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A STUDY OF THE UNDERGRADUATE CURRICULAR PROGRAM OF THE  
COLLEGE OF PUBLIC AND BUSINESS ADMINISTRATION AT TEHRAN  
UNIVERSITY

*East Texas State University*

Ed.D.

1980

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**A STUDY OF THE UNDERGRADUATE CURRICULAR  
PROGRAM OF THE COLLEGE OF PUBLIC AND  
BUSINESS ADMINISTRATION AT  
TEHRAN UNIVERSITY**

**by**

**Kazem Khan-Shaghghi**

**Submitted to the Faculty of the Graduate School of  
East Texas State University  
in partial fulfillment of the requirements  
for the degree of  
DOCTOR OF EDUCATION  
August, 1980**

A STUDY OF THE UNDERGRADUATE CURRICULAR  
PROGRAM OF THE COLLEGE OF PUBLIC AND  
BUSINESS ADMINISTRATION AT  
TEHRAN UNIVERSITY

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## ABSTRACT

### A STUDY OF THE UNDERGRADUATE CURRICULAR PROGRAM OF THE COLLEGE OF PUBLIC AND BUSINESS ADMINISTRATION AT TEHRAN UNIVERSITY

Kazem Khan-Shaghghi, Ed.D.  
East Texas State University, 1980

Advisor: Dr. William R. Ogden

#### Purpose of the Study

The purpose of this study was to evaluate the undergraduate curricular program of the College of Public and Business Administration of Tehran University. In order to make this evaluation, a follow-up study was conducted of the graduates who received Bachelor of Science degrees in Business Administration, Administrative Sciences, and Accounting during the years of 1968 through 1976.

#### Procedure

A questionnaire was developed and mailed to 200 graduates of the College of Public and Business Administration of Tehran University who were randomly selected among 1,459 graduates from years 1968 through 1976. The Questionnaire was designed to obtain

the opinions of graduates about their post-graduate occupational experiences, four-year curriculum requirements, and graduate educational experiences. Completed questionnaires were returned by 143 graduates which represented a return of 71.5 percent.

### Findings

Analysis of the data revealed the following major findings:

- 1) A vast majority of the graduates indicated they were employed in jobs relating to their major area.
- 2) A majority of respondents noted that their major and minor areas of study were helpful for them to perform their jobs adequately.
- 3) A majority of respondents felt that grades were of little or no importance in securing their jobs.
- 4) A large majority of graduates indicated they were satisfied with their chosen fields of study.
- 5) A majority of graduates received monthly salary between 50,000 and 80,000 Rials.
- 6) A majority of graduates noted that internship programs were beneficial and necessary for them.
- 7) Over 80 percent of graduates felt that faculty advising was of "little" or "no value" to them in completing their degrees.
- 8) More than half of the respondents indicated that more foundation courses were needed than electives.

9) A majority of graduates were satisfied with the amounts of instruction received in the areas of Accounting, Decision Making, Economics, Finance, Law, Marketing, Mathematics, Money and Banking, and Statistics.

10) Except for Mathematics and Management, a majority of graduates evaluated the value of foundation courses as "very high" or "high" in relation to their major fields of study.

11) Only 37.8 percent of the graduates took additional course work after graduation from Tehran University.

12) A very few graduates attained advanced degrees.

13) Two-thirds of the respondents indicated that they attended some training programs offered by their employer.

### Conclusions

Analysis of all data generated from graduates led to the following conclusions:

1) A majority of graduates were holding jobs relating to their major fields of study with a monthly salary range from 50,000 to 80,000 Rials.

2) Both major and minor fields of study helped the graduates to perform their jobs adequately.

3) Internship programs would be very beneficial to the student.

4) Faculty advising was of little or no value to graduates in completing their degrees.

5) More foundation courses and fewer electives are needed.

6) Areas of study which appear to be satisfactory are Accounting, Decision Making, Economics, Finance, Law, Marketing, Mathematics, Money and Banking, and Statistics. A need for additional instruction in areas of Communication, Computer Science, and Management was noted by a majority of graduates.

7) Foundation courses in Accounting, General Economics I and II, Statistics in Management, Business and Civic Law, and Communication in Management are adequately preparing graduates.

8) A few graduates received advanced degrees.

9) A majority of graduates attended some training programs offered by their employer.



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TABLE OF CONTENTS

	Page
ABSTRACT . . . . .	iii
ACKNOWLEDGEMENTS . . . . .	vii
LIST OF TABLES . . . . .	xi
 Chapter	
1. INTRODUCTION . . . . .	1
PURPOSE OF STUDY . . . . .	6
BACKGROUND INFORMATION ON TEHRAN UNIVERSITY AND COLLEGE OF PUBLIC AND BUSINESS ADMINISTRATION . . . . .	8
SIGNIFICANCE OF THE STUDY. . . . .	14
DEFINITION OF TERMS . . . . .	15
College of Public and Business Administration . . . . .	15
Curricular Program . . . . .	16
Graduate . . . . .	16
Major . . . . .	16
Foundation Courses . . . . .	16
General Education Requirement . . . . .	16
Respondent . . . . .	17
Tehran University. . . . .	17
DELIMITATION OF STUDY. . . . .	17
PROCEDURE. . . . .	17
ORGANIZATION OF THE STUDY. . . . .	18
2. REVIEW OF RELATED LITERATURE . . . . .	19
Hallstrom Study. . . . .	22

2.	REVIEW OF RELATED LITERATURE (Continued):	
	Cornwell Study . . . . .	23
	Lelievre Study . . . . .	25
	Miah Study . . . . .	26
	Johnson Study . . . . .	27
	Cone Study . . . . .	29
	Mulford Study . . . . .	30
	Kreul Study . . . . .	31
	Thompson Study . . . . .	32
	Bergerstock Study. . . . .	33
	Edenborough Study. . . . .	34
	Otis Study . . . . .	35
	Lertpachin Study . . . . .	36
	Kelly Study. . . . .	37
	Sostrom Study. . . . .	37
	SUMMARY . . . . .	38
3.	METHODS AND PROCEDURES . . . . .	40
	THE RESEARCH QUESTIONS . . . . .	41
	THE QUESTIONNAIRES . . . . .	43
	DATA COLLECTION METHODOLOGY. . . . .	46
4.	PRESENTATION AND ANALYSIS OF DATA. . . . .	50
	PART I. GENERAL INFORMATION . . . . .	50
	PART II. POST-GRADUATE OCCUPATIONAL EXPERIENCES. . .	51
	PART III. FOUR-YEAR CURRICULUM REQUIREMENTS . . . . .	62
	PART IV. GRADUATE EDUCATIONAL EXPERIENCES . . . . .	92

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .	100
SUMMARY . . . . .	100
Purpose of the Study . . . . .	101
Population Covered in the Study . . . . .	101
Background Information on Tehran University . . . . .	101
Procedures of the Study. . . . .	102
Findings of the Study . . . . .	103
Post-graduate occupational experiences . . . . .	103
Four-year curriculum requirements . . . . .	104
Graduate educational experiences . . . . .	109
CONCLUSIONS . . . . .	110
RECOMMENDATIONS . . . . .	112
BIBLIOGRAPHY . . . . .	116
APPENDICES	
A. COVER LETTER ACCOMPANYING QUESTIONNAIRE TO GRADUATES . . . . .	121
B. FOLLOW-UP LETTER TO THE GRADUATES . . . . .	123
C. SAMPLE QUESTIONNAIRE . . . . .	125
VITA . . . . .	132

LIST OF TABLES

Table	Page
1. Available and Required Semester Hours in Course Work for Bachelor's Degree Program . . . . .	13
2. Majors of the 143 Graduates of 1968-76 . . . . .	47
3. Distribution of 104 Graduates Who Indicated the Minor Areas . . . . .	48
4. Distribution of Occupations Held by Respondents at Present Time . . . . .	48
5. Responses of 143 Graduates, by Majors, to this Question: Are You Currently Employed in Your Major Area in Which You Studied? . . . . .	52
6. Distribution of 103 Graduates Who Believed That Their Major Fields of Study Were Necessary for Their Job Performance . . . . .	52
7. Distribution and Percentage of 104 Respondents Who Believed Their Minor Areas of Study Had or Had Not Helped Them in Their Work . . . . .	53
8. Responses to the Question: How Did You Obtain Your First Position After Graduation? . . .	54
9. Importance of Grades Received in Course Work in Obtaining the First Job Reported by All Graduates . . . . .	55
10. Importance of Grades Received in Course Work in Obtaining the First Job Reported by Graduates Based on Major Fields. . . . .	56
11. Number of Different Employers Since Graduation from Tehran University . . . . .	56
12. Rating the Extent of Satisfaction of All Graduates with Choosing Their Major Fields of Study . . . . .	57

## Table

13.	Rating the Extent of Satisfaction of Graduates in Three Major Groups with Choosing Their Major Fields of Study . . . . .	58
14.	Distribution of Beginning Monthly Salaries of All Graduates (Amounts are in Rials) . . . . .	59
15.	Distribution of Beginning Monthly Salaries of Graduates According to Major Fields of Study (Amounts are in Rials) . . . . .	60
16.	Distribution of Current Monthly Salaries of All Graduates (Amounts are in Rials) . . . . .	61
17.	Distribution of Current Montly Salaries of Graduates According to Major Fields of Study (Amounts are in Rials). . . . .	61
18.	Distribution of Having any Internship Program as Reported by Different Major Groups . . . . .	62
19.	Distribution of All Graduates Rating the Value of Faculty Advising in Completing of Degree . . . . .	64
20.	Distribution of Graduates Based on Major Groups Rating the Value of Faculty Advising in Completing of Degree . . . . .	65
21.	Distribution of All Graduates Who Rated Foundation Requirements in Relation to Electives. . . . .	66
22.	Distribution of Graduates Based on Their Major Areas Who Rated Foundation Requirements in Relation to Electives. . . . .	67
23.	Distribution of All Graduates Who Rated Business and Management Requirements in Relation to General Education . . . . .	69
24.	Distribution ot Graduates Based on Their Major Areas Rating Business and Management Requirements in Relation to General Education . . . . .	69

Table

25.	Extent of Need for a Basic Knowledge of Computer Science Based on All Graduates' Opinions . . . . .	71
26.	Extent of Need for a Basic Knowledge of Computer Science Based on Major Areas of Graduates. . . . .	71
27.	Amount of College Education Needed to Prepare Graduates for Their Job Requirements (All Graduates Category) . . . . .	72
28.	Amount of College Education Needed to Prepare Graduates for Their Job Requirements Based on Major Areas . . . . .	73
29.	Applicability and Rating of Adequacy in Accounting Area . . . . .	74
30.	Applicability and Rating of Adequacy of Communication Area . . . . .	75
31.	Applicability and Rating of Adequacy of Computer Science Area . . . . .	76
32.	Applicability and Rating of Adequacy of Decision Making Area . . . . .	77
33.	Applicability and Rating of Adequacy of Economics Area . . . . .	77
34.	Applicability and Rating of Adequacy of Finance Area . . . . .	78
35.	Applicability and Rating of Adequacy of Law Area . . . . .	79
36.	Applicability and Rating of Adequacy of Management Area . . . . .	79
37.	Applicability and Rating of Adequacy of Marketing Area . . . . .	80
38.	Applicability and Rating of Adequacy of Mathematics (Management) Area . . . . .	81

## Table

39.	Applicability and Rating of Adequacy of Money and Banking Area . . . . .	81
40.	Applicability and Rating of Adequacy of Statistics Area . . . . .	82
41.	Evaluation of Principles of Accounting . . . . .	83
42.	Evaluation of General Economics I . . . . .	84
43.	Evaluation of General Economics II . . . . .	85
44.	Evaluation of Mathematics in Management . . . . .	86
45.	Evaluation of Statistics in Management . . . . .	87
46.	Evaluation of Business and Civic Law . . . . .	88
47.	Evaluation of Communication in Management . . . . .	89
48.	Rank Orders of Foundation Courses by Their Total Value Points . . . . .	90
49.	Graduates Taking Additional Course Work Since Receiving Bachelor's Degree . . . . .	92
50.	Deficient Areas in Which Additional Course Work Was Taken by Graduates . . . . .	93
51.	Value of Advanced Degree to Major Field of Study . . . . .	94



## Chapter 1

### INTRODUCTION

An increasing number of countries in recent years have felt the need for organized development of professional administration and improvement of administrative education. This is indicated by the number of universities and colleges which have established schools to educate both public and private business administrators.

The concept of an integrated management and business education creates a unique curricular program for a college or school of public and business administration. The concept of this kind of program allows public administration to borrow ideas and premises from business administration, so that both fields share many business approaches, along with other administrative courses.

Among those who support the idea of a close relationship between public administration and business administration, with an emphasis on business administration, Waldo (1955:56) presents this idea:

The inspiring drive of many of the founding fathers of public administration was the drive to apply business methods to government. If one thinks of the scientific movement as business administration, then the debt of public administration is large indeed.

While administrative educators in the School of Public and Business Administration of Cornell University support this idea, they also say not only business and public administration should be

brought under one roof, but instruction, itself, should be conducted with an integrated combination of both (Waldo, 1955:33).

By examining the following definitions of public administration and business administration, one can realize there is a strong similarity in the concepts of these two administrative fields.

Public Administration: White, 4th edition (1955): "The direction, coordination and control of many persons to achieve some purpose or objective." Pfiffner and Presthus (1953): "The organization and direction of human and material resources to achieve desired ends." Millett (1954): "The process of directing and facilitating the work of people organized in formal groups to achieve a desired goal."

Business Administration: Newman (1951): "The guidance, leadership, and control of the efforts of a group of individuals towards some common goals." Peterson and Plowman (1955): "A technique by which the purposes and objectives of a particular group of people are determined, clarified and effectuated." Koontz and O'Donnell (1955): "The function of getting things done through others." Terry (1956): "The accomplishment of a predetermined objective through the efforts of other people." (Gross, 1964:226-8)

Gross (1964:840), by denouncing the term "public administration," argues that it has nothing special to offer as a part of a university program. He adds:

When pressure for special recognition becomes too strong, it is then possible to use the term 'public administration,' or a variant thereof in the name of complete faculty of the social sciences or the liberal arts. Behind the flaunted symbol, however, there may be little substance. Many a school or institute of public administration gets no closer to the subject than a single course crammed with data on the structure of government.

In contrast to public administration, many writers on business administration such as Newman, Terry, Koontz and O'Donnell, and Peterson and Plowman, have concentrated more on

general processes of business administration than on specialized areas such as personnel and/or financial management. In other words, they have developed business administration concepts as related to all types of organizations.

Therefore, as far as the educational researcher is concerned those materials and thoughts included in business administration are universally recognized, and can be developed for all schools of administration which may offer different major fields of study.

In Iran, as in many other developing countries, the government itself plays a great role in the society. Its role is like that of a giant businessman associated with private business elements. In other words, many businesses such as banks, insurance companies, industries, production, international trades, cooperative stores, distribution, transportation, housing, energy, and others, are totally or partially operated by government. Therefore, because of the needs of such societies to have more qualified managers or administrators, the schools or colleges of public and business administration, regardless of the name, tend to offer business administration and management programs as undergraduate curricular programs. This prepares students for high level positions in management as office executives in business and professional firms as well as governmental agencies.

One of the first essentials of planning a collegiate program of business and management is to set up objectives based on professional needs of graduates. However, as previously

indicated, these needs vary in different societies. Therefore, one curriculum cannot be planned for all colleges of this nature in order to prepare their own students for high level management. Cultural, political, social, economical, and educational conditions must be considered to determine proper balances between professional courses in business, management, and other course requirements to meet future professional needs of graduates. Many business and administrative educators emphasize that research is necessary for colleges to determine their own curricular programs, as indicated by Miller (1969:21):

. . . surely business has a right to look to the business school to pioneer new concepts and new methodology. This can only be done through a major commitment to research. The pace of business progress in the years ahead will be determined by bold exploration, experimentation and innovation. We must look ahead and anticipate what the demands on tomorrow's managers will be and then modify our curriculum to teach the required techniques to today's students.

Likewise, while Ristau and Roth (1977:157) emphasize the necessity of constant evaluation of business curricular programs, they make this significant statement:

A business curriculum and the courses that are a part of it are viable and ever-changing, and must be subject to continual evaluation in light of the needs and demands of the related professions.

