



## **GARISSA UNIVERSITY**

**UNIVERSITY EXAMINATION 2016/2017 ACADEMIC YEAR ONE  
FIRST SEMESTER EXAMINATION**

**SCHOOL OF BUSINESS AND ECONOMICS**

**FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION**

**COURSE CODE: MBA 805**

**COURSE TITLE: BUSINESS RESEARCH**

**EXAMINATION DURATION: 3 HOURS**

**DATE: 04/12/17**

**TIME: 2 .00-5.00 PM**

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### **INSTRUCTION TO CANDIDATES**

- **The examination has SIX (6) questions**
- **Question ONE (1) is COMPULSORY**
- **Choose any other THREE (3) questions from the remaining FIVE (5) questions**
- **Use sketch diagrams to illustrate your answer whenever necessary**
- **Do not carry mobile phones or any other written materials in examination room**
- **Do not write on this paper**

**This paper consists of FOUR (4) printed pages**

*please turn over*

## **QUESTION ONE (COMPULSORY)**

The following is a statement adopted in a research thesis. Study this statement and answer the following questions.

Education can only be termed as such if it meets its predetermined goals aims and objectives. This is no wonder there are broad aims, goals, and objectives that every educational institute has to consider. This is also the reason as to why there are national goals that each country holds dear in the ministry of education and so also the specific educational institute or organization. All these aims, goals and objectives are an invitation to value education. To capture the value of this direction Segall and Wilson (1998) have said that "every educational system has a moral goal that it tries to attain and that informs its curriculum- it wants to produce a certain kind of human being".

The State Board of Education developed a program of Character Curriculum for levels K-12. This comprehensive character education program focused on the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, respect for the creator, patience, creativity, sportsmanship, loyalty, perseverance, and virtue, a step that indicated that the country values education so much (Scerenko, 1997).

Much of the research regarding African American male achievement has concentrated on the influences, which negatively impact academic achievement. Influences known to positively impact academic achievement of this vulnerable population exist in the research of successful achievement among male minority students For example, religious commitment is one variable identified as having a positive impact on academic achievement of minority students (Glaeser & Sacerdote, 2001; Irvine & Foster, 1996; Jeynes 2003a; Jeynes 2003b; Suskind, 1998). However, few studies have examined minority male achievement from the viewpoint of students who have completed high school and are enrolled in institutions of higher education.

Education is therefore important for all human developments in all walks of life. That is, a holistic kind of education that does not only concern itself in acquiring information, but which teaches a sense of values so as to turn the participants useful in the way of understanding the essence of it all. This invites all the stakeholders in education to offer a life-long education to the subjects bearing in mind that the result would not only serve them but the larger society as well (Battle & Lewis, 2002).

In relation to this lifelong education, you will find that it stimulates the learners and unleashes the wisdom that lies dormant in the lives of young people or simply said, drawing out the potential which" exists within them. This is justifiable since every person has the power within him or herself to change the world. To make this a reality therefore, it calls for responsible individuals and institutions.

Researchers in the field of education have emphasized on the need for educators to consider value education other than feeding information to learners that does not touch the affective domain, which concerns itself with attitudes, values and interests that enables one to apply the cognitive domain values in a more responsible way. They are for the opinion that education that cannot assist the learners make wise decisions in life and live in constant awareness of the place of God in dealing with others and in life endeavors in general is education with deficit (Darling-Hammond, 2000).

- (a) Develop an appropriate title for the study **[2 marks]**
- (b) Explain the appropriateness of the statement of the problem. **[5 marks]**
- (c) Formulate a conceptual framework of the research and explain logically the variable Relationships. **[8 marks]**

## **QUESTION TWO**

Imagine you are the manager of a learning institution; you are concerned with why some staff member seem to derive joy from work and get energized by it while others find it troublesome and frustrating.

- (a) Indicate how you, as a researcher can investigate this problem **[7 marks]**
- (b) Describe the characteristics of a good research problem statement. **[8 marks]**

## **QUESTION THREE**

- (a) Explain the difference between validity and reliability of a research instrument. **[5 marks]**
- (b) Discuss the threats to internal validity of research instrument. **[10 marks]**

## **QUESTION FOUR**

Quantitative research process often comprises theoretical framework and conceptual Framework.

- (a) Explain the importance of theory in research **[3 marks]**
- (b) Discuss the usefulness of conceptual framework in research **[12 marks]**

**QUESTION FIVE**

- (a) Highlight the main characteristics of data in research. **[5 marks]**
- (b) Describe the main measurement levels. **[10 marks]**

**QUESTION SIX**

- (a) Explain why, during research, sample rather than an entire population is preferred as a source of data. **[5 marks]**
- (b) Discuss the importance of research to different stakeholder groups. **[10 marks]**

