

**THE IMPLICATIONS OF UNIVERSITY ADMISSION POLICIES ON
FEMALES' ACCESS TO HIGHER EDUCATION: A CASE
STUDY OF MOI UNIVERSITY**

BY

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DECLARATION

Declaration by the Candidate

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DEDICATION

This work is in remembrance of my late Dad, Joseph Gichogo Mararo, who wanted nothing but the best for me and who kept on prodding me on. I also dedicate this work to all women who have gone on to complete their University Education in the face of challenges.

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ABSTRACT

The issue of females' under-representation in enrolment in higher education over the years has elicited concern from many quarters and many countries have put in place measures to address the issue. In Kenya, admission to public universities is handled by the Kenya Universities and Colleges Central Placement Service (KUCCPS) and previously by the Joint Admissions Board (JAB). The purpose of this study was to assess the implications of the university admission policies on females' access to higher education, using Moi University as a case study. The study was guided by the following specific objectives; to examine specific university admission policies put in place by the admissions body, to establish the level at which the university entry cut off point was set between 1993 and 2010, to establish the extent to which females have been represented in the admissions to Moi University, and also to establish undergraduate students' perceptions of affirmative actions aimed at enhancing females access to university education. The study adopted a mixed method survey design, as it used both quantitative and qualitative data. This study was based on John Rawl's theory of justice as fairness. The study's target population was the undergraduate students registered in the 2007/2008 academic year and the officers in the university admission's secretariat and those in Moi University's admissions' registry. The sample comprised 467 students being 5.9% of the 7,924 undergraduate students the study employed proportionate stratified random sampling technique and purposive sampling techniques. Qualitative data was collected using the questionnaire technique and Focused Group Discussions while quantitative data was generated through document analysis. Quantitative data was analyzed using descriptive statistical techniques such as frequencies, percentages, the range and standard deviation, and The Pearson's Product moment correlation was used to analyze the hypothesized relationships. Qualitative data was categorized and organized into themes and narratives. According to the findings of the study, there was a general admissions criterion each year and there were also those targeting different categories of students such as females and this entailed lowering the cut-off point. The gender affirmative action criteria of admission was effected variously over the years under study with the lowest cut off point for females being 61 points in the years 2000/2001, 2008/2009 and 2009/2010 and the highest at 68 points in the years 1996/1997 to 1999/2000. In the period under study, the females cut off point was lower than that of males by between 1-3 points with the year 2005/2006 reflecting the highest range (3 points) as the cut-off point for females was 64 points against that of males at 67 points. Females representation in admissions varied from year to year with the highest representation at 43.97 % in the year 2009/2010 and the lowest being 30.59% in the year 1993/94. The respondents were to some extent in support of the affirmative gender criterion of admissions with 68.1% of the respondents indicating support for lowering the cut off points for females. On respondents' perceptions on measures aimed at enhancing females' access to higher education, at - 0.837 confidence level, there was no relationship between gender of the respondent and perceptions on lowering of university entry points for females while Sixty-three-point four (63.4) percent of the respondents indicated that it would be inappropriate to reserve quotas for females in university admissions. The study concluded that in spite of the affirmative actions, the female gender continued to be disadvantaged in terms of enrolment. The study recommended a re-examination of the measures put in place to enhance females' access to university education. The study is significant in that its findings are useful in informing further policy decisions on enhancing females' access to higher education.

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ABBREVIATIONS AND ACRONYMS

ADEA:	Association of Development of Education in Africa
B.Ed.:	Bachelor of Education
BBM:	Bachelor of Business Management
CHE:	Commission for Higher Educations
CHE:	Commission for Higher Education
CUE:	Commission on University Education
FAWE:	Foundation of African Women Educationists
FGD:	Focused Group Discussion
GOK:	Government of Kenya
IPAR:	Institute of policy analysis and research
IS:	Information Science
JAB:	Joint Admissions Board
JKUAT:	Jomo Kenyatta University of Agriculture and Education
KANU:	Kenya African National Union
KACE:	Kenya advanced Certificate of Education
KCSE:	Kenya Certificate of Secondary Education
KIPPRA:	Kenya Institute for Public Policy Research and Analysis
KUCCPS:	Kenya Universities and Colleges Central Placement Service
KUCCPS:	Kenya Universities and Colleges Placement Service
OAU:	Organization of African Union
PPST:	Pre-professional Skills Test
PSSP:	Privately Sponsored Students' Programme
SADC:	South African Development Corporation
SAPS:	Structural Adjustment Programmes

SCDS:	School of Social Cultural and Development Studies
TIQET:	Totally Integrated Education and Training
UCT:	University of Capetown
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children's Fund
UNIN:	University of the North
USA:	United States of America
TIQET:	Totally Integrated Quality Education and Training
WEUCO:	Western University College

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study set out to assess the implications of universities admission policies on females access to higher education focusing on Moi University Chapter one of the study contains the following sections; Introduction, background of the problem, statement of the problem, purpose of the study, specific objectives, main research question, specific research questions, null hypothesis, significance of the study, justification of the study, scope of the study, limitations of the study, assumptions of the study, theoretical framework ,conceptual framework and operational definition of terms.

1.2 Background to the problem

In an attempt to enhance access to education in order to provide manpower to propel the country forward economically, the Kenya Government after independence embarked on expanding educational opportunities at all levels hence the increase of the number of public universities from one to six by the year 2002 (Boit, 2003). Following the recommendations of the Kamunge report (1988), the government encouraged the private sector to participate in educational development and consequently between 1980 and 2001, the number of private universities increased from one to fifteen. (Boit, 2003). Other measures to enhance access to higher education apart from increasing the number of universities in Kenya included introduction of fee-paying degree programmes in public universities (commonly called Privately Sponsored Students Programme (PSSP) in Moi University or Module II programme in Nairobi University, African Virtual University courses in Kenyatta and Egerton Universities, Lowering University entry points for students from

disadvantaged groups, introduction of Open Learning Courses in Kenyatta University ,introduction of the University Students Loan's Scheme, Introduction of bridging/make up courses in some universities and adoption of E-learning approaches.(<https://education.go.ke>).

Writing in support of the expansion in higher education on the basis of a rapidly growing population hence increased demand, the Mackay educational report notes;

With a population growing in the neighbourhood of 4% and with 1.2 million children joining standard one in 1981, its all too apparent that the rapid development at all levels must not only be continued but even intensified at the middle and upper levels of the education spectrum if the youth is to be properly prepared to play a meaningful role in an expanding economy (Mackay Report 1981, p.1).

Kenya has had numerous policy guidelines on Education since independence. The first policy document was Sessional Paper No. 10 of 1965 on Democratic African Socialism and its practical application to planning, which in turn is based on the declarations contained in the KANU manifesto (KANU, 1960). The National Education policies in Kenya are based on the philosophy spelt out in that first planning document in Kenya and these are quite explicit on the principle of social equality in education. The issue of social equality is also echoed in the Kenya Education Commission Report (Ominde report) of 1964 and there is concern over the same in all later educational reports such as the report of the National commission on Educational Objectives, (Gachathi report) of 1976, development plans and government documents such as the public investment programmes, Sessional Paper No. 2 of 1996, Vision 2030 and its attendant Medium term plan (2008-2012) amongst others documents.

