MBA has little impact on how well a student will do long term in their career. This negative public debate has ignited a contentious, rather public media debate, which has put a great deal of pressure on business schools to prove their investment value for prospective students and alumni.

The conclusions of this research provide solid evidence that the investment and effort in the acquisition of the MBA provides more enhanced career outcomes than without the degree. While this represents good news for business schools in predicting career outcomes, it fails to address the variability in outcomes depending on school tier or school brand. In future, business schools should conduct their own research to measure outcomes. Prospective students can feel assured that completing an MBA in general is a good financial investment, leading to positive intrinsic and extrinsic career outcomes.

**5.3.3 Employers:** The MBA degree has become a well-recognized credential in the business world and as such the outcomes of any research pertaining to it are important to employers. Research indicates a strong link between human capital development and economic growth (Becker, 1964, Cohn, 1979). Proponents of human capital theory assert that the acquisition of the MBA degree increases one's human capital (Florence, 2009). In accordance with classical labor theory, the value of the firm is dictated by the productivity of its workers and since higher productivity results in higher output and returns, then investments in human capital are important (Cohn, 1979). Demand for the MBA degree continues to grow; much of this is enriched by the increased value placed on the degree by the organizations that hire them (Wellman, 2005).

As a result, employers should be interested in maintaining the satisfaction of workers in the acquisition of the degree. This research suggests that graduates can better serve the organizations if they continue to receive increases in salary, promotional opportunities, and increased spans of control, and gain the ability to apply their talents and knowledge over their careers. Employers should be alerted from this research to the fact that a reasonable percentage of MBA alumni fail to manage anyone (39%) and that organizations may not be utilizing the talents of graduates optimally for what they are trained to do.



## 5.4 Recommendations and Future Studies:

- ☒ The first recommendation for future research came from the answers to one of the survey questions. One of the questions asked the MBA alumni “if they had people under their management and how many people they were responsible for”. One very interesting outcome of this research was the very low volume of employees the survey participants managed. Surprisingly, 39% of those surveyed, did not manage neither directly nor indirectly any staff. 43.5% managed between 1-9 people. This is a very interesting outcome, as most mainstream business schools market themselves specifically ‘as a training ground for future managers’ (Mintzberg, 2004). The survey responses from this research indicate that business schools may be failing in this task. While most MBA alumni in this study affirmed they had received positive career outcomes, if the assertion that business schools develop managers is assumed true, the present study suggests that these alumni are failing in what they are being groomed to do: managing workforce/staff.
- ☒ This is an important research issue as MBA critics argue exactly this fact. Outspoken opponents argue that MBA programs are doing a poor job in producing managers and that the educational techniques required being a good manager cannot be taught in the classroom. This is bringing into question the skills actually achieved from the program itself and how these link with one’s ability to manage others. The researchers explored the subject of ‘management skill’ versus ‘business administration mastery’ as outcomes of the MBA. 65% of alumni believed that MBA is primarily about becoming a master of business administration, which may be devoid of managing people; rather it is process and technical skills orientated. Future research should explore the longitudinal factors of management responsibility later in one’s career, as well as the relationship between the MBA and the desire and skills acquired to lead people.
- ☒ The study provides a significant step forward in affirming the link between having an MBA and the increases in extrinsic and intrinsic career outcomes. The insight into the career outcome differences between intrinsic and extrinsic factor, as well as

the link to gender is a significant leap forward beyond the traditional financial cost/benefit analysis of having an MBA. This research failed to show a strong relation between career outcomes and gender. Future research requires more in – depth analysis of the impact of gender and a broadening of the research sample will allow for greater applicability of the findings.

