



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**COMPARATIVE STUDY OF PRIVATE HIGHER EDUCATION
INSTITUTES THE CASE OF RIFTVALY UNIVERSITY COLLEGE AND
ADMAS UNIVERSITY**

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**JUNE 2022
ADDIS ABABA, ETHIOPIA**

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Examiners approval sheet

We, the undersigned, members of the Board of Examiners of the final open defense by FUAD HADI have read and evaluated his thesis entitled “COMPARATIVE STUDY OF PRIVATE HIGHER EDUCATION INSTITUTES THE CASE OF RIFTVALY UNIVERSITY AND ADMAS UNIVERSITY”, and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the Master degree in Business administration (MBA).

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Declaration

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Certification

This is to certify that FUAD HADI carried out this thesis on the topic “**COMPARATIVE STUDY OF PRIVATE HIGHER EDUCATION INSTITUTES THE CASE OF RIFTVALY UNIVERSITY AND ADMAS UNIVERSITY**” under my supervision. This work is original in nature and is suitable for submission for the award of master of Business Administration.

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Date

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Table of content

| CONTENT | PAGES |
|--|-------|
| Acknowledgments..... | i |
| Table of content | ii |
| Lists of table..... | vi |
| Lists of Figure..... | vi |
| Acronyms and Abbreviations | vii |
| Abstract..... | viii |
| CHAPTER ONE | 1 |
| INTRODUCTION | 1 |
| 1.1 Background of the study | 1 |
| 1.2. Statement of the problem..... | 2 |
| 1.3 Research Questions..... | 3 |
| 1.4 Objectives of the Study..... | 3 |
| 1.4.1 General Objective | 3 |
| 1.4.2 Specific objective..... | 4 |
| 1.5 Significance of the Study | 4 |
| 1.6 Scope of the Study | 4 |
| 1.7 Limitation of the Study | 4 |
| 1.8 Organization of the Study | 5 |
| CHAPTER TWO | 6 |
| LITERATURE REVIEW | 6 |
| 2.1 Theoretical Literature..... | 6 |
| 2.1.1 Competitive Advantage | 6 |
| 2.1.2 Competing on Competitive advantage variables | 7 |
| 2.1.2.2 Competing on quality..... | 9 |
| 2.1.2.3 Competing on flexibility | 9 |
| 2.1.2.4 Competing on speed/deliver | 11 |

| | |
|---|----|
| 2.2 Competitive Priorities | 12 |
| 2.2.1 Flexibility | 12 |
| 2.2.1.1 Product flexibility | 13 |
| 2.2.1.2 Volume Flexibility | 14 |
| 2.2.1.3 Mix Flexibility | 14 |
| 2.2.1.4 Machine flexibility | 14 |
| 2.2.1.3 Market Flexibility | 15 |
| 2.2.1.5 New Product Flexibility | 15 |
| 2.2.1.6 Expansion flexibility | 15 |
| 2.1.1.2 Quality | 15 |
| 2.1.1.2.1 Performance | 16 |
| 2.1.1.2.2 Features | 17 |
| 2.1.1.2.3 Reliability | 17 |
| 2.1.1.2.4 Conformance | 17 |
| 2.1.1.2.5 Durability | 17 |
| 2.1.1.2.5 Serviceability | 18 |
| 2.1.1.3 Cost | 18 |
| 2.1.1.3.1 Value added cost | 18 |
| 2.1.1.3.2 Selling Price | 19 |
| 2.1.1.3.3 Running Cost | 19 |
| 2.1.1.3.4 Service cost | 20 |
| 2.1.1.3.5 Profit | 20 |
| 2.1.1.3.6 Differentiation | 21 |
| 2.1.1.3.7 Focus | 21 |
| 2.1.1.4 Delivery/ Delivery Time | 22 |
| 2.1.1.4.1 Short Delivery Time | 22 |
| 2.1.1.4.2 Delivery on Due Date | 22 |
| 2.1.1.4.3 on-Time Delivery | 22 |
| 2.1.1.4.4 Production cycle time | 22 |
| 2.1.1.4.5 Delivery of the Required Function | 23 |
| 2.1.3 Conceptual Framework | 23 |

| | |
|--|----|
| CHAPTER THREE | 24 |
| RESEARCH METHODOLOGY | 24 |
| 3.1 Introduction..... | 24 |
| 3.2 Description of Study Area | 24 |
| 3.3 Research Design..... | 24 |
| 3.4 Research Approach | 24 |
| 3.5 Data Source..... | 24 |
| 3.6 Population | 25 |
| 3.7 Sample Size..... | 25 |
| 3.8 Data Collection Instrument and Procedure | 26 |
| 3.9 Methods of Data Analysis..... | 27 |
| CHAPTER FOUR..... | 28 |
| DATA PRESENTATION, ANALYSIS AND INTERPRETATION | 28 |
| 4.1. Response rate of Respondent | 28 |
| 4.2 General Information of the Respondents | 28 |
| 4.3 Instructors profile on their departments | 30 |
| 4.4 Instructors profile on their departments | 30 |
| 4.5 Instructors profile on their departments | 31 |
| 4.6 Students responses on selecting competitive variables in the institutes | 32 |
| 4.7 Student response on quality in RVU..... | 35 |
| 4.8 Student respondent on quality in AU | 36 |
| 4.9 Student respondent on flexibility in RVU | 38 |
| 4.10 Student respondent on flexibility in AU | 38 |
| 4.11 Student respondent on Deliverability in RVU | 39 |
| 4.12 Student respondent on Deliverability in AU..... | 39 |
| 4.13 Students’ satisfaction and dissatisfaction for both institutes | 40 |
| 4.14 Instructors responses on competitive variables in the institutes | 41 |
| 4.15 Instructors responses on competitive variables in the institutes | 41 |
| 4.16 Instructor’s response on the competitive advantage variables in RVU | 43 |
| 4.17 Instructor’s response on the four competitive advantage variables in AU | 44 |
| 4.18 Satisfaction and dissatisfaction of Instructors’ in both institutes..... | 46 |

| | |
|--|----|
| 4.19 Instructors’ satisfaction and dissatisfaction for both institutes | 46 |
| 4.20 Administrative Staffs’ Responses | 47 |
| 4.21 Administrative Staffs’ respondent on cost in RVU | 50 |
| 4.22 Administrative Staffs’ respondent on cost in AU | 50 |
| 4.23 Administrative Staffs’ respondent on delivery in RVU | 51 |
| 4.24 Administrative Staffs’ respondent on delivery in RVU | 52 |
| 4.25 Administrative Staffs’ respondent on flexibility in AU | 53 |
| 4.26 Administrative Staffs’ respondent on quality | 54 |
| 4.27 Administrative Staffs’ Responses on competitive advantage variables | 55 |
| CHAPTER FIVE | 57 |
| FINDINGS CONCLUSION AND RECOMMENDATION | 57 |
| 5.1 Findings..... | 57 |
| 5.2 Conclusion | 58 |
| 5.3 Recommendation | 59 |
| References..... | 60 |
| Appendix..... | 65 |

Lists of table

| | Page |
|--|-------------|
| Table 3.1 below shows sample of both RVU and AU..... | 26 |
| Table 4.1. Response rate of respondent..... | 28 |
| Table 4.2 Age, sex and educational level of respondents..... | 29 |
| Table: 4.3 instructors profile on their departments..... | 30 |
| Table: 4.4 instructors profile on their departments..... | 30 |
| Table 4.5 instructors profile on their departments..... | 31 |
| Table 4.6. Students' selection of the institutions..... | 33 |
| Table 4.7 student response on quality in RVU..... | 35 |
| Table 4.8 student respondent on quality in AU..... | 36 |
| Table 4.9 student respondent on flexibility in RVU..... | 38 |
| Table 4.10 student respondent on flexibility in AU..... | 38 |
| Table 4.11 student respondent on Deliverability in RVU..... | 39 |
| Table 4.12 student respondent on Deliverability in AU..... | 39 |
| Table 4.13 Students' satisfaction and dissatisfaction for both institutes..... | 40 |
| Table 4.14 Instructors responses on competitive variables in the institutes..... | 41 |
| Table 4.15 instructor's response on the competitive advantage variables in RVU..... | 43 |
| Table 4.16 instructor's response on the four competitive advantage variables in AU..... | 44 |
| Table 4.17 Administrative Staffs' responses on their use of competitive variables in the institutes..... | 47 |
| Table 4.18 Administrative Staffs' respondent on cost in RVU..... | 50 |
| Table 4.19 Administrative Staffs' respondent on cost in AU..... | 50 |
| Table 4.20 Administrative Staffs' respondent on flexibility in AU..... | 54 |
| Table 4.21 Administrative Staffs' respondent on delivery in RVU..... | 52 |
| Table 4.22 Administrative Staffs' respondent on flexibility in RVU..... | 52 |
| Table 4.23 Administrative Staffs' respondent on flexibility in RVU..... | 52 |
| Table 4.24 Administrative Staffs' respondent on flexibility in AU..... | 53 |
| Table 4.25 Administrative Staffs' respondent on quality in RVU..... | 54 |
| Table 4.26 Administrative Staffs' respondent on delivery in RVU..... | 51 |

Lists of Figure

| | |
|-----------------------------------|----|
| Fig 2.1 Conceptual framework..... | 23 |
|-----------------------------------|----|

Acronyms and Abbreviations

| | |
|--------|--|
| RVU: | Rift valley University |
| AU: | Adams University |
| CSR: | Corporate social responsibility |
| DET: | Diffusion innovation theory |
| WTP: | Willing to pay |
| PHEI: | Privet higher educational institute |
| HERQA: | Higher educational requirement qualification agency |
| CEIQA: | Center for education improvement and quality assurance |
| HRM: | Human resource management |

Abstract

The study was conducted on two samples private higher education institutes in Addis Ababa on which they use cost, flexibility, delivery, and quality that enable them to ensure winning competitive advantage(s). Institutes which perform similar activities have a tendency to engage in competition by making one or more variables better than others. Customers also have a wider chance to shift from one institute to the other which serves better. Under such conditions, institutes strive to develop competitive positions to provide unique or better products than competitors. Comparative study is used to compare the competitive advantages of the two institutes using cost, flexibility, delivery, and quality. Purposive sampling technique is used to select the three categories of respondents, students, instructors, and administrative staffs; from both institutes and also simple random sampling technique is used to select sample students and instructors through lottery method. Purposive sampling technique is used to select sample administrative staffs that have a link to academic issues. Both primary and secondary data source used as sources of data collection. The study uses questioner's Primary data source and Secondary data source will be collected from journals, books, magazines and web pages Mixed (Quantitative and qualitative) methods are used to analyze the data through percentages, weighted mean and statements. A total of 337 sample respondents who comprised of 220 students, 44 instructors, and 75 administrative staffs are taken as sample respondents from both institutes. The findings show that both institutes have developed similar statuses on some variables and vary in other variables. The degree to use competition advantage variables in the two institutes is deference level: RVU mainly used cost and flexibility and AU mostly used quality and delivery in their operation of computation. The recommendation implies that by working more on those variables which created them similar statuses, either of the institutes can create additional competitive advantage

Key words: *competitive advantage, cost, flexibility, delivery, and quality*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Competitive advantage refers to factors that allow a company to produce goods or services better than its rivals. These factors (cost, quality, flexibility, and delivery) allow the productive entity to generate more sales or superior margins compared to its market rivals. Competitive advantages are attributed to a variety of factors including cost structure, the quality of product offerings, the distribution network, intellectual property, and customer service (Hamel and Prahalad, 1994). Competitive advantage is what makes an entity's products or services more desirable to customers than that of any other rival. Competitive priorities (cost, quality, flexibility, and delivery) and allows companies to maintain a competitive advantage over their competitors (Hamel and Prahalad, 1994).

Businesses with Low-Cost-Operation as their competitive priority must engage an enterprise computing platform that is designed to reduce cost by increasing productivity, reduce waste and overheads (Hammer and Champy, 1993).

Businesses with Delivery speed and On-time delivery as their competitive priorities must use an enterprise computing platform which is highly robust, reduce lead time, fully integrated with all business processes (for example, suppliers and customer modules). For example, Dell has designed his computing platform that is completely integrated with customer relations module, order fulfillment and supplier management module (Longenecker and Simonetti, 2001). This integrated computing platform allows Dell to reduce lead time making sure On-time delivery and also assist in cost reduction hence increasing the profitability of the business.

Businesses with Top quality as their competitive priority must make sure that their computing environment must use computing platform that support to an enhanced customer relationship module, making sure that superior quality of the products and services is paramount on all used module and service (Hammer and Champy, 1993).

Businesses with Variety as the competitive priority must make use of the computing environment that allows handling of large volume, streamlined customer relationship, order fulfillment and supplier relationship module (Hammer and Champy, 1993). Furthermore, it is

reshaping the product itself: the entire package of physical goods, services, and information companies provide to create value for their buyers. Adoption and use of information technology can play a significant role for any organization to meet their competitive priorities and allows companies to maintain a competitive advantage over their competitors (Longenecker and Simonetti, 2001).

The study discusses some of the competitive priorities and their impact on the two institutions using the four competitive priorities(cost, quality, flexibility, and delivery). Businesses with Variety as the competitive priority must make use of the computing environment that allows handling of large volume, streamlined customer relationship, order fulfillment and supplier relationship module (Longenecker and Simonetti, 2001).

1.2. Statement of the problem

Private higher education is commonly identified as the fastest growing sector in Ethiopia. The growth, which reached as high as covering about 17 percent of the total enrollment in the country. The ultimate goal of any business establishment is to remain in business profitably through production and sale of products or services. Without optimal profit, a business firm cannot survive. To survive and continue on the market the firm should offer a special product than do competitors to its customer. Because Consumers can shift from one firm to another if they gain superior value from the other firm.

Firms in an industry, that offer similar products/service, are involved in competition to produce and deliver quality product/service to the market. Customers of the product/service would have options to choose from the many firms which provide similar products. Consumers can shift from one firm to another if they gain superior value from the other.