Gross (1964:868) is another who contributes to the idea of emphasis on the evaluation of curricular programs and their importance in the education of well-qualified administrators. He states that:

. . . the good programs of the future, emerging from agonizing reappraisals and courageous experimentation in the present, may be superior to the outstanding programs of today. The outstanding programs of the future may make a tremendous

contribution toward raising the entire level of administrative education and thereby improving the performance of administrators at the major centers of power in society.

One of the more acceptable methods of evaluating a curricular program regarding experiences of graduates and their opinions about the curriculum of their colleges, is the follow-up study. This method of study has been used at all educational levels, especially in business and management education. This is to keep business and management educators abreast of the many current changes occurring in the world of business and professions.

The follow-up study will result in a worthwhile contribution to business education as well as to any other area of education, if carefully and systematically conducted. Although the conclusions drawn and the recommendations offered will, in many instances, be applicable only to a single institution, nevertheless, the values realized may be of more practical worth than studies of a wider scope. (Iliff, 1966:35-38)

The curricular program of the College of Public and Business Administration of Tehran University, like any other educational program, should be constantly evaluated to provide possible recommendations for its improvement, and, according to Iliff (1966:35), it can be done by the use of the follow-up study. It is hoped that the present study will provide some recommendations to be used by this college to improve its curricular program for training and educating students, so that those who graduate from this college will be highly qualified for the positions they seek.

## PURPOSE OF STUDY

The purpose of this study was to evaluate the undergraduate curricular program of the College of Public and Business Administration of Tehran University by analyzing responses from those graduates who received bachelor degrees in Business Administration, Administrative Sciences, and Accounting during 1968 through 1976 from the college; and then, to make appropriate recommendations for improvement of the curricular programs to better prepare students for high level managerial positions in public or private business organizations.

To attain the purpose of this study it was imperative to find possible answers to the following basic questions:

1. Are graduates employed in the related area of their studies?
2. Are specific major and minor areas of study necessary for graduates to perform their jobs adequately?
3. By what means did graduates obtain their first employment after graduation?
4. To what extent were the grades received by graduates important in obtaining their initial jobs or promotions?
5. How many different employers have the graduates worked for since graduating from Tehran University?
6. To what extent are graduates satisfied with their major fields of study?
7. What are the salary ranges of graduates in their initial employment and in their current employment?

8. How many graduates had an internship program (on-the-job training) in their curricular program?

9. Was an internship program (if any) valuable to, or necessary for the graduates?

10. To what extent do graduates feel that advisory faculty helped them to complete their degrees at Tehran University?

11. What proportion should exist between the number of foundation course requirements and the number of elective courses in relation to the college preparation of graduates?

12. What proportion should exist between the number of courses in major areas and the number of courses in general education in relation to the college preparation of graduates?

13. To what extent is the basic knowledge of computer science necessary to the graduates?

14. How many years of college education are needed to prepare students for their job requirements?

15. Do graduates feel that the amount of instruction in business and administration areas is adequate for them to perform their jobs?

16. To what extent do the graduates feel that the foundation courses are valuable to them?

17. How many of the graduates have taken additional course work since graduation?

18. Was additional course work taken because graduates were considered deficient in that area?

19. How many of the graduates have completed an advanced degree?

20. To what extent is an advanced degree valuable in the major areas of study?

21. How many of the graduates are attending or have attended any form of training program sponsored or offered by their employer?

22. Do the graduates have any comments regarding their college program?

BACKGROUND INFORMATION ON TEHRAN  
UNIVERSITY AND COLLEGE OF PUBLIC  
AND BUSINESS ADMINISTRATION

The first movement to higher education in Iran began in the mid-nineteenth century with the establishment of the first polytechnical school, Dar-al-Funun, in 1851. In the first year 105 students were admitted in the following fields: army science, engineering, mining, medicine, chemistry, pharmacy, and mineralogy. Although this polytechnical school remained as such for forty years, at the end of the nineteenth century it became a high school.

By the end of the nineteenth century, the ministries felt the need for more trained personnel for governmental affairs. The Ministry of Foreign Affairs established a three-year school of political science in 1901 and by 1910 it had been extended into a five-year school.

In 1902, the Ministry of National Economy (later called the Ministry of Agriculture) established a College of Agriculture near Tehran. It offered education at the high school level and



two years of university work.

Other higher education institutions which were established by the ministries were:

School of Fine Arts, under the direction of the Ministry of Education, was established in 1911.

Boys' Normal School was founded in 1918 by the Ministry of Education to train both elementary and high school teachers. (This school was renamed Teachers' Training College in 1928.)

School of Law was established by the Ministry of Justice in 1921. This school was combined with the School of Political Science in 1928 to form the new College of Law and Political Science under the supervision of the Ministry of Education (Arasteh, 1969:29-35).

By 1927 there were seven such colleges or faculties in the areas of Law, Medicine, Arts and Sciences (including the Teachers' Training College), Theology, War, Agriculture, and Veterinary Medicine. These colleges remained independent of each other until the enactment of the educational law of 1934 which combined the following six colleges: Literature, Philosophy, and Education; Medicine; Law, Political Science, and Economics; Natural Science and Mathematics; Theology; and Technology (Engineering) to form the University of Tehran (Hendershot, 1975:199).

Since 1934 many higher education institutions have been established in Iran. These institutions can be classified under four main categories as follows:

- |   |           |
|---|-----------|
| 1. Universities (public and private)  | 12 Units  |
| 2. Independent Colleges and Institutions (Public)                                   | 9 Units   |
| 3. Institutions under the sponsorship<br>of ministries and government organizations | 143 Units |

## 4. Private institutions

41 Units

High school graduates wishing to continue their education at one of these higher education institutions, except those in the third category, are required to take the nationwide examination which is arranged once a year by the Ministry of Science and Higher Education. The applicant normally indicates his first ten choices on his application. Because of the number of applicants and the limited capacities of these institutions, the students are admitted based on the results of the entrance examination, the capacity of the institutions, and the applicants' choices.

Tehran University, which is the oldest and largest university in Iran, is located in Tehran, the capital city of Iran. This public university includes sixteen colleges or faculties, two institutes, one center, and one school as follows:

1. College of Agriculture
2. College of Dentistry
3. College of Economics
4. College of Education
5. College of Engineering
6. College of Fine Arts
7. College of Forestry
8. College of Law and Political Science
9. College of Literature and Humanities
10. College of Natural Sciences
11. College of Pharmacy
12. College of Public and Business Administration

13. College of Public Health
14. College of Social Sciences
15. College of Theology and Islamic Studies
16. College of Veterinary Medicine
17. Institute of Geophysics
18. Institute of Nuclear Science
19. Center for Advanced Studies in International Relations
20. School of Medicine

The College of Public and Business Administration (formerly the Institute for Administrative Affairs and Commerce, which was a part of the College of Law) was independently established in 1964 as a part of the Tehran University with two objectives in mind. The objectives were to prepare highly qualified managers for public and private enterprises described as follows:

1. To offer degree programs in business, management, and accounting to prepare highly qualified managers for public and private sectors of the country, and
2. To assist different public and private organizations by offering special non-degree programs for managers of these organizations, in order to keep them abreast of new methods and techniques in management. This dimension, however, was not included in the present study.

To attain the first and main objective, the College of Public and Business Administration of Tehran University, which in some texts is titled "College of Business Administration and Commerce," tries to provide scholars with appropriate knowledge

of business, management, and economics, as well as other professional and general education courses through undergraduate and graduate degree programs.

This college offers Bachelor of Science degrees in three major areas--Business Administration, Administrative Sciences, and Accounting; and Master of Science degrees in Business Administration and Administrative Sciences. Students seeking a Bachelor's degree in one of the major areas are required to take at least 140 semester hours in course work, which include twenty semester hours of general education courses; twenty semester hours of foundation courses; at least forty-eight semester hours in major courses; at least twenty-four semester hours from other major areas as minor courses, and the remainder up to completing 140 semester hours, or twenty-eight semester hours of electives.

Table 1 provides a summary of course requirements and also the available number of courses in each category for different major areas. The students are evaluated by grades on each course at the end of each semester. Grades are based upon students' academic work, including recitations, tests, assignments, and final examinations. Five-grade scales used by the College of Public and Business Administration are as follows:

<u>Grade Marks</u>	<u>Grade Meaning</u>	<u>Grade Points per Semester Hour</u>
A	Excellent	4
B	Good	3
C	Average	2
D	Pass	1
F	Fail	0

The minimum accumulative grade point average in all academic work

for graduation is 2.0.

Table 1

Available and Required Semester Hours  
In Course Works for Bachelor's  
Degree Program

Category	Semester Hours	
	Available	Required
General Studies	20	20
Foundations	20	20
Major Area		48
Administrative Sciences	53	
Business Administration	58	
Accounting	59	
Minor Area		24
Administrative Sciences	30	
Business Administration (For Administrative Science majors)	30	
Business Administration (For Accounting majors)	29	
Accounting	30	
Electives		<u>28</u>
Total		140

## SIGNIFICANCE OF THE STUDY

The primary purpose for undertaking this study was to determine how well the curricular program of the College of Public and Business Administration of Tehran University met the occupational needs of the graduates.

The higher education system in Iran has been growing in recent years due to the rapid economic development of the country which began to need skilled and high level manpower. Tehran University with its 20,000 students has a great responsibility to provide educational needs in all fields. In turn, the College of Public and Business Administration of this university has the responsibility to train highly qualified managers for business and professional firms as well as public agencies. This can be done only by having an updated and improved curricular program.

The College of Public and Business Administration of Tehran University, as well as other educational institutions, should stay in contact with their graduates for constant evaluation of their curricular programs, in order to meet the occupational needs of graduates. Only by the use of the follow-up studies will learning institutions keep aware of the changes what would be beneficial to their programs. According to Iliff (1966-67:35):

The follow-up study is a direct method by which an institution may evaluate the effectiveness of its education programs through its products . . . the graduates.

The importance of evaluating the curricular programs of all higher education institutions has been emphasized, and related

studies have been conducted by various institutions throughout the world. However, after reviewing available literature on this matter, there was no evidence to prove that such a study has been undertaken in the past for the College of Public and Business Administration of Tehran University.

It was emphasized by the Academic Vice-Chancellor of Tehran University (in general) and the Dean of the College of Public and Business Administration (in specific), that such a follow-up study was needed and would be significantly important for this college in updating and improving its undergraduate curricular program. Thus, the investigator was given support and encouragement to undertake the study.

This follow-up study involved this gathering and analysis of data from graduates of the College of Public and Business Administration concerning their undergraduate educational program and the adequacy and applicability of the program to the graduate occupational needs. The findings should be useful for implementing necessary changes in undergraduate curricular programs of this college and other colleges of a similar nature.

#### DEFINITION OF TERMS

The reader of this report will understand most of the terminology. However, it may be helpful to define certain terms that are included in this study as follows:

1. College of Public and Business Administration: an administrative unit within Tehran University which offers under-

graduate degree programs in Business Administration, Administrative Sciences, and Accounting, and also Master's degree programs in Business Administration and Administrative Sciences. This college also offers special training programs for managers and personnel of public and private organizations which may provide special certificates.

2. Curricular Program: a total package of business and administrative instruction offered at the undergraduate level by the College of Public and Business Administration which prepares students for managerial positions in public and private business organizations.

3. Graduate: in this study, one who has completed all requirements for a baccalaureate degree in one of the major areas offered by the College of Public and Business Administration is referred to as a graduate.

4. Major: an area of concentration in the bachelor's degree program where students have taken at least forty-eight semester hours of course work.

5. Foundation Courses: these courses are those administrative courses required for all students of the College of Public and Business Administration as a part of the bachelor's degree requirements.

6. General Education Requirement: the general education course requirement consists of those courses required for all students regardless of their major fields of study (i.e. language, history, sciences, mathematics, etc.)



7. Respondent: in this study, a graduate who has completed and returned the questionnaire is identified as a respondent.

8. Tehran University: or, the University of Tehran, is the largest university in Iran, and is located in Tehran.

#### DELIMITATION OF STUDY

This study was limited to graduates who earned Bachelor of Science degrees in one of three available fields of study: Business Administration, Administrative Sciences, or Accounting, from the College of Public and Business Administration of Tehran University during 1968 through 1976; and who had completed all requirements for a bachelor's degree such as required foundation and general education courses; courses in major concentration areas, and other required courses. Therefore, those graduates who received only master's degrees or Special Training Program Certificates were excluded from this study.

#### PROCEDURE

The purpose of this study was to evaluate the undergraduate curricular program of the College of Public and Business Administration of Tehran University. It was achieved by obtaining the data from graduates who had received Bachelor's degrees from this college during the years 1968 through 1976.

The following steps were taken to complete the study:

1. A number of follow-up studies and available literature related to fields of business and management were reviewed.

2. A questionnaire was developed in English, then translated into Persian to make it easier for graduates to complete it in their own native language. The questionnaire was validated by a group of graduates who were visited by an investigator in Iran. It was then approved by a committee from the College of Public and Business Administration of Tehran University.

3. The questionnaires were mailed to all graduates who had been contacted by telephone and who had agreed to cooperate.

4. After analyzing the collected data, they were summarized; conclusions were drawn, and appropriate recommendations were made.

#### ORGANIZATION OF THE STUDY

Chapter 1 is an introduction to the study.

Chapter 2 contains a review of selected literature related to the study.

Chapter 3 explains the procedures used in the investigation.

Chapter 4 contains the presentation and analysis of collected data.

Chapter 5 includes the summary of findings, conclusions, and recommendations for the study.

## Chapter 2

### REVIEW OF RELATED LITERATURE

The follow-up study of graduates has been used for many years as a means of determining the effectiveness of university level educational programs. The majority of these studies, as related to this paper, tend to concentrate more on the effectiveness of the overall business administration programs rather than specifically on management programs. There are, however, management courses included in the evaluations.

As stated in the Introduction, follow-up studies enable colleges and universities to measure their curricular programs against the needs of the business community. In turn, the studies point out where changes in curriculum are appropriate, where courses should be added or deleted, how internship programs can be used more effectively, how well the school is keeping up with the job market, and more generally, how well prepared graduates are to meet the administrative and managerial needs of the business environment. It is becoming increasingly difficult for universities to keep current with the rapid social, economic, and technological changes throughout the business world (Finch, 1968:113).

Major objectives of follow-up studies should be twofold. First, they should determine how graduates feel about the

effectiveness of their education in preparing them for useful careers, and second, the studies would show how well the universities prepare graduates for life in general, since the aim of most universities is to prepare graduates for intelligent and purposeful lives. This is accomplished by offering a well balanced and pertinent degree plan which requires courses fundamental to the career and a choice of electives broad enough to create an awareness, at the very least, of society. For example, a curriculum in business administration might not only include courses in administrative science or management style, but also courses in language, literature, science, history, or psychology.

The business graduate, then, must have mastered business theory, analysis and practicality as tools for success, and he must also have developed the capacity to re-evaluate, experiment, and--probably the most difficult--be willing to risk failure (Poole, 1971:48).

Kidd (1968:63) emphasized the need for universities to shift from training to leadership and professionalism. The main problem is that universities are entrenched in the narrow policy of preparing graduates for "that first job." He says:

Collegiate schools of business must shift away from the first-job idea for undergraduates to the broader analytical and problem solving view of education for business.

What is needed, then, is a change in attitude at the university so that the graduate is prepared for a total career rather than his first job.

A business school environment should allow the student to develop to his greatest potential by acquiring a basic knowledge of his chosen field, by developing his capacity to reason, by developing his sense of values and by helping him to communicate more effectively (Richardson, 1968:12). To do this, the course of study must include subjects which encourage the student to think creatively. These are courses in the humanities and communications. It might be well, according to Richardson (1968:13), for a business student to take a course in art appreciation or comparative literature in which he would be required to formulate and express his own ideas about specific philosophies.

Wanous (1968:5) suggests that much of the subject matter of business curricula does not contribute anything to the student's understanding of himself, his place in the world, or skills he will need once he graduates and is out of the school environment. The solution, he states, is:

Course content should take into account the fact that students need to be schooled in good work habits, self-discipline, critical evaluation of their work, good work relationships and the ability to think.

The study of related literature is helpful in the establishment of methodology used in the gathering of information for this paper and in the designing of a meaningful questionnaire in view of the previously mentioned criticisms of business education. Following is a review of fifteen studies on the effectiveness of business education as it relates to the preparation of graduates for careers. The studies have been arranged chronologically

beginning with the 1965 Hallstrom survey of graduates of Northern Illinois University, and ending with the 1977 Sostrom study of business administration students and graduates of Ohio State University.