- ☒ The links in this research between current salary, span of control and number of promotions since hire and the perceived value of the MBA also provide questions that should be addressed in future research. This current research suggests that those that are more successful in their career from an extrinsic perspective put more weight on the value of the MBA. Exploring this link through additional academic study would provide interesting insight into other variables which maybe influencing this success, such as school tier, grade point average, intelligence level, association with personal networks, etc. A future study on the comparative analysis between MBA alumni and non-MBA's with similar levels of career outcomes could address if the MBA enhanced managerial competence or if personal drive and intelligence are factors in positive career outcomes.
- ☒ Moreover, the results of this study can also be used to improve the MBA curriculum for future graduates, since 85.7% of respondents attended local universities. Knowing the program's strengths and weaknesses from the degree-holders' perspectives, will give the Palestinian school of business administration a foundation upon which to build a more relevant program that benefits students and stakeholders alike. For example, given that a vast majority of Palestinian's MBA students are referred by alumnae/alumni, it would behoove the school of Business Administration to ensure that graduates are benefiting as much as possible from the program. Successful and happy graduates would also be in a better position to recommend the program, or to hire future MBA graduates as interns or permanent hired staff.
- ☒ This study also demonstrates the need to inquire about both extrinsic and intrinsic benefits of an MBA as perceived by the degree-holder. Future studies should be conducted to continue to advance the literature in this regard, especially given the

fact that in this study, graduates benefited more from intrinsic benefits than from extrinsic benefits. The timing of this study demonstrates the need to conduct further research in an improved corporate climate to determine the extent to which graduates benefited extrinsically and intrinsically and how those benefits might differ.

- ☒ Another recommendation would be to consider conducting research that expands upon solely the intrinsic benefits. One of the limitations of this study was that it didn't include many of the more subjective or personal factors that influence graduates' perceptions of their degree. For example, the five-page questionnaire did not include questions concerning graduates' interpersonal relationships while in the program, at work, or at home. Depending on their specific situations upon receipt of the questionnaire, their responses could vary based on the dynamics of their workplace or home life, for better or worse. It is hoped that additional studies can be conducted in more prosperous, less threatening economic conditions so as to gain more insight into the benefits of an MBA degree in today's world.
- ☒ This current research suggested a strong relation between MBA attainment and having another form of post-graduate degree (Master degree in other specialization) before the MBA and increased extrinsic and intrinsic career outcomes. Future research that examines the motivations for attaining an MBA when a student already has a graduate degree could provide useful insights for those contemplating graduates school and the outcome benefits of different degree programs. The impact of dual degrees and pairing an MBA with a more specialized degree is a popular format in business schools offerings today. Future research should focus on the career outcome advantages of this format with particular regards to skills, competencies and measures of career outcome success. The outcomes of future research would be of particular interest to those contemplating a dual degree and the administrators of business schools who offer them in determining the value proposition of these degrees.

## 5.5 References

Arthur, M. B., Khapova, S. N., & Wilderom, C. P. (2005). Career success in a boundaryless career world. *Journal of organizational behavior*, 26(2), 177-202.

Axisa, J. L. (1997). Exploring the relationship between professional and organizational commitment: the attitudes of Ontario chartered accountancy students.

Barley, S. R. (1989). Careers, identities, and institutions: the legacy of the Chicago School of Sociology. *Handbook of career theory*, 41, 65.

Baruch, Y. (2006). Career development in organizations and beyond: balancing traditional and contemporary viewpoints. *Human Resource Management Review*, 16(2), 125-138.

Baruch, Y., & Leeming, A. (2001). The added value of MBA studies—graduates' perceptions. *Personnel Review*, 30(5), 589-602.

Baruch, Y., & Peiperl, M. (2000). The impact of an MBA on graduate careers. *Human Resource Management Journal*, 10(2), 69-90.

Becker, G. S. (1964). Front matter, human capital: a theoretical and empirical analysis, with special reference to education *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*, 2nd ed. (pp. -22-20): NBER.

Beehler, J. M., & Luethge, D. J. (2013). *Achieving Success Through Quality: The Role of Accreditation and Continuous Improvement in Management Education Universities in Change* (pp. 277-291): Springer.

Boyatzis, R., Camuffo, A., Gerli, F., Borgo, S., & Somià, T. (2009). The effects of management education on careers and compensation: A competency-based study of an Italian MBA programme. *Journal of Management Development*, 28(9), 839-858.

