

































**Table 9: Student Satisfaction with Institutional Supports and Services**

<b>Item</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>SACHR8</b>	1	5	3.03	1.250
<b>SACHR9</b>	1	5	2.87	1.241
<b>SACHR10</b>	1	5	3.01	1.177
<b>SACHR11</b>	1	5	3.05	1.198
<b>SACHR12</b>	1	5	2.94	1.146
<b>SACHR13</b>	1	5	3.02	1.251
<b>SACHR14</b>	1	5	3.10	1.264
<b>SACHR15</b>	1	5	3.20	1.249
<b>SACHR16</b>	1	5	3.18	1.347
		<b>Average</b>	<b>3.05</b>	<b>1.234</b>

As shown in Table 14, the mean score for the items used to measure student satisfaction with institutional support and personal services ranges between 2.87 to 3.20. In addition to this, the average mean for all the 9 items is 3.05 and the standard deviation is 1.234. These mean scores collectively demonstrate that students' had a moderate satisfaction level with the institutional support and personal services offered for them during the university years.

### **Students' Satisfaction with Quality Teaching and Learning**

A major focus of the recent research into the quality of university education is the centrality of the student experience. This study used student satisfaction with teaching and learning as a measure of quality academics. With the intent to add more clarity on the issues of quality teaching and learning, we used to classify the indicators into three major categories, including academic experience, teaching, and teaching environment. Table 15 presents the 3 items and their descriptive statistics.

**Table 10: Students' perceived quality of academic experiences (n = 333).**

<b>Response</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>ECA1</b>	1	4	2.74	.981
<b>ECA2</b>	1	4	2.80	.951
<b>ECA6</b>	1	4	2.76	.999
		<b>Average</b>	<b>2.76</b>	<b>.977</b>

### **Quality of Teaching and Teaching Environment**

The other important ingredients were the quality of teaching and the teaching environment. Table 16 presents the 9 items used to measure students' satisfaction with the quality of teaching and teaching environment, and their descriptive statistics.



**Table 11: How satisfied have you been with your academic experiences in your College?**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>SSLWCLW1</b>	333	1	5	2.96	1.177
<b>SSLWCLW2</b>	333	1	5	3.19	1.214
<b>SSLWCLW3</b>	333	1	5	2.84	1.276
<b>SSLWCLW4</b>	333	1	5	3.19	1.187
<b>SSLWCLW5</b>	333	1	5	3.18	1.161
<b>SSLWCLW6</b>	333	1	5	3.14	1.165
<b>SSLWCLW7</b>	333	1	5	3.10	1.156
			<b>Average</b>	<b>3.09</b>	<b>1.191</b>

As can be seen from Table 20, students' perceived satisfaction with their academic experience ranges between 2.84 to 3.19. The overall mean score of students' satisfaction with their academic experience is 3.09 with an average standard deviation of 1.191. These scores collectively imply that students had moderate levels of satisfaction with their academic experience. Also, we did examine to what extent the students did get opportunity to engage in practical learning. Table 21 presents the 4 items and their descriptive statistics.

**Table 12: Opportunity to engage in practical learning (practical aspects of courses)**

	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>SSLWCLW8</b>	1	5	2.98	1.221
<b>SSLWCW9</b>	1	5	2.89	1.245
<b>SSLWCW10</b>	1	5	2.82	1.270
<b>SSLWCW11</b>	1	5	2.98	1.355
		<b>Average</b>	<b>2.92</b>	<b>1.273</b>

As can be seen from Table 21, the student participants did report that they had some opportunities to engage in practical learning with the mean scores ranging between 2.82 to 2.98 in a five-point scale. Also, the average mean score for the three items was 2.92 with a standard deviation of 1.273.

**Table 13: Student satisfaction with classroom, laboratory and workshop (n = 333)**

	Minimum	Maximum	Mean	Std. Deviation
SLCLW1	1	6	3.31	1.348
SLCLW2	1	6	3.06	1.472
SLCLW3	1	5	3.00	1.477
		<b>Average</b>	<b>3.13</b>	<b>1.432</b>

In another question, students were asked to report whether or not they had academic advisors who did follow and assist them during the university years. Of the total of 333 students, 179 (53.8%) of them confirmed that they had academic advisors to deal with academic and personal issues while the rest 154 (46.2%) of them did say that we did not have academic advisors. In subsequent questions, student participants were asked to gauge their levels of satisfactions they attained from their interaction with the academic advisors. Table 23 presents the 3 items and their descriptive statistics.