#### Hallstrom Study

This was a study of business graduates of Northern Illinois University between 1953 and 1962 conducted by Ronald W. Hallstrom in 1965. Its purpose was to determine the academic, social, occupational, and graduate educational experiences and to test for significant differences among the various groups of graduates. Eighty-one percent of the 1,000 graduates surveyed responded to the questionnaire. Hallstrom (1965:51-A) found:

1. Seventy percent of respondents indicated that they had earned Bachelor of Science degrees, and the remaining 30 percent Bachelor of Science in Education.
2. Slightly more than one-half of the respondents indicated that they had transferred to Northern Illinois University.
3. Beginning annual salaries increased steadily between 1953 and 1962.
4. Graduates obtained their initial employment through various means such as: personal initiative, the University placement bureau, friends or relatives, and private employment agencies.
5. Approximately 10 percent of the respondents completed master's degrees and approximately 20 percent had taken graduate studies. Reasons for taking graduate studies were related to employment.

6. The business school of Northern Illinois University meets the needs of the state of Illinois by providing educational opportunities at relatively low cost.

7. There appeared to be little or no relationship between salaries and grade point averages.

8. Business administration graduates consistently earned higher salaries than business education graduates.

9. As indicated by respondents, business graduates were interested in keeping in touch with the University through a College of Business alumni association.

#### Cornwell Study

Robert C. Cornwell (1968) surveyed graduates of the College of Business Administration of Northern Arizona University in order to evaluate the quality of the undergraduate program in business administration and to recommend ways to strengthen the program. Two hundred ninety-five questionnaires were sent to graduates from the classes of 1961 through 1966. A total of 291 questionnaires were returned. Cornwell's findings were:

1. Over one-half of the respondents indicated they had transferred to Northern Arizona University from other colleges and universities.

2. Ninety-five percent responded that they were working in some area of business activity and that 60 percent were employed in an area specifically related to their major study.

3. Over 60 percent stated their major area of study helped them in their work, but they also indicated that additional

studies in English, communications, psychology, data processing, and quantitative analysis would also be helpful.

4. A majority of graduates indicated that their minor area of study had been helpful to them.

5. More on-campus interviews by potential employers would be beneficial to graduates.

6. Over half of the respondents said that grades were important in obtaining initial positions. Forty-one percent, however, said that grades were of little or no importance in this regard.

7. Individual annual salaries of graduates ranged from \$3,000 to \$10,000 or above. About two-thirds of graduates indicated they were earning annual salaries between \$6,000 and \$10,000.

8. A majority of respondents stated that the internship program (on-the-job training) had been valuable to them.

9. Participation in extra-curricular activities was regarded by respondents as being an important factor in their education.

10. A majority of the graduates were satisfied with the proportion of core requirements in business to electives in business.

11. About one-half of responding graduates preferred fewer credit hours in general studies than courses in business administration.

12. A majority of graduates believed that the amount of instruction received in electronic data processing, communications,



and decision making was inadequate.

13. Courses in Principles of Management, Principles of Accounting and Personnel Management were considered the greatest value, while courses in Introduction to Business and Production Management were of the least value.

#### Lelievre Study

Graduates of the College of Business Administration of the University of Cincinnati between 1950 and 1959 were surveyed by Thomas W. Lelievre in 1968. His purpose was to investigate the effectiveness of cooperative education in accounting by comparing it with the traditional 4-year undergraduate accounting program. His findings were:

1. Eighty-five percent of the cooperative education graduates stated they would enroll in the program again, while 52 percent of the traditional graduates said they would enroll in cooperative education if they were entering college for the first time.
2. Approximately 35 percent of the cooperative students remained with their employers after graduation.
3. Fewer cooperative education students took the CPA examination, but those who did made consistently higher marks.
4. A higher percentage of cooperative education students went on to graduate school.
5. There was no indication that the cooperative education program limited a student's participation in extra-curricular activities.

6. Employers affirmed that cooperative education graduates seemed to be better prepared for permanent employment.

#### Miah Study

Abu Taher Miah surveyed twenty educators' opinions about the effectiveness of business education offered by institutions in East Pakistan (now Bangladesh) in relation to the business needs in that country. The study, conducted in 1969, surveyed thirteen educators holding high positions in government commercial institutes in twelve different cities in East Pakistan and seven U.S. educators who worked in the Institute of Education and Research of Dacca University. Miah found:

1. Public and private education institutions in East Pakistan do not offer an adequate number of business courses.
2. The educational institutions in East Pakistan generally lack adequate housing for students, libraries, and trained teachers.
3. English is the common language of the university, the government, and the business community, but less than 6 percent of the general population understands English.
4. Education and training in specific skills should be increased and encouraged as a means of lowering unemployment and increasing the capacity to industrialize.
5. Existing curricula in business do not fit the needs of the business community.
6. Placement, guidance, and counseling facilities at educational institutions are non-existent.

7. Some jobs for adequately trained business personnel are in very high demand, but persons for such positions are in short supply.

#### Johnson Study

The problem of this study, conducted in 1971 at Arizona State University by Tommy G. Johnson, was to evaluate undergraduate programs in business at Northwestern State University of Louisiana. A questionnaire was mailed to 360 graduates from the years 1966 through 1969. Responses were received from 309 graduates. The findings were:

1. Forty-eight percent of the graduates elected minor areas of study outside business.
2. Four high school courses taken by a majority of business students were: Typing, 78.3 percent; Bookkeeping, 46.7 percent; Stenography, 18.9 percent; and General Business, 10 percent.
3. The respondents indicated that 60.8 percent were currently working in the areas of business they had studied.
4. Only 17.6 percent got jobs as a result of on-campus interviews or the Placement Service, and 88.2 percent said on-campus interviewing could be improved.
5. Only 34.9 percent of the graduates believed that grades received in course work were a consideration by employers in obtaining their first job.
6. A majority of respondents had only one or two employers since graduation.

7. Sixty two and eight-tenths percent of graduates were very satisfied with their choice of major.

8. A majority of the graduates considered an internship program valuable to them.

9. Nearly two-thirds of the graduates stated that advising of faculties was valuable to them.

10. A majority of all graduates (57.3 percent) believed that the proportion of core business requirements and electives in business was adequate.

11. Less than one-half of the respondents needed more credit hours in business courses and fewer hours in general studies.

12. A majority of graduates considered basic knowledge of business communication, office management, business machines, and typewriting a definite requirement for their major areas of study.

13. A majority of graduates indicated the quantity of instruction in the areas of accounting, business machines, economics, finance, law, management, marketing, business mathematics, and communications are adequate.

14. The courses most helpful in their current jobs were Business Communications, Principles of Accounting, Electronic Data Processing, Business Finance, and Money and Banking. Courses rated as least helpful were Introduction to Business, Principles of Insurance, and Business Statistics.

15. Only 13.4 percent of the responding graduates had taken additional coursework after graduation.

16. Slightly more than one-third of the graduates stated.

they participated in training programs sponsored by their employers.

17. Only fourteen graduates held an advanced degree.

18. A majority of all graduates believed an advanced degree was not necessary for them.

#### Cone Study

Ralph E. Cone surveyed 263 graduates of Nicholls State University of Louisiana in 1971 for the purpose of appraising the College of Business Administration at the University. His questionnaire was returned by 197 graduates of the 1965 through 1969 classes. He reported:

1. Most of the respondents did not change their major fields of study during the four years spent at Nicholls State University.

2. A significant number of graduates were employed part-time while attending the university.

3. A majority of graduates reported that the proportion of business requirements to electives in business was satisfactory.

4. Slightly more than one-half of respondents (51 to 27 percent) stated that the proportion of semester hours in business administration courses to general studies was satisfactory.

5. Course requirements in business administration were believed satisfactory. Individual courses in business were also felt to be adequate.

6. Additional instruction was also felt necessary in data processing, oral communications, and insurance.

7. All core course requirements were thought to be valuable by the graduates except for Marketing and Introduction to American Business.

8. A majority of graduates were employed in an area related to their undergraduate major.

9. Most of the responding graduates indicated they had obtained their initial job through their own initiative.

10. A majority of respondents stated that they had held one job since graduation.

11. Most of the respondents agreed that an advanced degree would be helpful to them in future employment.

12. A majority of graduates indicated they were employed in an area of business.

13. Less than half of all graduates believed that grades received in course work was important in obtaining the first job.

14. A majority of the responding graduates reported that they were very satisfied with their major in business administration.

#### Mulford Study

Oliver J. Mulford in 1971 surveyed 153 Minnesota businesses to evaluate undergraduate preparation in management, management internship, and management development with regard to university management curricular development. The method of the study was to discover the opinions of managers currently holding top positions in leading businesses. One hundred seven presidents or plant managers returned the questionnaires. Mulford found:

1. Undergraduate preparation was influential in obtaining and retaining employment.
2. Management courses should be behavior oriented.
3. Managers should be able to analyze and reason effectively.
4. Graduates should have a balance of studies consisting of both theory and practice.
5. Management internship programs should be in effect at universities and students should participate in them between their junior and senior years. However, it was also noted that:
  - a. Further research pertaining to internship programs should be undertaken by the universities, and
  - b. Continuing education programs increase a manager's contribution to productivity.

#### Kreul Study

This study's prime concern was to survey graduates who earned bachelor's degrees between 1961 and 1970 from the School of Business at the University of Wisconsin-Madison in order to evaluate the school's effectiveness and to make recommendations for the improvement of the business curriculum. The study was conducted by Mary A. Kreul in 1972. It consisted of questionnaires mailed to 2,474 graduates, of whom 1,619 responded. The findings were:

1. The most valuable non-business related courses of study listed by the respondents in descending order were: Computer Science, Speech, Mathematics, English Composition, Economics,

Psychology, Philosophy, Humanities, Political Science, Sociology, Literature, Natural Science, and History.

2. Business subjects listed as most important were Accounting, Data Processing, Business Communications, Finance, Business Law, Real Estate, Risk Management, Marketing, and Public Utilities.

3. Few respondents placed value on the importance of undergraduate grades and extra-curricular activities.

4. More studies were needed to further determine the curriculum, counseling and employment needs and expectations of business students.

#### Thompson Study

The purpose of this study, conducted in 1972 by Norma J. Thompson, was to determine the satisfaction of Indian business education graduates of Pembroke State University of North Carolina, to investigate their social and economic status, and to evaluate the business education program as perceived by Indian graduates. The information was gathered by questionnaires received from 579 Indian graduates and personal interviews with 34 Indian graduates. Thompson found:

1. A majority of the business education graduates were employed in school systems and obtained their positions by personal application.

2. A majority of the Indian graduates belonged to a professional organization compared to less than half of the business graduates.



3. Typewriting was reported as the most valuable business course, the course business graduates enjoyed teaching the most, and the business course most often taught.

4. Operation of office machines was reported by 75 percent of the respondents as a course that should be added to the curriculum.

5. A majority of business education graduates felt they had been adequately prepared for their present jobs.

6. Additional services reported by respondents as being needed in the business curriculum were data processing, communications, specific methods of teaching business, office internship programs and business workshops for in-service teachers.

#### Bergerstock Study

This study assessed the needs of graduates of the business administration program at Williamsport Area Community College, Connecticut, and the needs of employers to determine the relevance of courses to the work environment. The study was conducted by Donald B. Bergerstock in 1975. The information was gathered from 244 graduates of the business program and from 153 employers who hired business graduates. The findings were:

1. The graduates appeared to be satisfied with the skills and training they acquired and satisfied with the professors and types of instruction.

2. Most employers responded that they were quite satisfied with the graduates in their employ.

3. The present curriculum seemed to be adequate to meet the needs of both the students and the business community.

4. Business Communications, Accounting Principles, Business Mathematics, Business Machines, Principles of Business, Typewriting and Office Practice were listed by the graduates as the most important courses in their present jobs.

5. Computer Programming, Business Law, Income Tax Accounting, and Key punching were stated as the least important courses in their present jobs.

6. Computer Programming, computers, and all the auxiliary equipment were used very little by the graduates in their present jobs.

7. Business English was listed by the graduates as the most important course and Computer Programming and Business Law were listed as the least important courses being offered in the department.

8. A majority of graduates indicated that a course in auditing should be included in the Accounting curriculum.

9. The male Accounting and Management graduates were earning more than the female graduates in these two categories.

10. Overall, the Management graduates earned the highest annual salary, followed by Accounting graduates, and finally, Secretarial graduates.

11. The study showed that the majority of all graduates had not changed their employers more than one time.

#### Edenborough Study

This study gathered data from business graduates of Oklahoma Panhandle State University in order to determine the adequacy

of the curriculum and to make recommendations for improvement. It was conducted by Russell S. Edenborough in 1975. He found:

1. Accounting, Business Law, and Business Correspondence were considered by the graduates to be very important in their occupations.

2. English, Mathematics, Psychology, Natural Science, Speech, and Philosophy were also considered important.

3. The greatest deficiency in the business program at Oklahoma Panhandle State University was the lack of the opportunity to gain practical experience.

4. Another weakness in the program as cited by the graduates was an inadequate job placement facility.

#### Otis Study

In 1976, Haywood J. Otis surveyed 126 graduates of the business administration program of Winston-Salem State University, North Carolina, to determine the graduates' satisfaction with the program. Graduates earning bachelor's degrees between 1972 and 1975 were surveyed. The findings were:

1. Few graduates continued their formal educations to obtain advanced degrees.

2. Graduates felt the need for increased emphasis on business-related courses and less emphasis on general education courses.

3. There was little support showing a relationship between grade point averages, salaries, and job satisfaction.

4. Winston-Salem State University should take steps

to promote the advantages of graduate study.

5. An ongoing business administration internship program should be developed.

#### Lertpachin Study

This study was conducted among the graduates of Assumption Business Administration College, a private institution, in Bangkok, Thailand, in order to determine if the course of study was adequately preparing the graduates for responsibilities in the Thai business community. It was conducted by Chaiyutha Lertpachin in 1976. Information was gathered from three sources: 65 senior students, 75 graduates, and 34 employers. He found:

1. Both senior students and graduates indicated the courses taken at the institution were of value to them in their occupations.
2. Business courses were of more value than general study courses.
3. Courses taught in the Thai language were thought by the students and graduates to be the least value. These were courses in Thai history.
4. A majority of the graduates felt they had greater skills in English than graduates of other institutions.
5. A majority of the employers stated that graduates of Assumption Business Administration College generally performed above average in their jobs.
6. Employers indicated additional training would be helpful in the areas of marketing, management, and the ability to

get along with others.

### Kelly Study

The objective of this study was to determine the adequacy of the business program and teaching practices of the Department of Business and Economics at Harding College in Arkansas. To gather the data, Robert J. Kelly surveyed 324 graduates who earned degrees between 1966 and 1973. The study, conducted in 1976, found:

1. Ten percent of the respondents were unemployed.
2. Almost 60 percent of the respondents were working in jobs related to their major fields of study and were happy in their work.
3. Most graduates were happy with the business program and teaching practices.
4. Areas of study most beneficial to the graduates were accounting, business and management courses, vocational counseling, and faculty competency.
5. Areas described as weak by the graduates were the value of economics and finance subjects, the ability of the faculty to make relevant assignments and use field trips, and the use of films and library materials.

### Sostrom Study

This study sought to develop a picture of the curriculum of the College of Administrative Science at Ohio State University from the perspective of senior students and alumni. Its purpose

was to develop a set of recommendations for future curriculum study and modification with relation to the Bachelor of Science in Business Administration degree. John P. Sostrom surveyed seniors and graduates for each of five years prior to the polling in 1977, which is the date of this study. Sostrom found:

1. Programs and practices of the university were found by the students and graduates to be satisfactory.

2. On the academic side, the respondents noted a need for bettering graduates' skills in written and spoken communications and in computer applications.

3. Other areas needing attention were mathematics, economics, and statistics.

4. The most common complaint was in the methodology used to teach subjects and the means used to communicate their applicability in the business community.

5. The most intensely supported idea was the establishment of a program to give students the option to gain practical experience prior to graduation.

#### SUMMARY

It appears that a review of related literature concerning business administration curriculum is beneficial in composing and conducting a follow-up study on curricular evaluation. A majority of the literature reviewed here has stressed the opinions of the business graduates rather than the opinions of the employers of graduates. It should be noted here, however, that in those

studies in which employers were surveyed, the results tended to reflect the same opinions as the graduates.