Buchanan, F. R., Kim, K.-H., & Basham, R. (2007). Career orientations of business master's students as compared to social work students: Further inquiry into the value of graduate education. *Career Development International*, 12(3), 282-303.

Business, T. A. t. A. C. S. o. B. A., from, s. d. t. a. l. o. a. s. R., [https://www.aacsb.edu/publications/businesseducation/2010-Data-, & Trends.pdf](https://www.aacsb.edu/publications/businesseducation/2010-Data-,%20&Trends.pdf). (2009). Business school data trends and 2010 list of accredited schools.

Carlin, K. M. (2011). The impact of the MBA on career outcomes: An analysis of male and female graduates. CAPELLA UNIVERSITY.

Cohn, E., G. (1979). The economies of education. Oxford, UK: program on Press

Connolly, M. (2003). The end of the MBA as we know it? *Academy of Management Learning & Education*, 2(4), 365-367.

Cox, T. H., & Harquail, C. V. (1991). Career paths and career success in the early career stages of male and female MBAs. *Journal of Vocational Behavior*, 39(1), 54-75.

Creswell, J. W., & Creswell, J. D. (2005). Mixed methods research: Developments, debates, and dilemmas. *Research in organizations: Foundations and methods of inquiry*, 313-326.

Daniel, C. A. (1998). MBA: The first century: Bucknell University Press.

Feldman, D., & Weitz, B. (1991). From the invisible hand to the glad hand: Understanding the careerist orientation to work. *Human Resources Management*.

Finney, M. ( 1996). Degrees that make a difference’.

Florence, L. M. D. (2009). The value of the MBA: Personal and organizational contributions . .

George, D., & Mallery, P. (2006). *SPSS for windows step by step: A simple guide and reference* (Allyn Bacon, Boston).

Hay, A., & Hodgkinson, M. (2006). Exploring MBA career success. *Career Development International*, 11(2), 108-124.

Heaton, N., Ackah, C., & McWhinney, G. (2000). MBAs and management careers: different paths for men and women. *Equal Opportunities International*, 19(5), 1-13.

- Hughes, E. C. (1937). Institutional office and the person. *American journal of sociology*, 404-413.
- Hwang, A., Bento, R., & Arbaugh, J. (2011). Post-MBA industry shifts: an investigation of career, educational and demographic factors. *Career Development International*, 16(6), 592-615.
- Kuncel, N. R., Credé, M., & Thomas, L. L. (2005). The validity of self-reported grade point averages, class ranks, and test scores: A meta-analysis and review of the literature. *Review of educational research*, 75(1), 63-82.
- MacKenzie, M. (2003). Exploring the desired outcome of an MBA education. *Long Island Educational Review*, 1-5.
- Mihail, D. M., & Antigoni Elefterie, K. (2006). Perceived effects of an MBA degree on employability and career advancement: the case of Greece. *Career Development International*, 11(4), 352-361.
- Mihail, D. M., & Kloutsiniotis, P. V. (2014). The impact of an MBA on managerial skills and career advancement: The Greek case. *The International Journal of Management Education*, 12(3), 212-222.
- Mintzberg, H. (2004). *Managers, not MBAs: A hard look at the soft practice of managing and management development*: Berrett-Koehler Publishers.
- Mulhall, S. (2011). CSI: Career Success Investigation. *Irish Journal of Management*, 30(2), 67-93.
- Muller, H. J., Porter, J. L., & Rehder, R. R. (1988). Have the business schools let down US corporations. *Management Review*, 77(10), 24-31.
- Murrell, A. J., Frieze, I. H., & Olson, J. E. (1996). Mobility strategies and career outcomes: A longitudinal study of MBAs. *Journal of Vocational Behavior*, 49(3), 324-335.
- Ozbilgin, M., Kusku, F., & Erdogmus, N. (2004). Explaining influences on career'choice'in comparative perspective.

Pfeffer, J., & Fong, C. T. (2002). The end of business schools? Less success than meets the eye. *Academy of Management Learning & Education*, 1(1), 78-95.