To attract and retain customers the firm should offer a special or better product/service than competitors do. As a result, firms enter in stiff competition and add value to their product/service in order to attract customers. A firm may produce the same quality product with low cost or deliver better benefits than competitors. Flexible service should be delivered so that a firm attains its objectives by achieving the desired profits for it and deliver competent service to consumers. Some private learning institutions are working as higher education institutes and

serve the public with profit. There are a number of private universities and colleges in Ethiopia which aim to generate profit and impart knowledge to the society,

Most of them have given similar disciplines and as a result they compete to each other to attract students to enroll in their universities and colleges. The competency levels of each private University can vary according to the competitive advantages of it which design to be applicable. One institution can have better cost, flexibility, and the other can have better delivery, and quality So, one institution can compete over another institution by one or more attributes. “For education institutions, cost, flexibility, delivery, and quality are emerging as a critical source of creating competitive advantage (Ives and Jarvenpa 1996)”.

According to government document (HERQA, 2013) 29 institutes have gone out of market because of high computation on the market. While some withered away after running diploma programs just for two years, some were made to terminate or quitted on their own after running four year undergraduate programs for a few years. Know privet higher educational institutes are increasing in their number so they compete each other to hirer students to survive in the market and increase their profit for this reasons it is appropriate to examine of privet higher educational institutes competitive advantage using cost, quality, flexibility, and delivery. So this study came to see, to what extent the PHEI such as RVU and AU using the cost, flexibility, delivery, and quality to achieve, one or all competitive advantages

1.3 Research Questions

The research is trying to address the following research questions.

- 1 Do the two PHEI use cost, flexibility, delivery, and quality to achieve competitive advantages?
- 2, which competitive advantage variable is the most important in privet educational institutions cost, quality, flexibility, or delivery?

1.4 Objectives of the Study

1.4.1 General Objective

The general objectives of the study are to understand similarities and differences of sample private higher education institutes in Addis Ababa among each other in cost, flexibility, delivery, and quality that enable them to ensure wining competitive advantage(s).

1.4.2 Specific objective

The specific objective of the current study is:

- To investigate the extent at which private higher education institutes compete each other
- To explore the best sources for creating competitive advantages in private higher education institutes

1.5 Significance of the Study

The following are the possible significance of the research output

- ✓ It used as an input or documentation for private higher education institutes
- ✓ It was also contributed towards the advancement of theoretical knowledge and served as a reference material for similar studies in future.
- ✓ It enhances creating a link between the theoretical knowledge of performances and competitive advantages dimension and what is going practical life business institutes.
- ✓ It helps to encouraging other researchers to conduct studies on the issue.
- ✓ It could be helpful for individuals who want to conduct further studies in related topics which will not be covered in this study.

1.6 Scope of the Study

The scope of the study includes both geographical and conceptual scopes. Geographically the study is in Addis Ababa. The study use hade office and branch in both RVU and AU .the study use the two institutes because they are the oldest, vastest and popular PHEI in the country.

Conceptually, the study comperes and contrast competitive advantages of the two institutes using cost, quality, flexibility, and delivery.

1.7 Limitation of the Study

- The research study may not investigate in detail every aspect of competitive advantages of sample institutes because they may fear to tell their strategies of ensuring competitive advantages over competitors.
- Due to time and cost constraint, the researcher delimits the study in Addis Ababa only.
- The research study uses one campuses and third year degree program students for collecting data from each of institute to minimize student sample.

1.8 Organization of the Study

This study organized into five chapters. Chapter one consists background of the study, statement of the problem, research question, objectives of the study, significances of the study, scope of the study, limitations of the study, and organization of the study. Chapter two discusses about the review of related literature and related research works. Chapter three contains research methodology and procedures; those are the research design; the sources of data; the population of the study, sample and sample size, and the sampling techniques and procedures; data gathering tools; the procedure of data collection and techniques of data analysis. Chapter four contains Presentation, Analysis and Interpretation of Data. Chapter five will contain findings, recommendation and conclusion

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Literature

2.1.1 Competitive Advantage

Competitive advantage is the ability of an organization to gain a material edge over its competitors. Having such an advantage can result in above-average profits or high levels of customer loyalty. One of the key goals of strategy is to develop a set of competitive advantages. There are many types of competitive advantage that a business can take. It is essential to maintain a competitive advantage in order to sustain long-term profitability. This means that management must be aware of the advantage and continually reinforce it with ongoing investments in the targeted area.

As firms are forced to respond efficiently and effectively to a changing business environment, one of the strongest challenges that firms face is gaining and developing competitive advantage, which may be defined as the extent to which a firm is able to create and maintain a defensible position over its competitors M. Tracey .Alternatively, it may be considered to refer to the capabilities which allow a firm to shape its competitive advantage so defined and differentiate itself from its competitors Ragu-Nathan .same vein, H. Ma, defines competitive advantage as the asymmetry or differential in any attribute or factor that allows a firm to serve its customers more effectively than others and hence to create better customer value and achieve superior performance. A. Harrison and R. Hoek suggests that competitive advantage is achieved by the competitiveness of the supply chain, which means “meeting end customer demand through supplying what is needed in the form it is needed, when it is needed, at a competitive cost”.

Creating competitive advantage requires a determination of the factors that may put a firm in a better position in relation to its competitors in the marketplace. Four strategic capabilities which can be considered as competitive priorities are identified by T. Conner low cost, quality, quick delivery and flexibility. Alternatively, competitive advantage, as identified by D. Passemard and B. Kleiner is derived from five sources of innovation: new technologies; the modification of demand or the emergence of new demand; the emergence of a new segment; changes in costs or the availability of means of production; and changes in regulation. In the same vein, M. Helms

considers that quality and productivity can be used as strategic weapons to achieve competitive advantage. Firms, as recommended by M. Helms must be aware of what increases quality or supports production as strategic weapons; otherwise, firms will lose market share. M. Molina proposes the use of the following variables to determine firms' competitiveness: market share, profits, returns, technological provision, financial management, quality of products/services, after-sales service, managers' educational background, customer loyalty, supplier loyalty, location of establishment, employees' commitment and loyalty, employees' professional knowhow, and reputation.

The concept of competitive priorities is very important to organizations because it helps set up achievable goals when implementing corporate plans into operational plans. The competitive priorities help organizations set the right course of actions for process selection. When process capabilities fall short of the predetermined competitive priorities, they must be re-determined and re-focused to close the gap or else revise the priority. There are five common groups of competitive priorities namely cost, quality, time, flexibility.

2.1.2 Competing on Competitive advantage variables

The competitive priorities operationalize the organization's competitive strategy. The two generic competitive advantages cost and differentiations are operationalized in terms of cost, quality, flexibility and speed. By assigning priorities to these dimensions, the organization operationalizes its strategy. The priorities can then be used to generate supply objectives related to quality and innovation, availability and lead-time, supplier service and responsiveness and cost reduction that are consistent with the organization's competitive strategy. Let us now look at organizations that have positioned themselves to compete on cost, quality, flexibility and speed.

2.1.2.1 Competing on cost

Organizations that compete on cost relentlessly pursue the elimination of all waste. In the past, organizations in this category produced standardized products for large markets. They improved yield by stabilizing the production process, tightening productivity standards and investing in automation. Today, the entire cost structure is examined for reduction potential, not just direct labor costs. High-volume production and automation may or may not provide the most cost-effective alternative.

The focus on cost reduction is the most commonly dimension used by the organizations, especially those in markets where the customers are sensitive to prices. The factors that lead to lower costs; increased experience, qualifications, and education, successful investment, initiated suitable policies for production and distribution, and the exploitation of resources available Deborah, willson, (1998), The organizations that have this dimension often allow to control on the market, and have the ability to outperform competitors. In addition, we can say that the organizations have a competitive advantage, when the accumulated costs related to productive activities less than those of competitors Baranes, e., and Bardy d., (2004),

Take the example of Southwest Airlines' strategy of low-cost, no-frills air transportation that forever changed the public's attitude towards flying. The strategy is supported by carefully designed service, efficient operations and committed personnel. Southwest uses only one type of airplane, the Boeing 737, to facilitate crew changes and to streamline training, record-keeping, maintenance and inventory costs. Turnaround time between flights is 15 minutes. Since its flights are limited to short routes, all flights are direct. That means no baggage transfers and no meals to be served. There are no assigned seats and no printed boarding passes for flights. Boarding priority is a function of arrival time at any Southwest check-in facility. Southwest saves tens of millions annually in travel agent commissions by requiring customers to contact the airline directly to book flights. The airline carefully selects employees and reinforces its commitment with a model profit-sharing plan. The result is Southwest flies more domestic passengers than any other airline in the US and earns more money than all other US airlines combined. Its on-time performance, baggage handling and customer satisfaction are always among the best in the industry. The discount airline in Malaysia, AirAsia, is making similar choices on competitive strategic positions, and has beaten the odds to find the 'blue ocean' in a very competitive industry.

Organizations that compete successfully on cost realize that low cost cannot be sustained as a competitive advantage if increases in productivity are obtained solely by short-term cost reductions. A long-term productivity 'portfolio' is required that trades off current expenditures for future reductions in operating cost. The portfolio consists of investments in updated facilities and infrastructure; equipment, programs, and systems to streamline operations; and training and development that enhances the skills and capabilities of people.

2.1.2.2 Competing on quality

Services organizations focused on the quality of those services, which in turn, achieve the customer satisfaction and meet expectations through quality of design of the product or service in addition to the quality of the service itself Baker, Michael, J., (1992), Many organizations work to achieve high quality for their services or products in order to remain and continuously working in the competition market. Using quality as a tool for competition requires organizations to consider the quality as the entrance to satisfy customers, not just as a way to solve problems and reduce costs Kotler, Philip Any organization can be achieving a larger market share and a high rate of returns on investment, and achieve customer satisfaction, in addition to control the prices of services provided through the provision of high quality. Quality is confined to minimizing defect rates or conforming to design specifications. To compete on quality, organizations must view it as an opportunity to please the customer, not just a way to avoid problems or reduce rework costs. To please the customer, one must first understand customer attitudes towards and expectations of quality. A host attempting to impress party guests is often said to be Every employee is empowered to take immediate action to satisfy a guest's wish or resolve a problem. Processes are uniform and well defined. Teams of workers at all levels set objectives and devise quality action plans. Each hotel has a quality leader who serves as a resource and advocate of the development and implementation of those plans. Daily quality reports submitted from close to a thousand work systems track such measures as guest room preventive maintenance cycles, percentage of check-ins with no waiting and the time spent to achieve industry-best clean room appearance. Guest Incident Action Reports completed by every employee help identify patterns of problems so that they can be resolved permanently. Guest Preference Reports are recorded in a sophisticated customer database for service delivery throughout the organization.

2.1.2.3 Competing on flexibility

In the organization's ability to provide a variety and different levels in the target market through its ability to keep pace with developments in technology, and design products and services according to customer expectations Fleisher, C.S., (2003) In addition to the ability of the organizations respond to the changes in the customer demand either increases or decreases. The flexibility is important dimensions for the purposes of competition by quick responding to the customer's needs (Karajewski and Ratzman, 2005, 65), defined flexibility as a property

company's operations that enable it to respond to the needs of its customers quickly and efficiently Dilworth ,james (Dillworth, 1996, 66) Confirms flexibility; is adjust services to respond to customers' requirements and to avoid their complaints and then to achieve high levels of customer satisfaction. In addition to that, the organization's owned a largest market share than other competitors, in order to reduce the overall costs.

Flexibility has become a competitive weapon. It includes the ability to produce a wide variety of products, to introduce new products and modify existing ones quickly, as well as to respond to customer needs. Examples of organizations that compete on flexibility include Andersen Windows, Custom Foot Shoe Store and National Bicycle. Andersen Windows, like most manufacturers, used to produce a limited range of standard products in large volumes. As customers demanded uniqueness, Andersen introduced more and more options to their standard windows — so many, in fact, that the number of products offered grew from 28,000 to 86,000. Thick catalogues allowed customers to combine thousands of options into truly unique windows. However, pricing became quite complex, and the rate of error in the finished product was high. Then, Andersen introduced an electronic version of its catalogue that can be used to add, change or strip away features until the customer is pleased with the design. Special computer-aided design (CAD) programs are used by architects and builders to incorporate Andersen windows directly into their design. The computer then checks the window specs for structural soundness, generates a price quote and transmits the order to an Andersen factory. At the factory, standard parts from inventory are used to assemble custom products and the bar codes keep track of the customer order as it moves through assembly. In five years, demand for Andersen windows has tripled, the number of different products offered has topped 188,000 and the errors are down to 1 per 200 truckloads.

Shoe stores carry lots of inventory and yet customers are still turned away because a particular size or style of shoe is not in stock. Other styles are sold only with deep discounts. Customer Foot Shoe Store has an alternative business model for selling shoes. Handmade shoes begin with custom sculpted models, called 'lasts' that can cost hundreds of dollars and take 10 to 20 hours to construct. The entire shoemaking process takes about eight months and is very expensive. At Customer Foot Shoe Store, a customer's feet are scanned electronically to capture 12 different three-dimensional measurements. The measurements are sent to a factory in Italy, where a

library of over 3000 computerized lasts can be modified digitally instead of manually and then milled by a machine out of plastic. Custom shoes are mailed to the customer's home in weeks, and since the shoe store carries no inventory, the prices are comparable to off-the-shelf shoes. National Bicycle Industrial Company fits bicycles to exact customer measurements. Bicycle manufacturers typically offer customers a choice among 20 or 30 different models. National offers over 11 million variations and delivers within two weeks at a cost of only 10% above standard models. Computerized design and computer-controlled machinery allow customized products to be essentially mass-produced. The popular term for this phenomenon is mass customization, which takes advantage of both flexibility and speed at comparable costs.

2.1.2.4 Competing on Speed/Deliver

Speed has become a source of competitive advantage. The internet has conditioned customers to expect immediate response and rapid product shipment. Service organizations such as McDonalds' and Poslaju have always competed on speed. Citicorp advertises a 15-minute mortgage approval and LL Discount Store ships orders the day they are received. Now, manufacturers are also discovering the advantages of time based competition, with build-to-order production and efficient supply chains.

The speed of service and response to customer demand has become one of the factors of competitions between organizations, this is linked to the customer's willingness to pay higher cost for the services or products he\she needs in a timely Bakri, Thamer, 2005 Whenever the organization was able to respond to the needs and requirements of the customer quickly and shortest time over competitors whenever Organization received a larger market share and charging higher prices for their services, at least until the arrival of competitors to the market. (Noori and Redford, 1995,53),say that the organizations can produced (product or services) faster delivery than its competitors whenever achieved a reduction in costs and managed to get a large market share, speed delivery can be measured as a time taken between receipt of customer demand and meet the needs by that request on time.