In the studies conducted of graduates of universities and colleges outside the United States, it appeared that proficiency in English was a prime concern. Generally speaking, studies of American university graduates indicated a need for increased emphasis on communication. Non-business courses stressed as being the most valuable to graduates were English, accounting, and communications.

None of the studies cited here indicated that any school was totally adequate in its business administration or education programs. The graduates felt there was always need for improvement in the course of instruction. Those recommendations ranged from changes in methodology to establishment of new courses. In several instances graduates noted the need for business internship programs.

A general conclusion, then, is that the follow-up study of graduates is an adequate means for determining the effectiveness of an educational program.

## Chapter 3

### METHODS AND PROCEDURES

The main purpose of this study was to evaluate the undergraduate curricular program of the College of Public and Business Administration of Tehran University during the years 1968 through 1976. Specifically, the study was designed to determine the strengths and weaknesses of the program and then to make appropriate recommendations for its improvement.

To fulfill the main purpose of the study, a number of follow-up studies and available literature related to fields of business, management, and administration education was reviewed. Some Tehran University materials and other publications, both in English and Persian, were also utilized in this study.

This study was based on data obtained from graduates who have received Bachelor of Science degrees in one of the areas of Administrative Sciences, Business Administration, or Accounting from the College of Public and Business Administration during the years of 1968 through 1976. According to records available in Tehran University, 1,459 graduates received their Bachelor's degrees from the College of Public and Business Administration during the nine year period (1968 through 1976). Names, addresses, and telephone numbers of these graduates were procured from the Records Office of Tehran University and also from the Iranian



Society for Administrative Sciences.

Since the total population of this study was fairly large, the application of sampling procedure was required. According to Hillway (1969:59) the best sampling procedure used for such an educational follow-up study is random sampling. He stated:

Because of the multiplicity of variables among human subjects, random sampling is probably the most effective and most commonly used procedure for educational and psychological studies. In random sampling, each individual in a given population theoretically has an equal chance to become part of the sample.

A sample of two hundred graduates was randomly selected by applying a table of random numbers. To assure the availability of these graduates, 65 percent of these graduates were contacted by telephone and were informed that such a follow-up study was in progress, and their cooperation was courteously requested.

#### THE RESEARCH QUESTIONS

The principal questions of the present study were as follows:

1. Are graduates employed in their related major areas of study?
2. Is it necessary for graduates to have majored in business or administration to adequately perform their current job duties?
3. Is the minor area of study helpful for graduates in job performance?
4. Through what channel do most of the graduates obtain their initial employment?

5. To what extent do these graduates feel that grades received in course work have been important for obtaining jobs or promotions?

6. How many job changes have the graduates had since graduation from Tehran University?

7. To what extent are the graduates satisfied with their major fields of study?

8. What are the starting and the current salary ranges of graduates?

9. How many graduates had an internship program (on-the-job training) in their curricular program?

10. Is an internship program (if any) valuable to, or necessary for, the graduates?

11. How valuable is the advisory faculty in helping graduates complete their degrees?

12. Do the graduates need to have more foundation course requirements compared with the number of elective courses in relation to their college preparation?

13. Do the graduates need to have more courses in business and management than courses in general education in relation to their college preparation?

14. To what extent is the basic knowledge of computer science necessary for the graduates?

15. How many years of college education are needed to prepare the students for their job requirements?

16. In which business and administration areas are the quantities of instruction considered adequate or inadequate to meet the graduates' job requirements?

17. In what ratio do the graduates feel that foundation courses are valuable for their jobs?

18. How many of the graduates have taken additional course work since graduation?

19. Was additional course work taken because graduates were considered deficient in that area?

20. How many of the graduates have completed advanced degrees?

21. To what extent is an advanced degree valuable to the major areas of graduates?

22. How many graduates are attending or have attended any training program sponsored or offered by an employer?

23. Do the graduates have any comment regarding curricular programs that they have received?

#### THE QUESTIONNAIRE

The data used in this study were collected by means of a questionnaire entitled, "A Follow-up Study of Graduates of Colleges of Public and Business Administration of Tehran University, 1968-1976" (Appendix C). The questionnaire used was a revision of Cornwell's questionnaire used in his doctoral dissertation, An Appraisal of the Business Administration Program at Northern Arizona University, 1969. The revised questionnaire is

divided into four parts as follows:

Part I. General information: This part of the questionnaire was used for obtaining demographic data such as names, major and minor areas of graduates, year of graduation, and their current occupational status. These facts were used as aids for better presentation and analysis of data throughout the study.

Part II. Post-graduate occupational experiences: This part consisted of items related to graduates' current employment, the necessities of their major and minor areas of study for job performance, means of obtaining initial jobs after graduation, the importance of received grades in course work for employment or promotion, the number of employments, satisfaction of receiving degree from this college, and beginning and current salary ranges of graduates.

Part III. Four-year curriculum requirements: This part of the questionnaire included questions related to items concerning internship programs, value of faculty advising, comparative evaluation of numbers of foundation courses versus electives and also, courses in business and management areas versus general education courses, value of knowledge of computer science, college education length needed for job preparation, adequacy of preparation in specific business and administration areas, and finally, importance of foundation requirements.

Part IV. Graduate educational experiences: Contained questions about additional course work taken by graduates after graduation and the reason if the additional course work was

taken was because of some deficiency in that area, the advanced degrees held, value of an advanced degree, and internship programs sponsored or offered by employers.

Parts II, III and IV of the questionnaire consisted of twenty-five items. Presentation and analysis of the data obtained from these parts are presented in Chapter 4. From these analyses summaries, conclusions, and recommendations are acquired for this study.

Because the native language of graduates who were expected to participate in this study is Persian, the questionnaire was translated to Persian to make it easier for graduates to complete. A translated questionnaire was submitted to an Iranian English professor for comments and corrections. The approved translated questionnaire was ready to be tested for its validity. A selected group of ten graduates was asked to complete all items on the questionnaire in an attempt to establish its lucidity. The average time used for completing the questionnaire was approximately twenty minutes. Some suggestions and recommendations were made by graduates, causing a number of adjustments and minor changes in the questionnaire. The questionnaire was then submitted to the College of Public and Business Administration of Tehran University for further recommendations. After a few more adjustments the questionnaires were again given to the same group of graduates to complete. No further suggestions or recommendations were made by the graduates; no major distinction between the two groups of responses received from the same graduate was

found. The questionnaire appeared adequate for the study, and was ready to be mailed.

#### DATA COLLECTION METHODOLOGY

Before the questionnaires were mailed, two-week intervals had been set between the initial mailing and the first follow-up; the first follow-up and second follow-up (by telephone), and the deadline for collection of the data. On June 27, 1978, the six-page questionnaires were mailed to all of the two hundred graduates who expected to participate in this study, with cover letters and stamped preaddressed envelopes enclosed. A copy of the cover letter and also a sample questionnaire are presented in Appendices A and C respectively.

As a result of the first mailing, seventy-one of the graduates completed and returned the questionnaires. This was 35.5 percent of the total of two hundred graduates expected to participate in this study. A follow-up letter (Appendix B) with another copy of the questionnaire was then mailed on July 11, 1978 to those graduates who had not responded.

By July 25, 1978, forty-two more completed questionnaires were received and the number of responses totaled 113 or 56.5 percent of all expected participants. Those not responding by this time were called by telephone and encouraged to complete and return the questionnaires if they had not already done so.

By the August 7, 1978 deadline, thirty more graduates had responded and the total number of received questionnaires reached

143 or 71.5 percent. A distribution of the 143 graduates who responded to the questionnaires based on their major areas and the years of graduation is shown in Table 2.

Table 2  
Majors of the 143 Graduates of 1968-76

Majors	Years of Graduation									
	68	69	70	71	72	73	74	75	76	Total
Administrative Sciences	12	14	5	15	3	7	11	3	11	81
Business Administration	7	7	5	1	2	10	7	5	6	50
Accounting	0	0	0	0	0	6	1	4	1	12
Total	19	21	10	16	5	23	19	12	18	143

Before 1971, students of the College of Public and Business Administration were not required to choose a specific minor area of study; however, 104 or 72.7 percent of the graduates who completed the questionnaires, indicated their minor areas to be Administrative Sciences, Business Administration, or Accounting. Table 3 provides the distribution of these graduates who chose a minor area of study based on their major fields of study.

Table 3  
Distribution of 104 Graduates Who  
Indicated the Minor Areas

Majors	Minors			Total
	Admin. Sciences	Bus. Adm.	Acct.	
Administrative Sciences	--	51	5	56
Business Administration	21	--	15	36
Accounting	5	7	--	12
Total	26	58	20	104

Most of the graduates who completed and returned the questionnaires were holding governmental positions at the time of this study. Distribution of occupants of 143 respondents at the time of this study is shown in Table 4.

Table 4  
Distribution of Occupations Held by  
Respondents at Present Time

Occupations	Majors			Total
	Admin. Sciences	Bus. Adm.	Acct.	
Full-time Student	0	0	0	0
Military Service	3	0	0	3
Full-time Business/Industry	6	11	6	23
Full-time Government	72	38	4	114
Full-time Teaching	0	1	2	3
Other	0	0	0	0
Total	81	50	12	143



Although three of the respondents were serving in the military service, they were working for the government as a part of their service. However, all returned questionnaires were considered adequate and applicable for this study.

Information obtained from responses to Parts II, III, and IV of the questionnaire was manually tabulated in number and percent forms and then presented in Chapter 4. The information was summarized, then the conclusions and recommendations for the undergraduate curricular programs for the College of Public and Business Administration of Tehran University were delineated.

## Chapter 4

### PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to evaluate the undergraduate curricular program of the College of Public and Business Administration of Tehran University. Data were obtained from graduates who had received bachelor's degrees in one of the areas of Administrative Sciences, Business Administration, or Accounting from Tehran University during the years 1968 through 1976.

A four-part questionnaire was mailed to a group of two hundred graduates who were instructed to complete and return it. The four parts of the questionnaire were headed as : (I) general information, (II) post-graduate occupational experiences, (III) four-year curriculum requirements, and (IV) graduate educational experiences. To eliminate the necessity of referring to the questionnaire used in this study (Appendix C), all questions have been repeated in full.

#### PART I. GENERAL INFORMATION

It was observed in Chapter 3 that 143, or 71.5 percent of surveyed graduates completed and returned a questionnaire. Out of these 143 graduates, 81 had majored in Administrative Sciences, while 50 were Business Administration majors. Another twelve graduates indicated that their major field of study had

been Accounting. It was also revealed that all of the respondents had had work experience; therefore, had been able to complete all parts of the questionnaire. The returns were reported and analyzed with respect to the following comparable categories: All Graduates, Administrative Sciences Majors, Business Administration Majors, and Accounting Majors.

## PART II. POST-GRADUATE OCCUPATIONAL EXPERIENCES

Item 1: "Are you currently employed in the major area for which you studied? (Major areas are: Administrative Sciences, Business Administration, and Accounting.)"

A total of 131 respondents, or 91.6 percent, indicated they were currently working in the major areas for which they had studied. Twelve graduates, or 8.4 percent, answered this question in the negative; however, almost all of them were holding positions related to one of the major areas of Administrative Sciences, Business Administration, or Accounting.

Seventy-five, or 92.6 percent, of the total 81 Administrative Sciences majors, who participated in this study, stated that they were working in a specific area of their major. Forty-four, or 88.0 percent of 50 respondents who majored in Business Administration, indicated that they were working in the major field for which they studied. All twelve Accounting majors reported that they were working in accounting fields. The responses to this question are summarized in Table 5 as follows:

Table 5

Responses of 143 Graduates, by Major, to the Question, "Are You Currently Employed in Your Major Area for Which You Studied?"

Major	"Yes"		"No"	
	No.	%	No.	%
Administrative Sciences	75	92.6	6	7.4
Business Administration	44	88.0	6	12.0
Accounting	12	100.0	0	00.0
Total	131	91.6	12	8.4

Item 2: "Do you believe it is necessary for a person to have majored in your field of study to adequately perform the work which is required of you in your present position?"

One hundred and three respondents or 72.0 percent of the total 143 graduates, gave positive answers to this question. This percentage indicated that the majority of graduates who were working in their major fields of study after graduating from Tehran University believed that the person should have majored in his/her specific field of study in order to adequately perform a job.

Table 6

Distribution of 103 Graduates Who Believed That Their Major Fields of Study Were Necessary for Their Job Performance

Major	No.	Percent
Administrative Sciences	55	67.9
Business Administration	36	72.0
Accounting	12	100.0
Total	103	

As shown in Table 6, all Accounting majors felt that having their major in accounting was definitely necessary to adequately fulfill their job requirements. Although the majority of graduates majoring in Administrative Sciences and Business Administration (67.9 percent and 72.0 percent respectively) reported that their major fields of study were necessary for job performance, there were some who felt that their major fields of study were not really necessary to perform their jobs adequately.

Item 3: "Do you believe your minor area of study (if you had one) has helped you in your work?"

As indicated earlier in Chapter 3, 104 (or 72.7 percent) of the 143 graduates who responded to the questionnaire, had a minor area. Of those graduates having a minor area, 80 graduates, or 76.9 percent, stated that it had helped them in their work; 23.1 percent of the respondents considered their minor area did not help them in their work. The responses of the 104 respondents who had a minor area in their undergraduate program and answered this question are shown in Table 7.

Table 7

Distribution and Percentage of 104 Respondents  
Who Believed Their Minor Areas of Study Had  
Or Had Not Helped Them in Their Work

Major	Yes		No		Total
	No.	%	No.	%	
Administrative Sciences	43	76.8	13	23.2	56
Business Administration	30	83.3	6	16.7	36
Accounting	7	58.3	5	41.7	12
Total	80	76.9	24	23.1	104

Item 4: "How did you obtain your first position after graduation from Tehran University? Please check one."

Table 8

Responses to the Question, "How Did You Obtain Your First Position After Graduation?"

Option	Number	Percentage
Students Affairs Office	3	2.1
Public Employment Agency	19	13.3
Through Media	35	24.5
Personal Initiative	13	9.1
Instructors	5	3.5
Personal Friend	30	21.0
Other	38	26.5
Total	143	100.0

Analysis of Table 8 reveals that only 2.1 percent of total respondents obtained their first positions after graduation from Tehran University through the student affairs office, while about one-fourth of these graduates obtained theirs through media. More than one-fourth, or 26.5 percent of total graduates, checked the last option "other."

The majority of these respondents specified that they had already been employed before they graduated from Tehran University and they were just promoted or their status or salaries were changed after graduation. A few graduates in this category

obtained their first position after graduation through military service.

Item 5: "To What extent do you feel grades received in course work were considered a factor in obtaining your first job? Check one."

In this question the graduates were asked to rate the importance of grades as a factor in obtaining their first jobs by checking one of these choices: very important, substantially important, moderately important, of little importance, of no importance. Responses to this item are shown in Table 9 for all graduates category and in Table 10 for the graduates based on their major fields of study.

Only 27.3 percent of the graduates rated the grades "very important," "substantially important", or "moderately important." The majority of respondents, 72.7 percent, considered that grades received in course work were "of little importance" or "of no importance" in obtaining their first jobs.

Table 9

Importance of Grades Received in Course  
Work in Obtaining the First Job  
Reported by All Graduates

Importance of Grades	Number	Percentage
Very Important	6	4.2
Substantially Important	10	7.0
Moderately Important	23	16.1
Of Little Importance	26	18.1
Of No Importance	78	54.5
Total	143	100.0

Table 10

Importance of Grades Received in Course  
Work in Obtaining the First Job  
Reported by Graduates Based  
on Major Fields

Importance of Grades	Administrative Sciences		Business Administration		Accounting	
	No.	Percent	No.	Percent	No.	Percent
Very Important	6	7.4	0	0.0	0	0.0
Substantially Important	5	6.2	4	8.0	1	8.4
Moderately Important	10	12.4	10	20.0	3	25.0
Of Little Importance	13	16.0	9	18.0	4	33.3
Of No Importance	47	58.0	27	54.0	4	33.3
<b>Total</b>	<b>81</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>

Item 6: "How many different employers have you worked for since graduating from Tehran University?"

Table 11 reveals that the overwhelming majority of respondents (82.5 percent) have worked for only one or two employers since graduation.

Table 11

Number of Different Employers Since  
Graduation from Tehran University

Number of Employers	All Graduates	
	Number	Percent
One	84	58.7
Two	34	23.8
Three	10	7.0
More Than Three	15	10.5
<b>Total</b>	<b>143</b>	<b>100.0</b>



Item 7: "To what extent are you satisfied with your major in Administrative Sciences, Business Administration, or Accounting? Check one."