Rapert, M. I., Smith, S., Velliquette, A., & Garretson, J. A. (2004). The meaning of quality: Expectations of students in pursuit of an MBA. *Journal of Education for Business*, 80(1), 17-24. .

Richards-Wilson, S. (2003). AN ANALYSIS OF THE BENEFITS OF AN MBA DEGREE. First Dissertation.

Richards-Wilson, S., & Galloway, F. (2006). What every business school needs to know about its master of business administration (MBA) graduates. *Journal of Education for Business*, 82(2), 95-100.

Robson, C. (2002). *Real word research*: Oxford: Blackwell.

Rynes, S. L., Trank, C. Q., Lawson, A. M., & Ilies, R. (2003). Behavioral coursework in business education: Growing evidence of a legitimacy crisis. *Academy of Management Learning & Education*, 2(3), 269-283.

Saba, A., Mahmood, B., Khalid, A., & Aslam, S. (2011). Perceived effects of MBA degree on skills development and career advancement: the case of Pakistan. *International Journal of Business and Management*, 6(7), p207.

Schneer, J. A., & Reitman, F. (1990). Effects of Employment Gaps on the Career of MBA's: More Damaging for Men Than for Women? *Academy of Management Journal*, 33(2), 391-406.

Schneer, J. A., & Reitman, F. (1995). The impact of gender as managerial careers unfold. *Journal of Vocational Behavior*, 47(3), 290-315.

Simpson, R. (2000). A voyage of discovery or a fast track to success: men, women and the MBA. *Journal of Management Development*, 19(9), 764-782.

Simpson, R., Sturges, J., Woods, A., & Altman, Y. (2004). Career progress and career barriers: women MBA graduates in Canada and the UK. *Career Development International*, 9(5), 459-477.

Simpson, R., Sturges, J., Woods, A., & Altman, Y. (2005). Gender, age, and the MBA: an analysis of extrinsic and intrinsic career benefits. *Journal of Management Education*, 29(2), 218-247.

Stolzenberg, R. M. (1988). Design for a Survey of New Matriculants in Graduate Schools of Business and Management. First Results from the GMACs New Matriculants Survey. GMAC Occasional Papers.

Sturges, J., Simpson, R., & Altman, Y. (2003). Capitalising on learning: an exploration of the MBA as a vehicle for developing career competencies. *International Journal of Training and Development*, 7(1), 53-66.

Sullivan, S. E., & Baruch, Y. (2009). Advances in career theory and research: a critical review and agenda for future exploration. *Journal of management*, 35(6), 1542-1571.

Tay, A. (2001). Management's perception of MBA graduates in Malaysia. *Journal of Management Development*, 20(3), 258-274.

Temtime, Z. T., & Mmerekhi, R. N. (2011). Challenges faced by graduate business education in Southern Africa: perceptions of MBA participants. *Quality Assurance in Education*, 19(2), 110-129.

Thode Jr, H. C. (2002). Testing for normality, vol. 164 of *Statistics: Textbooks and Monographs*: Marcel Dekker Inc., New York.

Wellman, M., Gowan, M. A., & White, S. C. (2006). MBA DEGREE AND SCHOOL TIER AS HUMAN CAPITAL: COMPARATIVE STUDY OF MBA AND NON-MBA CAREER SUCCESS. Paper presented at the Academy of Management Proceedings.



# Appendices

## Appendix (1)



### Survey Questionnaire

Dear Employee,

I'm gathering research information about the career outcomes of the MBA alumni and how MBA degree added value to their career advancement, to complete thesis in business administration at the Islamic University of Gaza.

This survey takes approximately 15- 20 minutes to complete. I really appreciate your voluntary cooperation and participation. Completing and returning this questionnaire will be interpreted as your consent to participate, although you have the right to withdraw at any time

Please read the instruction associated with each section and each question carefully. Your responses to the items asked in this questionnaire will be treated with total and absolute confidentiality. Your responses will not be disclosed to anyone within your organization.

Please answer honestly. There is no right or wrong responses. When you finish the survey, please return it to the researcher.