Against a background of government's concern in enhancing access to higher education and its concern for social equality, it is worth noting that inequalities have persisted in

terms of district of origin, social economic backgrounds and gender, (Migosi, 1988, Boit, 1998, Eshiwani, 1993, Bunyi, 2003, Oyaywa-Nkurumwa and Changeiywo, 2001)

With reference to gender inequalities in enrolment in the education system, the higher education sub-system is worst hit (Hughes and Mwiria, 1989). According to the recent economic surveys reports (1997 – 2002), females' enrolments in education decrease with ascension up the academic ladder for example in the year 2000, the proportion of female students at primary school level was 49.4 percent, 47.0 percent at secondary school level and 31.7 percent at the university level. In Moi University the percentage of female students was only 29.2 percent in that year 2000. The same reports show that the undergraduate's female population in the Kenya Public Universities has perpetually been below forty percent of the total student population. This shows that in any one year males comprised of over sixty percent of the undergraduate students' body. In the National Development Plan (2002 – 2005, the issue of females being disadvantaged in higher education is further pointed out. The phenomenon of females being disadvantaged in representation in higher education goes beyond the 90s as Hughes and Mwiria (1989) have noted that since 1981 only thirty percent of the university population had been women. With regard to this, Riak et al have remarked, "as long as the proportion of women in higher education is less than fifty percent, the country is underutilizing its available human talents"(Riak , Mburugu, Tsuma, Ochuodho, Otieno, 1996,p.5)

Several studies have been done on the general poor performance of females in education in Kenya and the causes highlighted included socio-cultural factors such as preferring to invest in boys' education, Juma (1994), Hughes and Mwiria (1989), Riak et.al. (1996). Others causes highlighted included early marriages and pregnancies, UNICEF/Government of Kenya (1989). Some researchers also cited financial constraints

as the culprit for low female representation in education. In a study carried out on access to higher education by Riak et al (1996), some potential female university students (from three and four), cited lack of fees and related charges as a factor that would keep them from pursuing university education. Kabira, Oduol, Nzomo (1995) also noted that during the Structural Adjustment Programmes (SAPs) era, fewer girls than boys completed high school owing to fees increases, which they said were higher than those in any other levels of education. This, they noted would have long term implications for human resource development in general and gender parity in particular. According to Bunyi (2003), a large number of female candidates at the K.C.S.E level attained minimum university entry points but missed admission to university due to the intense competition offered by their male counterparts for the available places. This view was supported by a study by Riaket.al. (1996) which also added lack of a gender specific policy as a cause of females' low enrolment in higher education. Table 1.1 below highlights the case of females' severe underrepresentation in one course in Moi University.

Table 1.1 Bachelor of Medicine and Bachelor of surgery, 6th year students (1996 - 2006)

YEAR	Females	Males	Total
1996/97	5	13	18
1997/98	10	33	43
1998/99	7	33	40
1999/2000	3	22	25
2000/2001	10	34	44
2001/2002	4	34	38
2002/2003	10	31	41
2003/2004	23	28	51
2004/2005	12	26	38
2005/2006	4	28	32

Source; Admissions office-Moi University

According to table 4.1 above, females enrolment was lowest at 5 students in 1996/1997 and highest at 23 students in 2003/2004 against that of males which was lowest at 13 students in 1996/1997 and highest at 34 students in the years 2000/2001 and 2001/2002.

In Kenya, the Joint Admissions Board (J.A.B) and its successor ,the Kenya Universities and Colleges Central Placement Service(KUCCPS)formulates and implements policies on admission to public universities and some of the policies are gender specific. Each year the admissions' board has had to deal with the problem of having to select University entrants from a large group of qualified students, (Hussein and Postlethwaite, 1995, JAB, 2003).Each year over 70 per cent of qualified students missed university places .The Universities had been admitting fewer than 10,000 students as per conditions set by the World Bank and the international monetary fund and the admissions were pegged to bed capacity. The (JAB, 2008).

It is worth noting that many qualified students, both males and females were sieved at the university entry level and they missed university admission as the commission for Higher Education (CHE, 2003) observed that every year about 32000 candidates qualified to join the public Universities. Bogonko (1992) wrote that intervention measures were required at the university entry level to enhance females' access to university thus attempting to bridge the gender gap in enrolment. With regard to this, the Universities Admissions Body adopted a policy on affirmative action aimed at increasing female entrants to public universities every year. As per this policy, females were admitted to the public universities at lower points than their male counterparts. Similarly, some universities like Kereri Women University of Science and Technology introduced bridging courses specifically aimed at enabling women

to gain entry into higher education. This was in recognition of the fact that the governments' policy of emphasizing some courses in the university curriculum as indicated in all the post 1970's Development Plan has had a negative impact on women's access to higher education as most of them did not qualify for admission into the cases that were emphasized (Riak et. al.1996, UNICEF/GOK, 1998).It was however noted that some policies like remedial courses as an aid to women's entry to university had a social economic class angle because when offered in private institutions and in the fee-paying programmes of public universities, they tended to be expensive and therefore inaccessible to the majority of would be beneficiaries who may could afford them. (Bunyi, 2003).

Government and individual universities efforts and policies notwithstanding, gender disparities in higher education, continued to be cited as a challenge, GOK (1989, 1999), Hussein and Postletwaite (1995). Affirming this fact, Riak et al (1996:11) noted; "School attendance, educational achievement and faculty composition continues to measure gender gaps in areas where improvements have been made on a global scale."(Riak et al 1996:, p.11) .They suggest an examination of the limitations of educational policies in dealing with issues of inequalities in access to education. It is therefore important to study the inequalities in the Kenyan education system in order to make an emphasy to the government and other stakeholders the fact that a problem that could have far reaching implications still exists despite there being policies in place to address the same. Writing in support of this view Debeauvis writes that "Studying educational inequalities is important because the educational inequalities are followed by inequalities in the labour market and these in turn produce and reinforce inequalities between individuals, social groups, incomes, living standards and political power." (Debeauvis 1981, p.5).

It is against this background that this study sought to assess how successful the university admission policies in place had been in bridging the gender gap in enrolment. Although gender disparities in higher education have been studied, there is no study that has focused on Moi Universities between 1993 and 2010 and which has specifically linked the inequalities to the admission policies. The purpose of the study therefore was to assess the implications of university admission policies on females' access to higher education focusing on Moi University.

1.3 Statement of the Problem

Gender gaps in enrolment in the public higher education sector have persisted over the years against a background of rising enrolment levels, intense gender equity campaigns by both state and non-state players and improved male-female ratios at the K.C.S.E level.(Riak et' all (1996),UNICEF/GOK,1998).

The Kenya government's expression of concern over gender gaps in enrolment in the school system run through all the post-independence national development plans and Educational reports. In some of the latest development plans, (1997-2001, 2002-2008), the issue of females' low representation in higher education has received a lot of emphasis. This phenomenon, the government holds is responsible for gender disparities in society and in decision-making positions.

According to Riak et al (1996), considering that females account for over fifty percent of Kenya's population ,their under representation in higher education means that they cannot participate in economic development in proportions equal to their numbers considering that the current globalization era, favors higher levels of knowledge and skill so they will it continue to lag behind men.

Every year ,the University admissions body sets the cut-off point for admission into the universities since 1991.The admission policies in place have had a gender angle with the aim of bridging gender gaps in enrolment (JAB,2003).The gender gaps have persisted though thus calling for an assessment of the level of success achieved by the policies in place. In support of this, a World Bank Report had indicated that it was imperative to monitor the degree to which the equity objectives get realized in the distribution of educational opportunities. (<https://openknowledge.worldbank.org>).

It is against this background that this study's aim was to assess the implications of university admissions policies in place on females' access to higher education using one of the public universities, Moi University as a case study

1.4 Purpose of the Study

The purpose of this study was to establish the implications of university admissions policies on females' access to higher education in Moi University being a case study of one of the public universities in Kenya

1.5 Objectives of the study

The study was guided by the following specific objectives;

- i. To find out the specific policies that governed entry into public universities on government sponsorship with specific reference to Moi University between 1993 and 2010
- ii. To assess the perception of affirmative action for admission of female students to Moi University.
- iii. To establish the level at which the university admission cut off point was set between 1993 and 2010

- iv. To establish the females' representation in the admissions to Moi University between the academic years 1993 and 2010
- v. To assess the undergraduate students' perceptions of affirmative action measures for admission of female students at Moi University aimed at enhancing females' access to higher education.

1.6 Research Questions

- i. The study set out to answer the following major research question;
- ii. What are the implications of admission policies on females' access to Moi University?

1.6.1 Specific Research Questions

- i. What are the specific gender admissions policies that governed entry into Moi University as a public university on government sponsorship?
- ii. At what level was the admission cut off point set by the admissions body between 1993 and 2010?
- iii. What was the females' representation in the admissions to Moi University between 1993 and 20210?
- iv. What are the perceptions of undergraduate students on affirmative action measures aimed at enhancing female's access to higher education?

1.7 Research Hypotheses

The following hypotheses relating to the fourth objective were also tested.

H₀₁: There is no significant correlation between gender of the respondents and perception of affirmative action for admission of female students into Moi University as a means of enhancing gender parity in enrolment.

H₀₂: There is no significant correlation between gender of the respondents and perception of affirmative action for admission into Moi University of female students from disadvantaged regions as a means of enhancing gender parity in enrolment.

H₀₃: There is no significant correlation between faculty/school of a respondent and perception of affirmative action for admission into Moi University of female students from disadvantaged regions.