**Table 14: The extent of students' satisfaction with advising services at JU (n = 333).**

Item	Minimum	Maximum	Mean	Std. Deviation
USAS1	1	5	2.34	1.215
USAS2	1	5	2.49	1.196
USAS3	1	5	2.63	1.321
		<b>Average</b>	<b>2.49</b>	<b>1.244</b>

### Overall Satisfactions

Student participants overall satisfaction was measured using two items. The first item deals with the level of student participants' satisfaction with their entire educational experience. The second item deals with the students' future preference to come back to JU for further study.

**Table 15: The Student participants overall satisfactions with JU (n = 333).**

Item	Response	Frequency	Percent
How would you evaluate your entire educational experience at JU?	Poor	40	12.0
	Fair	69	20.7
	Good	127	38.1
	Very good	67	20.1
	Excellent	30	9.0
	Total	333	100.0
Item	Response	Frequency	Percent
If you could start another study (Master's or PhD), would you prefer JU than other universities in Ethiopia?	No I wouldn't	76	22.8
	May be I would	123	36.9
	I would	67	20.1
	Definitely I would	67	20.1
	Total	333	100.0

As shown in Table 24, around a third of the student participants did report that their experiences at JU were very good to excellent. Around two-fifth of the study participants did feel that their experience was good. These results indicated that about two-third of the study participants did feel positive about their entire educational and personal experiences at JU. However, pretty close to one-third of them did feel negative about their entire educational and personal experiences at JU.

Similarly, as can be seen from the same table, one-fifth of the study participants did feel that they are confident to come back to JU for further study and another one-fifth of them did feel comfortable to come back to JU. These two reports imply that about 40% of the study participants did feel more positive to come back to JU for their further study. While another two-fifth of the participants did feel that they may come back, another one-fifth of them did not want to come back at JU for their further study. Those who did not want to come back and the others who may come back to JU accounted for a total of above 50% of the participants. This proportion is alarming for JU to be a preferred university in the country. In tandem, these negative feelings reported by the study participants are quite creeping, particularly at this time as universities are continually proliferating in Ethiopia such that future competitiveness depends on the quality of services rendered by the university instead of a mere ranking that discloses the quality of the higher learning institution compared to other similar institutions in the country.

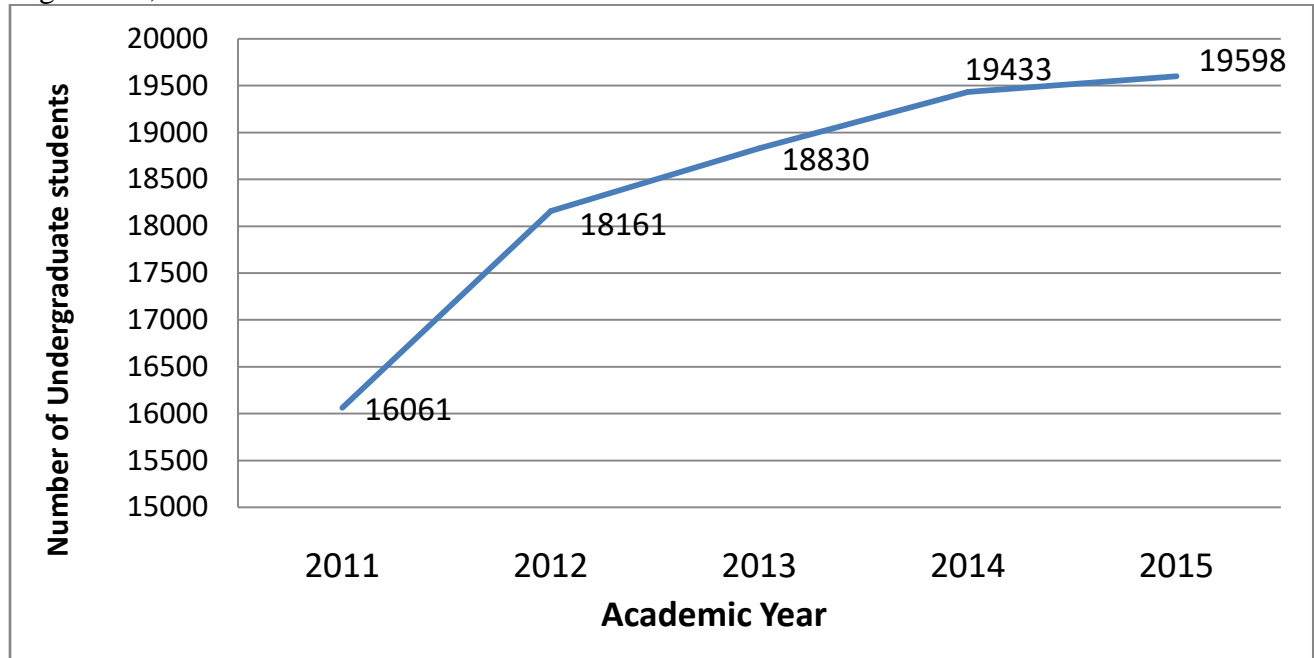
As depicted in Figure 4, the number of regular undergraduate students has been steadily increasing over the years during the strategic planning period. It is possible to estimate the regular student intake every year which showed a steady increment during the strategic plan period.