Competing on speed requires an organization characterized by fast moves, fast adaptations and tight linkages. Decision-making is pushed down the organization as levels of management are collapsed and work is performed in cross-functional teams. Change is embraced and risk-taking

encouraged. Close contact is maintained with both suppliers and customers. Performance metrics reflect time, speed and rate, in addition to cost and profit. Strategy is time-paced to create a predictable rhythm for change. Intel's time-paced strategy involves doubling the capacity of computer chips every 18 months and adding a new fabrication facility every nine months. Dell computer sets the pace for the entire industry.

Forming alliances is one of the most effective avenues for competing on speed. The best example is the textile industry's quick response initiative, designed to improve the flow of information, standardize recording systems and reduce turnaround time along the entire supply chain from fiber to textiles to apparel to retailing. Automotive, electronics and equipment manufacturers encourage similar alliances within their respective industries with an initiative called 'agile manufacturing'. E-marketplaces and company sponsored B2B sites are dramatically speeding up the time required to locate suppliers, negotiate contracts and communicate procurement needs

2.2 Competitive Priorities

The operations strategy and manufacturing strategy has addressed extensively the competitive priorities which act as strategic capabilities and which can help firms to create, develop and maintain competitive advantage. Competitive priorities are defined as the dimensions that a firm's production system must possess to support the demands of the markets in which the firm wishes to compete (L. Krajewski and LRitzman). Kanchan identify six criteria which act as competitive priorities: quality, cost, delivery, flexibility, customer focus and know-how.

2.2.1 Flexibility

Upton (1994), points out that flexibility has been an elusive quality in manufacturing and operations. The term is used for many purposes, each of which characterizes a different quality or capability of a system. The taxonomies of flexibility are useful, in that they provide general types that can be used to distinguish one form of flexibility from another. These categorizations have been an important step in providing better understanding when managers deal with them depending on their concerns (Upton, 1994).

D. Zelenovich agrees on the importance of flexibility in coping with uncertainty. The similarities of the definitions of flexibility, however, refer to the term main job, which is mastering changes and meeting uncertainty resulting from the internal and external business environments. In this

context, J. Nakane and R. Hall defines flexibility as a quick response to changed production volume, changed product mix, customization of product (i.e. providing each customer with what she wants), introduction of new products and adoption of new technology. D. Upton supports the definition of flexibility by K. Boyer and M. Lewis as the ability to change or react with little penalty in time, effort, cost or performance. In other words, efficiency and effectiveness are the basic criteria for measuring performance, where organizational goals should be met at lower cost and with higher utilization of resources. The definition of M. Mandelbaum consists of three main elements: The first element is “ability”, which gives flexibility the character of a potential. The second is “to respond”; response generally means reaction or adaptation to changes. Finally, “effectively” suggests a link between the concept of flexibility and the concept of the overall performance of the system.

Flexibility, however, is a multidimensional concept. Therefore, flexibility is classified in the literature using different dimensions. H. Corrêa suggests those different kinds of flexibility would be appropriate to deal with different conditions or types of change. He classifies flexibility into two forms: action flexibility (the capacity for taking new action to meet new circumstances) and state flexibility (the capacity to continue functioning effectively despite changes in the environment). Q. Zhang in his taxonomy identifies two classes of flexibility: job flexibility is the ability of the system to cope with changes in jobs to be processed by a system, while machine flexibility is the ability of a system to cope with changes and disturbances at machines and workstations. H. Corrêa, on the other hand, classifies flexibility into three categories: necessary flexibility (machine flexibility, product flexibility, labor flexibility, materials handling flexibility, routing flexibility, volume flexibility), sufficient flexibility (process flexibility, operational flexibility, program flexibility, materials flexibility) and competitive flexibility (production flexibility, expansion flexibility, market flexibility). It can be concluded that the different types of flexibility defined within such classifications and addressed in the literature include:

2.2.1.1 Product flexibility

The ability to introduce novel products, or to modify existing ones (Slack, 1987). It is the ease with which new parts can be added or substituted for existing ones (Sethi and Sethi, 1990).

2.2.1.2 Volume Flexibility

- The accommodation of shifts in production for a given part (Gerwin, 1982).
- The ability to vary production with no detrimental effect on efficiency and quality (Suarez et al., 1995). It is the ability of a manufacturing system to be operated profitably at different overall output levels, thus allowing the factory to adjust production within a wide range (Gupta and Somers, 1996).
- The ability to operate efficiently, effectively and profitably over a range of volumes (Parker & Wirth 1999).
- The ability to rapidly adjust capacity so as to accelerate production in response to changes in customer demand (Vickery and Calantone, 1999).
- The ability of a manufacturing system to vary aggregate production volume economically (Narasimhan and Das, 2000).
- The ability of the organization to operate at various batch sizes and/or at different production output levels economically and effectively (Zhang et al., 2002).

2.2.1.3 Mix Flexibility

- Mix flexibility represents the number of products that a system produces at any point in time. For example, a plant that produces two very different products (such as a personal computer and a laptop) should have greater mix flexibility than a plant, which produces two similar products (such as the two personal computers that differ only in speed and RAM characteristics) (Suarez et al., 1995).
- The ability of a manufacturing system to switch between different products in the product mix.
- The ability of the organization to produce different combinations of products economically and effectively, given a certain capacity (Zhang et al., 2002).

2.2.1.4 Machine flexibility

- Machine flexibility deals with the variety of operations that the machine can perform without incurring high costs or expending a prohibitive amount of time in switching from one operation to another. Machine flexibility allows small batch sizes. This yields lower

inventory costs, higher machine utilization, the ability to produce complex parts, and improved product quality (Gupta and Somers, 1996).

- The easiness and/or ability of making the changes required to a machine/set of machines to shift from a definite set of part types to another (Braglia2000).
- The ability of a piece of equipment to perform different operations economically and effectively (Zhang et al., 2002).

2.2.1.3 Market Flexibility

- Is the ease with which the manufacturing system can adapt to changing market environment? It allows the firm to respond to changes and exploit new business opportunities (Gupta and Somers, 1996).
- The ability of the manufacturing system to respond to or influence market changes (Das, 2001).

2.2.1.5 New Product Flexibility

- The ability of a manufacturing system to introduce and manufacture new parts and products (Das, 2001).
- The ability to create new products quickly (Kara et al, 2002).

2.2.1.6 Expansion flexibility

- Expansion flexibility of a manufacturing system is the ease with which its capacity and capability can be increased when needed (Sethi and Sethi, 1990).
- Is the extent of overall effort needed to increase the capacity and capability of a manufacturing system when required. This flexibility may help shorten implementation time and reduce cost for new products, variation of existing products, or added capacity (Gupta and Somers, 1996).

2.1.1.2 Quality

Quality is a competitive weapon in the marketplace. It engenders competitive advantage by providing products that meet or exceed customer needs and expectations D. Garvin. C. G. Ozer defines quality as the customer's perspective in defining quality; it is the customer who decides what goods or services best satisfy his/her needs. A similar approach is taken by A. Cetin, who

defines quality as excellence, value, conformance to specifications and meeting or exceeding customers' expectations. Therefore, it can be concluded that the customer perspective is central to any definition of quality. Quality is, therefore, a multidimensional construct. G. Ozer and A. Cetin identify eight dimensions for quality as: performance, features, reliability, conformance, durability, serviceability, aesthetics and perceived quality. These dimensions match the customer perspective.

Thus, quality is clearly viewed as a main source of competitive advantage, by meeting customer requirements. Moreover, scholars have linked quality to competitive strategy. For example, D. Garvin considers quality to be a reflection of the competitive strategy of firms. C. Reeves and D. Bednar supports the notion that quality has gone through an evolutionary process; from an operational level to a strategic one, so quality should be adopted as a strategic goal in firms. In manufacturing strategy, therefore, quality is associated with both conformances to specifications and critical customer expectations D. Garvin. In this context, C. Reeves and D. Bednar argues that firms which compete on quality can adopt a differentiation strategy and position Hence, quality helps firms to enhance their competitiveness and promotes customer loyalty by meeting customers' expectations. This conclusion leads a firm to view quality as a competitive weapon that should be adopted as a strategy with a major role in creating and sustaining its competitive advantage. Categories of quality that can serve as a framework for strategic analysis are performance, features, reliability, conformance, durability, serviceability, aesthetics, and perceived quality

2.1.1.2.1 Performance

Performance refers to a product's primary operating characteristics. In service businesses say performance often means prompt service. Overall performance rankings, however, are more difficult to develop, especially when they involve benefits that not every consumer needs. Whether performance differences are quality differences may depend on circumstantial preferences but preferences based on functional requirements, not taste. Some performance standards are based on subjective preferences, but the preferences are so universal that they have the force of an objective standard.

2.1.1.2.2 Features

Features are the “bells and whistles” of products and services, those characteristics that supplement their basic functioning. Examples include free drinks on a plane, permanent-press cycles on a washing machine, and automatic tuners on a color television set. What is crucial, again, is that features involve objective and measurable attributes; objective individual needs, not prejudices, affect their translation into quality differences.

2.1.1.2.3 Reliability

This dimension reflects the probability of a product malfunctioning or failing within a specified time period. Among the most common measures of reliability are the mean time to first failure, the mean time between failures, and the failure rate per unit time. Reliability normally becomes more important to consumers as downtime and maintenance become more expensive.

2.1.1.2.4 Conformance

Conformance related dimension of quality is conformance, or the degree to which a product’s design and operating characteristics meet established standards. This dimension owes the most to the traditional approaches to quality pioneered by experts like Juran. All products and services involve specifications of some sort. When new designs or models are developed, dimensions are set for parts and purity standards for materials. Because this approach to conformance equates good quality with operating inside a tolerance band, there is little interest in whether specifications have been met exactly. For the most part, dispersion within specification limits is ignored. In service businesses, measures of conformance normally focus on accuracy and timeliness and include counts of processing errors, unanticipated delays, and other frequent mistakes.

2.1.1.2.5 Durability

Durability A measure of product life, durability has both economic and technical dimensions. Technically, durability can be defined as the amount of use one gets from a product before it deteriorates. In other cases, consumers must weigh the expected cost, in both dollars and personal inconvenience, of future repairs against the investment and operating expenses of a

newer, more reliable model. Durability, then, may be defined as the amount of use one gets from a product before it breaks down and replacement is preferable to continued repair.

2.1.1.2.5 Serviceability

Another dimension of quality is serviceability, or the speed, courtesy, competence, and ease of repair. Consumers are concerned not only about a product breaking down but also about the time before service is restored, the timeliness with which service appointments are kept, the nature of dealings with service personnel, and the frequency with which service calls or repairs fail to correct outstanding problems. In those cases, where problems are not immediately resolved and complaints are filed, a company's complaint-handling procedures are also likely to affect customers' ultimate evaluation of product and service quality.

2.1.1.3 Cost

Although the price is the competitive weapon used in the marketplace Profitability is related to the difference between price and cost. Hence, the cost is an important variable that can allow lower prices that may still be profitable for the firms. Some firms which compete on price may be satisfied with lower profit margins, but most firm focus on lowering the cost of goods or services instead of accepting lower profits. To compete based on price, the production function must be capable of producing the outputs at a low cost. These are some of the areas in which companies may adjust spending to improve their cost advantage. Dimensions of price and cost are manufacturing cost, value added, selling price, running cost, service cost and Profit.

2.1.1.3.1 Value added cost

Value added cost: is incurred when an asset is consumed in order to increase the value of goods or services to the consumer. Examples of value added costs are the direct materials, direct labor, and installation costs associated with a sale. These costs are typically a minority of the total costs incurred by a business, which leaves a significant opportunity to strip out non-value-added costs, thereby increasing profits or allowing for the reduction of product prices.

According to ATSWA, value-added is the increase in the market value of a product as a result of changing the form, location, etc. of that product.” Value added cost the increase in the price of a

product or service above other competitors as a result of an enhancement that influences customers' perception of the product or service. The formula for value-added cost is "the total market value of the product less the cost of buying materials and services.

2.1.1.3.2 Selling Price

Selling price of a product or service is the seller's final price, i.e., how much the customer pays for something. The exchange can be for a product or service in a certain quantity, weight, or measure. It is one of the most important factors for a company to determine. It is important because it can define the success of its survival. A product's price has a direct effect on its sales.

We can set that price at a minimum, maximum, or the average of both. We can establish prices according to the time of year or season, area, demand, and market. It is also a good idea to look at what our competitors are doing. Price can be a sensitive issue. If priced too high, a dish may not sell or customers may complain or not return to the business as they may feel they have not received value for money. Alternately, if a dish is underpriced and does not make a profit, the business will be damaged financially and will face problems in the future if it does not rectify the situation. A method to ensure that a profit margin is achieved is to build a target percentage of gross profit into the selling price.

Costs + gross profit = selling price

Customer-based pricing

- Use price to support product image.
- Set price to increase product sales.
- Design a price range to attract many consumer groups.
- Set price to increase volume sales.
- Price a bundle of products to reduce inventory or to excite customers.

2.1.1.3.3 Running Cost

Running cost: are associated with the maintenance and administration of a business on a day-to-day basis. Operating costs include direct costs of goods sold and other operating expenses often called selling, general, and administrative which include rent, payroll, and other overhead costs, as well as raw materials and maintenance expenses. Operating costs exclude non-

operating expenses related to financing, such as interest, investments, or foreign currency translation. The operating cost is deducted from revenue to arrive at operating income and is reflected on a company's income statement.

2.1.1.3.4 Service cost

Service cost : is the total costs in any Service Charge Period beginning or ending during the Term of providing the Services and defraying the costs and expenses relating and incidental to hereto in accordance with this Schedule. It is the process of identifying all costs associated with building, supporting, and delivering your service. Examples of service cost components include equipment, staff labor, professional fees, software, license fees, and data center charges, to name just a few.

Essential reasons of costing service

- Costing is foundational for developing a meaningful rate that will help you meet your financial goals. You cannot develop a rate unless you understand how much it costs to provide your service.
- Costing provides a financial benchmark to help you manage and improve your service. For example, if service costs unexpectedly increase, you have a basis from which to quickly identify the source of the increase. We recommend costing your service even if you do not plan to charge for it.