The graduates were asked to rate their satisfaction by checking one of the following options: very satisfied, fairly satisfied, somewhat dissatisfied, definitely dissatisfied. Responses to this question are summarized in Tables 12 and 13.

Table 12

Rating the Extent of Satisfaction of  
All Graduates With Choosing Their  
Major Fields of Study

	Number	Percentage
Very Satisfied	38	26.6
Fairly Satisfied	85	59.4
Somewhat Dissatisfied	10	7.0
Definitely Dissatisfied	10	7.0
Total	143	100.0

Table 13

Rating the Extent of Satisfaction of  
Graduates in Three Major Groups  
With Choosing Their Major  
Fields of Study

Choice	Majors					
	Administrative Sciences		Business Administration		Accounting	
	No.	Percent	No.	Percent	No.	Percent
Very Satisfied	23	28.4	10	20.0	5	41.7
Fairly Satisfied	47	58.0	31	62.0	7	58.3
Somewhat Dissatisfied	6	7.4	4	8.0	0	0.0
Definitely Dissatisfied	6	6.2	5	10.0	0	0.0
Total	81	100.0	50	100.0	12	100.0

As revealed in Tables 14 and 15, a great majority of graduates (86.0 percent) was satisfied with their major fields of study. Among these respondents, none of the Accounting majors were dissatisfied with having the major in Accounting, while a few graduates who majored in Administrative Sciences and Business Administration stated their dissatisfaction with having chosen their major field of study.

Item 8: "Please check the salary range given below which indicates your beginning monthly salary in your first position after graduation from Tehran University. (All figures are in Rials; and 70.50 Rials = \$1.00.)"

There had been an average monthly salary of 20,000 rials

for the graduates holding government positions during the period included in this study; therefore, the salary ranges designed for this item started with "Below 20,000" category with 10,000 Rial intervals up to "80,000 or Above" category. Tables 14 and 15 show the distributions of beginning monthly salaries of all graduates and graduates according to major fields of study, respectively. As illustrated in the tables, a majority of all graduates (88.1 percent) had a beginning monthly salary of less than 40,000 Rials.

Table 14

Distribution of Beginning Monthly  
Salaries of All Graduates  
(Amounts are in Rials)

Salary Range	Number	Percentage
Below 20,000	58	40.5
20,000 - 29,999	39	27.3
30,000 - 39,999	29	20.3
40,000 - 49,999	7	4.9
50,000 - 59,999	2	1.4
60,000 - 69,000	6	4.2
70,000 - 79,000	0	0.0
80,000 or Above	2	1.4
<b>Total</b>	<b>143</b>	<b>100.0</b>

Table 15

Distribution of Beginning Monthly Salaries  
of Graduates According to Major Fields  
of Study (Amounts are in Rials)

Salary Range	Major					
	Administrative Sciences		Business Administration		Accounting	
	No.	Percent	No.	Percent	No.	Percent
Below 20,000	40	27.9	15	10.5	3	2.1
20,000 - 29,999	18	12.6	19	13.3	2	1.4
30,000 - 39,999	18	12.6	7	4.9	4	2.8
40,000 - 49,999	3	2.1	3	2.1	1	0.7
50,000 - 59,999	2	1.4	0	0.0	0	0.0
60,000 - 69,999	0	0.0	4	2.8	2	1.4
70,000 - 79,999	0	0.0	0	0.0	0	0.0
80,000 or Above	0	0.0	2	1.4	0	0.0
Total	81		50		12	

Item 9: "Please check the salary range given below which indicates your current salary. (All figures are in Rials; and 70.50 Rials - \$1.00.)"

The summaries of obtained responses are shown in Table 16 for all graduates and also in Table 17 for graduates according to major fields of study. As illustrated in Table 16, a majority of graduates (60.1 percent) had current monthly salaries between 50,000 Rials and 80,000 Rials.

Table 16

Distribution of Current Monthly  
Salaries of All Graduates  
(Amounts are in Rials)

Salary Range	Number	Percentage
Below 40,000	14	9.8
40,000 - 49,999	12	8.4
50,000 - 59,999	30	21.0
60,000 - 69,999	33	23.0
70,000 - 79,999	23	16.1
80,000 - 89,999	8	5.6
90,000 - 99,999	5	3.5
100,000 or Above	18	12.6
<b>Total</b>	<b>143</b>	<b>100.0</b>

Table 17

Distribution of Current Monthly Salaries  
of Graduates According to Major  
Fields of Study (Amounts are  
in Rials)

Salary Range	Major					
	Administrative Sciences		Business Administration		Accounting	
	No.	Percent	No.	Percent	No.	Percent
Below 40,000	12	8.4	2	1.4	0	0.0
40,000 - 49,000	6	4.2	4	2.8	2	11.4
50,000 - 59,999	15	10.5	13	9.1	2	1.4
60,000 - 69,999	18	12.5	12	8.4	3	2.1
70,000 - 79,999	17	11.9	4	2.8	2	1.4
80,000 - 89,999	2	1.4	6	4.2	0	0.0
90,000 - 99,999	3	2.1	1	0.7	1	0.7
100,000 or Above	8	5.6	8	5.6	2	1.4
<b>Total</b>	<b>81</b>		<b>50</b>		<b>12</b>	

## PART III. FOUR-YEAR CURRICULUM REQUIREMENTS

Item 10: "Did you have an internship program (on-the-job training) in your curricular program?"

Internship programs were not mandatory for students of the College of Public and Business Administration during the years 1968 through 1976. Sixty-eight graduates, or 47.6 percent of the total 143 respondents, indicated they had participated in an internship program, while the remaining seventy-five, or 52.4 percent, answered that they had not. Table 18 reveals the responses given to this item by the three major groups.

Table 18

Distribution of Having Any Internship Program As Reported by Different Major Groups

Major	Yes		No	
	No.	Percent	No.	Percent
Administrative Sciences	32	39.5	49	60.5
Business Administration	27	54.0	23	46.0
Accounting	9	75.0	3	25.0
Total	68	47.6	75	52.4

As shown in Table 18, a majority of Accounting majors indicated that they had participated in internship programs; however, a majority of Administrative Sciences majors stated that they did not have such a program while attending college. Slightly more than half of the respondents majoring in Business Administration had internship programs in their college programs.

Item 11. "If the answer to Item 10 is "yes", do you feel that the internship program has been valuable to you?"

From the results of the previous item, it was understood that 68 graduates had internship programs in their college program. Forty-one, or 60.3 percent of the respondents, gave positive answers to this item. In other words, more than half of those graduates who had an internship program believed that it had been valuable to them. The remaining 27 respondents, or 39.7 percent, checked "no" on this item.

Among different major group, the graduates majoring in Accounting (66.7 percent positive response), found this program more valuable than the other two groups; nevertheless, a majority of Administrative Sciences majors (62.5 percent) and more than half of the Business Administration majors (55.6 percent) who had participated in internship programs believed that it had been valuable to them.

Item 12: "If you did not have an internship program while attending college, do you think it would be necessary for students to have such a program?"

With the exception of one graduate, a major in Business Administration, 74 graduates, or 98.7 percent, who did not have an internship program while attending college, stated that such a program should be necessary for students of the College of Public and Business Administration.

Item 13: "To what extent, if any, do you feel faculty advising helped you in completing your degree at Tehran University?"

The graduates were given four choices with the answers being: very valuable, somewhat valuable, of little value, and of no value. Tables 19 and 20 show the responses to this question from all graduates and from the three major groups. According to responses given by the 143 graduates, 81.8 percent considered faculty advising "of little value" or "of no value." Only 18.2 percent of respondents were pleased with faculty advising and believed it to be "very valuable" or "somewhat valuable."

Table 19

Distribution of All Graduates Rating the  
Value of Faculty Advising in  
Completing the Degree

Choice	No.	Percent
Very Valuable	2	1.4
Somewhat Valuable	24	16.8
Of Little Value	33	23.1
Of No Value	84	58.7
Total	143	100.0



As shown on Table 20, graduates majoring in Administrative Sciences found faculty advising of little or no value in helping them to complete a degree at Tehran University; but slightly more than half of graduates majoring in Accounting considered faculty advising of some value to them.

Table 20

Distribution of Graduates Based on Major  
Groups Rating the Value of Faculty  
Advising in Completing of Degree

Choice	Major					
	Administrative Sciences		Business Administration		Accounting	
	No.	Percent	No.	Percent	No.	Percent
Very Valuable	0	0.0	2	4.0	0	0.0
Somewhat Valuable	6	7.4	11	22.0	7	58.3
Of Little Value	17	21.0	11	22.0	5	41.7
Of No Value	58	71.6	26	52.0	0	0.0
Total	81	100.0	50	100.0	12	100.0

Item 14: "Regarding your college preparation, please rate the number of foundation requirements in relation to the number of electives. Check only one."

In this item, the graduates were asked to compare the amount of foundation requirements with the total number of electives in relation to their college preparation. Three options

were given to the graduates to rate these two groups of course requirements as follows:

1. Need more foundation requirements and fewer electives.
2. Need fewer foundation requirements and more electives.
3. Proportion of foundation requirements to electives is satisfactory.

Tables 21 and 22 provide the distributions of responses based on all graduates, and also three major categories, respectively.

Table 21

Distribution of All Graduates\* Who Rated Foundation Requirements in Relation to Electives

Option	No.	Percent
Need more foundations and fewer electives	74	52.5
Need fewer foundations and more electives	15	10.6
Proportion of foundations to electives is satisfactory	<u>52</u>	<u>36.9</u>
Total	141	100.0
*Two non-respondents		

Table 22  
 Distribution of Graduates\* Based on Their  
 Major Areas Who Rated Foundation  
 Requirements in Relation  
 to Electives

Option	Administrative Sciences		Major Business Administration		Accounting	
	No.	Percent	No.	Percent	No.	Percent
Need more foundations and fewer electives	45	57.0	26	52.0	3	25.0
Need fewer foundations and more electives	9	11.4	6	12.0	0	0.0
Proportion of foundations to electives satisfac- tory	25	31.6	18	36.0	9	75.0
Total	79	100.0	50	100.0	12	100.0

\*Two non-respondents

More than half of all graduates indicated that there should be more foundation requirements than electives as far as college preparation is concerned. However, almost one-fourth of the graduates were satisfied with the existing proportion of these two groups of course requirements.

By looking at Table 22, one can find a great difference among the opinions given by the different major groups. A great majority of graduates, or 75 percent, majoring in Accounting felt this proportion to be adequate and the remainder of 25 percent

stated that there should be more foundation requirements and electives. More than half of the Administrative Sciences majors and, also, Business Administration majors indicated a need for more foundation courses and fewer electives; and almost one-third of each group (31.6 percent and 36.0 percent respectively) were satisfied with the proportion. A few graduates in each major group favored having more electives and fewer foundation requirements in their curricular program.

Item 15: "Regarding your college preparation, please rate number of courses in business and management areas in relation to number of courses in general education (e.g., Persian language, history, etc.). Check only one."

In this item the following three options were given to graduates to rate the amount of credit hours required in business and administration areas in relation to number of credit hours in general education:

1. Need more business and management courses and fewer general education.
2. Need fewer business and management courses and more general education.
3. Proportion of business and management requirements to general education is satisfactory.

Table 23 provides the distribution of responses to all graduates; followed with Table 24 in which the responses based on three major categories are summarized.

Table 23

Distribution of All Graduates\* Who Rated  
Business and Management Requirements  
in Relation to General Education

Option	No.	Percent
Need more business and management courses and fewer general education	101	71.1
Need fewer business and management courses and more general education	5	3.5
Proportion of business and management requirements to general education is unsatisfactory	36	25.4
Total	142	100.0

\*One non-respondent

Table 24

Distribution of Graduates\*\* Based on Their  
Major Areas Rating Business and Management  
Requirements in Relation  
to General Education

Option	Administrative Sciences		Major Business Administration		Accounting	
	No.	Percent	No.	Percent	No.	Percent
Need more business and management courses and fewer general education	54	67.5	37	74.0	10	83.3
Need fewer business and management courses and more general education	3	3.7	2	4.0	0	0.0
Proportion of business and management requirements to general education is satisfactory	23	28.8	11	22.0	2	16.7
Total	80	100.0	50	100.0	12	100.0

\*\*One non-respondent

As illustrated in these two tables, a majority of graduates favored having more business and management related course requirements than those in general education areas. About one-fourth of all graduates believed that the proportion of these two groups of course requirements was satisfactory.

The difference in opinion of graduates was more obvious when considered in terms of their major areas. A great majority of accounting majors (83.3 percent) indicated a need for more credits in business and management requirements and fewer credit hours in general education; while only 67.5 percent of administrative sciences majors believed so.

Item 16: "Extent of need, if any, for a basic knowledge of computer science for your major area of study."

Tables 25 and 26 provide the details of given responses to this item from all graduates and also from graduates based on their major fields of study.

College students of public and business administration at Tehran University (except accounting majors) were not required to take a course in computer science; however, because of the importance of computers and their application in business and management, the majority of graduates stated that basic knowledge of computers should either be "necessary" or "would be helpful" for their major or field of study.

Table 25

Extent of Need for a Basic Knowledge of  
Computer Science Based on  
All Graduates' Opinions.

Choice	No.	Percent
Necessary	45	31.5
Could be helpful	84	58.7
Would be of little value	4	2.8
Would be of no value	6	4.2
No idea	4	2.8
<b>Total</b>	<b>143</b>	<b>100.0</b>

Table 26

Extent of Need for a Basic Knowledge of  
Computer Science Based on Major  
Areas of Graduates

Choice	Major					
	Administrative Sciences		Business Administration		Accounting	
	No.	Percent	No.	Percent	No.	Percent
Necessary	16	19.8	21	42.0	8	66.7
Would be helpful	52	64.2	29	58.0	3	25.0
Would be of little value	4	4.9	0	0.0	0	0.0
Would be of no value	5	6.2	0	0.0	1	8.3
No idea	4	4.9	0	0.0	0	0.0
<b>Total</b>	<b>81</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>

Item 17: "Total amount of college education needed to prepare you for your job requirements."

Graduates were given five choices: one year or less; two years; three years; four years of graduate study. Responses to this item are shown in Table 27 for all graduates and also in Table 28 for graduates based on their major fields of study.

Table 27

Amount of College Education Needed to Prepare  
Graduates for Their Job Requirements  
(All Graduates Category)

Choices	No.	Percent
One year or less	17	11.9
Two years	8	5.6
Three years	22	15.4
Four years	61	42.6
Graduate study	35	24.5
Total	143	100.0

A majority of all graduates (67.1 percent) stated that four or more years of college education were needed to prepare them for job requirements. As shown in Table 28, the percentages of responses received from graduates majoring in administrative science and business administration were about the same; and in both groups



the higher percentages were related to those who felt at least four years of college education was needed for job preparation. In contrast, half of the accounting majors stated that more than four years of college education were needed to prepare them for job requirements; while 41.7 percent of them favored a four-year college education for job purposes.

Table 28

Amount of College Education Needed to Prepare  
Graduates for Their Job Requirements  
Based on Major Areas

Choice	Major					
	Administrative Sciences		Business Administration		Accounting	
	No.	Percent	No.	Percent	No.	Percent
One year or less	10	12.3	7	14.0	0	0.0
Two years	5	6.2	3	6.0	0	0.0
Three years	12	14.8	9	18.0	1	8.3
Four years	37	45.7	19	38.0	5	41.7
Graduate study	17	21.0	12	24.0	6	50.0
Total	81	100.0	50	100.0	12	100.0

Item 18: "Please rate the adequacy of your preparation in terms of amount of instruction in the areas listed below. Do not evaluate the quality of instruction. Place a check mark in the appropriate column for each area."

It was attempted to evaluate the relevant areas in business and management which, most likely, all graduates were expected to be able to respond. Areas such as: Accounting, Communication, Computer Science, Decision Making, Economics, Finance, Law, Management, Marketing, Mathematics (Management), Money and Banking, and Statistics.

Graduates were given three choices to evaluate each area if that specific area was applicable to their job. The options: "does not apply," "less than needed," "adequate," and "more than needed" were designed for rating each area. Applicability and adequacy of preparation in applicable areas are reported for each area based on responses given by three major groups as well as all graduates in Tables 29 through 40.