Despite increasing trend in the number of UG and masters programs during the planning period, new regular students intake at all levels is very low compared to the ambition intake targeted for 2015 during planning. Compared to the planned 7864 new regular UG students' intake for 2015, the university admitted only 4880 (62.05%). Though, first degree admission is determined by the MOE, the number of students admitted to masters degree programs in 2015 was 285 (about 19% of the target 1501 admission). The number of regular students admitted to UG and masters programs at the end of the third five years strategic planning period was higher than the base year only by 327 and 7 students, respectively. On the other hand, the university has created new opportunity to 49 students in its 15 PhD and 2 sub-specialty programs.

The same underperformance admission is observed into CDE undergraduate programs - 19.6% to evening and 48.15% to summer and distance programs. Nevertheless, the university was able to create new opportunity to 4159 UG and 363 PG CDE students in 2015 in addition to creating educational opportunity 4480 UG and 285 PG regular students. Particularly, creating PG educational opportunity to more than one student in CDE programs using resources allocated to one regular student ensures educational feasibility.

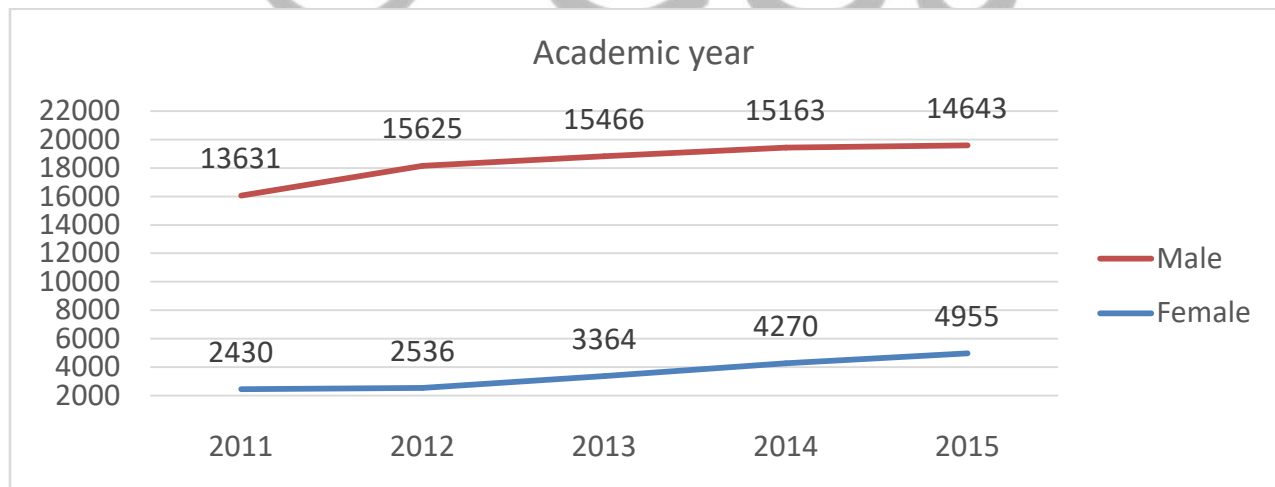
The low level of student admission every year at all level, hinders the university from serving a total of 52,176 students in 2015. The university enrolled a total of 42,917 (82.25%) students compared to plan. As depicted in Figure 2, however, the number of regular undergraduate students has been steadily increasing over the years during the strategic planning period. Though

the number of regular undergraduate students reached 19,598 in 2015, it was lower than the targeted 24,143 students' enrolment.