2.1.1.3.5 Profit

Profit is the revenue remaining after all costs are paid. These costs include labor, materials, interest on debt, and taxes. Profit is usually used when describing the activity of a business. But everyone with an income has profit. It's what's left over after paying the bills. Profit is the reward to business owners for investing. In small companies, it's paid directly as income. In corporations, it's often paid in the form of dividends to shareholders. When expenses are higher than revenue, that's called a loss. If a company suffers losses for too long, it goes bankrupt.

Gross Profit subtracts the cost of goods sold (COGS) from total sales. Variable costs are only those needed to produce each product, like assembly workers, materials, and fuel. It doesn't include fixed costs, like plants, equipment, and the human resources department. Companies compare product lines to see which is most profitable.

Operating Profit includes both variable and fixed costs. Since it doesn't include certain financial costs.

Net Profit includes all costs. It's the most accurate representation of how much money the business is making. On the other hand, it may be misleading. For example, if the company generates a lot of cash, and it's invested in a rising stock market, it may look like it's doing well. But it might just have a good finance department and not be making money on its core products. Competitive advantage, as argued by J. Miltenburg, can be achieved by adopting one or more of the following generic competitive strategies:

Cost leadership in which the features of this strategy are: low cost relative to competitors, related and standardized products, and economies of scale. A cost leadership strategy requires intense supervision of labor, tight cost control, frequent and detailed control reports and structured firm and responsibility;

Maintaining this strategy requires a continuous search for cost reductions in all aspects of the business. The associated distribution strategy is to obtain the most extensive distribution possible. The promotional strategy often involves trying to make a virtue out of low cost product features (Afande&Uk, 2015).

In a cost leadership strategy, the objective is to become the lowest-cost producer. This is achieved through large-scale production, where companies can exploit economies of scale. If a company is able to utilize economies of scale and produce products at a cost lower than that of its competitors, the company is then able to establish a selling price that is unable to be replicated by other companies. Therefore, a company adopting a cost leadership strategy would be able to reap profits due to its significant cost advantage over its competitors.

2.1.1.3.6 Differentiation

This strategy is described in terms of product uniqueness, an emphasis on marketing and research, and a flexible structure; and

2.1.1.3.7 Focus

This strategy implies a focus on a narrow strategic target (buyer group, product line or geographic market) through differentiation, low cost or both.

M. Porter indicates that low cost manufacturing is the priority when profit margins are low. The logic behind linking a cost leadership strategy to competitive advantage, as suggested by M. Porter, is that competitive advantage can be divided into two basic types: lower cost than rivals, or the ability to differentiate and command a premium price that exceeds the extra cost of doing so.

2.1.1.4 Delivery/ Delivery Time

Delivery Time Importance competitive priority includes short delivery time delivery on due date, reduced production lead time, on-time delivery, and production cycle time. Delivery is a competitive priority because customers are interested in satisfying their needs and wants in the right quantity at the right time.

2.1.1.4.1 Short Delivery Time

Short delivery time: It is quickly delivered a product or service to its a customer; delivering service in small period of time.

2.1.1.4.2 Delivery on Due Date

Delivery on due date: Meeting customer's expectations and delivery requirements has to be a priority for business. In short it delivery on due date is delivering service to customer on due date.

2.1.1.4.3 on-Time Delivery

On-time delivery: refers to a key performance indicator measuring the rate of finished product/service and deliveries made in time. This rate is expressed in a total number of units delivered within a set period defined by the customer and the supplier. On Time Delivery makes it possible to evaluate compliance with delivery deadlines and thus the quality of the suppliers according to a strategy of continuous and collaborative improvement. The improvement of On Time Delivery is a major challenge to increase the enterprise's level of customer service and strengthen its competitive position in the market.

2.1.1.4.4 Production cycle time

Production cycle time: Cycle time is all about the speed of delivery of the product/service to the market or customer. Cycle time is the time taken from the start of production of a particular unit

to the completion of production. So, it is an internal metric and may not be visible to the customer. It signifies the effort spent on making the product.

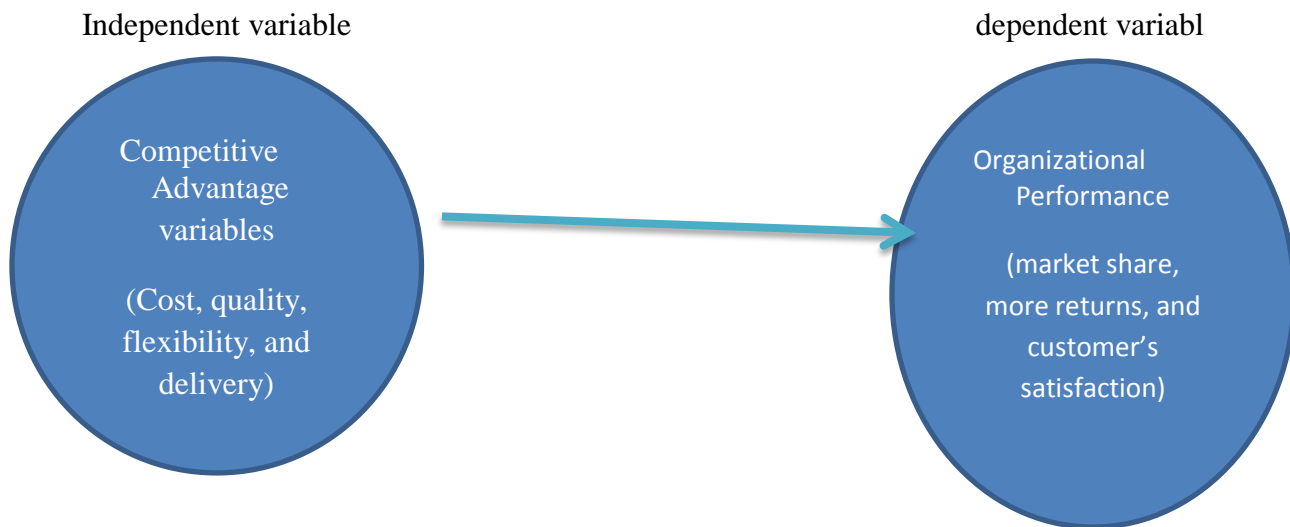
2.1.1.4.5 Delivery of the Required Function

Delivery of the required function means ensuring that the right product/service is delivered in the right quantity, at the right time, in the right place, from the right source with the right service (both before and after sale), and, finally, at the right price.

2.1.3 Conceptual Framework

The main purpose of this study is to explore the best sources for creating competitive advantages in private higher education institutes. Based on the objectives the conceptual framework for this study is developed. The competitive advantage variables (cost, quality, flexibility, and delivery) are taken as independent variable and the winning organizational computation is taken as dependent. It shows a linear relationship between the competitive advantage variables (cost, quality, flexibility, and delivery) and winning organizational computation. General work has shown a considerable association between the two variables.

Fig 2.1 Conceptual framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that will be used in this study. The research design, sources of data, sampling techniques and procedures, population and sample size, variables of

3.2 Description of Study Area

Addis Ababa is the largest and most population city in Ethiopia. It is the capital of the Ethiopia. This study will be conducted in RVU and AU which found in Addis Ababa. AU head office is around meskel flower and RVU head office is around gotere. For this study we select campuses and had offices from of each university. The institutes are providing educational services for different level of education such as certificate, diploma, degree and masters.

3.3 Research Design

Comparative study is used to investigate competitive advantages of two institutes among each other. The study compere and contrasts the institutions using the competitive advantage variables such as cost, quality, flexibility, and delivery. Identifying similarities and differences by comparing the institute using the four variables.

3.4 Research Approach

The study was used mixed type of research design. Because mixed method helps utilization of the strength of both qualitative and quantitative and tackle of disadvantages of both designs. In the course of analyzing the problems, both primary and secondary data collection procedures were employed. To achieve this goal, questionnaires and document reviews were going to be the main tools.

3.5 Data Source

Both primary and secondary data source will be employed for the current stud. Primary data source will be collected from questioners of the selected two compasses and had offices of RVU and AU regular degree graduate students, instructors and administrative staffs. Secondary data source will be collected from journals, books, magazines and web pages

3.6 Population

Regular third year business and economics faculty degree program students, business and economics faculty instructors & administrative staffs are used as target population in both RVU and AU.

The table 3.1 below shows total population of both RVU and AU

| No | RVU | | | AU | |
|----|----------------------|-------------|-------------|-------------|-------------|
| | Category | Target popn | percentage | Target popn | Percentage |
| 1 | Student | 210 | 65% | 170 | 63% |
| 2 | Instructor | 40 | 13% | 38 | 14% |
| 3 | Administrative staff | 70 | 22% | 62 | 23% |
| 4 | Total | 320 | 100% | 270 | 100% |

The total population of 320 from RVU and 270 from AU. Total of 590 is target population. In RVU 210 students, 40 instructors and 70 administrative staff's taken as target population and in AU 170 students, 38 instructors and 62 administrative staffs.

3.7 Sample Size

The selections of the respondents were carried out by using purposive sampling techniques which is used to choose sample respondents for collecting better data. Some regular instructors, administrative staffs, and regular degree graduate students of the institutes are selected as respondents from both institutes. Simple random sampling technique is applied to choose sample respondents of students and instructors and purposive sampling technique is used to choose sample respondents of administrative staffs in both institutes. Equal number of sample size from each institute is chosen for the collaboration of filling questionnaires and conducting interviews.

The total sample of 320 from RVU and 270 from AU. Total of 590 is target population. In RVU 210 students, 40 instructors and 70 administrative staff's taken as target population and in AU 170 students, 38 instructors and 62 administrative staffs.

Table3.1 below shows sample of both RVU and AU

| No | RVU | | | AU | |
|----|----------------------|-------------|-------------|-------------|-------------|
| | Category | sample size | percenter | sample size | Percenter |
| 1 | Student | 115 | 65% | 103 | 63% |
| 2 | Instructor | 23 | 13% | 21 | 14% |
| 3 | Administrative staff | 39 | 22% | 36 | 23% |
| 4 | Total | 177 | 100% | 160 | 100% |

The total sample of 177 from RVU and 160 from AU. Total of 337 is total sample of both institute. In RVU 115 students, 23 instructors and 39 administrative staff's taken as sample and in AU 103 students, 21 instructors and 36 administrative staffs used as sample.

To determine sample size, we use formula that determined sample size

Formula that determined sample size

$$n = \frac{N}{1 + N(e)^2} = \frac{320}{1 + 320 (0.05)^2}$$

= 177

= 177 is for sample for RVU

$$n = \frac{N}{1 + N(e)^2} = \frac{270}{1 + 270 (0.05)^2}$$

=160

= 160 is for sample for AU

3.8 Data Collection Instrument and Procedure

In order to gather the data from relevant sources, both primary and secondary data collection instruments are used. To collect primary data research questionnaires used. The research questionnaire of the study will use close ended, ranking, open-ended for the respondents. The researcher personally distributed questionnaires will help the respondents to understand the

questions easily. The questionnaire will have three parts, Part “1” to gather data from student participants, Part “2” from instructor participant’s and Part “3” from administrative staff participants.

On the part of secondary data different reference books, journal articles and Internet web sites, policies, procedures, and document reports from both institutions were referred. The information that was obtained by using both instruments was integrated during data presentation and analysis phase.

3.9 Methods of Data Analysis

This study will employ mix (qualitative and quantitative) approach. The collected data will be organized in tabular form to analyze the data. The collected data were analysis using descriptive statistics. Both descriptive and inferential statistical procedures were employed to analyze the data. Descriptive statistical tools such as percentages means and statements and inferential statistical tools such as average respondents’ responses and mean of weights. Pearson correlation analysis will be used to analyze quantitative data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

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

4.1. Response rate of Respondent

Table 4.1. Response rate of respondent

| Respondent | Questionnaires distributed | Quaternary returned | % |
|-----------------------|----------------------------|---------------------|-----|
| Student | 218 | 175 | 80% |
| Instructors | 44 | 40 | 90% |
| Administrative staffs | 75 | 68 | 90% |

Total of 218,44and75 quaternaries where distributed to student's instructors and administrative staffs out of this 175(80%) 40(90) and 68(90%) respectively returned to the researcher.

Table: 4.2 profile of student regarding to their departments of respondent

4.2 General Information of the Respondents

In this section the researcher tries to include age, sex, educational level and current job of the respondents. The following table depicts the age, sex and educational level of the respondents.

Table4.2 Age, sex and educational level of respondents

In this section the researcher tries to include age, sex, educational level and current job of the respondents. The following table depicts the age, sex and educational level of the respondents.

| Description | | No of respondents | percentage |
|-------------------|----------------|-------------------|------------|
| Age | Below 20 years | 0 | 0% |
| | 21-30 years | 47 | 14% |
| | 31-40 years | 202 | 60% |
| | 41-50 years | 60 | 18% |
| | 51-60 years | 20 | 6% |
| | Above 61 years | 7 | 25% |
| | Total | 337 | 100% |
| Gender | Male | 227 | 67% |
| | Female | 110 | 33% |
| | Total | 337 | 100% |
| Educational level | Diploma | 0 | 0% |
| | Degree | 12 | 39% |
| | Masters | 16 | 51% |
| | PhD | 9 | 29% |
| | Total | 31 | 100% |

As we can see from the above table there is no respondent in the age category of below 20 years, 14 % (47) are 21-30 years, 60% (202) are 31-40 years, 18% (60) are 41-50 years, 6% (20) are 51-60 years and the remaining 25% (7) respondents are above 61 years old. If we see the gender composition of the respondents 67% (227) are male and the remaining 33% (110) are female. And if we come to the educational level there is no respondent who have diploma, 39% (12) of them are degree, 51% (16) of them have master and the remaining 29% (9) have PhD holders.

4.3 Instructors profile on their departments

Table: 4.3 instructors profile on their departments

| Department (Students) | RVU | | AU | |
|--------------------------|-----|------|-----|------|
| | No | % | No | % |
| Management | 30 | 26% | 31 | 30 |
| Marketing | 33 | 29% | 27 | 26 |
| Accounting | 35 | 30% | 33 | 32 |
| Economics | 17 | 15% | 12 | 12% |
| TOTAL | 115 | 100% | 103 | 100% |

Students of Management, Marketing, Accounting and Economics Students are used as respondent. From the total of 115 students 30 (26%) Management 33(29%) Marketing 35(30%) Accounting and 17(15%) Economics are from RVU. Students of Management, Marketing, Accounting and Economics Students are used as respondent. From the total of 103 students 31(30%) Management 27(26%) Marketing 33(32%) Accounting and 12(12%) Economics are from RVU.