H₀₄: There is no significant correlation between a respondent's category (mature versus regular) and perception on lowering of university entry points for females' admission.

1.8 Significance of the Study

The findings of the study are useful in shedding light on the impact of the government's measures in enhancing females' access and gender parity in enrolment in higher education and consequently it is hoped that this will inform policy decisions. The findings are also useful to private sector players such as women organizations who are concerned with gender imbalances in higher education and also to other researchers looking into the area of gender disparities in higher education. The study has also consolidated and documented the case of gender disparities in Moi University between 1993 and 2010 in relation to admission policies for future reference purposes.

1.9 Justification for the Study

The government of Kenya is committed to eradicating gender disparities in education as explicitly reflected in various government documents and even in the current constitution. The government formed a National Taskforce in 1995 to look into

gender and education in 1995 following the realization that women, who make up over 50 percent of Kenya's population, were under-represented in all levels of education. (GOK,2010).Non-governmental organizations, higher education institutions themselves, research bodies, women organizations, church organizations, international donor agencies are all concerned about gender inequalities in education.

In a report on excellence in higher education (1992:83), by Kenyatta University, the issue of women and education is ranked third among major issues in educational research. Similarly in the Dakar conference (1994), on women advancement issues, access to education and training in science and technology were ranked second. This position was ratified by African governments, Kenya's included. Also, in Sessional Paper No. 2 of 1996, the government has charted the path towards industrialization and it has been recognized that this will be achieved through education provision for all the citizens (GOK, 1996).

It is therefore necessary to work towards enhancing gender parity in enrolment in higher education and one of the preliquisite would be to first establish the implications of existing admission policies on enhancing females' access to higher education then chart a way forward.

Literature reviewed showed that there is a knowledge gap in the area of relating gender disparities in higher education within the study period to government approved policies on admission to university.

1.10 Scope of the Study

The study was carried out in Moi University', Main, Town, Eldoret west and Chepkoilel Campuses. Focus was on the implications of admission policies on females' access to the university. The respondents included:

- a) Officers in the students' registry at Moi University. They filled in the proformas on admission statistics.
- b) Officers at the university admissions' secretariat. They availed information on Cut off points and admission policies through filling in a proforma.
- c) Undergraduate students. These offered their perceptions of measures aimed at enhancing females' access and opportunities in higher education were sought.
- d) This study is limited to the university admissions function of the university admissions' body between 1993 and 2010.

1.11 Limitations of the Study

The study being a case study is limited as follows;

1. The study is only carried out in Moi University in a detailed manner consequently it will not be possible to generalize the findings to other universities.
2. This study focusses only on the university admission policies as a factor. Having implications on females' access to higher education in Moi University.
3. The study is confined to gender inequalities in enrolment only in Moi University and no other forms of inequalities.
4. The study's focus is the years between 1993-2010 only.

1.12 Assumptions of the Study

This study was based on the following assumptions;

1. That there were discernible implications of the admission policies on females access to higher education specifically Moi University.
2. That the required data would be availed.

3. That all the respondents would avail honest information.
4. That stakeholders would find the findings useful.

1.13 Theoretical Framework

This study is based on the theory of Justice by an American philosopher, John Rawls. Rawls (1971) views justice as fairness and he ties justice to equality. According to him justice is that which will consider the welfare of the worst off or the disadvantaged members of the society as an obligation. He tries to show how best we can come up with a society where fairness is basic in our dealings. Rawls advocates for the removal of social and economic inequalities in society under conditions of equal opportunities. This would be achieved through fairness in the distribution of goods, rights, benefits, and positions in the society. Emphasizing the need for the removal of inequalities Rawls (1971:100) writes. Underserved inequalities call for redress, and since inequalities of birth and natural endowment are undeserved, these inequalities are to be somehow compensated for. Thus the principle holds that in order to treat all persons equally, to provide genuine equality of opportunity, society must give more attention to those born into the less favourable social positions. The idea is to redress the bias of contingencies in the direction of equality. In the context of higher education and in pursuit of this principle, greater resources might be spent on the education of the less (disadvantaged) rather than the most intelligent, at least within a certain period. He also notes that where remedial action has to be taken, it should be seen to be fair/appropriate by all members of the society.

Relating Rawls' theory to the higher education sub-system in Kenya, it is evident that for various reasons gender disparities in enrolment exist. As the education service expands, the inequalities are preserved as seen in the enrolment trends over the years.

According to Rawls such inequalities are undeserved and they should be compensated for hence the admission policy on affirmative action aimed at enhancing. This to him is justice and it's in line with the equity objective in education. According to World Bank (1988) equity objectives should be treated as a higher objective than overall growth and it is important to monitor the degree to which the objectives are realized in the distribution of educational opportunities and that is what this study seeks to achieve.

1.14 The Conceptual framework;

The key concepts that Rawl's theory deals with are;

- i. Existence of factors militating against access to University Education. These arose from varied reasons which include natural endowments as well as historical, social and religious factors. In some Kenyan communities for example it was culturally allowable to send the male children to school while their female counterparts remained at home to help with domestic chores. This was premised on the understanding that the girls would eventually get married and so it was not necessary to take them to school. There are also regions which have had good schools in the years before independence and even in the years following independence and the young people in those regions were advantaged education wise and this had a bearing on access to university education. The advantaged regions are in many cases also the agriculturally well off ones and this constitutes an economic advantage. For a long time also, in many religions, women are always viewed as being second to men. Men issues are considered first. This has consequently had an impact on the advancement of the female gender education agenda.

- ii. Existence of undeserved inequalities in enrolment in University Education. Where factors militating against university education remain unchecked, the outcome is overall inequalities in enrolment in university education by gender, region and course placement. This is clearly seen in cases where for instance very few females make it to university generally and specifically to competitive courses. Females from disadvantaged regions like the arid and semi-arid areas are affected more. The output is gender trends in representation which are clearly in favour of one gender.
- iii. Compensation for undeserved inequalities. This entails deliberate creation of opportunities for the less privilege. This would lead to perceived equity/fairness/equality provision. In the context of higher education, gender inequalities in enrolment exist; efforts to compensate the disadvantaged gender have been put in place through creating opportunities for them and the measures should be seen to be fair. These measures specifically are the various affirmative actions aimed at enhancing access for the disadvantaged lot. The above scenario is represented in fig 1.1 below;

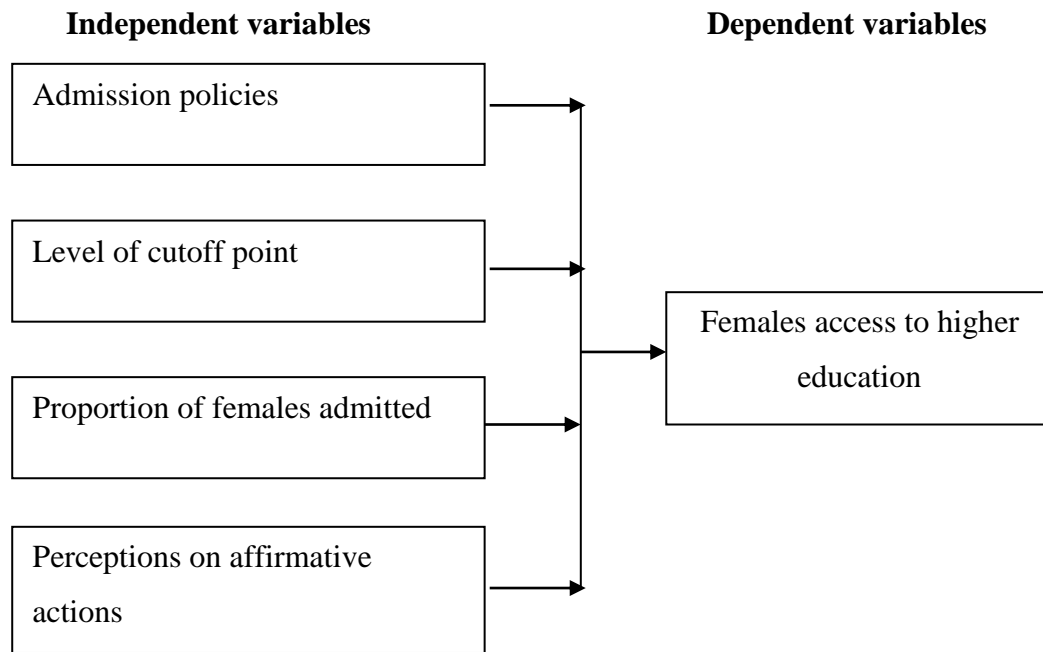


Figure 1.1: The relationship between admissions policies, Level of cutoff point proportions of females in admissions and perceptions on affirmative actions and their effects on females access to higher education

Source: Author's conceptualization

Generally representation in the higher education sector in Kenya shows disparities in terms of gender. The female gender is disadvantaged in representation in higher education to a large extent. A multiplicity of factors militating against females access to higher education have been identified .University admission policies, the level the cutoff point is set and the consequent proportion of male versus female admitted every year as well as stakeholders perceptions have impact on the overall access by females to higher education both directly or indirectly.