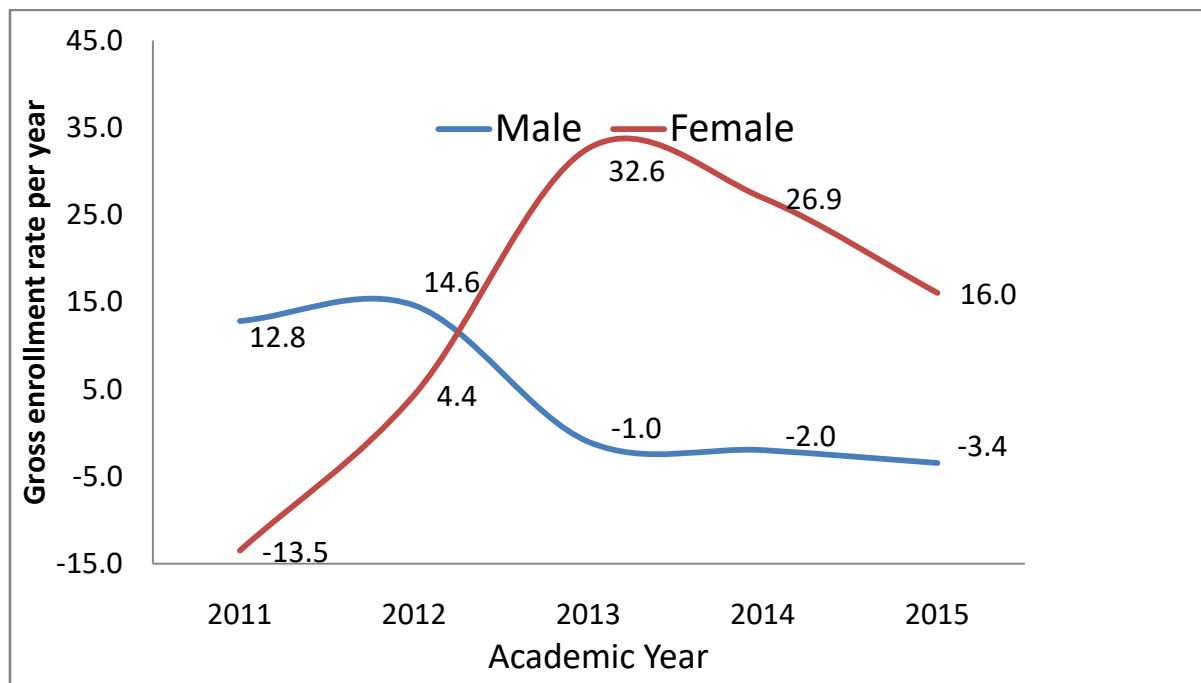
**Figure 3: Number of undergraduate students during the strategic plan period (2011-2015)**

Analyses of the figure by gender also showed that the number of female students joining the university has been increasing very minimally compared to that of males. There is a wide gender gap on the number of regular students (Figure 5).



**Figure 4: Number of under graduate student by gender during the strategic plan period (2011-2015)**

However, when we look at the rate of under graduate student intake by gender during the strategic plan period, the rate of female intake has increased very much compared to that of males, showing the influx from high school on the one hand and the implementation an affirmative action during entry at the national level on the other( Figure 6).



**Figure 5: Rate of under graduate student intake by gender during the strategic plan period (2011-2015)**

Analyses of the figure by gender also shows that the number of female students joining the university has been increasing very minimally compared to that of males. There is a wide gender gap on the number of regular students. For instance, at the end of planning period, the share of female students to total students' population has reached 25.46% (10,928/42,917) and to regular students only 22.63% (5333/22,562), which are higher than the base year by about 8 percentage points but fails to reach the target ratios of 33.9% and 31.6%, respectively.

## **Conclusion**

The university has achieved the planned activities in most of the indicators for which it should be congratulated. All students who were learning in the university in different programs are well satisfied with all facilities provided by university in the given strategic period. The study implies that most of the students had moderate levels of satisfaction with Institutional Supports and Services, with their academic experience, and personal services. On the other hand, majority of the students realized that there were not enough water supplies in all campuses.

## **Recommendation**

Based on the finding result, the researcher has forwarded the following recommendation:-

The university should look seriously enough water supplies in all campuses in its coming strategic planning. And it also upgrades the moderate satisfaction level of students by fulfilling institutional support services and academic experience



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