4.4 Instructors profile on their departments

Table: 4.4 instructors profile on their departments

| Department (instructors) | RVU | | AU | |
|-----------------------------|-----|------|----|------|
| | NO | % | NO | % |
| Management | 5 | 21% | 6 | 29% |
| Marketing | 6 | 26% | 4 | 19% |
| Accounting | 8 | 35% | 7 | 33% |
| Economics | 4 | 18% | 4 | 19% |
| TOTAL | 23 | 100% | 21 | 100% |

Instructors of Management, Marketing, Accounting and Economics Students are used as respondent. From the total of 44 students 5 (21%) Management 6(26%) Marketing 8(35%) Accounting and 4(18%) Economics are from RVU. Instructors of Management, Marketing, Accounting and Economics Students are used as respondent. From the total of 103 students 6(29%) Management 4(19%) Marketing 7(33%) Accounting and 4(19%) Economics are from AU.

4.5 Instructors profile on their departments

Table 4.5 instructors profile on their departments

| ADDMIN STAFF | RVU | | AU | |
|-----------------------------|-----|------|----|------|
| | NO | % | NO | % |
| Camp din | 1 | 3% | 1 | 3% |
| Academic | 8 | 20% | 5 | 14% |
| Registrar | 6 | 15% | 6 | 16% |
| HRM | 6 | 15% | 6 | 16% |
| Financ | 9 | 23% | 9 | 25% |
| Quality assurance Office | 9 | 23% | 9 | 25% |
| Total | 39 | 100% | 36 | 100% |

Administrative staff such as Campus din, Academic, Registrar, HRM, Finance and Quality Assurance Officers. From the total of 39 Administrative staff Campus din1 (3%), Academic 8(20%), Registrar 6(14%) HRM 6(15) Financial 9(23%) and Quality 9(23%) are from RVU Administrative staff such as Campus din, Academic, Registrar, HRM, Finance and Quality Assurance Officers. From the total of 36 Administrative staff Campus din1 (3%), Academic 5(14%), Registrar 6(14%) HRM 6(15) Financial 9(23%) and Quality 9(23%) are from AU. Three types of questionnaires are administered to collect data. 115 students, 23 Instructors and 39 administrative staffs participated in generating pertinent information for the study in RVU. From the disturbed questioners 92 students 20 instructors and 32 academic management staff properly fill the questioners and returned to researcher.

Three types of questionnaires were administered to collect data. 103 students, 21 Instructors and 36 administrative staffs participated in generating pertinent information for the study in AU. Out of this 83 student 20 instructors and 32 academic management staff properly fill the questioners and returned to researcher. Three types of questionnaires are administered to collect data. 115 students, 23 Instructors and 39 administrative staffs participated in generating pertinent information for the study in RVU. From the disturbed questioners 92 students 20 instructors and 32 academic management staff properly fill the questioners and returned to researcher. Three types of questionnaires were administered to collect data. 103 students, 21 Instructors and 36 administrative staffs participated in generating pertinent information for the study in AU. Out of this 83 student 20 instructors and 32 academic management staff properly fill the questioners and returned to researcher

4.6 Students responses on selecting competitive variables in the institutes

Regular or daytime third year business and economics faculty degree program students were taken as respondents for the study in both institutes. Accounting, management, marketing and economics department students were selected and 218 questionnaires were distributed to them. 80.2% (175) of distributed questionnaires were returned to the researcher.

Table 4.6. Students’ selection of the institutions

| No | Competitive advantage variables | Alternates | RVU | | AU | |
|----|---|--------------------------------|-----|------|----|-------|
| | | | NO | % | NO | % |
| 1 | Why do you choose the University most from other Private Universities in Addis Ababa? | It has low tuition fee | 10 | 11% | 4 | 5% |
| | | Flexibility of service | 38 | 41% | 18 | 21% |
| | | deliverability of service | 24 | 26% | 33 | 40% |
| | | Quality of service | 20 | 22% | 28 | 34% |
| 2 | What is your opinion concerning the price of the Universities? | A Very cheap | 4 | 4% | 0 | 0 |
| | | B Cheap | 25 | 28% | 11 | 13% |
| | | C Affordable | 40 | 43% | 30 | 36% |
| | | D Expensive | 14 | 15% | 30 | 36% |
| | | E Very expensive | 9 | 10% | 12 | 14% |
| 3 | Do your complaints/grievances get quick solution (response) in your university? | A. Yes | 70 | 76% | 33 | 60% |
| | | B. No | 22 | 34% | 50 | 40% |
| 4 | How do you evaluate instructors hand relation with students in your University? | smooth relationship | 55 | 60% | 33 | 40% |
| | | Loose relationship | 35 | 38% | 30 | 36% |
| | | harsh relationship | 2 | 2% | 20 | 24% |
| 5 | Do your masher instructors’ performance? | YES | 92 | 100% | 75 | 90% ^ |
| | | NO | 0 | 0 | 8 | 10% |
| 6 | The location of university for you | It is near to my home | 74 | 80% | 33 | 40% |
| | | It is far to my home | 18 | 20% | 50 | 60% |
| 7 | The location of your university | It is on a noisy surrounding | 6 | 7% | 59 | 71% |
| | | B. It is on a calm surrounding | 86 | 93% | 24 | 29% |
| | On which delivery mechanism do your university is week comparatively? | Short delivery time | 20 | 22% | 15 | 18% |
| | | Delivered on due date | 16 | 17% | 20 | 24% |
| | | service cycle time | 56 | 60% | 42 | 51% |
| | | On-time delivery | 10 | 11% | 6 | 7% |

According to collected data 41% and 21% of respondents in RVU and AU chose their respective institutions because the flexibility of service respectively. In addition to this 26% and 40% of respondents chose the institution because of deliverability of service in RVU and AU respectively. On the other hand, 22% and 34 % of respondents chose the university because of Quality of service in their institution. The remaining 11% and 5% choice because of It has low tuition fee in RVU and AU. Provision of exceptional service by employees is used as a weapon to gain a competitive edge against competitor. These shows that RVU have had better in

flexibility of service and AU have better deliverability of service. The above table, 43% and 36% of respondents in RVU and AU respectively responded that the price is affordable. Concerning to expansiveness respond 28% and 13% of in RVU and AU respectively. Also in the table 15% respondents of RVU shows the price is Expensive and 36% respondents from AU also indicated the price is Expensive. 4% from RVU respond the price is very cheap but 0% from AU. Lastly 10% and 14% respond the price is very expensive in RVU and AU respectively. Averagely the price affordable in both institutes. But price in RVU is cheap compared to AU so. They use price as their competitive weapon.

Respondent shown in table 76 % of respondents in RVU replied that their grievances/problems in their institutes have been resolved quickly. However, 60% of respondents in AU replied that their grievances/problems have not been resolved quickly in the institutes. Therefore, students' grievance/problem resolution in RVU is faster than AU does. There is short delivery time in RVU. Their fore short delivery is competitive advantage for RVU.

It also shows that 60% and 40% of respondents in RVUC and AU responded that the handlings of students by instructors in both institutes are smooth and strong respectively. 38% and 2% of respondents in RVU responded that instructors handling of students are loose and harsh respectively. On the other hand, 36% and 24% AU responded that instructors handling of students are loose and harsh respectively. Therefore, there is good relationship between students and instructors in RVU because more than half respondents confirmed that the relationship is smooth. Their for RVU have circumstantial preferences or performance quality than AU.

Almost all respondent masher their instructor's performance the table show 100% and 90% respondent masher their instructor performance in RVU & AU respectively but 10% AU respondent says they do not masher their instructor's performance.

In RVU, 80%, and 86% of respondents stated that the location of the institute is located near from their homes and on a calm surrounding from the institution respectively. On the other hand, in AU, 60% and 71%, of respondents stated that the location of the institute is located far to their homes, on a noisy environment from the institution respectively. Therefore, more than half respondents confirmed that RVU is located near to their homes, on a calm surrounding whereas AU is located far from their homes, on a noisy surrounding. This shows that RVU have Delivery

of the required function than AU or delivering service. More than half of the respondents chose their respective institutes weak in Production cycle time. 60% and 51% of respondents in RVU and AU chose Production cycle time as their weakness respectively. There for mostly both institutions have service cycle time problem. According to respondents RVU have 22%, 17% and 11% problem Short delivery time, delivered on due date and On-time delivery weakness respectively. on the other hand, AU have 18%, 24% and 7% weakness of Short delivery time, Delivered on due date and On-time delivery respectively. Both institutions are averagely weak in all delivery dimensions. But they have good at Short delivery time, delivered on due date and On-time delivery so they used as competitive dimensions in both institutions.

$$\text{Table mean} = \frac{1+2+4+6+8}{5}$$

$$= 4.2$$

The table mean of the two institutes is 4.2. When weighted mean is greater than table mean the competitive advantage contribute more to the competitive advantages for both institutes.

4.7 Student response on quality in RVU

Table 4.7 student response on quality in RVU

| Competitive advantage variables | RVU | | | | | | |
|--|----------------|--------|-----|--------|------|---------|------------|
| | | Lowest | low | medium | high | highest | Total |
| | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| Existence of qualified, experienced and decupled Instructors in the institution. | Total | 2 | 4 | 4 | 30 | 50 | 92 |
| | w.Freq | 2 | 8 | 16 | 120 | 400 | 546 |
| | W m | | | | | | 5.9 |
| | % | 2% | 4% | 4% | 32% | 54% | 100 |
| Comfort ability of learning teaching environment | Total | 1 | 6 | 25 | 40 | 20 | 92 |
| | w.Freq | 1 | 12 | 75 | 160 | 100 | 513 |
| | Wm | | | | | | 5.6 |
| | % | 1% | 6% | 27% | 43% | 22% | 100 |
| availability of cnfortabl and standardize facility | Total | 2 | 8 | 22 | 40 | 20 | 92 |
| | w.Freq. | 2 | 16 | 88 | 240 | 160 | 506 |
| | Wm | | | | | | 5.5 |
| | % | 2% | 8% | 24% | 43% | 22% | 100 |
| Is the university service meets or exceeds your expectation | Total | 2 | 30 | 20 | 20 | 20 | 92 |
| | w.Freq. | 2 | 60 | 80 | 130 | 160 | 316 |
| | Wm | | | | | | 4.6 |
| | % | 13% | 32% | 22% | 22% | 22% | 100 |

All weighted in the above table shows 5.6, 5.5, 5.9 and 4.6 for all items this shows that all the items are greater than 4.2 which is mean of the table.

4.8 Student respondent on quality in AU

Table 4.8 student respondent on quality in AU

| Competitive advantage variables | ADMAS UNVERCITY | | | | | | |
|--|-----------------|--------|-----|--------|------|---------|------------|
| | | Lowest | low | medium | high | highest | Total |
| | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| Existence of qualified, experienced and decupled Instructors in the institution. | Total | 0 | 4 | 35 | 38 | 6 | 83 |
| | w.Freq | 0 | 8 | 105 | 304 | 30 | 447 |
| | Wm | | | | | | 5.3 |
| | % | 0 | 5% | 42% | 46% | 7% | 100 |
| Comfortably of learning teaching environment | Total | 2 | 5 | 40 | 10 | 26 | 83 |
| | w.Freq | 2 | 10 | 160 | 60 | 208 | 440 |
| | Wm | | | | | | 5.3 |
| | % | 2% | 6% | 48% | 12% | 31% | 100 |
| availability of confortable and standardized facility | Total | 5 | 20 | 23 | 25 | 10 | 21 |
| | w.Freq | 5 | 40 | 92 | 150 | 80 | 367 |
| | Wm | | | | | | 4.4 |
| | % | 6% | 24% | 25% | 30% | 12% | 100 |
| Is the university service meets or exceeds your expectation | Total | 8 | 8 | 30 | 15 | 21 | 21 |
| | w.Freq | 8 | 16 | 120 | 90 | 168 | 402 |
| | Wm | | | | | | 4.8 |
| | % | 9% | 9% | 36% | 19% | 25% | 100 |

All weighted in the above table shows 5.3, 5.3, 4.4 and 4.8 for all items this shows that all the items are greater than 4.2 which is mean of the table.

The above table shown, the weighted mean on existence of qualified instructors in RVU and AU are 5.9 and 5.3 respectively that is above the table mean (4.2). Therefore, in both institutes qualified instructors contribute more to the performance and competitive advantages for both institutes. Teaching staff is one of the internal resources of institutes that is more influential in determining the competitive strategy. It is one of the strategic resources that can make a difference in the performance of an institution. Well qualified staffs are central to writing quality course materials, quality delivery and interaction with learners and in

offering quality support services both universities used qualified instructors as performance quality advantage.

The weighted mean for University's educational splays/teaching learning infrastructure in RVU and AU are 4.95 and 3.2 respectively. University's educational splays /teaching learning infrastructure in RVU contribute more than AU, and the weight of RVU is above table mean (4.2). Therefore, it contributes more for the performances and competitive advantages in RVU. The weighted mean (3.2) of AU is less than table mean (4.2) in AUs case so contributes less for the performances and competitive advantages on AU. RVU use teaching learning infrastructure as its competitive advantage.

Likewise, the weighted mean on comfortably of learning teaching environment in RVU and AU are 5.6 and 5.3 respectively. Even if the comfortably of learning teaching environment is better in RVU than AU, both of them weigh above mean of weights. So, the comfortably of learning teaching environment in both institutes contributes more for the performance and competitive advantages of both institutes. In addition to this the weighted mean on availability of comfortable and standardize facility for students in RVU and AU are 5.5 and 4.2 respectively. Even if the availability of comfortable and standardize facility for students is better than in RVU than AU, both of them weigh above the table mean. So, it contributes more for the performance and competitive advantages of both institutes. As Conformability is dimension of quality in both universities comfortably used as advantage.

Finally, the calculated weighted mean on is the university service meets or exceeds your expectation in RVU and AU are 4.6 and 4.8 respectively. Even if the university service meets or exceeds your expectation weighs better in AU than RVU, both institutions weigh above the mean of weights. Therefore, it contributes more for the performance and competitive advantages of both institutes. This is service quality concept so quality of service is competitive dimension in both universities. In addition to this, the weighted mean on On-time & short cycle service deliverability in RVU and AU are 3.4 and 5.4 respectively.