1.15 Operational Definition of Terms

Access:	Entry into
Admissions body:	This refers to the Kenya Universities and Colleges Central Placement Service and its predecessor, the Joint Admissions Board
Cut Off point:	The minimum requirements/points for entry to a public university as set by the admissions body in general and for particular courses
Disparities:	These are inequalities in attainments, representation, awards etc.
Enhancing Access:	It means put in place deliberate measures to increase entry into.
Equality:	This means awarding different gender groups same number of educational opportunities
Equity:	This means fairness in allocating educational opportunities.
Gender Parity:	This means equal representation in enrolment for males and females.
Gender:	Male or female
Higher Education:	University level of education/Public Universities.
Implications:	Consequences or results or effects of
Perception:	A person's opinion/views
Policies:	Government directives governing admission into public universities
Proportion:	Representation in numbers or percentages

Tertiary education:	This refers to all forms of post-secondary education.
University admission	
Weighted cluster points:	Points required in selected subjects to enable entry into a course weighed against the students' overall score.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The following presents a review of literature on the study. The literature reviewed is organized into the following major sections; the policy framework of education and training, University entry approaches, gender equity and equality issuers in education. Affirmative actions aimed at bridging gender gaps in enrollment, empirical review and summary of review of Literature.

2.2 The Policy Framework of Education and Training and Gender Equity and Equality Concerns

An outline of the international policy documents;

There are also several documents that have come up following international understanding that have a bearing on the Kenyan Educational objectives. These include;

- i) The Convention on the Elimination of All forms of Discrimination against women. This was adopted as a working document by the one general assembly on 18th December 1979. This document urges governments to promote gender equity in education.
- ii) The United Nations Educational, Scientific And Cultural organization (UNESCO). This is concerned with the development of education in general, girls' education and illiteracy in the third world countries.
- iii) The United Nations Charter. It was adopted by the general assembly on 13th February 1941. It is concerned with the observation of human rights which includes the right to education.

- iv) The Convention on the rights of the Child. This was adopted by the general assembly on 20th November 1989. A child is defined as any person under 18 years in this document. It advocates for the elimination of all forms of discrimination and punishment for children. This provides the basis for the banning of canning in Kenyan schools.
- v) The African Charter on the Rights and Welfare of the Child (By the organization of African Unity). This contains reinforcement in the African context of the United Nation Convention on the right of the child. Every Organization of African Union (O.A.U.), member country is expected to enhance the observation of children's rights which include a right to education.

The international documents are supplemented by regional and international declarations which include;

- i) The world declaration on Education for All (Jomtien, Thailand, March 1990). This prompts governments to put policies in place to ensure the provision of Basic Education for All by the year 2000.
- ii) Declaration at the International Conference on Population and Development (Cairo, Egypt September 1994)
- iii) The World Summit for Social Development, Copenhagen, Denmark, March 1995.
- iv) The African platform for Action. This was adopted at a women's conference in Dakar, Senegal, November 1994 during a regional women's conference, preceding the international conference in Beijing, 1995.
- v) The Beijing platform for action. This was adopted during an international Women's Conference in Beijing, China in September 1995.
(<https://elsevier.com>, International encyclopaedia of education)

2.2.1 An Outline of Kenya's Policy Documents

The national education policies are formulated by the government and approved by parliament (Moi University Master Plan, 1987). Educational policies at other levels have to be related to the National ones. According to the international encyclopedia of educational (Vol.7,1995), since independence the National Education Policies have been clearly stipulated in various national documents and policy papers and these have a further basis in the international policy documents. Some of these documents include;

- The Kenya Constitution
- The Education Act
- The Kenya Africa National Union (KANU, Ruling Party) Manifesto
- The Master plan on Education and training (1997 – 2010)
- Sessional No. 10 of 1965 on African Socialism and its application to planning in Kenya.
- The five year Development Plans
- Education Commissions/Committees/Working Parties, Reports/taskforces.

These are set up to address challenges evolving in education from time to time. Since independence, six such reports have been produced. They include;

- a) The Report of the Kenya Education Commission also known as the Ominde Report (1964).
- b) The Report of the National Committee on Educational Objectives and Policies, the Gachathi Report (1976).
- c) The report of the presidential working party on the second university, Mackay Report (1981).

d) The report of the presidential working party on education and manpower training for the next decade and beyond, Kamunge Report (1988).

e) The Commission of Inquiry into the Education System of Kenya. TIQET/KOECH Report (1999).

F)The taskforce on the alignment of the educational sector to the Constitution of Kenya: Towards a globally competitive quality education for sustainable development-Odhiambo report (2010). <https://www.education.go.ke>

The Koech report as well as the Odhiambo report were written at a time when the issue of females enrollment in higher education was of great concern as evidenced by the glaring gender disparities in table 2.1 below;

Table 2.1 University enrolment by gender (2006-2010)

Year/University		2006	2007	2008	2009	2010
Category						
Public	Male	56,517	60,504	62,753	89,611	89,257
	Female	34,820	36,603	37,896	52,945	53,873
Total		91,337	97,107	100,649	142,556	143,130
Private	Male	68,345	70,775	73,545	110,328	11,050
	Female	43,884	47,464	68,407	49,304	69,928
Total		111,229	118,239	122,847	178,735	189,978
Grand Total		203,566	215,346	223,486	321,281	334,108

Source, GOK (2010)

2.2.2 Policy guidelines in Kenya's development plans and educational reports

The national development plans are as follows;

- i. Vision 2030

This is the latest national development plan. It has been viewed as Kenya's blue print towards attaining a newly industrialized country status. It was launched by the

president in 2008 and it is implemented in successive five year plans (medium term plans) with the first one being 2008-2012. The plan document contains three pillars through which development was to be realized. These were;

- a) The economic pillar-This spelt out strategies for economic development in six sectors.(Tourism and mining, Agriculture, Trade, Manufacturing, Business process Outsourcing and Financial services)
- b) The political pillar-This spelt out strategies for the development of a democratic society where focus would be on issue based politics, people centredness, results orientation and accountability to the public.
- c) The Social Pillar-This spelt out strategies for building a just and cohesive society with social equity in a clean and secure environment in eight sectors. One of the key areas of focus (Sector) in the social pillar was education and training. The strategies for the development in this sector were amongst others; Development of ICT on which communication would leverage, development of education in arid and semi-arid areas, Establishment of centres of specialization, gender sensitive interventions and measures, growth of basic education and construction of new classrooms.

ii. National Development Plan(2002 – 2008)

In this National Development Plan which preceded vision 2030, it was noted that there had been enormous educational expansion in Kenya. This fact notwithstanding, there was a major challenge of inequity in access. However, the government was committed to achieving gender parity in enrolment in education and as well as in the society. It was noted that the poor participation of women in education was responsible for the gender disparities in society, even in decision-making positions. The plan attributes women's poor participation in education to such factors as

females' poor performance in schools and cultural factors such as forced and early marriages and traditional gender roles that overburden the girl child hence leaving her little time to attend to her school work among others. According to the plan's report, the following were the suggestions for remedying the situation amongst others; ensuring the operationalisation of the national policy on gender and development, initiating and strengthen existing gender interventions with an explicit focus on poverty, offering gender training for key actors at all levels to enhance systematic gender main streaming in development policies, programmes and in budgeting.

iii. National Development Plan (1997 – 2001)

The plan observes that the government had made great strides in the area of human resources development in the face of a demand that kept rising. It was noted that the higher education arena as well as the secondary level of education was an area of great concern for the government as the female gender remained underrepresented and this translated into inequalities in the society. The inequalities were mainly due to historical factors of access to education and the government was keen on addressing these.

iv. National Development Plans(1979- 1988)

This plan was formulated at a time when women's issues had gained prominence globally and consequently the government was greatly concerned about gender inequalities. This plan followed such international events as the International Women's Conference in Mexico in 1975 and the phenomenal end of the Women's Decade Conference in Nairobi in 1985 amongst others. Kenya was represented in all the events and it's a signatory to all the documents that came out of the events and other forums on women's issues. Those resultant documents defined women's issues and future strategies to be adopted for enhancing the women's place in development.