**MS. Abeer Elajramy**

Thank you for your sincere cooperation.

Sincerely yours,

**Section 1:** Will capture required demographic measures

**1. Gender**

- Male  Female

**2. Age**

- Less than 30 years  Between 30 and 40 years  
 Between 40 and 50 years  Between 50 and 60 years

**3. Material Status**

- Single  Married  
 Divorced  Widow

**4. Education background before the MBA**

- Undergraduate degree  Master degree in other discipline than business  
 Other

**5. Under graduate Major classification**

- Business and commerce  Humanities and social sciences  
 Life science  Languages  
 Engineering  Physical sciences  
 Health sciences  Other- please specify

**6. Number of years of pre-MBA work experience**

- No prior fulltime work experience  Less than 2 years  
 2 years to 5 years  More than 5 years

**7. Graduate university attended**

---

**8. Year the MBA was completed**

---

**9. MBA program major**

- |  |   |
|--|---|
| <input type="checkbox"/> Strategy                | <input type="checkbox"/> Marketing            |
| <input type="checkbox"/> Finance                 | <input type="checkbox"/> Accounting           |
| <input type="checkbox"/> Organizational Behavior | <input type="checkbox"/> Operation Management |
| <input type="checkbox"/> Business Administration |   |

**10. Initial motivation for taking the MBA**

- |   |   |
|---|---|
| <input type="checkbox"/> Improve job opportunities        | <input type="checkbox"/> To change career direction       |
| <input type="checkbox"/> To obtain business qualification | <input type="checkbox"/> To gain intellectual stimulation |
| <input type="checkbox"/> To increase my salary            | <input type="checkbox"/> To pursue my higher education    |
| <input type="checkbox"/> Other – please specify           |   |

**Section 2:**

The second section of the instrument I intended to solicit information regarding current employment and the MBA.

**11. What is the total number of organizations you have worked for, since completing the MBA**

- |  |  |
|--|--|
| <input type="checkbox"/> From 1 – 3 organization   | <input type="checkbox"/> From 4 - 6 organization |
| <input type="checkbox"/> More than 6 organizations |  |

**12. Select one of the following that best describes the type of organization in which you work**

- |   |  |
|---|--|
| <input type="checkbox"/> Private business/corporation | <input type="checkbox"/> General business/ corporation |
| <input type="checkbox"/> Government                   | <input type="checkbox"/> Non-profit organization       |
| <input type="checkbox"/> Other, please specify _____. |  |

**13. How long have you been employed in your current employer?**

- |   |  |
|---|--|
| <input type="checkbox"/> Less than one year | <input type="checkbox"/> From 1 – 3 years  |
| <input type="checkbox"/> From 4 – 6 years   | <input type="checkbox"/> More than 6 years |

**14. How many people are employed in your organization?**

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Less than 25   | <input type="checkbox"/> From 25-99   |
| <input type="checkbox"/> From 100-499   | <input type="checkbox"/> From 500-999 |
| <input type="checkbox"/> More than 1000 |                                       |

**15. Your current job title is**

- |  |  |
|--|--|
| <input type="checkbox"/> Owner                         | <input type="checkbox"/> Executive   |
| <input type="checkbox"/> Management                    | <input type="checkbox"/> Direct employee with no leadership responsibilities |
| <input type="checkbox"/> Other – please specify _____. |  |

**16. Your current salary per month is**

- |   |   |
|---|---|
| <input type="checkbox"/> Less than \$5,00                 | <input type="checkbox"/> From \$5,00 – less than \$1,500  |
| <input type="checkbox"/> From \$1,500 – less than \$2,500 | <input type="checkbox"/> From \$2,500 – less than \$3,500 |
| <input type="checkbox"/> More than \$3,500                |   |

**17. How many people do you manage either directly or indirectly?**

- |   |  |
|---|--|
| <input type="checkbox"/> I don't manage other employees | <input type="checkbox"/> From 1-9      |
| <input type="checkbox"/> From 10-24                     | <input type="checkbox"/> From 25 –49   |
| <input type="checkbox"/> From 50 – 99                   | <input type="checkbox"/> More than 100 |

**18. How many promotions have you had since you were hired?**

- |   |  |
|---|--|
| <input type="checkbox"/> I have had no promotions since hired | <input type="checkbox"/> 1 -3 promotions since hired |
| <input type="checkbox"/> More than 3 promotions               |  |

**Section 3:**

The research questions on these topics are operationalized through a series of statements, to which participants responded using a five point likert scale format, regarding from “1- strongly disagree” to “5- strongly agree”.