4.9 Student respondent on flexibility in RVU

Table 4.9 Student respondent on flexibility in RVU

| Competitive advantage variable | RVU | | | | | | |
|---------------------------------------|----------------|----------|----------|----------|----------|----------|-------------|
| | | Lowest | low | medium | high | highest | Total |
| | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| Flexible schedule for class and exams | Total | 4 | 4 | 40 | 34 | 10 | 92 |
| | w.Freq. | 4 | 8 | 160 | 204 | 80 | 456 |
| | Wm | | | | | | 4.95 |
| | % | 4% | 4% | 43% | 37% | 11% | 100 |

Weighted in the above table shows 4.9 for all items this shows that all the items is greater than 4.2 which is mean of the table.

4.10 Student respondent on flexibility in AU

Table 4.10 Student respondent on flexibility in AU

| Competitive advantage variable | AU | | | | | | |
|---------------------------------------|---------------|--------|-----|--------|------|---------|------------|
| | | Lowest | low | medium | high | highest | Total |
| Flexible schedule for class and exams | Total | 5 | 3 | 10 | 40 | 25 | 83 |
| | w.Freq | 5 | 6 | 40 | 240 | 200 | 491 |
| | Wm | | | | | | 5.9 |
| | % | 6% | 3% | 12% | 48% | 30% | 100 |

Weighted in the above table shows 5.9 for all items this shows that all the items is greater than 4.2 which is mean of the table. Similarly, the weighted mean on Flexible schedule for class and exams in RVU and AU is 4.9 and 5.9. Even if Flexible schedule for class and exams is better in AU than RVU, both of them weigh above mean of weights. So, the Flexible schedule for class and exams in both institutes contributes more for the performance and competitive advantages of both institutes. Their for Process flexibility is competitive advantage on both institutes

4.11 Student respondent on Deliverability in RVU

Table 4.11 student respondent on Deliverability in RVU

| Competitive advantage variable | RVU | | | | | | |
|--|---------------|--------|-----|--------|------|---------|------------|
| | | Lowest | low | medium | high | highest | Total |
| | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| On-time & short cycle service deliverability | Total | 44 | 38 | 44 | 6 | 4 | 92 |
| | w.Freq | 44 | 72 | 132 | 36 | 32 | 316 |
| | Wm | | | | | | 3.4 |
| | % | 48% | 41% | 48% | 6% | 4% | 100 |

All weighted mean on On-time & short cycle service deliverability in the above table shows 3.4 for all items this shows that all the items is less than 4.2 which is mean of the table.

4.12 Student respondent on Deliverability in AU

Table 4.12 student respondent on Deliverability in AU

| Competitive advantage variable | AU | | | | | | |
|--|---------------|--------|-----|--------|------|---------|------------|
| | | Lowest | low | medium | high | highest | Total |
| | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| On-time & short cycle service deliverability | Total | 0 | 5 | 25 | 40 | 13 | 83 |
| | w.Freq | 0 | 10 | 100 | 240 | 10 | 454 |
| | Wm | | | | | | 5.4 |
| | % | 0 | 6% | 30% | 48% | 15% | 100 |

All weighted mean on On-time & short cycle service deliverability in the above table shows 5.4 for all items this shows that all the items is less than 4.2 which is mean of the table. As it shown in the above table, the weighted mean on On-time & short cycle service deliverability in RVU is 3.4. And also the table, show the weighted mean on On-time & short cycle service deliverability in AU is 3.4. This shows AU contributes less for the performance on AU. So On-time & short cycle service deliverability is not competitive advantage in AU

4.13 Students' satisfaction and dissatisfaction for both institutes

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

Table4.13 Students' satisfaction and dissatisfaction for both institutes

| Students | RVU | | AU | |
|--------------|-----|-----|----|-----|
| | No | % | No | % |
| Satisfied | 88 | 96% | 8 | 10% |
| Dissatisfied | 4 | 4% | 75 | 90% |

On the contrary, 10% of respondents in AU dissatisfied with University's educational splays and teaching learning infrastructure and they mentioned inaccessibility of handouts for their dissatisfaction. Specially they mentioned toilet hygienic, cafeteria /launch and lack of sufficient water as the main reasons.75% of respondent from AU have satisfied because

- ✚ General quality of education in the in institute.
- ✚ Harmony relationship between academic and administrative staff
- ✚ Image of the institution by the society
- ✚ Facilitating work opportunity in cooperated companies after graduation (quality durebilty)

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

- There is Comfortable learning teaching environment .class rooms are net, wide and temperate.
- There are good relationships between the students and all academic staff
- university qualified instructors motivate students to work hard by giving assignments as a result the exam and grading system are nice; teaching learning system goes on schedule with the availability of teaching aids.
- Existence of many departments give chance to choice what students need
- Have accessible near to their surroundings.

On the other hand, 4% of respondents in RVU are dissatisfied with the existing of long cycle service on registration dates in the university. So, more than average respondents are satisfied with the existing teaching learning system in their respective institutes.

4.14 Instructors responses on competitive variables in the institutes

Instructors who have taught at the regular program participated in the study in their respective institutes. Business and economics department instructors participated in responding questionnaires. 23 questionnaires were distributed to instructors using a lottery method. 20 questionnaires or 87% of the distributed questionnaires were returned to the researcher.

4.15 Instructors responses on competitive variables in the institutes

Table 4.14 Instructors responses on competitive variables in the institutes

| No | Competitive advantage variable | Alternates | RVU | | AU | |
|----|---|---------------------------|-----|-----|----|-----|
| | | | NO | % | NO | % |
| 1 | What is your academic qualification | Diploma | | | | |
| | | Degree | 2 | 10% | | |
| | | Master | 16 | 80% | 18 | 90% |
| | | PhD | 2 | 10% | 1 | 5% |
| | | Professor | | | 1 | 5% |
| 2 | Why do you choose the University most from other Private Universities in Addis Ababa? | It has attractive salary | 12 | 60% | 12 | 60% |
| | | Flexibility of service | 4 | 20% | 4 | 20% |
| | | deliverability of service | 3 | 15% | 2 | 10% |
| | | Quality of service | 1 | 5% | 2 | 10% |
| 3 | Instructor management relationships in your university | smooth | 15 | 75% | 10 | 50% |
| | | Loose | 3 | 15% | 8 | 40% |
| | | Harsh | 2 | 10% | 2 | 10% |

It appears from the above table that the form sample respondent there is no diploma instructors in RVU.10percentage, 80% and 10% degree, master and PhD instructors respectively. So greater percentage are master degree holder's instructors. In AU 0 % 0%, 90%, 5%, 5% and 0% Diploma, Degree, Master, PhD and Professor. So greater percentage are master degree holder's instructors in both in both institutes.

More than half respondents in in both institutes replied that instructors have chosen the university to work most because it provides an attractive salary than other private university 60% of respondents in both universities replied that attractive salary payment of the university has induced them to choose.

Whereas remaining 20%, 15% and 5% of instructors in RVU responded Flexibility of service, deliverability of service and Quality of service respectively also 20%, 10% and 10% of instructors in AU responded Flexibility of service, deliverability of service and Quality of service respectively. Instructors prefer the institute to other institutes because of better payment compared with other institutes. Therefore, cost and flexibility are competitive dimension in both institutes. 75% and 50% of respondents in RVU and AU replied the existence of smooth and strong relationship between instructors and management in academic matters in their institutions respectively. More than half of the respondents replied the existence of close and smooth relationship between instructors and management in both institutes. More than half of the respondents in RVU confirmed that instructors.so flexibility is competitive dimension in both institutes.

$$\begin{aligned} \text{Table mean} &= 1+2+4+6+8/5 \\ &= 4.2 \end{aligned}$$

The table mean of the two institutes is 4.2. When weighted mean is greater than table mean the competitive advantage contribute more to the competitive advantages for both institutes.

4.16 Instructor's response on the competitive advantage variables in RVU

Table 4.15 instructor's response on the competitive advantage variables in RVU

| Competitive advantage variable | RVU | | | | | | |
|--|----------------|-------------|----------|----------|-----------|-------------|-------------|
| | Ranking weight | LOWEST 1 | LOW 2 | MED 4 | HIGH 6 | HIGHST 8 | TOTAL 21 |
| The proportion of instructors to students in your university | TOTAL | 0 | 2 | 2 | 6 | 10 | 20 |
| | W.FREQ | 0 | 4 | 8 | 36 | 80 | 128 |
| | W.MEA | | | | | | 6 |
| | % | | 10% | 10% | 30% | 50% | 100 |
| Instructors satisfaction in the institution | TOTAL | 3 | 2 | 4 | 8 | 3 | 20 |
| | W.FREQ | 3 | 4 | 16 | 48 | 24 | 95 |
| | W.MEA | | | | | | 4.5 |
| | % | 15% | 10% | 20% | 40% | 15% | 100 |
| Standards of for teaching and learning facility | TOTAL | 4 | 2 | 2 | 4 | 8 | 20 |
| | W.FREQ | 4 | 4 | 8 | 24 | 64 | 104 |
| | W.MEA | | | | | | 4.9 |
| | % | 20% | 10% | 10% | 20% | 40% | 100 |
| gives sponsor for further education | TOTAL | 5 | 7 | 4 | 1 | 3 | 20 |
| | W.FREQ | 5 | 14 | 16 | 6 | 24 | 65 |
| | W.MEA | | | | | | 3.2 |
| | % | 25% | 35% | 20% | 5% | 15% | 100 |
| Availability of comfortable and Standardize facility | TOTAL | 1 | 2 | 5 | 5 | 7 | 20 |
| | W.FREQ | 1 | 2 | 20 | 30 | 56 | 109 |
| | W.MEA | | | | | | 5.1 |
| | % | 5% | 10% | 25% | 25& | 35% | 100 |

4.17 Instructor's response on the four competitive advantage variables in AU

Table 4.16 instructor's response on the four competitive advantage variables in AU

| Competitive advantage variable | AU | | | | | | |
|--|---------|--------|-----|--------|------|---------|-------|
| | Ranking | Lowest | low | medium | high | Highest | Total |
| | Wrights | 1 | 2 | 3 | 4 | 5 | 15 |
| the proportion of instructors to students in your university | Total | 0 | 2 | 7 | 7 | 4 | 20 |
| | w.Freq | 0 | 4 | 21 | 42 | 20 | 81 |
| | Wm | | | | | | 4.5 |
| | % | 0 | 10% | 35% | 35% | 20% | 100 |
| Instructors satisfaction in the institution | Total | | 2 | 6 | 8 | 4 | 20 |
| | w.Freq | 0 | 4 | 24 | 32 | 32 | 92 |
| | Wm | 0 | | | | | 4.6 |
| | % | 0 | 10% | 30% | 40% | 20% | 100 |
| Standards of for teaching and learning facility | Total | 4 | 7 | 7 | 2 | 0 | 20 |
| | w.Freq | 4 | 14 | 28 | 16 | 0 | 62 |
| | Wm | | | | | | 3.1 |
| | % | 20% | 35% | 35 | 10% | 0 | 100 |
| Instructors satisfaction in the institution | Total | 0 | 3 | 8 | 5 | 4 | 20 |
| | w.Freq | 0 | 6 | 32 | 30 | 32 | 100 |
| | Wm | | | | | | 5 |
| | % | 0% | 15% | 40% | 25% | 20% | 100 |
| Standards of for teaching and learning facility | Total | | 5 | 8 | 3 | 4 | 20 |
| | w.Freq | | 10 | 32 | 18 | 32 | 92 |
| | Wm | | | | | | 4.6 |
| | % | | 25% | 40% | 15% | 20% | 100 |
| gives sponsor for further education | Total | 0 | 8 | 4 | 2 | 6 | 20 |
| | w.Freq | 0 | 16 | 16 | 12 | 48 | 92 |
| | Wm | | | | | | 4.6 |
| | % | 0% | 40% | 20% | 10% | 30% | 100 |
| Availability of comfortable and Standardize facility | Total | 2 | 0 | 10 | 5 | 3 | 20 |
| | w.Freq | 2 | 0 | 40 | 30 | 24 | 96 |
| | Wm | | | | | | 4.8 |
| | % | 10% | 0% | 50% | 25% | 15% | 100 |

As shown in the above table, the weighted mean on the proportion of instructors to students in university on RVU and AU are 6 and 4.5 respectively. However, instructors' qualification in RVU contributes better than AU, both institutes weigh above the mean of weights (4.2).

Therefore, the proportion of instructors to students in your university contributes more for the performances and competitive advantages of both institutes.

Moreover, the weighted mean on existence of competent and committed management in RVU and AU are 5.1 and 4.6 respectively. Even if the competency of management in RVU contributes better than AU, both weigh above table mean. Therefore, it contributes more for the performances and competitive advantages of both institutes. Proportion of instructors to student and competent and committed management are issues that are raised quality. There for in both institutions Proportion of instructors to student and competent and committed management are competitive dimensions.

The weighted mean of instructors' satisfaction in RVU and AU are 4.5 and 4.6 respectively. Even though it contributes better for AU, both of them weigh above table mean. So, instructors' satisfaction contributes more for the performances and competitive advantages of both institutes. The weighted mean for Standards of teaching and learning facility in RVU and AU are 4.9 and 3.1 respectively. However, the Standards of teaching and learning facility in RVU contributes more than AU, but the weigh mean of AU is below table mean. Therefore, Standards of teaching and learning facility contributes less for the performances and competitive advantages for AU. For RVU teaching and learning facility (performance quality) is competitive dimension.

The weighted mean on giving sponsor for further education in RVU and AU are 3.2 and 4.6 respectively. Even if weigh mean on giving sponsor for further education in RVU is below table mean and contributes less for the performance and competitive advantages in AU contributes more for the performance and competitive advantages. For AU sponsor for further education (f Features quality) is competitive dimension.

Finally, the weighted mean on Availability of comfortable and Standardize facility in RVU and AU are 5.1 and 4.8. Therefore, Availability of comfortable and Standardize facility contributes more for the performances and competitive advantages of both Institutes. In both RVU and AU comfortable and Standardize, facility (comfortable quality) is competitive dimension.