The documents included the Mexican Plan of Action and the Nairobi Forward Looking Strategies.

In Kenya, the women's Bureau in the Ministry of Culture and Social Services was formed and mandated to formulate policies on gender issues in the country. Commenting on the events following the women's decade and the Kenya government's reaction, the Institute of Policy analysis and Research (1995:271) observes "Education is one of the issues at the fore in the women and development gender debate. The Female gender is supposedly underrepresented in educational institutions and more so in science and technology education" (<https://repository.kippra.or.ke, ipar.co.ke>).

The National educational reports in Kenya since independence are as follows;

- i. The Report of the Kenya Education Commission also known as the Ominde Report (1964)

This Commission was set up following the attainment of independence and it was mandated to survey the educational resources and the country's needs and make recommendation on the way forward. Having gained independence, a need was realized to reform the education system inherited from the colonial government thus making it more in tune with the needs of post independent Kenya. The Ominde report largely provided the input for the educational agenda for sessional paper no. 10 of 1965 on African Socialism and its application to planning in Kenya. The major recommendations of the Ominde report were a focus on national unity and also provision of human capital to drive development in the newly independent Kenya.

- ii. The Report of the National Committee on Educational Objectives and Policies also known as the Gachathi Report (1976).

This was formed to re-examine or to redefine the Kenyan Education objectives and policies following the emergence of such problems as unemployment, increased demand for educational opportunities among others. The key focus of the report was national unity, social and economic development as well as the cultural aspirations of the people of Kenya. Following the recommendations of the report, harambee secondary schools came into being and early childhood education was also entrenched in the education system through the setting up of the National Centre for Early Childhood Education. The recommendations were pro enhancement of access to education to all.

- iii. The report of the presidential working party on the second university, Mackay Report (1981)

This party was formed to do feasibility studies for the establishment of a second university. Its recommendations led to the following; the birth of Moi University, a science and technology based institution, the establishment of the Commission of Higher Education as well as the 8-4-4 system of education as well as scrapping of the two years' form five and six education programme and consequently its summative examinations, Kenya Advanced Certificate of Education (K.A.C.E).

- iv. The report of the presidential working party on education and manpower training for the next decade and beyond, Kamunge Report (1988)

The party was formed to review the education system routinely (to check on quality and relevance concerns) but it was also to give preference to working out modalities for introducing cost sharing in the Kenyan education system. It came up with the sessional paper No. 6 of 1988 which together with the 6th National Development Plan

(1989 – 1993) will largely determine the official educational policies in the nineties and beyond (Otiende et al, 1992).

- v. The Commission of Inquiry into the Education System of Kenya (TIQET/KOECH Report ,1999)

This commission of inquiry was chaired by a scientist, Professor Davy Koech. The TIQET report was one of the latest education commission reports in Kenya. The report came into being soon after the release of the master plan on education and training(2007-2010).The report thus considered heavily the challenges in the educational arena as highlighted in the master plan and which echoed the public outcry over the 8-4-4 system of education. According to the report, the challenges in the education arena included but were not limited to; hasty implementation of the 8-4-4 system of education hence a general lack of preparedness for it, failure to include the preschool cycle in the education system and the loss of two high school years (form five and six) which would ordinarily allow students to mature up before joining University. The TIQET report came up with recommendations to help improve the education system in Kenya. The recommendations of the TIQET report included amongst others; provision of compulsory basic education to all which would last twelve years thus removing the challenges of transition from primary school to secondary school, enhancing access to education through offering alternative approaches to education, reducing the work load that was characteristic of the 8-4-4 system of education and which was seen as a burden to the learners, introduction of modular and credit accumulation approaches to learning at the post-secondary level which would ease transition from institution to institution and also the creation of new agencies to handle the delivery and coordination of education services in Kenya. Although the TIQET report advocated overhauling of the education system, this was

not done. However, some of the recommendations such as the reduction of the workload in the 8-4-4 system of education were considered.

- vi. The taskforce on the re-alignment of the education sector to the Constitution of Kenya; Towards a globally competitive quality education for sustainable development -Odhiambo report(2010)

This taskforce was set up after Kenya's new constitution was promulgated with the aim of aligning the education sector to the new constitution .The items of reference with regard to education were equity, access, quality of education and the transition from one level to the next. Regional and gender parity were also at the core of the agenda of this taskforce (<https://repository.kippra.or.ke,ipar.co.ke>, <https://www.education.go.ke>).

2.3 University Entry Policy Approaches

The case of University entry policy approaches outside Kenya

The practice of discriminative university admission criteria was not unique to Kenya. In the University of South Carolina (1970s), in a study to assess possible sex-related bias in university admissions, the findings indicated that the gender with fewer applicants was always favored (National Commission on excellence in education).

In many countries, prospective university students applied for admission into university during their last high school year(Subbarao,1994).Many countries had independent organizations or government agencies that centrally handled the administration of standardized admission examinations and processing of applications into universities .In Brazil, the government introduced a National Secondary Examination called Enem, students would then apply to join universities through a process called Sisu and places were awarded as per a student's performance in the Enem .If a student failed to access their course or university of choice they were

allowed to re-apply .Both private and public universities were free to join the Sisu which meant that they admitted students based on their performance in the Enem. Some Universities however chose to administer a more rigorous examination after the Enem for those who wanted to be enrolled for their courses. (www.brazileducation.info).

In Germany, the German central clearing house handled applications for university places for students from the different states in the country. Designing quotas helped in restricting competition amongst the different states (www.jstor.org/satable/1164733).

In Finland, those who wanted to access Bachelor level programs had to fulfil a certain general criteria which included; holding an upper secondary school education level, fulfilling English language skills requirements and then pass university entrance examination. Further specific degree programmes had specific requirements to be met by those aspiring to enroll. (www.studyfinland.fi). Similarly according to an article in the Journal of educational research, those seeking admission into colleges of education in the U.S.A had to undertake the Pre Professional Skills Test (PPST) through which a battery of skills were tested on the applicants. This was introduced following public outcry due to declining educational achievements in standardized tests by elementary and secondary level students. This was indicated in a report by the National commission on excellence in education. (National Commission on Excellence in Education).

According to the Doorway website, to obtain admission at the University of California, applicants had to fulfill certain minimum requirements. The university always received much more applicants than it can ever handle. The university has provided a list of certified subject categories numbered alphabetically from a to

(categories are either art or science based). This list was communicated to all high schools students in California. Applicants were expected to have undertaken the certified subjects on top of which they would sit for and pass compulsory tests in Maths, language, writing and reasoning. Those interested in programmes in the School of engineering and applied science were subjected to further testing in subjects relevant to the courses they have chosen to pursue (<https://www.universityofcalifornia.edu/>).

At the University of Africa, (Zimbabwe), undergraduate studies applicants had to have;

- a) At least five “O” level passes with minimum grade C. One of the five passes must be in English. For science based courses, passes in Mathematics and Biology are mandatory.
- b) An advanced general certificate of Education with at least two subjects relevant to the area of study
- c) Statement of financial readiness

Prove of proficiency in English for international students. (www.afriac.edu).

The case of the university entry cut off point in Kenya

At the end of the secondary school education, students who sit for the Kenya Certificate of Secondary Education (KCSE). Any KCSE candidate who scored a mean grade of C+ and above was eligible for admission into any degree programme in any public university subject to their satisfying the relevant degree cluster subject requirements. The selection process was essentially discriminative (on the basis of degree programme and gender) as there was a general cut-off point for university entry, which was specific to degree programmes and also the one that was particular to female candidates (JAB, 2010). These varied from year to year and they

were determined during the selection process. The body charged with the responsibility of deciding where a qualified student was to be admitted into was called the Joint Admissions Board (JAB, 2008).