Table 29

Applicability and Rating of Adequacy  
in Accounting Area

Major	Does Not Apply		Less Than Needed		Does Apply			
	No.	%	No.	%	Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	6	7.4	13	16.1	51	62.9	11	13.6
Business Administration	4	8.0	17	34.0	28	56.0	1	2.0
Accounting	0	0.0	9	75.0	3	25.0	0	0.0
All Graduates	10	7.0	39	27.3	82	57.3	12	8.4

A great majority of graduates responded that accounting did apply to their jobs. From this group almost two thirds, or 65.7 percent, indicated that the amount of instruction in accounting was at least adequate. By viewing the different majoring groups, a majority of accounting majors felt that more courses in accounting were needed; while a great majority of administrative sciences majors, or 76.5 percent, stated that the amount of instruction received in accounting was at least adequate for their job responsibilities.

Table 30  
Applicability and Rating of Adequacy  
of Communication Area

Major	Does Not Apply		Less Than Needed		Does Apply			
	No.	%	No.	%	Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Science	4	4.9	43	53.1	33	40.8	1	1.2
Business Administration	5	10.0	26	52.0	12	24.0	7	14.0
Accounting	0	0.0	11	91.7	1	8.3	0	0.0
All Graduates	9	6.3	80	55.9	46	32.2	8	5.6

A majority of all graduates (55.9 percent) indicated that more instruction in the area of communications was needed, and slightly more than one-third, or 37.8 percent, were satisfied with the amount of instruction in this area. Almost all accounting majors felt a deficiency in the area of communication in terms of job preparation.

The administrative sciences majors, with 42.0 percent, were more satisfied with the amount of instruction in this area than business administration and accounting majors.

Table 31  
Applicability and Rating of Adequacy  
of Computer Science Area

Major	Does Not Apply		Less Than Needed		Does Apply			
	No.	%	No.	%	Adequate		More Than Needed	
Administrative Science	20	24.7	41	50.6	20	24.7	0	0.0
Business Administration	10	20.0	26	52.0	13	26.0	1	2.0
Accounting	1	8.3	9	75.0	2	16.7	0	0.0
All Graduates	31	21.7	76	53.1	35	24.5	1	0.7

Although 21.7 percent of all graduates indicated that computer science did not apply in their job, 53.1 of those who found computer science applicable to their job stated that the amount of instruction received in this area was not sufficient. Among the majoring groups, accounting majors felt more inadequacy in this area than the other graduates.

Table 32  
 Applicability and Rating of Adequacy  
 of Decision Making Area

Major	Does Not Apply		Less Than Needed		Does Apply			
					Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	15	18.5	29	35.8	37	45.7	0	0
Business Administration	4	8.0	10	20.0	32	64.0	4	8.0
Accounting	0	0.0	2	16.7	10	83.3	0	0.0
All Graduates	19	13.3	41	28.7	79	55.2	4	2.8

Although more than half of all graduates were satisfied with the amount of instruction received in "Decision Making," this satisfaction varied among groups from 83.3 percent for accounting majors to 45.7 percent for administrative science majors; 18.5 percent of graduates majoring in administrative sciences found no applicability of this area to their jobs.

Table 33  
 Applicability and Rating of Adequacy  
 of Economics Area

Major	Does Not Apply		Less Than Needed		Does Apply			
					Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	4	4.9	22	27.2	50	61.7	5	6.2
Business Administration	2	4.0	13	26.0	35	70.0	0	0.0
Accounting	0	0.0	0	0.0	11	91.2	1	8.8
All Graduates	6	4.2	35	24.5	97	67.8	6	3.5

A great majority of all graduates (71.3 percent) indicated that the amount of instruction received in Economics was adequate or more than needed. Great satisfaction was expressed by each majoring group and was highest with accounting majors.

Table 34  
Applicability and Rating of Adequacy  
of Finance Area

Major	Does Not Apply		Less Than Needed		Does Apply			
					Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	7	8.6	11	13.6	53	65.4	10	12.3
Business Administration	4	8.0	12	24.0	29	58.0	5	10.0
Accounting	0	0.0	5	41.6	7	58.4	0	0.0
All Graduates	11	7.7	28	19.6	89	62.2	15	10.5

Only about 20 percent of all graduates believed that additional instruction in Finance would be needed; at the same time, a great majority of them stated their satisfaction in the amount of instruction in this area. Among the majoring groups, graduates of accounting, with 41.6 percent, expressed more dissatisfaction than the other two groups.

Table 35  
 Applicability and Rating of Adequacy  
 of Law Area

Major	Does Not Apply		Does Apply					
			Less Than Needed		Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	22	27.2	9	11.1	45	55.5	5	62.2
Business Administration	4	8.0	9	18.0	28	56.0	9	18.0
Accounting	2	16.7	1	8.3	8	66.7	1	8.3
All Graduates	28	19.6	19	13.3	81	56.6	15	10.5

Approximately 67 percent of all graduates thought the amount of instruction received in the area of "Law" was at least adequate or better. Among the groups, those majoring in accounting, 75.0 percent, and business administration, 74.0 percent, were most pleased with the amount of instruction in this area.

Table 36  
 Applicability and Rating of Adequacy  
 of Management Area

Major	Does Not Apply		Does Apply					
			Less Than Needed		Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	1	1.2	40	49.4	40	49.4	0	0.0
Business Administration	2	4.0	22	44.0	25	50.0	1	2.0
Accounting	0	0.0	7	58.3	5	41.7	0	0.0
All Graduates	3	2.1	69	48.3	70	48.9	1	0.7

Graduates evaluating the amount of instruction received in area of management were almost even with 48.9 percent satisfied, and 48.3 percent dissatisfied. As far as majoring groups are concerned, those majoring in business administration were more satisfied with the amount of instruction in this area (52.0 percent) than the others; and accounting majors, with 48.3 percent, felt more deficiency in amount of instruction received in such an area.

Table 37

Applicability and Rating of Adequacy  
of Marketing Area

Major	Does Not Apply		Less Than Needed		Does Apply			
					Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	43	53.1	5	62.2	28	34.5	5	6.2
Business Administration	20	40.0	10	20.0	18	36.0	2	4.0
Accounting	2	16.7	0	0.0	9	75.0	1	8.3
All Graduates	65	45.4	15	10.5	55	38.5	8	5.6

As shown in Table 37, nearly half of respondents indicated that marketing did not apply to their jobs. Forty-four and one-tenths percent of all graduates stated that the amount of instruction given in this area was adequate or better, and only 10.5 percent felt that more instruction in this area would be needed. According to the responses, accounting majors were more satisfied with the amount of instruction in marketing than business administration and administrative sciences majors.



Table 38

Applicability and Rating of Adequacy  
of Mathematics (Management) Area

Major	Does Not Apply		Less Than Needed		Does Apply			
					Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Science	41	50.6	6	7.4	32	39.5	2	2.5
Business Administration	22	44.0	6	12.0	19	38.0	3	6.0
Accounting	1	8.3	1	8.3	9	75.0	1	8.3
All Graduates	64	44.8	13	9.1	60	41.9	6	4.2

Overall, 46.1 percent of respondents indicated satisfaction with the amount of instruction received in mathematics; however, the degree of satisfaction varied from 83.3 percent for accounting majors to 42.0 percent for administrative sciences majors.

Table 39

Applicability and Rating of Adequacy  
of Money and Banking Area

Major	Does Not Apply		Less Than Needed		Does Apply			
					Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	31	38.3	6	7.4	36	44.4	--	9.9
Business Administration	15	30.0	11	22.0	19	38.0	5	10.0
Accounting	1	8.3	2	16.7	9	75.0	0	0.0
All Graduates	47	32.9	17	11.9	64	44.7	15	10.5

More than half the graduates considered that instruction received in the area of money and banking was adequate or better, from a quantity standpoint. Among the graduates, accounting majors expressed a greater satisfaction with this area than two other majoring groups.

Table 40  
Applicability and Rating of Adequacy  
of Statistics Area

Major	Does Not Apply		Less Than Needed		Does Apply			
	No.	%	No.	%	Adequate		More Than Needed	
	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	3	3.7	26	32.1	50	61.7	2	2.5
Business Administration	1	2.0	11	22.0	35	70.0	3	6.0
Accounting	0	0.0	9	75.0	3	25.0	0	0.0
All Graduates	4	2.8	46	32.2	88	61.5	5	3.5

Nearly two-thirds of all graduates indicated their satisfaction with amount of instruction received in statistics, with the exception of accounting majors who felt great lacking in this area. The other two majoring groups felt that they had received sufficient instruction in this area.

Item 19: "Please evaluate the following foundation courses in terms of their relative value to your major area of study. Place a check mark in the appropriate column for each course."

Required foundation courses included: Principles of Accounting, General Economics I and II, Mathematics in Management,

Statistics in Management, Business and Civic Laws, and Communications in Management. All these courses were required in the undergraduate program; therefore, all graduates evaluated all courses by checking one of the possible options as: "very high," "high," "average," "below average," and "of no value." Responses to this item are reported for each foundation course and major area of study as well as all graduates in Tables 41 through 47.

Table 41  
Evaluation of Principles of Accounting

Major	Degree of Value									
	(5)		(4)		(3)		(2)		(1)	
	Very High		High		Average		Little Value		Of No Value	
	No.	%	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	27	33.3	24	29.6	25	30.9	3	3.7	2	2.7
Business Administration	31	62.0	13	26.0	5	10.0	1	2.0	0	0.0
Accounting	11	91.7	1	8.3	0	0.0	0	0.0	0	0.0
All Graduates	69	48.2	38	26.0	30	21.0	4	2.8	2	1.4

A great majority of all graduates (74.8 percent) considered the Principles of Accounting course as "very high" or "high" in relation to their major areas of study. As might be expected, 100 percent of the graduates majoring in accounting believed this

course to have high or very high value to them. Because of the nature of business administration major area, 88 percent of graduates majoring in this area stated this foundation course had a high or very high value to their major area of study. Less than two-thirds of graduates majoring in administrative sciences rated this course as high or very high.

Table 42  
Evaluation of General Economics I

Major	(5)		(4)		Degree of Value (3)		(2)		(1)	
	Very High		High		Average		Little Value		Of No Value	
	No.	%	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	37	45.7	24	29.6	16	19.8	3	3.7	1	1.2
Business Administration	36	72.0	10	20.0	3	6.0	0	0.0	1	2.0
Accounting	8	66.7	4	33.3	0	0.0	0	0.0	0	0.0
All Graduates	81	56.6	38	26.6	19	13.3	3	2.1	2	1.4

As shown in Table 42, 83.3 percent of all graduates placed "high" or "very high" in relation to the value of required foundation course of General Economics I. All 100 percent of graduates majoring in accounting, 83.2 percent of business administration majors, and 75.3 percent of administrative science majors gave this foundation course a "high" or "very high" rating.

Table 43  
Evaluation of General Economics II

Major	(5)		(4)		Degree of Value (3)		(2)		(1)	
	Very High		High		Average		Little Value		Of No Value	
	No.	%	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	23	28.4	34	42.0	21	25.9	1	1.2	2	2.5
Business Administration	22	44.0	22	44.0	6	12.0	0	0.0	0	0.0
Accounting	3	25.0	7	58.3	2	16.7	0	0.0	0	0.0
All Graduates	48	33.6	63	44.0	29	20.3	1	0.7	2	1.4

Although 77.6 percent of all graduates believed that General Economics II had a high value or better to their major field of study, only 33.6 percent of graduates ranked it as "very high." Among the majoring groups, business administration majors at 88.0 percent lead accounting majors with 83.3 percent and administrative sciences majors with 70.4 percent who indicated that this course had at least a high value to them.

Table 44  
Evaluation of Mathematics in Management

Major	(5) Very High		(4) High		Degree of Value (3) Average		(2) Little Value		(1) Of No Value	
	No.	%	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	6	7.4	25	30.9	31	38.3	8	9.8	11	13.6
Business Admin- istration	6	12.0	12	24.0	26	52.0	6	12.0	0	0.0
Accounting	4	33.3	6	50.0	2	16.7	0	0.0	0	0.0
All Graduates	16	11.2	43	30.1	59	41.2	14	9.8	11	7.7

Less than half of all graduates, or 41.3 percent, believed the course on Mathematics in Management had at least as high a value or better to their major field of study. At the same time, 17.5 percent of these graduates found little or no value in this foundation course in relation to their area.

According to Table 44, a great majority of accounting majors, or 83.3 percent, rated the Mathematics in Management course with a high or very high value, while only 36.0 percent of the business administration majors and 38.3 percent of administrative sciences majors had such an opinion.

Table 45  
Evaluation of Statistics in Management

Major	(5) Very High		(4) High		(3) Average		Degree of Value (2) Little Value		(1) Of No Value	
	No.	%	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	24	29.6	33	40.8	9	11.1	11	13.6	4	4.9
Business Administration	17	34.0	11	22.0	15	30.0	7	14.0	0	0.0
Accounting	10	83.3	2	16.7	0	0.0	0	0.0	0	0.0
All Graduates	51	35.7	46	32.2	24	16.8	18	12.5	4	2.8

Slightly more than two-thirds of all graduates gave "high" or "very high" value to the course of Statistics in Management in relation to their major field of study. One hundred percent of the accounting majors rated this foundation course as having a "high value" or better; while the same was indicated by 70.4 percent of the administrative sciences majors and 56 percent by business administration graduates.

Table 46

## Evaluation of Business and Civic Law

Major	Degree of Value									
	(1)		(2)		(3)		(4)		(5)	
	Very High		High		Average		Little Value		Of No Value	
	No.	%	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	13	16.1	35	43.2	20	24.7	12	14.8	1	1.2
Business Administration	13	26.0	12	24.0	17	34.0	4	8.0	4	8.0
Accounting	4	33.3	5	41.7	3	25.0	0	0.0	0	0.0
All Graduates	30	20.9	52	36.4	40	28.0	16	11.2	5	3.5

More than half of the graduates, or 57.3 percent, rated the course of Business and Civic Law as "very high" or "high" in relation to their major field of study. As shown in Table 46, 75.0 percent of the graduates majoring in accounting assigned a value of "very high" or "high" to this course, while only 50.0 percent of the business administration majors and 59.3 percent of the administrative sciences majors gave a very high or high value to the Business and Civic Law course.



Table 47  
Evaluation of Communication in Management

Major	Degree of Value									
	(1)		(2)		(3)		(4)		(5)	
	Very High		High		Average		Little Value		Of No Value	
	No.	%	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	35	43.2	25	30.9	8	9.9	6	7.4	7	8.6
Business Administration	27	54.0	13	26.0	3	6.0	5	10.0	2	4.0
Accounting	8	66.7	3	25.0	1	8.3	0	0.0	0	0.0
All Graduates	70	48.9	41	28.7	12	8.4	11	7.7	9	6.3

The Communication in Management course was given a high value or better by 77.6 percent of all the graduates in relation to their major field of study. None of the graduates majoring in accounting indicated that this course had little or no value to them; and a great majority of this category, or 91.7 percent, gave "high" or "very high" value to it. The majority of both business administration majors and administrative sciences majors, with 8.0 and 74.1 percent respectively, placed high value or above on Communication in Management.

For better understanding of the results of responses given by graduates to Item 19, all required foundation courses were ranked by weighing the numerical value assigned to each category. The numerical value ranged from five "very high" to one "of no value."

To obtain the total value point for each foundation course, the numerical value of each category was multiplied by the percentage of responses to that category; and then all five scores were added together to find the needed total value points. The courses were then ranked according to their total value points in Table 48 for all graduates category, administrative sciences majors, business administration majors, and accounting majors, as follows.

Table 48

Rank Orders of Foundation Course by  
Their Total Value Points

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All Graduates	
Courses	Total Points
1. General Economics I	434.9
2. Principles of Accounting	417.4
3. General Economics II	407.7
4. Communication in Management	406.2
5. Statistics in Management	385.5
6. Business and Civic Law	360.0
7. Mathematics in Management	327.3

Table 48 (Continued)

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Administrative Sciences Majors	
Courses	Total Points
1. General Economics I	414.9
2. Communication in Management	392.7
3. General Economics II	392.6
4. Principles of Accounting	387.5
5. Statistics in Management	376.6
6. Business and Civic Law	358.2
7. Mathematics in Management	308.7
Business Administration Majors	
1. General Economics I	460.0
2. Principles of Accounting	448.0
3. General Economics II	432.0
4. Communication in Management	416.0
5. Statistics in Management	376.0
6. Business and Civic Law	352.0
7. Mathematics in Management	336.0
Accounting Majors	
1. Principles of Accounting	491.7
2. Statistics in Management	483.3
3. General Economics I	466.7
4. Communication in Management	458.4
5. Mathematics in Management	416.6
6. Business and Civic Law	408.3
7. General Economics II	408.3

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## PART IV. GRADUATE EDUCATIONAL EXPERIENCES

Item 20: "Have you taken additional course work since receiving your bachelor's degree from the College of Public and Business Administration?"