4.17 Satisfaction and dissatisfaction of Instructors' in both institutes

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

4.16 Instructors' satisfaction and dissatisfaction for both institutes

| Instructors | RVU | | AU | |
|--------------|-----|-----|----|-----|
| | No | % | No | % |
| Satisfied | 15 | 75% | 13 | 65% |
| Dissatisfied | 5 | 25% | 7 | 35% |

75% and 25% of respondents in RVU are satisfied and dissatisfied with the existing teaching learning process of the institute respectively. Respondents in AU are Satisfied with the existing teaching learning process for some of the following reasons:

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

On the contrary, some respondents in RVU are dissatisfied with

- ✓ Their monthly salary that they have earned from the institutes.
- ✓ Respondent list transportation problem and other
- ✓ Financial issues such as overtime payments, transportation allowance, and housing allowance are reasons for their dissatisfaction.

65% and 35% of respondents in AU are satisfied and dissatisfied with the existing teaching learning process of the institute respectively. Respondents in AU are satisfied due to the following reasons

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

In both institutes, more than half of the respondents are satisfied with the existing teaching learning process of their respective institutes. Most of dissatisfied respondents in RVU pointed out that the institute should provide appropriate reward systems for instructors, higher qualified management, in decision, and improving quality of education in the institute. In addition, dissatisfied respondents in AU pointed out that the build additional branches and increase departments are a better to gain competitive advantage. Respondent from RVU and AU expires their rating of quality of education in 7/10 or 75/100 and 9/10 or 85/100. Most of administrative staffs are participated in giving responses to questionnaires.

4.18 Administrative Staffs' Responses

Academic Program and Development officers, Center for Education Improvement and Quality Assurance (CEIQA), Standard and Benchmarking officers, Academic din, Human Resource Management and Financial Mangers participated in giving responses to questionnaires. and 71 questionnaires were distributed to them. 97% (71) of distributed questionnaires were returned to the researcher.

4.17 Administrative Staffs' responses on their use of competitive variables in the institutes

| No | Competitive advantage variables | Alternates | RVU | | ADMAS U | |
|----|--|-----------------|-----|------|---------|------|
| | | | No | % | No | % |
| 1 | What is your academic qualification? | Degree | 5 | 16% | 7 | 22% |
| | | Master | 12 | 37% | 15 | 47% |
| | | PhD | 9 | 28% | 7 | 22% |
| | | Profess | 6 | 19% | 3 | 9% |
| 2 | how many facility are there | 1-3 | | | | |
| | | 4-6 | | | | |
| | | 7-9 | | | 32 | 100% |
| | | 10-12 | 32 | 100% | | |
| 3 | Has management shown commitment to the quality of education? | Yes | 32 | 100% | 32 | 100% |
| | | No | 0 | 0% | 0 | |
| 4 | Instructor management relationship in your university | smooth | 23 | 72% | 26 | 81% |
| | | Loose | 9 | 28% | 6 | 19% |
| | | Harsh | | | | |
| 5 | What is the company's overall business strategy? | Differentiation | 7 | 22% | 13 | 40% |
| | | Cost leadership | 23 | 71% | 12 | 32% |
| | | focus strategy | 2 | 6% | 7 | 22% |

| | | | | | | |
|----------|---|---------------------------|-----------|------------|-----------|-------------|
| 6 | What is your opinion concerning the price of university? | cheap | 18 | 56% | 17 | 53% |
| | | Affordable | 14 | 44% | 15 | 47% |
| | | Expensive | | | | |
| | | Very expensive | | | | |
| 7 | Which competitive dimension do mostly used? | quality service | 3 | 9% | 14 | 44% |
| | | Deliverability of service | 3 | 9% | 11 | 33% |
| | | Flexible service | 11 | 32% | 5 | 15% |
| | | cheap cost | 15 | 46% | 2 | 6% |
| 8 | is there any expansion plan for new campus to be accessible? | A yes | 32 | 10% | 32 | 100% |
| | | B no | 0 | 12% | 0 | 0% |
| 9 | On which delivery mechanism do your university is week comparatively? | Short delivery time | 8 | 25% | 7 | 22% |
| | | Delivered on due date | 7 | 22% | 8 | 25% |
| | | On-time delivery | 8 | 25% | 9 | 28% |
| | | Service cycle time | 9 | 28% | 8 | 25% |

The above table shows the academic qualification respondent 5 degree, 12 masters 9phD and 6 professors are involved in responding the questioners in RVU and 7-degree 15 masters 7phD and 3 professors are involved in responding the questioners in AU.

As it shown in the above table, numbers of faculty in RVU and AU are 10-12 and 7-9 respectively. It shows that there is more product flexibility in AU than RVU. This shows that product flexibility in both institutes but flexibility of product is higher in RVU than AU. Therefore, product flexibility is a competitive dimension in both universities. The table shows 100% of respondents in both institutes replied that management has shown commitment for the quality of education. Management commitment is another very important aspect which university must address if it needs to attain and sustain competitive advantage. The management

needs to make correct and timely decisions to ensure operations are not affected. According to the above table 72% and 81% in RVU and AU, respectively Instructor management relationship is smooth. This show that the relation between instructors and management is good and it increase both productivity and quality in the college.

As shown in the above table 56% and 47% in RVU and AU responded that price of university is cheap. Moreover, 43% and 53% of administrative staffs in RVU and AU respectively concern their price is cheap. In both universities almost, half of administrative staffs are think their price is cheap and affordable opinion concerning the price of university.

Almost all respondent masher their instructor's performance the table show 100% and 90% respondent masher their instructor performance in RVU & AU respectively but 10% AU respondent says they do not musher their instructor's performance.

In RVU, 32%, and 46% of respondents stated that they use flexible service and cheap cost as their competitive dimensions respectively. On the other hand, in AU, 44% and 33%, of respondents stated that the quality of service and deliverability of service as their competitive dimensions respectively. Therefore, respondents confirmed that RVU is sing flexible service and cheap cost as their competitive dimensions and AU use the quality of service and deliverability of service as their competitive dimension.

The table shows that 100% of respondents in both institutes replied that there any expansion plan for new compass to be accessible. This shows that there is expansion flexibility in both institute.

As table shown 25%, 22%, 25% and 28% of demonstrative staff in RVU responded university is week on Short delivery time, delivered on due date, On-time delivery and service cycle time respectively. Also 22%, 25% 28% and 25% of instructors in AU responded university is week on Short delivery time, delivered on due date, On-time delivery and service cycle time respectively. Instructors prefer the institute to other institutes because of better payment compared with other institutes. Their for in both university in average of all delivery mechanism have week The table mean of the two institutes is 4.2. When weighted mean is greater than table mean the competitive advantage contribute more to the competitive advantages for both institutes.

Table mean = $1+2+4+6+8/5$

=4.2

The table mean of the two institutes is 4.2. When weighted mean is greater than table mean the item contribute more to the performance and competitive advantages for both institutes.

4.19 Administrative Staffs' respondent on cost in RVU

Table 4.18 Administrative Staffs' respondent on cost in RVU

| Competitive advantage variable | RVU | | | | | | |
|---|---------|----------|----------|----------|----------|----------|-----------|
| | ranking | lowest | Low | Medium | high | highest | total |
| Attributes | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| Using cost minimizing mechanisms | Total | 4 | 3 | 5 | 8 | 12 | 32 |
| | w.freq | 4 | 6 | 20 | 48 | 96 | 174 |
| | w.mean | | | | | | 8.2 |
| | % | 12% | 9% | 15% | 25% | 37% | 100 |
| The students' enrollment in the university is motivated by the cost of study in the university. | Total | 2 | 6 | 8 | 12 | 4 | 32 |
| | w.freq | 2 | 12 | 32 | 72 | 32 | 150 |
| | w.mean | | | | | | 4.7 |
| | % | 6% | 37% | 25% | 37% | 12% | 100 |

4.20 Administrative Staffs' respondent on cost in AU

Table 4.19 Administrative Staffs' respondent on cost in AU

| Competitive advantage variable | AU | | | | | | |
|---|--------|----------|----------|----------|----------|----------|-----------|
| | Rank | lowest | low | Medium | high | Highest | total |
| | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| Using cost minimizing mechanisms | Total | 9 | 6 | 9 | 6 | 2 | 32 |
| | w.freq | 16 | 12 | 36 | 36 | 16 | 116 |
| | w.mean | | | | | | 3.6 |
| | % | 27% | 20% | 27% | 20% | 6% | 100 |
| The students' enrollment in the university is motivated by the cost of study in the university. | Total | 2 | 6 | 8 | 12 | 4 | 32 |
| | w.freq | 2 | 12 | 32 | 72 | 32 | 150 |
| | w.mean | | | | | | 4.7 |
| | % | 6% | 37% | 25% | 37% | 12% | 100 |

As it is shown in the above table, the weighted mean on cost minimizing in RVU and AU are 8.2 and 3.6 respectively. Working on quality improvement contributes more for the performance and competitive advantages in RVU. but working on cost minimizing less for the performance because the table mean is greater than weighed mean and competitive advantages in AU. Therefore, AU should improve the way or mechanism it used to minimize its cost before using cost minimization as its competitive weapon.

As it shown in the above table, the weighted mean on The students'' enrollment in the university is motivated by the cost of study in the university. in RVU and AU are 7.9 and 4.7 respectively. Even if RVU shows little improvement than RVU on quality education delivery, both of them weigh above table mean. Therefore, the students'' enrollment in the university is motivated by the cost of study in the university. Contributes more for the competitive advantages of both institutes`

4.21 Administrative Staffs' respondent on delivery in RVU

Table4.19 Administrative Staffs' respondent on delivery in RVU

| Competitive advantage variable | RVU | | | | | | |
|---|---------|----------|----------|----------|----------|----------|-----------|
| | ranking | lowest | Low | medium | high | highest | total |
| Attributes | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| The Ways of service delivery | Total | 4 | 7 | 9 | 10 | 2 | 32 |
| | w.freq | 4 | 14 | 36 | 60 | 16 | 130 |
| | w.mean | | | | | | 4 |
| | % | 12% | 21% | 28% | 31% | 6% | 100 |
| Delivering quality education/service in the institution | Total | 2 | 9 | 6 | 6 | 9 | 32 |
| | w.freq | 4 | 18 | 24 | 36 | 72 | 154 |
| | w.mean | | | | | | 4.8 |
| | % | 26% | 27% | 20% | 20% | 27% | 100 |

4.22 Administrative Staffs' respondent on delivery in RVU

Table 4.20 Administrative Staffs' respondent on delivery in RVU

| Competitive advantage variable | AU | | | | | | |
|---|--------|--------|-----|--------|------|---------|-------|
| | Rank | lowest | low | medium | high | Highest | total |
| | wight | 1 | 2 | 4 | 6 | 8 | 21 |
| The Ways of service delivery | Total | 4 | 7 | 9 | 10 | 2 | 32 |
| | w.freq | 4 | 14 | 36 | 60 | 16 | 130 |
| | w.mean | | | | | | 4 |
| | % | 12% | 21% | 28% | 31% | 6% | 100 |
| Delivering quality education/service in the institution | Total | 2 | 6 | 8 | 12 | 4 | 32 |
| | w.freq | 2 | 12 | 32 | 72 | 32 | 150 |
| | w.mean | | | | | | 4.7 |
| | % | 6% | 37% | 25% | 37% | 12% | 100 |

As it shown in the above table, the weighted mean on delivering quality education in RVU and AU are 4.8 and 4.9 respectively. Even if AU shows little improvement than RVU on quality education delivery, both of them weigh above table mean. Therefore, quality education delivery contributes more for the performance and competitive advantages of both institutes or quality is competitive dimension in both institutes.

Table 4.23 Administrative Staffs' respondent on flexibility in RVU

Table 4.21 Administrative Staffs' respondent on flexibility in RVU

| Competitive advantage variable | RVU | | | | | | |
|--|---------|--------|-----|--------|------|---------|-------|
| | Ranking | lowest | Low | medium | high | highest | total |
| Attributes | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| is there any expansion plan for new compass to be accessible | Total | 4 | 8 | 2 | 12 | 6 | 32 |
| | w.freq | 4 | 16 | 8 | 72 | 48 | 148 |
| | w.mean | | | | | | 4.6 |
| | % | 15% | 24% | 6% | 37% | 20% | 100 |
| In pursuing greater market, the university is embarking on creating more potential programs which are more relevant to the market. | Total | 4 | 3 | 5 | 8 | 12 | 32 |
| | w.freq | 4 | 6 | 20 | 48 | 96 | 174 |
| | w.mean | | | | | | 8.2 |
| | % | 12% | 9% | 15% | 25% | 37% | 100 |
| Flexible schedule for class and exams | Total | 2 | 6 | 9 | 6 | 9 | 32 |
| | w.freq | 2 | 12 | 36 | 36 | 72 | 158 |
| | w.mean | | | | | | 4.9 |
| | % | 6% | 20% | 27% | 20% | 27% | 100 |

4.24 Administrative Staffs' respondent on flexibility in AU

Table 4.22 Administrative Staffs' respondent on flexibility in AU

| Competitive advantage variable | AU | | | | | | |
|--|--------|--------|-----|--------|------|---------|-------|
| | Rank | lowest | low | medium | high | Highest | total |
| | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| is there any expansion plan for new compass to be accessible | Total | 4 | 8 | 2 | 12 | 6 | 32 |
| | w.freq | 4 | 16 | 8 | 72 | 48 | 148 |
| | w.mean | | | | | | 4.6 |
| | % | 15% | 24% | 6% | 37% | 20% | 100 |
| In pursuing greater market, the university is embarking on creating more potential programs which are more relevant to the market. | Total | 4 | 7 | 9 | 10 | 2 | 32 |
| | w.freq | 4 | 14 | 36 | 60 | 16 | 130 |
| | w.mean | | | | | | 4 |
| | % | 12% | 21% | 28% | 31% | 6% | 100 |
| Flexible schedule for class and exams | Total | 3 | 12 | 4 | 5 | 8 | 32 |
| | w.freq | 3 | 24 | 16 | 30 | 64 | 137 |
| | w.mean | | | | | | 4.2 |
| | % | 9% | 37% | 13% | 16% | 25% | 100 |

The weighted mean on creating potential programs which are more relevant to the market in RVU and AU is 4.7. It influences more for the performance and competitive advantages of both institutions because its weighted mean is higher than table mean. So creating more potential programs, which are more relevant to the market, is good to win competitors in competitive market. Their fore expansion flexibility is competitive dimension in both institutes. The weighted mean creating more potential programs in both RVU and AU is 8.2 and 4 respectively .so it influences more for the performance and competitive advantages of both institutions because its weighted mean is higher than table mean. Therefore creating more potential programs, which are more relevant to the market, is good to win competitors in competitive market. Their fore expansion flexibility is competitive dimension in both institutes.