All the subjects examinable at the KCSE level were grouped into five groups (subject clusters). The clusters were given the Roman numerals; **i** to **v**. The first subject cluster (**i**) comprised of three compulsory subjects. These were Mathematics, English and Kiswahili. Each student did the three compulsory subjects and then they picked others from clusters **ii** to **v** up to a maximum of seven subjects. The admissions' body then came up with a formula that it used to determine which candidate qualified for which course. This formula took into account, a candidate's average performance in the seven subjects taken at the KCSE level, weighted against the raw cluster points of the subjects relevant to a particular degree programme (JAB, 2008).

It is worth noting that there were many students including females who attained the minimum university entry level which JAB has set at KCSE ,(C+) and yet they failed to secure admission into public universities as government sponsored students. A case in point was in the year 2000 when a total of 40,491 KCSE candidates managed to attain grade C+ but only 11,147 (27.5%) were admitted.(JAB,2010).The case of leaving out qualified students was not without a basis, Harman (1994), writing on student selection and admission to higher education in the higher education journal, indicated that, "to educate their students effectively, institutions should be able to enroll only as many applicants as they can teach effectivelyselectivity should help to ensure that enrolment growth is related to instructional capacity"(<http://www.jstor.org/stable/3448186>).

Over and above instructional capacity, space and other constraints also made a lot of KCSE candidates miss admission into public universities on government sponsorship every year. Table 2.2 below shows the percentages of students absorbed into university every year against the thousands who managed at least grade c+ at KCSE which was the university entry grade.

Table 2.1 Students who scored C+ and above and the percentage admitted by the Admissions body (1994-2009)

Year	Candidate who Scored C+ And Above	No Admitted By Admissions body	% Admitted
1994	23,122	8,649	37.4
1995	21,900	7,953	36.3
1996	28,119	8,428	30.0
1997	31,295	9,017	28.8
1998	30,243	8,150	26.9
1999	30,666	8,899	29.0
2000	40,491	11,147	27.5
2001	42,158	10,966	26.0
2002	42,721	10,923	25.6
2003	49,870	10,263	20.6
2004	58,239	10,632	18.3
2005	68,040	12,479	18.3
2006	62,853	16,151	22.4
2007	74,299	16,629	27.8
2008	72,590	20,073	27.7
2009	74,643	21,223	28.4

Source (GOK, 2010-Financing university Education in Kenya)

The issue of qualified students in Kenya being left out of admission into Public Universities was not new to the 1990's and in the years after 2000. Documented sources point to a similar scenario in the 1970s and 1980s as shown in the table 2.3 below;

Table 2.2 Selected and Unselected Qualified Students for University Education (1978-1987)

Year	Qualified Students	Selected students	Backlog of Qualified Students	% of backlog
1978	3,976	2,069	1,907	48
1979	3,600	2,311	1,289	36
1980	1,161	2,640	1,521	36
1981	4,446	2,412	2,034	46
1982	4,873	2,379	2,494	51
1983	47,32	2,500	2,232	47
1984	6,610	3,501	3,109	47
1985	6,995	3,434	3,561	51
1986	9,667	5,149	4,518	47
1987	13,836	70,74	6,762	49
TOTAL	62,896	33,469	29,427	47

Source :(GOK, 2010)

The data in table 2.2 above reflects a scenario that was discouraging for students who worked very hard with the sole aim of joining University as well as to parents and society at large and then they ended up missing out. In the 1990's Private universities came up with own university entry criteria and thereafter there were calls to have a single body manage the admission of students into both public and private universities (JAB, 2007). Consequently, the Universities Act of 2012 led to the establishment of The Kenya Universities and Colleges Placement Service (KUCCPS) and this introduced far reaching reforms in the higher education sub sector as well as in the tertiary Institutions level of education. The mandate of the university admissions body (KUCCPS) was made broader than what JAB handled. A lot of the KUCCPS processes were also to be digitized. The same Act replaced the Commission for Higher Education (CHE) with the Commission on University Education (CUE) whose mandate remains quality concerns for higher education in Kenya. JAB and currently

KUCCPS is the body that was mandated to conduct a joint admission exercise of students who have cleared secondary school into the higher education sector. It comes come up with a criteria of admission based on cut off points. (www.kuccps.ac.ke).

Before 2012, the universities admissions body comprised of representatives from all public universities and the Ministry of education. It was headed by a chairman who was chosen from among them. JAB had three levels as follows; the top level comprised of vice-chancellors and the Ministry of Education representatives. The vice-chancellors ensured that educational policies and procedures were adhered to and they looked into the special admissions cases while the Ministry of Education role was to make sure that National policies were considered in JAB's decisions. The second level comprised of deans, director of faculties, schools, and various institutes in the various Public universities. They were the recipients of JAB's output. Recommendations through deans on policies and matters that pertain to the admission processes were also allowable. The third level was the JAB secretariat which comprised of ICT technical staff and the bureaucrats. The secretariat was mandated to maintain the JAB and administer the JAB processes. As at 2010, the Universities represented in the universities admissions body were; University of Nairobi, Kenyatta University, Egerton University, Moi University, Maseno University, Jomo Kenyatta University Of Agriculture & Technology, Masinde Muliro University of Science and Technology, Dedan Kimathi University of Technology, Chuka University, Technical University of Kenya, Technical University of Mombasa, Pwani University, Kisii University, University of Eldoret, Laikipia University, Masai Mara University, Meru University of Science and Technology, South Eastern Kenya University, Jaramongi Odinga University of Science and Technology, University of Kabianga, Multimedia University of Kenya, Karatina University (JAB, 2010).

The Kenya Universities and Colleges Placement Service(KUCCPS) was established through the Universities Act of 2012 as JAB successor. It is a state corporation that provides career guidance and selects students for admission to Universities, national polytechnics technical training institutions and other accredited higher learning institutions for Government of Kenya sponsored programmes. The KUCCPS is run by a Chief Executive Officer and a board comprising of various stakeholders (<https://www.kuccps.net>).

2.4 Gender Equity and/or Equality Issues in Education

According to a World Bank Report equity objectives were to be treated as a higher priority than overall growth and thus had become a pre-condition for financing projects. It was therefore imperative to monitor the degree to which the equity objectives get realized in the distribution of educational opportunities. (<https://openknowledge.worldbank.org>).

Acknowledging that equity is key, Kenya's public investment programme (1998) observed that one of the objectives of education is to help create a society in which equity in development is nurtured. All of Kenya's National Development Plans also made mention of the need to promote equity by providing more resources for the disadvantaged regions and peoples in order to bring them at par with the rest.

Commenting on the government's Commitment on equity provision, an institute of policy analysis and research report (1995:278) observed that the government was shifting emphasis from economic growth to equity, basic needs provision, and income redistribution. The growth and redistribution policy objectives would mean that the benefits of economic growth would reach both men and women (ipar.or.ke)

In the field of education, disparities in educational attainment do exist in Kenya as in other African countries on the basis of rural versus urban locations, sex, social economic backgrounds and ethnic backgrounds. A world Bank study (1988:31) conducted in Sub-Saharan Africa noted that:

Ethnic and rural-urban differences in school participation, although considerably eased since before independence, remain an issue in most African countries today. Male-female differences are close to being eliminated at the primary level, at least in the region as a whole. In 1983 girls constituted 44 percent of African primary school enrolments, but the disadvantage of females had been still much in evidence at the secondary level at 34 percent of enrolments and much lower at the tertiary level where representation was at 21% (World Bank, 1988).

Disparities in educational provision in Kenya have a long history. They have existed in since the colonial period. At that time, educational provision was segregated along racial lines with more facilities and resources being spent on non-Africans then representing only 3% of the population than on Africans representing 97% (Eshiwani, 1986). This segregation was abolished in 1960 (Republic of Kenya, 1965). The hope that education would from then on be provided equitably was however thwarted by other forms of inequities and inequalities that emerged in the provision of education. Inequalities in educational provision now exist between different income groups, geographical areas, rural versus urban areas and among gender (Republic of Kenya, 1988). A study by the World Bank (1980, 24) observes that;

Of all the disparities, none is of greater hindrance to development than that based on sex. If the greatest obstacle to improvement in general living conditions is continuing population growth, and if the social, economic and educational status of women significantly affects fertility levels, then the educational opportunities available to women are of crucial importance. Failure to reduce gender inequalities in educational participation is thus a serious setback to the development process of any given country (Word Bank, 1988).