The first series of questions are designed to determine to what extent has MBA contributed to your individual value.

		Strongly disagree	disagree	Neutral	agree	Strongly agree
		1	2	3	4	5
19	The MBA has enhanced my credibility in the workplace.					
20	Because of the MBA I am more confident in my job.					
21	The MBA has led to greater self-confidence in my personal life					
22	The MBA has given me the ability to handle and analyze complex data.					
23	the MBA has helped me be more effective in meetings					
24	The MBA has improved my negotiation skills.					
25	the MBA has helped me manage teams and individuals more effectively					
26	The MBA has improved my ability to work more effectively with others					
27	The MBA has helped me become more assertive dealing with others					
28	The MBA has improved my interpersonal skills					

In the following section a series of statements are designed to determine to what extent the MBA contributes to your progression and your firm.

		Strongly disagree	disagree	Neutral	agree	Strongly Agree
		1	2	3	4	5
29	The MBA has been relevant to my career					
30	Having an MBA has made it easier for me to find fulfilling employment					
31	Having an MBA has improved marketability and mobility opportunities for me					
32	The MBA has enhanced job prospects for me					
33	The MA has enhanced my salary opportunities					
34	The MBA has enhanced my employment status					
35	With knowledge and skills which have gained from MBA contributed to enhanced work outcomes					
36	The knowledge and skills gained from MBA have increased my productivity					
37	The knowledge and skills gained from the MBA have allowed me to enhance the productivity of others in firm					
38	Because of the MBA I am more satisfied with my career than before					

## Appendix (2)



كلية التجارة

الدراسات العليا

ماجستير إدارة أعمال

### استبيان

دراسة استقصائية حول العوامل الداخلية والخارجية للموظفين الحاصلين على درجة الماجستير في إدارة الأعمال

أخي الموظف/ أختي الموظفة

تهدف هذه الاستبانة إلى دراسة أثر الحصول على درجة ماجستير إدارة الأعمال على المسار الوظيفي ومخرجاته للموظفين الحاصلين عليها على المستويين الداخلي والخارجي. المستوى الداخلي يتمثل " بزيادة الثقة بالنفس، تحسين المهارات الشخصية، زيادة تقدير الذات، تحسين فرص التقدم في المستقبل". أما المستوى الخارجي فيتمثل "بزيادة الراتب، زيادة عدد الترقيات، زيادة نطاق الاشراف على الموظفين".

كما تأتي هذه الاستبانة في اطار اتمام متطلبات التخرج ضمن برنامج الماجستير الذي تشارك به الباحثة ضمن كلية التجارة في الجامعة الاسلامية.

وإنني أقدر جهودكم عالياً في الاجابة على أسئلة الاستبانة، حيث يستغرق تعبئتها 15- 20 دقيقة. كما وأؤكد على أنه لا توجد اجابات صحيحة واجابات خاطئة وأن تبقى معلوماتكم الشخصية سرية ولا تستخدم إلا لأغراض البحث العلمي. لذا أرجو التكرم بالاجابة عليها بصدق وموضوعية ولكم مني جزيل الشكر.

أشكر لكم حسن تعاونكم، وأقدر لكم جهدكم ووقتكم الثمين لتعبئة الاستبيان.