Finally, the calculated weighted mean on Flexible schedule for class and exams in RVU and AU are 4.9 and 4.2 respectively. Even if Flexible schedule for class and exams in RVU contributes better than AU, both of them weigh above table mean. Therefore, Flexible schedule for class and

exams contributes more to the performance of both institutes. That means flexibility of service is competitive weapon in both institutes or e flexibility of service is competitive dimension in both institutes.

4.25 Administrative Staffs' respondent on quality

Table 4.23 Administrative Staffs' respondent on quality in RVU

| Competitive advantage variable | RVU | | | | | | |
|-------------------------------------|---------|--------|-----|--------|------|---------|-------|
| | Ranking | lowest | Low | medium | high | highest | total |
| | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| The relation with customer/students | Total | 2 | 6 | 9 | 6 | 9 | 32 |
| | w.freq | 2 | 12 | 36 | 36 | 72 | 158 |
| | % | 6% | 20% | 27% | 20% | 27% | 100 |
| | w.mean | | | | | | 4.9 |
| Working on quality improvement | Total | 9 | 6 | 9 | 6 | 2 | 32 |
| | w.freq | 16 | 12 | 36 | 36 | 16 | 116 |
| | w.mean | | | | | | 3.6 |
| | % | 27% | 20% | 27% | 20% | 6% | 100 |

Table 4.24 Administrative Staffs' respondent on flexibility in AU

| Competitive advantage variable | AU | | | | | | |
|-------------------------------------|--------|--------|-----|--------|------|---------|-------|
| | Rank | lowest | Low | medium | high | Highest | total |
| | Wight | 1 | 2 | 4 | 6 | 8 | 21 |
| The relation with customer/students | Total | 2 | 6 | 9 | 6 | 9 | 32 |
| | w.freq | 2 | 12 | 36 | 36 | 72 | 158 |
| | % | 6% | 20% | 27% | 20% | 27% | 100 |
| | w.mean | | | | | | 4.9 |
| Working on quality improvement | Total | 4 | 3 | 5 | 8 | 12 | 32 |
| | w.freq | 4 | 6 | 20 | 48 | 96 | 174 |
| | w.mean | | | | | | 8.2 |
| | % | 12% | 9% | 15% | 25% | 37% | 100 |

As it shown in the above table, the weighted mean on Working on quality improvement in RVU and AU are 3.6 and 8.2 respectively. Working on quality improvement contributes more for the

performance and competitive advantages in AU. but working on quality improvement contributes less for the performance because the table mean is greater than weighed mean and competitive advantages in RVU. Their for RVU should work on quality improving to make quality as it competitive weapon with its competitors or it compete with other competitive dimensions. The weighted mean on the relation with customer/students in both RVU and AU is 4.9. It influences more for the performance and competitive advantages of both institutions because its weighted mean is higher than table mean.

4.26 Administrative Staffs' Responses on competitive advantage variables

AU give six post graduate programs such as MS.C in economic development, MBA in business administration MS.C in computer science, M.A in accounting and finance and MA in project planning and management. RVU offers seven post graduate programs. MS.C in economic development, MBA in business administration, M A sociology, MSC public health, MSC marketing in computer science, M.A in accounting and finance and MA in project planning and management. That means product differentiation is competitive weapon in both institutes or product differentiation is competitive dimension in both institutes but its stronger in RVU. In both institute respondent's seats that those who need academic poor or week where assisted by tutorial class. Respondent in RVU lists their deference from other university as

- Their number of branches or their accessibility
- They say that their price is cheap or their cost lieder ship strategy are mentioned as their differentia.

Respondent in AU lists their deference attribute from other universities as

- Public Image of institute
- Quality of education in the institute
- The age of the university are mentioned their differentia from other institutes

In AU there are 16 (sixteen) degree and 6 (six) post graduate programs and also inRVU 18(eighteen) degree and 7(seven) masters programs are given. there for product deferential or flexibility of products in RVU greater than AU. Both of them not give phd program. Their for product differentiation is competitive weapon in both institutes or product differentiation is competitive dimension in both institutes but its stronger in RVU.

Their no plan for inducing new department or program in both institutes for this year . In RVU have total tutorial fee for degree and masters is 21200 (twenty-one thousand two hundred) and 64000 (sixty-four thousand) respectively and AU have total tutorial fee for degree and masters 24000 (twenty-four thousand) and 74800 (seventy-four thousand eight hundred) respectively. Their for RVU have lows tutorial fee than AU and they use school fee as their competitive weapon. There is no price difference for weekend night and distance program in both institute

CHAPTER FIVE

FINDINGS CONCLUSION AND RECOMMENDATION

5.1 Findings

The study tries to investigate the competing with competitive dimensions of a private university that lead them to be more successful in their performance. Business organizations are engaged in competition to their competitors while making their business transactions. For business organizations becoming unique on one or more attributes enable the organizations to sustain and grow its competitive advantage.

Three types of target groups were contacted to collect data for the study. Sample regular students, instructors, and administrative staffs of each institute participated in giving responses through questionnaire. Data are analyzed through tables and statements with the help of percentages/ratios and inferences are made based on averages. During the analysis, important findings are investigated based on the information obtained through questionnaire from each institution.

- The two private higher educational institutes don't use the competition advantage variables: (cost, quality, flexibility, and delivery) at the same degree.
- Between the two institutes there is no perfectly bitterness in all the fore competitive variables so AU is better in some competitive variables and RVU is better in other variables.
- The two institutes (AU and RVU) have similar on some of competitive practices on wining competitive advantage.
- Some of competitive advantage variable are protective effect or leads to win competitive advantage the two institute but the extents of their effect is different in the two institute.

5.2 Conclusion

The two educational institutes used almost all the competition dimensions such as cost, quality, flexibility, and delivery to achieve competitive advantages and to increase their performance or market share, more returns, and increase the level of students' satisfaction. The study shows that the competition dimensions: cost, flexibility, and delivery influencing on satisfaction of student in both universities.

The degree to use competition dimensions: cost, quality, flexibility, and delivery in the two institutes is deference level; RVU mainly used cost and flexibility and AU mostly used quality and delivery in their operation of computation.

The study shows that competitive dimensions are the critical in operational and possess students in the two institutes. It shows competitive dimensions is very important to organizations for achieving organizational goals that is attracting new students to the institutes. The studies analysis is all about association of competitive dimensions with organizational performance.

AU has developed better performances and competitive dimension than RVU on the following attributes:

- ✚ Flexibility: *Volume flexibility, Process flexibility, Mix flexibility*
- ✚ Quality; *Features, Durability*
- ✚ COST: Focus
- ✚ Delivery, Short delivery time, On-time delivery, service cycle time

RVU has developed better performances and competitive dimension than AU on the following attributes:

- ✚ Flexibility: *Product flexibility,*
- ✚ Quality, *Conformance, Performance,*
- ✚ COST selling price, Differentiation,
- ✚ Delivery: On-time delivery.

5.3 Recommendation

- ❖ Giving more attention to use all the competition dimensions for example RVU should work on improving service quality's (as quality features and durability) and flexibility (*Volume flexibility, Process flexibility, Mix flexibility, expansion flexibility*) to compete with its rivals and to survive in the market .AU improve its competitive dimensions COST (selling price, Differentiation) and Quality (*Conformance, Performance*)
- ❖ Introduce other and new competition dimensions (innovation, digitalization and knowledge) help to win competition from its rivals.
- ❖ AU should improve the mentioned problem toilet hygienic, cafeteria /launch and lack of sufficient water
- ❖ RVU should improve long cycle service on registration dates to short cycle service on registration
- ❖ Both university should work on value add thing giving such as sponsor for further education, buildings additional branches, constructing football and basketball fields, adjusting instructor's payroll.
- ❖ Finally, private universities should institutionalize individual knowledge through staff training processes for a better competitive advantage

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Appendix

St. Mary's University

School of Graduate Studies

MASTERS OF BUSINESS ADMINISTRATION (MBA)

The objective of this questionnaire is to collect data for a study entitled:” RELATIVE PERFORMANCE OF PRIVATE HIGHER EDUCATION INSTITUTES IN THE CASE OF RIFTVALY UNIVERSITY COLLEGE” undertaken at St. Mary's University. The study will be undertaken for academic purposes only. Your name is not necessary and is not required anywhere in the questionnaire. The information you provide will be treated with confidentiality.

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Researcher's contact address: Email address fuadhadishikur@gmail.com phone number +251- 940-444-344

PART I: Students selection Kindly circle as appropriate

1. What is your department?

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

2. Why do you choose the University most from other Private Universities in Addis Ababa?

- A. It has low tuition fee
B. Flexibility of service
C. deliverability of service
D. Quality of service
G. If other (please specify) _____

3. What is your opinion concerning the price of the Universities?

- A Very cheap
B Cheap
C Affordable
D Expensive

E Very expensive

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

A. Yes B. No

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

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

6 Do your master instructors' performance?

A yes B no

7 The location of university for you

A. It is near to my home B. It is far to my home

8 The location of your university

A. It is on noisy surrounding B. It is on calm surrounding

10. On which delivery mechanism do your university is week comparatively?

A) Short delivery time B) Delivered on due date C) On-time delivery D) Production cycle time

PART II. The contribution of attributes to be ranked by students from the institution. Lowest=1, Low 2, Medium=4, high=6 and Highest =8

| Attributes | 1 | 2 | 4 | 6 | 8 |
|---|---|---|---|---|---|
| existence of qualified, experienced and decupled Instructors in the institution | | | | | |
| On-time & short cycle service deliverability | | | | | |
| University's educational teaching-learning infrastructure | | | | | |
| Comfortability of learning teaching environment | | | | | |
| Availability of comfortable and Standardize facility | | | | | |
| Flexible schedule for class and exams | | | | | |
| Is the university service meets or exceeds your expectation | | | | | |
| haw instructors perform in teaching | | | | | |

PART III. Open-ended questions to be for students in the institution

1. In general, the teaching-learning process in the University

A. Satisfied me B. Not satisfied me

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

3 For question number 1 if your response is “B”, list your reasons

4. Please, suggest ways, which you think that the university would improve

5 do you recommend others to study in your university

A yes b no

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

7 for question number 1 if your response is “A”, list your reasons

8 do you think that the current institution has unique attributes which are not common with other private universities? Give examples if any

9 Do your great additional value? If yes list

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PART I: instructor’s selection kindly circle as appropriate

1. What is your academic qualification?

- A. Diploma B Degree C. Master
D. PhD E. Professor

2. Why do you choose the University most from other Private Universities in Addis Ababa?

- A. It has attractive salary
B. Flexibility of service
C. deliverability of service
D. Quality of service
G. If other (please specify) _____

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

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

4 Instructor management relationships in your university

- A. smooth B. Loose C. harsh

PART I. The contribution of attributes to be ranked by students from the institution. Lowest=1, Low 2, Medium=4, high=6 and Highest =8

| Attributes | 1 | 2 | 4 | 6 | 8 |
|--|----------|----------|----------|----------|----------|
| the proportion of instructors to students in your university | | | | | |
| Existence of competent and committed management in the institution | | | | | |
| Instructors' satisfaction in the institution | | | | | |
| Standards for teaching and learning facility | | | | | |
| gives sponsor for further education | | | | | |
| Availability of comfortable and Standardize facility | | | | | |

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

1. in general, the teaching learning process in the University

A. Satisfied me B. Not satisfied me

2. For question number 4 if your response is "A", list your reasons

3. For question number 4 if your response is "B", please suggest possible improvements that should be done in the institutes

4. Please, suggest ways, which you think that the university would improve to satisfy students and increase profit of institution?

5. How do you rate quality of education in your university/college? Please describe it in Short _____

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A questionnaire to be filled by Private University Administrative staffs

PART I Kindly circle as appropriate

1. What is your academic qualification?

A. Degree B. Master C. PhD D. Professor

2 how many departments are there (product flexibility)

A 1-3 B 4-6 C 7-9 D 10-12

3. Has management shown commitment to the quality of education?

A. Yes B. No

4. Instructor management relationship in your university

A. smooth B. Loose C. harsh

5. What is the company’s overall business strategy?

A. Differentiation Cost leadership C. focus strategy

E. Other (kindly suggest another method) _____

6. What is your opinion concerning the price of university?

A. Very cheap B. Cheap
C. Affordable D. Expensive E. Very expensive

7. Which competitive diminution do mostly used?

A quality service B. Deliverability of service C Flexible service D cheap cost

8 is there any expansion plan for new compass to be accessible (Expansion flexibility)

A yes B no

9. On which delivery mechanism do your university is week comparatively?

A) Short delivery time B) Delivered on due date C) On-time delivery D) Production cycle time

PART II. The contribution of attributes to be ranked by students from the institution. Lowest=1, Low 2, Medium=4, high=6 and Highest =8

| Attributes | 1 | 2 | 4 | 6 | 8 |
|--|----------|----------|----------|----------|----------|
| Using cost minimizing mechanisms | | | | | |
| The Ways of service delivery | | | | | |
| Low cost leadership by the university promotes greater market share in comparison with other universities with high cost leadership. | | | | | |
| To achieve cost leadership, the university should seek to outsource some services which are not among the core business of the university. | | | | | |
| The students" enrollment in the university is motivated by the cost of study in the university. | | | | | |
| 4 is there any expansion plan for new compass to be accessible | | | | | |
| The relation with customer/students | | | | | |
| Working on quality improvement | | | | | |
| In pursuing greater market, the university is embarking on creating more potential programs which are more relevant to the market. | | | | | |
| Delivering quality education/service in the institution | | | | | |
| Flexible schedule for class and exams | | | | | |

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

1. On which departments do have postgraduate program?

2. What did the university do for poor students?

3. Are there some factors that differentiate the university from other private university?

If yes, list them _____

4. How many departments are there in the university?

5 which fields are given for each department

Degree _____

Ms _____

Phd _____

6. List if there is any trial on inducing new department

7. Do you provide additional value? If yes list

8 what make your service unique?

9 how much cost of c/h for each student

A MS student _____

B degree _____

C PhD _____

10 is there any price difference for weekend night and distance program

A yes B no c why yes/no _____