A variety of surveys and censuses conducted in Kenya have shown that the educational attainment of the female gender, both adults and school children tended to

be considerably lower than for males (Hughes and Mwiria,1989).In recent years, however, there had been a clear commitment in government policy statements on the need to promote equal opportunities in schools and to encourage girls in particular to pursue education as it has been noted that equality issues cut across all levels of the education system and are of fundamental concern for policy formulation. The Kenya government's commitment to the eradication of gender inequalities in education has not been in vain as gender parity has been achieved at the primary school level nationally. There had been a near gender parity scenario at the secondary school level but disparities were still marked in higher education.

Although the government was committed to equitable educational provision along gender lines, there were certain social, economic, cultural and school related factors that hindered advancement of girls in education. Further, the high incidence of drop out which tended to be higher among girls than boys also made the attempts by the government to provide equal education opportunities to both girls and boys futile. Therefore, if the government committed to meet its objective of providing equal education to both males and female at all level. Factors that hindered females' advancement in education had to be established and addressed (Riak et al, 1996)

Sandra Acker writing on gender and schooling in the Handbook of Educational ideas and practices (1990) noted that barriers which prevented females from reaching their full potential were to be addressed through providing information, changing attitudes and using anti-discrimination legislation. She pointed out that the barriers were in the women's minds, school, and work place and in the family. The Kenya government tried to address this issue through such measures as;

- Appointing women to high positions in government to serve as role models for the youthful women
- Providing bursaries to girls in secondary schools and in post-secondary institutions
- Creating a unit in the Ministry of Education's headquarters to look into the issues of women and education
- Encouraging women to pursue nontraditional females occupations
- Providing inducement to the private sector to encourage the full participation of women in the economic development of Kenya.
- Equipping girls' schools with the necessary facilities.

(<https://www.education.go.ke>)

2.5 Affirmative Actions Aimed at Bridging Gender Gaps In Enrolment.

According to the Women's research gate in an article on Women's Education and Economic well-being, evidence across regions in the world reveals that patterns in school enrolment ratios and literacy are divided along gender lines (www.researchgate.net). At the international level, the issue of gender and access to education has been of great concern as it was noted that access was one of the educational 'buzz' words of the 1980s" (www.worldbank.org). This was an era during which issues of access to education by women and other disadvantaged groups were addressed through national policies with the aim of addressing inequalities. In spite of the efforts taken to bridge gender gaps in education, even in some developed countries inequalities have persisted. According to Hussein and Postlethwaite (1995), Japan despite being industrially well off had serious gender disparities in higher education which stood at 35 percent female representation versus men's 65 percent. In the United States of America gender disparities were marked in some courses such as

engineering with 16 percent female representation, computer science 26 percent (<https://www.unicef.org>, Education). This is despite the fact that legislation has been passed prohibiting discrimination on the basis of sex in education and employment and strong policies aimed at achieving the goal of gender parity put in place. The situation was changing in the United Kingdom where policies in the form of Affirmative Actions at the national and institutional level had been made to enhance female's participation in all fields of higher education as Singh (1994:140) writes;

“Access and new opportunities courses provided exclusively for women have been successfully established throughout the country for some years. This type of provision is particularly important in the areas of science and technology where traditional social stereotyping has resulted in fewer women choosing or even having a choice to pursue studies in these areas”

The access courses act as foundation courses for degree courses and they sometimes come in two stages depending on how weak the students are; hence the talk of access courses and access to access courses, (Singh, 1994). These make up courses helped in the attainment of gender parity in overall enrolment figures.

According to the Association for the Development of Education in Africa, ADEA (2001), South Africa came up with policies concerned with equity and redress to enhance disadvantaged groups' access to higher education. This went a long way in achieving gender parity in higher education institutions as at 1998, female representation was 51% percent (South African Development Corporation Gender Monitor). The strategies used in South Africa according to ADEA (2001) included;

- i) The University foundation year project. This was set up in the University of the North (UNIN). The project targeted secondary school graduates who did not qualify for admission into some of the degree courses and they were prepared to

take up those courses. The number of females in higher education increased substantially as a result of this project.

- ii) The alternative admissions research programme. This had been put in place in the University of Cape Town (UCT). In this programme applicants who did not meet the entry requirements for particular faculties were tested and then placed.

The alternative admissions research programme helped in the achievement of the gender parity goal in higher education. The programme had spread to other higher education institutions in South Africa and 22 out of the 36 institutions used it.

The South Africa Development Co-operation (SADC) gender monitor (1991) wrote that in post-independence Zimbabwe affirmative action were introduced to aid 'A' levels girls in qualifying for University admission in 1994 and entry points were also lowered. Consequently, female enrolment in 1995 rose to 35 percent.

A FAWE Report (1998) advised African countries to emulate South Africa and Lesotho in the attainment of the gender parity goal in higher education. It is worth noting that although Lesotho had 56 percent female enrolment in higher education, most of the females pursue Art based courses.

In a workshop on issues in higher education in Lagos, West Africa, it was reported that despite the fact that the Ghanaian constitution provides for free access to higher education, women constituted a mere 26.5% of the total number of students in higher education in the 1996/97 year. In Nigeria, the situation was not any different as only 2 percent of potential university students (18 – 29 years) were in universities and out of these, women formed a partly 35 percent of the gross enrolment rates .With regard to the Nigerian case, the report indicated that women formed only 10.33 percent of

students pursuing courses in science, technology and mathematics oriented disciplines. (www.africau.edu).

In Tanzania, gender inequalities in higher education are pronounced. Women constituted only 17 percent of the total student population in Tertiary education. They argued that the gender bias in favor of males' access to higher education had almost been 'naturalized' as shown by the limited effect affirmative action policies have had on women's enrolment figures. In the University of Dar-es-salaam, following policies to increase the number of women in higher education, enrolment rose to 19.6 percent in 1974, and then dropped to 14.4 percent when the policy was ended in 1993/94 and the figure again rose to 17 percent following the re-introduction of affirmative action. The affirmative action in this case involved lowering females' university entry points by 1.5. Females were a minority in both the science based and arts based courses. In 1995/96 Academic year, there were 164 females in the Bachelor of Arts courses against 697 males, 27 females in Bachelor of Science (Engineering) against the 850 males, 23 females in Bachelor of Science (general) against 132 males making a total of 529 females versus 3015 males. As in the 1999/2000 academic year, the figures were 1209 females and 3556 males. In the Sokoine University of Agriculture, there were gender inequalities in favour of men in all fields of study except in Bachelor of Science, Home Economics and Human Nutrition where females are much more than men. In the Bachelor of Science in Agriculture Engineering, only one female student was admitted between 1995/96 and 1999/2000 while the total female population in the University was a mere 24 percent in 1997/98, 22 percent in 1996/97, 22 percent in 1998/99 and 1999/2000. In Zimbabwe, affirmative action was introduced for girls in the 'A' level class to assist them in qualifying for university admission in the early

1990's and in 1995 the university entry points were lowered and the population of women rose from 26 percent in 1994 to 35 percent in 1995. (adeanet.org).

In the case of Uganda, female population in tertiary education was 32 percent for art-based courses and 18 percent for science-based courses, (Fawe, 1998). This report also shows that gender disparities in enrolment in higher education in general were a common phenomenon in most African countries.

2.6 Empirical Review

A number of researches have been done in Kenya and elsewhere touching on the issue of gender and disparities in Higher Education. Riak, et-al. (1996) carried out a research in all Kenyan Public Universities focusing on students' socio-economic backgrounds, access, equity and gender issues. This study revealed that a part from clusters in a narrow range of disciplines which comprised of Art based courses and those associated with caring professions' such as nursing and teaching, female students in general and particularly females from disadvantaged regions such as North Eastern Province were severely under-represented in higher education. To this end, the study recommended a shift from simply lowering the cut off point for females during the university admission process to a quota system in order to address this problem. This study unlike the current one covered all public universities in Kenya and it focused on many factors that affected females' access to higher education and not necessarily at the university entry level. Riak et.al., (1996) also looked into the issue of the under-representation of females from the disadvantaged regions such as North Eastern province unlike this study. The study by Riak et. al., (1996) also did not lay emphasis on the issues of the admission policies on females' access to higher education and the fact that their impact required to be assessed. The study however

recommended the adoption of quotas as another option to bridging gender gaps in enrolment. Similarly, the current study recommends a departure from just lowering the cut off points for females at the K.C.S.E level to the adoption of other measures of enhancing females' access to higher education.