الباحثة/ عبير عبد الكريم العجومي



**الجزء الأول : يتناول البيانات الديموغرافية**

- 1. النوع الاجتماعي**
- ذكر  أنثى
- 2. العمر**
- أقل من 30 سنة  من 30 - أقل من 40
- من 40 - أقل من 50  من 50 - أقل من 60
- 3. الحالة الاجتماعية**
- أعزب/عزباء  متزوج /متزوجة
- مطلق/مطلقة  أرمل/أرملة
- 4. الخلفية العلمية قبل الماجستير**
- درجة البكالوريوس  درجة الماجستير في مجال آخر غير إدارة الأعمال
- أخرى - رجاء التحديد -----
- 5. تخصص درجة البكالوريوس**
- تجارة وإدارة أعمال  هندسة
- علوم اجتماعية وإنسانية  علوم فيزيائية
- علوم حية  علوم صحية
- لغات  أخرى - رجاء التحديد -----
- 6. عدد سنوات الخبرة في العمل قبل الحصول على درجة الماجستير**
- لا توجد خبرات عملية سابقة  أقل من سنتين
- من سنتين إلى خمس سنوات  أكثر من خمس سنوات

7. الجامعة التي حصلت منها على درجة الماجستير -----

8. سنة الحصول على درجة الماجستير -----

9. التخصص الدراسي لدرجة الماجستير

- |                          |                  |                          |              |
|--------------------------|------------------|--------------------------|--------------|
| <input type="checkbox"/> | ادارة استراتيجية | <input type="checkbox"/> | إدارة عمليات |
| <input type="checkbox"/> | تسويق            | <input type="checkbox"/> | سلوك تنظيمي  |
| <input type="checkbox"/> | مالية            | <input type="checkbox"/> | محاسبة       |

-----  أخرى - رجاء التحديد

10. الباحث الأولي/ الأساسي لدراسة الماجستير

- |                          |                                  |                          |                         |
|--------------------------|----------------------------------|--------------------------|-------------------------|
| <input type="checkbox"/> | تحسين فرص العمل                  | <input type="checkbox"/> | تغيير في المسار المهني  |
| <input type="checkbox"/> | للحصول على مؤهل في إدارة الأعمال | <input type="checkbox"/> | لتطوير مهارات التفكير   |
| <input type="checkbox"/> | تحسين وزيادة الراتب              | <input type="checkbox"/> | لمواصلة الدراسات العليا |

-----  أخرى - رجاء التحديد

الجزء الثاني: يهدف هذا الجزء من الاستبانة لتوضيح البيانات الخاصة بعملك الحالي وماجستير الإدارة

11. عدد المنظمات التي عملت بها بعد حصولك على درجة الماجستير

- |                          |                  |                          |             |
|--------------------------|------------------|--------------------------|-------------|
| <input type="checkbox"/> | 1 - 3 منظمة      | <input type="checkbox"/> | 4 - 6 منظمة |
| <input type="checkbox"/> | أكثر من 6 منظمات |                          |             |

12. نوع المنظمة التي تعمل بها

- |                          |              |                          |                 |
|--------------------------|--------------|--------------------------|-----------------|
| <input type="checkbox"/> | شركة خاصة    | <input type="checkbox"/> | شركة عامة       |
| <input type="checkbox"/> | مؤسسة حكومية | <input type="checkbox"/> | مؤسسة غير ربحية |

-----  أخرى - رجاء التحديد

13. الفترة الزمنية التي قضيتها في عملك الحالي

- أقل من سنة  سنة - 3 سنوات
- 4 - 6 سنوات  أكثر من 6 سنوات

14. عدد الموظفين العاملين في المنظمة التي تعمل بها

- أقل من 25 موظف  25 - 99 موظف
- 100 - 499 موظف  500 - 999 موظف
- أكثر من 1000 موظف

15. أذكر المسمى الوظيفي الحالي

- مالك العمل  تنفيذي
- إداري  موظف عادي
- أخرى - رجاء التحديد

16. مقدار الراتب الحالي / لكل شهر

- أقل من \$500  \$500 - أقل من \$1500
- \$1500 - أقل من \$2500  \$2500 - أقل من \$3500
- \$3500 فأكثر