As shown in Table 49, only 37.8 percent of all graduates had taken additional course work since receiving a baccalaureate degree from Tehran University.

Table 49

Graduates Taking Additional Course Work  
Since Receiving Bachelor's Degree

Major	No.	Percent
Administrative Sciences	38	46.9
Business Administration	13	26.0
Accounting	3	25.0
All Graduates	54	37.8

Item 21: "If the answer given to the previous item is "yes," was additional course work taken because you were considered deficient in that area? If so, please specify the areas or courses in which you were considered deficient."

Of the fifty-four graduates pursuing additional course work after graduation from the College of Public and Business Administration, thirty-one, or 57.4 percent, indicated that they had been considered deficient in at least one area. Table 50 shows the number of areas in which graduates were considered deficient.

Table 50

Deficient Areas in Which Additional  
Course Work Was Taken by Graduates

Areas	No. of Times
Computer Science	12
Foreign Languages	8
Management	6
Statistics	5
Communication	2
Banking	2
Accounting	2
Psychology	2
Real Estate	1
City Planning	1

Item 22: "Please check the degree(s) listed below which you now hold."

The graduates were provided several options to check, such as: "B.S.", "M.S.", "M.B.A.", or "Ph.D.", and also a space for any degree not included. Of all 143 graduates included in this study, only twenty-two graduates, or 15.4 percent, obtained an advanced degree. Six Administrative Sciences majors, five Business Administration majors, and one Accounting major had earned

the Master of Science degree; four Administrative Sciences majors, and two Business Administration majors had received a Master of Business Administration degree; and only three graduates had earned a doctoral degree.

Item 23: "In considering the value of an advanced degree to your major field of study, please check one of the following options."

The options related to this item were: definitely necessary, not necessary but helpful, not necessary, and no opinion. As shown in Table 51, 39.2 percent of all graduates stated that an advanced degree was definitely necessary for their major field of study; while more than half of the respondents, or 56.6 percent, indicated it as not necessary, but helpful or even not necessary to their major field of study.

Table 51

Value of Advanced Degree to  
Major Field of Study

Major	Extent of Value							
	Definitely Necessary		Not Necessary but Helpful		Not Necessary		No Opinion	
	No.	%	No.	%	No.	%	No.	%
Administrative Sciences	29	35.8	38	46.9	10	12.4	4	4.9
Business Administration	22	44.0	23	46.0	3	6.0	2	4.0
Accounting	5	41.7	6	50.0	1	8.3	0	0.0
All Graduates	56	39.2	67	46.8	14	9.8	6	4.2

Nearly two thirds (64.3 percent) of respondents gave positive answers to this item and the remaining 35.7 percent answered "No." As far as majoring groups are concerned, the percentages are: Administrative Sciences majors--59.3 percent positive and 40.7 percent negative; Business Administrative--70.0 percent positive and 30.0 percent negative; and Accounting--75.0 percent positive and 25.0 percent negative.

Item 25: "Please include any comments you think would help in evaluating the undergraduate education you received at Tehran University in the space provided or on a separate sheet of paper."

The following comments have been selected among many others to include the opinions of graduates in the areas of course requirements, course materials, teaching methods, student-teacher relations, relevancy between course work and jobs, textbooks and other materials, publications, research, and graduate studies.

"Most organizations (private or public) are using a computer in their operations. I think most graduates, regardless of their majors or positions, are working with a computer. Therefore, there should be a number of computer courses available for all students as part of their college requirements."

"In my belief, more courses in statistics, human relations, and communication should be required for all students."

"As a business administration major, I suggest courses like typing and office are needed and they should be added to

the college requirements."

"I believe that courses such as written communication and language are as important as professional courses in areas of business or management. A good manager should be able to communicate in the right way."

"English courses should be developed to enable the students to use materials and books written in English."

"Internship programs should be adapted to the future needs of students."

"As an accounting major, I think internship programs should be related to the student's major field of study, to practice the course materials on the job."

"Some of the course materials, especially in management, should be updated."

"I suggest duplicate subject matter in management courses should be eliminated."

"Course materials taught at this college are mostly copied from foreign books; therefore, they are less applicable to Iranian organizations."

"There should be more practical courses in areas of accounting and management, than just theory."

"I think I have learned more from those few practical courses in business than those taught from texts and simply lecture."

"As a manager of a personnel office, my experience has been helping me in my job rather than a college education. How-



ever, I think experience is part of the educational process, too."

"Lack of sufficient instructional media made it hard for both teachers and students to handle the subject matter of many courses. I think this problem can be easily solved."

"Too much course work as far as amount of instruction is concerned; and overall, the quality was low."

"I think the teachers should not emphasize the textbook too much. They should bring some practical phases of education to the class."

"Most of the instructors used the way of teaching in which the students were encouraged to memorize subject matter for exams rather than understanding it."

"It happened just a few times that the managers of business organizations came to the class and shared their experiences with the students. I certainly learned a lot from them and I think it is a great idea, especially for management courses."

"I suggest that panel discussions should be held in management classes rather than simply teaching the texts."

"I have learned a lot from courses, but the only thing that bothered me was the examination format in some classes."

"I think the faculty should have some work experience besides their academic background, to enable them to discuss practical aspects of courses in class."

"My advisor did not have enough time to see me or other advisees alone; therefore, he usually made conferences with all of us at one time."

"I never felt free to discuss my education problems with most of the teachers; in other words, there were just a few teachers whom I enjoyed talking with; so I think the relationship between students and faculty should be improved."

"As an administrative sciences major, I took too many courses in different areas and I learned a little of each area, while I think I could learn a lot if I would concentrate on a specific area of management."

"I think students majoring in administrative sciences need more specialization than general areas of management."

"Although I had too many courses in accounting, when I started working in an accounting department I felt that I was not well prepared."

"As a business administration major, I found most business and management courses unrelated to what I am faced with in work."

"Most of the courses are not relevant to what the graduates face in the world of work."

"As a civil servant working for government, I see no similarity between courses in college and what I am doing now."

"As a manager of a personnel office, my experience has been helping me in my job rather than a college education. However, I think experience is part of the educational process, too."

"Lack of sufficient instructional media make it hard for both teachers and students to handle the subject matter of many courses. I think this problem can be easily solved."

"Most of the textbooks available to the students were very old and useless; I suggest the colleges should update the materials of textbooks."

"Lack of good and updated books and publications in Persian language."

"College of Public and Business Administration should be in touch with its graduates to use their experiences and problems in the job to improve its curricular program."

"College of Public and Business Administration should publish the latest developments in business and management every month and send it to its graduates."

"I was a student of this college for four years and I have never seen any outsider to do research about the curricular program of this college. I think it is a great idea that the college encourage the researchers of any kind."

"I suggest this college grant some scholarships to top graduates to continue their education abroad toward doctoral degrees."

"College of Public and Business Administration of Tehran University should expand its master's degree programs and also offer doctoral degrees for those who are seeking advanced degrees in business or administrative sciences."

"While I am very interested in going to graduate school, I have not been able to do so. It has been because of my low grade point average."

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a summary of the information presented in the Introduction, Chapters 2 and 3, a review of the findings from the questionnaires as presented in Chapter 4, conclusions concerning the effectiveness of the undergraduate programs of the College of Public and Business Administration of Tehran University to prepare graduates for jobs, and recommendations for improvements to specific portions of the program.

The purpose of university education should be to prepare graduates for meaningful and fulfilling employment and to provide them with the means to live purposeful lives in society. This is accomplished by providing not only those foundation courses necessary to meet the needs of the business community, but also a variety of other courses which will give the graduates adequate bases for development into well-rounded members of society. The data collected and presented in this study is one indicator of how well Tehran University is meeting these criteria.

### SUMMARY

The summary presented here includes the following areas: 1) a statement of the purpose of the study; 2) a review

of the population covered in the study; 3) background information on Tehran University; 4) a review of the procedures used to gather the data; and 5) a presentation of the findings of the study.

#### Purpose of the Study

This study was an attempt to measure the effectiveness of the College of Public and Business Administration of Tehran University in preparing graduates to obtain, hold and advance in jobs relating to their major fields of study. The method used to gather information was a follow-up study of university graduates currently employed in the public and private business organizations. They were asked, by questionnaire, to rate how well, in their opinion, the university had prepared them for the requirements of their job.

#### Population Covered in the Study

This study was limited to graduates who earned Bachelor of Science degrees in Business Administration, Administrative Sciences, and Accounting from the College of Public and Business Administration of Tehran University during the years of 1968 through 1976. A random sample of two hundred graduates was chosen from a list of 1,459 graduates provided by the university. Of these, 143 responded to the questionnaire.

#### Background Information on Tehran University

Tehran University came into being as a result of the

educational law of 1934 when six previously independent colleges were brought together into one institution. However, its predecessor colleges date back to 1851. The university is the oldest and largest such institution in Iran. It is located in the capital city.

The College of Public and Business Administration was established in 1964. It offers Bachelor of Science degrees in Business Administration, Administrative Sciences, and Accounting, and Master of Science degrees in Business Administration and Administrative Sciences.

#### Procedures of the Study

A questionnaire consisting of 25 items was developed to solicit the opinions of graduates as to how well the curricular program of the College of Public and Business Administration had prepared them for occupational requirements. The questionnaire was developed in English, then translated into Persian and mailed to a random sample of two hundred graduates. Questions were designed to obtain the opinions of graduates about their post-graduate occupational experiences, four year curriculum requirements, and graduate educational experiences. A follow-up letter and telephone calls were used to encourage a maximum response to the study. Data gathered from 143 responses were manually tabulated and organized into the tables presented in Chapter 4.

### Findings of the Study

Following is a brief summary of the data collected from responses from each of the three main parts of the questionnaire: post-graduate occupational experiences, four-year curriculum requirements, and graduate educational experiences.

Post-graduate occupational experiences. Findings related to this part of the questionnaire revealed that:

1. A vast majority of the graduates (91.6 percent) indicated they were employed in jobs relating to their major fields of study.
2. Three-quarters of the graduates said they felt it was necessary for them to have majored in their field of study in order to perform adequately in their jobs.
3. A great majority of graduates noted that their minor fields of study also helped them in their employment.
4. The most effective means of finding employment, the graduates indicated, were the media and personal friends. The least effective was the Student Affairs Office of the University.
5. A majority of respondents (72.6 percent) felt that grades were of little or no importance in securing their first jobs.
6. Fifty-eight and seven-tenths percent of graduates indicated that since graduation they had worked for only one employer.
7. A large majority of graduates (86.0 percent) indicated they were satisfied with their chosen fields of study. Of this

group, 100 percent of the Accounting majors said they were satisfied.

8. It was found that the greatest number of graduates began working at their first jobs at monthly salaries below 40,000 Rials.

9. Less than a tenth of the respondents said they were still earning less than 40,000 Rials in their present jobs, while a majority of graduates (60.1 percent) had a current monthly salary between 50,000 Rials and 80,000 Rials.

Four-year curriculum requirements. Findings related to curriculum requirements revealed that:

1. Nearly half of the graduates said they had participated in internship programs.

2. Of those who had participated in internship programs, over 60 percent felt such programs had been beneficial.

3. Of those who had not been involved in an internship program, more than 98 percent stated such a program should be necessary for students in the College of Public and Business Administration.

4. Over 80 percent of the graduates observed that faculty advice to them with regard to completing their degrees was of little or no value.

5. More than half of the respondents noted that, for their particular major studies, more foundation courses were needed and fewer electives were needed. In this group, however,



36.9 percent of respondents indicated the balance of foundation courses to electives was satisfactory.

6. Just under three-fourths of the graduates (71.1 percent) felt that they needed more business and management courses and fewer general education courses such as language and history.

7. Over 90 percent of the responding graduates stated that a basic knowledge of computer science should either be necessary or would be helpful for their major area of study. (Courses in Computer Science are mandatory only for Accounting majors.)

8. Four years of college education were felt by nearly 43 percent of the graduates to be necessary to prepare them for their present job requirements. Nearly one-fourth of the graduates thought at least some post-graduate study is needed.

9. In specific areas pertaining to the adequacy of preparation by the university for graduates entering into the business or public environment, the following results were found:

- a. Accounting: Almost two-thirds of the graduates felt they were adequately prepared in accounting.
- b. Communication: More than half of the respondents noted that not enough instruction was received in Communication. Only slightly more than one-third were satisfied with the amount of instruction in this area.
- c. Computer Science: More than half of the students said there was less instruction offered than was

needed for their job preparation. Only a fourth felt they had received adequate instruction in this area.

- d. Decision Making: Over half of the graduates noted they were satisfied with the amount of coursework in Decision Making.
- e. Economics: A majority of the students said they were satisfied with the instruction they had received in this area.
- f. Finance: More than 70 percent of the respondents felt instruction was adequate or better for their job needs. Among the Accounting majors, however, over 40 percent expressed dissatisfaction with the amount of finance instruction.
- g. Law: A majority of those answering the questionnaire (67.1 percent) thought the amount of instruction received in the area of "law" was at least adequate or better.
- h. Management: Almost equal number of graduates expressed different opinions about the adequacy of Management instruction. Some 48.3 percent felt more instruction was needed, but 48.9 percent felt the amount of instruction in Management was sufficient.
- i. Marketing: Nearly half of the respondents said Marketing did not apply to their jobs, but 44.1

percent felt the amount of instruction was adequate or better.

- j. Mathematics: This area did not apply to nearly half of the graduates, but for those who did rate the adequacy of Mathematics instruction, 46.1 percent felt it was sufficient or more than needed.
- k. Money and Banking: More than half of the graduates felt instruction in this area was adequate or better.
- l. Statistics: Nearly two-thirds of the graduates responded that the amount of instruction in this area was satisfactory.

10. The questionnaire asked the graduates to evaluate foundation courses as to their relative value to their major area of study. The results, summarized by courses, were:

- a. Principles of Accounting: Nearly three-fourths of the graduates said Principles of Accounting was "very high" or "high" in value to them.
- b. General Economics I: Over 83 percent of the respondents rated this course as being "very high" or "high" value.
- c. General Economics II: Over three-fourths of the respondents said this course was "very high" or "high" value to them.
- d. Mathematics in Management: Less than half of the graduates rated this course "very high" or "high."

At the same time, over 17 percent found this course had little or no value.

- e. Statistics in Management: slightly more than two-thirds of the graduates gave "high" or "very high" value to this course.
- f. Business and Civic Law: More than half of the graduates said Business and Civic Law was of "high" or "very high" value.
- g. Communication in Management: This course was rated "high" or "very high" value by more than 77 percent of the respondents.

The courses listed in this item (Item 10) were ranked in importance by assigning a numeric value to each rating, a value of five given to "very high," down to a numeric value of one given to "of no value." The numerical value was then multiplied by the percentage of responses for each of the choices by the respondents, and the five choice scores summed. Ranked in order of their value to the graduates, the foundation courses were:

- a. General Economics I
- b. Principles of Accounting
- c. General Economics II
- d. Communication in Management
- e. Statistics in Management
- f. Business and Civic Law
- g. Mathematics in Management

Graduate educational experiences. Finally, related to graduate educational experiences, respondents revealed that:

1. Only 37.8 percent of the graduates said they had taken additional course work since receiving their baccalaureate degrees from Tehran University.

2. Of those graduates who were pursuing additional course work, over half said at least one area of their post-graduate studies was deficient. The areas noted as being most deficient were Computer Science, Foreign Language, Management, and Statistics.

3. Only slightly more than 15 percent of the respondents had obtained advanced degrees.

4. More than half of the respondents noted that an advanced degree was not necessary for their major field of study.

5. Almost two-thirds of the respondents said they had attended some form of training program offered by their employer.

6. Comments given by some responding graduates included: importance of areas such as communication, computer sciences, emphasis in statistics, human relations, typing, and office skills as well as language, emphasis on practical aspects of business and management courses rather than theory, upgrading the books and other materials, elimination of duplicating subject matter, criticism of high volume of courses and low quality, importance of job experience, importance of internship programs, criticism of faculty advising and student-faculty relationship, importance of advanced degrees, and importance of specialization in specific

area of business or management.

