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Service-learning in MBA degree programmes in South Africa

Carmichael, Teresa

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Chapter 3: HYPOTHESES AND PROPOSITIONS

The hypotheses and propositions have been presented in such a way as to demonstrate their links to the problem and associated sub-problems

Problem 1 is located within the business context:

Problem 1: Correlate the perceived importance of SAQA'S CCFOs to players in the business sector with the extent of their development through Service-Learning

Sub-problems:		***Hypothesis 1.1***
1.1	Establish the relative perceived importances of SAQA's CCFOs to players in the business sector	H_0: There are no significant differences between the perceived relative importances of SAQA'S CCFOs to players in the business sector H_A: There are significant differences between the perceived relative importances of SAQA'S CCFOs to players in the business sector
1.2	Establish the extent to which SAQA's CCFOs are perceived to be differentially developed through Service-Learning	**Hypothesis 1.2** H_0: There is no positive correlation between the perceived development of SAQA'S CCFOs through Service-Learning and the perceived requirements of players in the business sector for the CCFOs H_A: There is a positive correlation between the perceived development of SAQA'S CCFOs through Service-Learning and the perceived requirements of players in the business sector for the CCFOs

Problem 2 is located within the social context:

Problem 2: Evaluate the extent of matching between the business needs of community organisations and the types of support that could be supplied by MBA students.

Sub-problems:		***Propositions 2.1 to 2.4***
2.1	Define the scope of "community organisations" relevant in the South African context	2.1 The scope of "community organisations" relevant to the South African context extends beyond the non-profit sector
2.2	Identify the business needs of community organisations in terms of skills development and expert support	2.2 The business needs of community organisations includes skills development, expert support and basic management functions.
2.3	Identify the business benefits of MBA Service-Learning to community organisations	2.3 Community organisations derive business benefits from MBA Service-Learning students

Problem 3 is located within the Higher Education context:

Problem 3: Evaluate the extent and general academic quality of student assignments in terms of both functional and CCFO learning

Sub-problems:		***Propositions 3.1 to 3.4***
3.1	Evaluate the extent of functional course content learning achieved by MBA students as reflected in their assignments	3.1 MBA students' course content learning in Service-Learning courses meets educational standards
3.2	Evaluate the extent of CCFO learning achieved by MBA students as reflected in their assignments	3.2 MBA students learn the CCFOs through participating in Service-Learning courses
3.3	Describe the preferred assessment methodologies used in an MBA Service-Learning course	3.3 Reflection with reflective journals are considered to be the most effective assessment methodology for Service-Learning courses
3.4	Evaluate the general academic quality of students' Service-Learning assignments	3.4 The general academic quality of student assignments reflects the integrated and appropriate use of references and follow a logical report structure 3.5 The depth of reflection by students is positively correlated with the extent of cognitive development as measured by Bloom's taxonomy for each CCFO

Problem 4 is located within the Higher Education context:

Problem 4: Discuss MBA students' preferred Learning Styles in the context of Service-Learning and describe their experiences, personal growth and insights from attending a Service-Learning course.

Sub-problems:		***Propositions 4.1 to 4.2***
4.1	Relate MBA students' preferred Learning Styles to the context of Service-Learning	4.1 MBA students' Honey and Mumford learning style profiles will not conflict with the reflection requirements of Service-Learning.
4.2	Describe MBA students' experiences, personal growth and insights from attending a Service-Learning course	4.2 MBA students experience personal growth and new perspectives from attending a Service-Learning course and are able to articulate insights to contribute to further Service-Learning course development.