17. عدد الموظفين تحت نطاق إشرافك المباشر

- لا يوجد موظفين تحت إشرافي  1 - 9 موظفين
- 10 - 24 موظف  25 - 49 موظف
- 50 - 99 موظف  أكثر من 100 موظف

18. عدد الترقيات التي حصلت عليها منذ تاريخ حصولك على الماجستير

- لم أحصل على أية ترقية  حصلت على 1-3 ترقيات
- حصلت على أكثر من 3 ترقيات

### الجزء الثالث:

تم تصميم أسئلة هذا الجزء لقياس إجابة المستطلع حسب مقياس ليكرت ذو الخمس درجات، تبدأ من "1" لعدم الموافقة المطلقة، وتنتهي ب "5" للموافقة المطلقة.

تهدف المجموعة الأولى من الأسئلة لقياس مدى مساهمة درجة الماجستير في تطوير القيم الشخصية للمستطلع

موافق بشدة	موافق	محايد	لا أوافق	لا أوافق بشدة	
5	4	3	2	1	
					19 ساهمت درجة الماجستير في زيادة مصداقيتي في مكان العمل
					20 أصبحت أكثر ثقة في أداء عملي بعد حصولي على درجة الماجستير
					21 أصبحت أكثر ثقة بنفسني في حياتي الخاصة بعد حصولي على درجة الماجستير
					22 منحتني درجة الماجستير القدرة على تحليل البيانات المعقدة
					23 ساعدت درجة الماجستير على جعلني أكثر فاعلية في الاجتماعات
					24 ساعدتني درجة الماجستير في تحسين مهاراتي التفاوضية
					25 ساعدتني درجة الماجستير في تحسين إدارتي للفرق والأفراد
					26 ساعدتني درجة الماجستير في تحسين قدرتي في العمل بفاعلية اكبر مع الآخرين
					27 أصبحت أكثر تأكيداً في تعاملاتي مع الآخرين
					28 ساعدتني درجة الماجستير في تطوير مهاراتي الشخصية

يقيس هذا الجزء من خلال مجموعة من الجمل الاضافات التي ساهمت بها درجة الماجستير على الجوانب المهنية في حياتي العملية.

موافق بشدة	موافق	محايد	لا أوافق	لا أوافق بشدة	
5	4	3	2	1	
					29 تؤثر دراسة الماجستير على العلاقة بحياتي المهنية الحالية
					30 دراستي في الماجستير يسرت الایفاء بمتطلبات عملي الحالي
					31 دراستي في الماجستير جعلتني أكثر قدرة على تسويق نفسي وبالتالي في الحصول على فرص أفضل
					32 دراستي في الماجستير ساعدت على فهم أفضل لجوانب العمل
					33 حصولي على درجة الماجستير ساهم في تحسين فرص زيادة الراتب
					34 حصولي على درجة الماجستير ساهم في تحسين وضعي الوظيفي
					35 المعرفة والمهارات التي اكتسبتها ساهمت في تحسين نتائج العمل الذي أقوم به
					36 المعرفة والمهارات التي اكتسبتها ساهمت في زيادة إنتاجي في مجال العمل
					37 المعرفة والمهارات المكتسبة ساهمت في تحسين انتاجية زملائي الآخرين
					38 جعلتني دراستي للماجستير أكثر رضا عن نفسي عن أي وقت مضى

### Appendix (3)

**List of Jurors:**

<b>No.</b>	<b>Juror Name</b>	<b>Working Place</b>	<b>Specialization</b>
1.	Dr. Wasim Elhabil	Islamic University of Gaza	Ph.D., Management
2.	Dr. Khalil Elnamroty	Islamic University of Gaza	Ph.D., Economic
3.	Dr. Samir Safi	Islamic University of Gaza	Professor, Statistics
4.	Dr. Mohammed Fares	Al-azhar University of Gaza	Ph.D., Management
5.	Dr. Wafiq Elagha	Al-azhar University of Gaza	Ph.D., Management
6.	Dr. Mohammed Salem	University College of Applied Sciences	Ph.D., Marketing
7.	Mr. Saadi Elkahlout	UNRWA- Gaza	MBA