### CONCLUSIONS

The data gathered from the follow-up study of graduates seem to indicate that the College of Public and Business Administration of Tehran University is, generally speaking, adequately preparing undergraduates to meet the requirements of the business community. Most of the graduates indicated adequacy of education within their chosen fields of study in relation to their jobs. There are, however, certain conclusions which can be drawn from the preceding data about how well the College of Public and Business Administration is preparing its graduates. These conclusions are listed below.

1. Since a majority of graduates were working in jobs relating to their course of study, it appears the university is preparing them for work.

2. Both major and minor fields of study helped to prepare the graduates for their present jobs. It also appears that most of the graduates could not hold the jobs they are presently in without having received undergraduate training.

3. Since only 2 percent of the graduates found work through the Student Affairs Office, it appears that there is a definite need to establish a more effective Student Placement Bureau.

4. It appears that the graduates' salaries have increased

steadily since their graduation.

5. Internship programs would be very beneficial to the students.

6. Faculty advice to students needs to be very closely scrutinized by the directors of the Public and Business Administration programs.

7. More foundation courses and fewer electives are needed.

8. More business and management courses and fewer general education courses would be more beneficial.

9. To meet the requirements of business, at least four years of university level instruction are required.

10. Areas of study which appear to be satisfactory were Accounting, Decision Making, Economics, Finance, Law, Marketing, Mathematics, Money and Banking, and Statistics.

11. Areas of study which apparently need additional coursework to make them satisfactory to the graduates were Communication, Computer Science, and Management.

12. There is a definite need for additional instruction in Communication and Computer Science.

13. Foundation courses in Accounting, General Economics I and II, Mathematics in Management, Statistics in Management, Business and Civic Law, and Communication in Management are adequately preparing graduates.

14. The value of advanced education is not being stressed adequately by the university.

15. Training programs offered by employers are helpful to

graduates in meeting the requirements of their jobs.

#### RECOMMENDATIONS

The follow-up study presented here clearly shows areas of study in the Public and Business Administration programs of Tehran University which graduates feel are adequate and those which are deficient. The recommendations presented here should be considered by the university administration in planning and organizing future curriculum programs.

1. It is recommended that the College of Public and Business Administration needs to improve its job placement service in the Student Affairs Office. This can be done by more closely following graduates to maintain an awareness of where job openings exist. It is recommended that a placement office should also peruse current publications for employment opportunities and build a rapport with the business community so that employers will seek university graduates. The university should also establish an aggressive program of inviting prospective employers to the campus to interview graduates.

2. It is recommended that the College of Public and Business Administration should establish a mandatory internship program as part of its foundation coursework. Such a program has a threefold immediate advantage: first, it enables students to obtain some practical experience prior to graduation; second, it enables employers to train potential full time employees and, third, it helps keep both students and employers informed about



the job market.

3. The College of Public and Business Administration needs to seriously review its program of advice by the faculty to the students. It appears that the faculty is not aware of student or business needs. It is recommended that the university establish a dynamic inservice program to instruct the teachers in these needs.

4. Since graduates indicated more foundation and business and management courses would be helpful to them, the College of Public and Business Administration should scrutinize its offering of electives and General Education courses to see which might be eliminated. This would allow for more foundation courses to enable more specialization by the students.

5. The graduates indicated that at least four years of university training is necessary to meet the requirements of business; therefore, it is recommended that the university should establish an ongoing program to encourage students to complete their baccalaureate educations. This program could include special financial aid to deserving students, achievement awards, professional associations and fraternities, and a program of inviting alumni to conduct seminars for students.

6. Since nearly 40 percent of the graduates expressed dissatisfaction with the amount of instruction in the finance area, the College of Public and Business Administration should investigate this area for possible changes in the curriculum.

7. Likewise, since an equal number of graduates expressed

satisfaction and dissatisfaction with instruction in Management, the University should investigate this area also.

8. In the areas of Marketing and Mathematics, more than half of the graduates responded that these blocks of instruction did not apply to their jobs. It is recommended that the College of Public and Business Administration should investigate the possibility of making these two areas electives instead of requirements.

9. A definite need was found for additional courses and further specialization in Computer Science. Therefore, it is recommended that the College of Public and Business Administration should investigate this area to determine which Computer Science courses would be the greatest benefit, and add them to the foundation course load.

10. Courses in Communication were also found to be lacking by more than half the graduates. Additional instruction in communication should be offered. This could be accomplished by providing a foundation course in basic communication and offering special communication electives.

11. It is recommended that the College of Public and Business Administration should establish a program to emphasize the importance of advanced degrees.

12. In post-graduate programs in Business Administration, Administrative Science, and Accounting, the College of Public and Business Administration should investigate courses in Computer Science, Foreign Language, Management, and Statistics to determine

why these courses are deficient and what can be done to enable them to meet the requirements of the students.

13. It is recommended that the College of Public and Business Administration should conduct periodic follow-up studies of graduates to determine the needs for training in an ever changing business environment.

14. It is recommended that the College establish an ongoing program of seminars in which employers could meet with college faculty and administrators to advise them of current job requirements and expectations.

15. It is recommended that the College of Public and Business Administration appoint a committee to review its instructional materials and to initiate a program to provide current materials in the Persian language. The recommendation of students and graduates as to appropriate texts and materials should also be considered.

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## APPENDICES



**APPENDIX A**

**COVER LETTER ACCOMPANYING  
QUESTIONNAIRE TO GRADUATES**

June 27, 1978

Dear Graduate:

Rapid changes in the business and government communities have made it difficult for educational institutions to keep up with trends in administrative procedures. Often university curricula fall behind the times because they are unable to receive proper feedback from graduates or the business community as to what is needed by employers for a specific job requirement. Currently, I am conducting a research study as a dissertation project relative to my doctoral degree. The study is an evaluation of the curricular program of the College of Public and Business Administration of Tehran University. Your help in completing this study is needed.

The purpose of the study is to determine the effectiveness of undergraduate programs in Business Administration, Administrative Sciences, and Accounting. Your response to the questionnaire and your candid comments will be used to form recommendations to the university to improve those curricula. Please complete the enclosed questionnaire and return it in the self-addressed, stamped envelope by July 4, 1978.

The responses to the questionnaire will be kept in strictest confidence. Your name will not be used in any way in the preparation or publication of the finished dissertation.

Your cooperation in the study will certainly be appreciated.

Respectfully,

Kazem Khan-Shaghghi

**APPENDIX B**

**FOLLOW-UP LETTER TO THE GRADUATES**

July 11, 1978

Dear Graduate:

I contacted you by letter on June 27, 1978 to request that you complete a questionnaire to assist me in compiling data for my doctoral dissertation. The paper is a study of the effectiveness of the curricular program of the College of Public and Business Administration of Tehran University. The data will be used to make recommendations for the improvement of programs at the College to make them more compatible with current needs in the business and public job sectors.

I am sure you are aware of the need to constantly improve on educational programs to keep up with business and administrative requirements. Your response to the enclosed questionnaire is your opportunity to make an effective contribution to the improvement of curricular programs in Business Administration, Administrative Sciences, and Accounting.

Please take the time to complete the questionnaire and return it to me in the envelope provided. Thank you for your cooperation.

Respectfully,

Kazem Khan-Shaghghi

APPENDIX C

SAMPLE QUESTIONNAIRE

A FOLLOW-UP STUDY OF GRADUATES OF COLLEGE  
OF PUBLIC AND BUSINESS ADMINISTRATION OF  
TEHRAN UNIVERSITY  
1968 - 1976

Questionnaire

Please place a check mark (X) in the appropriate response, or fill in if required. All information will be kept confidential, and answers will be tabulated for statistical purposes only.

PART I - GENERAL INFORMATION

Name \_\_\_\_\_

Address \_\_\_\_\_

Undergraduate Major:

- Administrative Sciences  
 Business Administration  
 Accounting

Undergraduate Minor:

- Administrative Sciences  
 Business Administration  
 Accounting

Undergraduate degree received: 19\_\_\_\_

Your current occupational status:

- \_\_\_\_ 1. Full-time student (with or without part-time job)  
\_\_\_\_ 2. Military service  
\_\_\_\_ 3. Full-time business/industry (with or without school)  
\_\_\_\_ 4. Full-time government (with or without school)  
\_\_\_\_ 5. Full-time teaching (with or without school)  
\_\_\_\_ 6. If other, please check at left and specify, \_\_\_\_\_.

PART II. POST-GRADUATE OCCUPATIONAL EXPERIENCES

- | <u>YES</u>               | <u>NO</u>                |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Are you currently employed in the major area for which you studied? (Major areas are: Administrative Sciences, Business Administration, and Accounting.)             |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Do you believe it is necessary for a person to have majored in your field of study to adequately perform the work which is required of you in your present position? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Do you believe your minor area of study (if you had one) has helped you in your work?  |
|                          |                          | 4. How did you obtain your first position after graduation from Tehran University? Please check one.  |
|                          |                          | <input type="checkbox"/> Student Affairs Office   |
|                          |                          | <input type="checkbox"/> Public Employment Agency   |
|                          |                          | <input type="checkbox"/> Through Media  |
|                          |                          | <input type="checkbox"/> Personal Initiative  |
|                          |                          | <input type="checkbox"/> Instructors  |
|                          |                          | <input type="checkbox"/> Personal Friend  |
|                          |                          | <input type="checkbox"/> Other: Please specify _____  |
|                          |                          | 5. To what extent do you feel grades received in course work were considered a factor in obtaining your first job?  |
|                          |                          | <input type="checkbox"/> Very important   |
|                          |                          | <input type="checkbox"/> Substantially important  |
|                          |                          | <input type="checkbox"/> Moderately important   |
|                          |                          | <input type="checkbox"/> Of little importance   |
|                          |                          | <input type="checkbox"/> Of no importance   |
|                          |                          | 6. How many different employers have you worked for since graduating from Tehran University?  |
|                          |                          | <input type="checkbox"/> One  |
|                          |                          | <input type="checkbox"/> Two  |
|                          |                          | <input type="checkbox"/> Three  |
|                          |                          | <input type="checkbox"/> More than three  |
|                          |                          | 7. To what extent are you satisfied with your major in Administrative Sciences, Business Administration, or Accounting? Check one.                                      |
|                          |                          | <input type="checkbox"/> Very satisfied   |
|                          |                          | <input type="checkbox"/> Fairly satisfied   |
|                          |                          | <input type="checkbox"/> Somewhat dissatisfied  |
|                          |                          | <input type="checkbox"/> Definitely dissatisfied  |

8. Please check the salary range given below which indicates your beginning monthly salary in your first position after graduation from Tehran University. (All figures are in Rials; and 70.50 Rials = \$1.00)

- |  |  |
|--|--|
| <input type="checkbox"/> Below 20,000  | <input type="checkbox"/> 50,000-59,999   |
| <input type="checkbox"/> 20,000-29,999 | <input type="checkbox"/> 60,000-69,999   |
| <input type="checkbox"/> 30,000-39,999 | <input type="checkbox"/> 70,000-79,999   |
| <input type="checkbox"/> 40,000-49,999 | <input type="checkbox"/> 80,000 or above |

9. Please check the salary range given below which indicates your current salary. (All figures are in Rials; and 70.50 Rials = \$1.00)

- |  |   |
|--|---|
| <input type="checkbox"/> Below 40,000  | <input type="checkbox"/> 70,000-79,999    |
| <input type="checkbox"/> 40,000-49,999 | <input type="checkbox"/> 80,000-89,999    |
| <input type="checkbox"/> 50,000-59,999 | <input type="checkbox"/> 90,000-99,999    |
| <input type="checkbox"/> 60,000-69,999 | <input type="checkbox"/> 100,000 or above |

PART III. FOUR-YEAR CURRICULUM REQUIREMENTS

- | <u>YES</u>               | <u>NO</u>                |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Did you have an internship program (on-the-job training) in your curricular program?  |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. If the answer to Item 10 is "Yes", do you feel that the internship program has been valuable to you?  |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. If you did not have an internship program while attending college, do you think it would be necessary for students to have such a program?    |
|                          |                          | 13. To what extent, if any, do you feel faculty advising helped you in completing your degree at Tehran University?                               |
|                          |                          | <input type="checkbox"/> Very valuable  |
|                          |                          | <input type="checkbox"/> Somewhat valuable  |
|                          |                          | <input type="checkbox"/> Of little value  |
|                          |                          | <input type="checkbox"/> Of no value  |
|                          |                          | 14. Regarding your college preparation, please rate the number of foundation requirements in relation to the number of electives. Check only one. |
|                          |                          | <input type="checkbox"/> Need more foundation requirements and fewer electives.   |



- Need fewer foundation requirements and more electives.
- Proportion of foundation requirements and electives is satisfactory.

15. Regarding your college preparation, please rate number of courses in business and management areas in relation to number of courses in general education (e.g., Persian language, history, etc.). Check only one.
- Need more business and management courses and fewer general education.
  - Need fewer business and management courses and more general education.
  - Proportion of business and management requirements to general education is satisfactory.

16. Extent of need, if any, for a basic knowledge of computer science for your major area of study.
- Necessary
  - Would be helpful
  - Would be little value
  - Would be of no value
  - No idea

17. Total amount of college education needed to prepare you for job requirements.
- One year or less
  - Two years
  - Three years
  - Four years
  - Graduate study

18. Please rate the adequacy of your preparation in terms of amount of instruction in the areas listed below. Do not evaluate the quality of instruction. Place a check mark in the appropriate column for each area.

Area	Does not Apply	Less than Needed	Adequate	More Than Needed
Accounting . . . . .				
Communication . . . . .				
Computer Science . . . . .				
Decision Making . . . . .				
Economics . . . . .				
Finance . . . . .				
Law . . . . .				
Management . . . . .				
Marketing . . . . .				
Mathematics (Management)				
Money and Banking . . . . .				
Statistics . . . . .				

19. Please evaluate the following foundation courses in terms of their relative value to your major area of study. Place a check mark in the appropriate column for each course.

	Degree of Value				
	(5) Very High	(4) High	(3) Average	(2) Little Value	(1) Of no Value
Principles of Accounting					
General Economics I . . .					
General Economics II . .					
Mathematics in Management					
Statistics in Management.					
Business and Civic Law. .					
Communication in Management					

PART IV. GRADUATE EDUCATIONAL EXPERIENCES

- |            |           |  |
|------------|-----------|--|
| <u>YES</u> | <u>NO</u> |  |
| ( )        | ( )       |  |
20. Have you taken additional course work since receiving your Bachelor's degree from the College of Public and Business Administration?
- ( ) ( ) 21. If the answer given to the previous item is "yes", was additional course work taken because you were considered deficient in that area? If so, please specify the areas or courses in which you were considered deficient.
- 
22. Please check the degree(s) listed below which you now hold.
- ( ) B.S.
- ( ) M.S.
- ( ) M.B.A.
- ( ) Ph.D. or Ed.D.
- ( ) Other - Specify \_\_\_\_\_
- 
23. In considering the value of an advanced degree to your major field of study, please check one of the following options.
- ( ) Definitely necessary
- ( ) Not necessary but helpful
- ( ) Not necessary
- ( ) No opinion

YES    NO  
( )    ( )

24. Are you attending or have you attended, any form of training program sponsored or offered by your employer?
25. Please include any comments you think would help in evaluating the undergraduate education you received at Tehran University in the space provided or on a separate sheet of paper.
- 
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## VITA

Kazem Khan-Shaghaghi was born in Yazd, Iran, on October 18, 1944, the son of H.A. Khan-Shaghaghi and Fatemeh Khan-Shagheghi. He attended public schools in Tehran, Iran and graduated from Elmieh High School in 1964. In 1970, he received his Bachelor's Degree in Business from Tehran College of Business with a major in Business. From 1968 to 1973, he worked for Iran National Manufacturing Company, Tehran, Iran. He came to the United States of America in 1973 when he enrolled at Eastern New Mexico University, received his Master of Business Administration with a major in Accounting and a minor in Data Processing from that University in 1975. Then, he was admitted to the Doctor of Education degree program at East Texas State University. He was awarded the Doctor of Education degree with a major in supervision, Curriculum, and Instruction and a minor in Business, in 1980. He is married to Mina Vassei Khan-Shaghaghi. They have two sons, Babek and Ali.

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This dissertation was typed by Charlotte Jett.