Migosi (1998) carried out a study on males versus females enrolment trends in Moi University. The study used secondary data only unlike this study which used questionnaires also. Migosi's study revealed glaring disparities just like the current one and this is an emphasis on the persistence of gender disparities in the higher education sub sector across decades. This points to the focus of this study which is a need for a re- examination of measures put in place to bridge the gender gaps in enrolment in higher education

Ndukuyu (2014) carried out a research on factors influencing access to university by Women in Kenya being a case study of Bungoma South district this was a descriptive survey whereby questionnaires were used to collect data and 210 females were sampled out from all the 469 female students in the four university campuses in the District. The study focused on four factors and their influence on Women's access to higher education. The four factors were; social cultural factors, educational policies and academic performance and social economic factors. This study focused on educational policies at several levels of education and not just university admission policies like this study. The findings of the study indicated that females' access to university education was an influenced by a complex interaction of factors and policy intervention at all levels of education were recommended while this study emphasized policy intervention at the university entry level.

Muya (2004) carried a study on factors that lead to low enrolment of female students in undergraduate courses in both Kenyatta University and the University of Nairobi. This was a survey with a questionnaire as the data collection instrument. The respondents were 20 female students from each faculty in the two universities hence a sample size of 380 respondents. Unlike this study, Muya's study did not just focus on the role of university admission policies specifically as a factor influencing females' access to university education and whose impact needed to be assessed. Muya's study though like this study recommended a further lowering of the cut off point for females at the university admission level since the study had identified poor performance of girls at the KCSE level as a cause low female access to university education.

Kwesiga (1993) carried out a doctoral study on access of women to higher education in Uganda with focus on analysis of inequalities, barriers and determinants. A cross section of 600 students, primary school teachers, higher education tutors, and parents, civic and political leaders all responded to questionnaire items. Decision makers and education officials were interviewed. Document analysis was employed for data from policy documents. The study found out that different entities which included families, society at large and the government all evaluated whether to invest in boys or girls' education and that the factors influencing access to education affects boys and girls in different ways. The outcomes of the evaluations favoured the boys. They focused on the future value of education for the individual (boy versus girl). The study recommended amongst other things formation of a coordinating agency and formulation of a policy framework to address the issue of boys' versus girls' education considering that most of the issues affecting the education of the girl child are deeply embedded in the fabric of the Ugandan society. Kwesiga's study unlike this study was a broad one using a variety of data collection procedure and multiple

variables but it did not focus specifically on the higher education sub sector and university admission policies and the need to assess their impact on females enrolment in higher education. The two studies however are in agreement that policy action is required in order to bridge gender gaps in enrolment.

Reporting on the effect of affirmative action and gender responsive policies on women enrolment in higher education it was noted that factors that constrain women's entry into higher education seem to exert a greater impact in gendered access in the contemporary context than factors that facilitate it. This calls for a re-examination of policies aimed at enhancing females' access to higher education. (FAWE, 1998, adeanet.org). This is in agreement with the current study whose focus is an assessment of the role of university admission policies on females' access to higher education.

2.7 Summary of Review of Literature

Literature reviewed shows that Kenya has experienced a high rate of expansion of higher education since independence. It has also been observed that the rate of expansion varies from decade to decade. In Kenya, as the higher education sub-system expands, so does the demand for higher education opportunities. This has meant that the government could no longer go it alone hence the entry of private sector higher education opportunities providers especially in the 1980s, 1990s and 2000s.

Different countries have different university entry policies and measures. University entry criteria has been portrayed as a factor inhibiting females access to university education the world over hence the existence of gender disparities in enrolment. It has also been noted that gender inequalities is a problem in most African countries also

and the governments have come up with measures aimed at addressing the same. Where governments have adopted radical measures to support and encourage females access to university education, gender parity in enrolment has been achieved. South Africa and South Africa have beautiful success stories worthy of emulation.

With regard to gender disparities in higher education, it has been observed that they have been there throughout post independence Kenya and just like elsewhere in the world. The Kenyan government is committed to eradicating gender disparities through gender responsive policies as seen in the development plans and educational reports. However, the rate of improvement has been slow and perhaps the government should re-examine its strategies.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter includes; the description of the study area, the study population, sampling procedures, data collection instruments, research design, validity and reliability of the instruments, administration of the data collection instruments and data analysis procedures.

3.2 Location of the Study

This study was conducted in Moi University located in Uasin Gishu district in the Republic of Kenya. Moi University has four campuses: the Main, Faculty of Health Sciences (Town), Eldoret West, Western college of Science and Technology (W.E.U.C.O.) and Chepkoilel. The Main Campus lies about 33 kilometres from Eldoret Town and approximately 14 kilometres from the Cheptiret junction which is on the Eldoret-Nakuru Highway, it lies on approximately 12000 hectares of land.

The Faculty of Health Sciences is located in Eldoret Town, within the precincts of the Eldoret District Hospital some 2.5 kilometres from the General Post Office. It lies on about 2 hectares of land. Chepkoilel Campus (formally Moi Teachers College) is situated about 10 kilometres to the North of Eldoret Town and it lies on an area of 42.3 hectares (Moi University Development Plan, 1995). The Western University College (W.E.U.C.O) in Kakamega was left out because the students and staff are a replica of some of those in the main campus in terms of the faculties and years of study.

3.3 Target Population

The study population comprised of all the 7,924 undergraduate students of Moi University enrolled in the 2007/2008 academic year and the officers in the admissions registries at Moi University as well as those of the university admissions' body' secretariat.

3.4 Sample Size and Sampling Techniques

The total number of undergraduate's students enrolled in the 2007/2008 academic year was 7,924 (Admission office, 2007). Due to the large numbers of the studies target population, the researcher sampled out 5.9 percent of the target population, which is 467 students to form the study's sample. According to the guidelines given by Kathure and Pals (1993), this sample was adequate. Using the proportionate stratified sampling technique; the researcher selected a representative study sample for the study from the ten faculties/schools in Moi University. At the faculty level both gender and academic year differences in enrolment were considered to ensure the sample was representative. The sample was considered adequate due to the fact that as the population increases the probability of choosing any one subject will be equal and the subjects will tend to be homogeneous. This is supported by the central limit theorem which posits that under certain conditions the sum of independent variables is asymptotically normal, and that the sum will approach normal distribution as the number of (n) random variables that are summed become large. The chance of choosing anyone subject in such a case will be equal and the subjects will tend to normality (Fischer, 2011).

At Moi University's admissions' registry the head of the registry was purposively sampled out for the study and at the university's admissions body secretariat, one officer was purposively sampled out also to populate the proforma.

For secondary data, the registry/records in-charge in the two institutions were purposively sampled out for the study. Participants in the FGDs were also sampled out purposively.

3.5 Research Design

This study is a mixed method descriptive survey which was both quantitative and qualitative in nature. According to Kothari (1990) descriptive research includes fact-finding enquiries of different kinds and its major purpose is the description of the state of affairs as it exists at present and that descriptive research apart from focusing on conditions or relationships that exist also focuses on how what exists is related to some preceding event or practice that has influenced a present condition. The researcher felt that this approach was appropriate because the study set out to establish and report on the implications of admission policies on females' access and so it was just focusing on what exists. The researcher relied on secondary data and a self-administered questionnaire was also used to collect data on students' perceptions.

3.6 Data Collection Procedures

Data was collected using questionnaires and documents analysis was also done

a) Document Analysis

To obtain secondary data, the researcher prepared a proforma to collect admission statistics for the academic years, 1993/94 to 2009/2010 from the University admissions' office. Another proforma was used to collect data on university entry cut-off points for the years 1993/94 to 2009/2010 from the

admission's body secretariat. An introductory letter was attached to each proforma. A third proforma still was used to gather data on the proportion of females from total females admitted by the admissions' body to Moi University between 1993 and 2010.

b) Questionnaire

A self-administered questionnaire with closed ended items some being likert scale type was used to collect data on undergraduate students perceptions. An introductory letter was attached to each questionnaires. The questionnaire items focused on the following;

- i. Selecting females for University admission at a point lower than their male counterparts
- ii. Giving females from disadvantaged regions special considerations during University admissions
- iii. Selected factors hindering females access to University education
- iv. Selected measures of enhancing females' access to higher education.

The questionnaires were self-administered and they had likert scale type questions and also closed ended ones.

The questionnaires were used because many respondents could be reached quickly and also the respondents had an opportunity to express their opinions freely and to refer or consult if and where necessary. (Nachmias and Nachmias, 1996)

c) Focussed group discussion (FGD)

This is a form of data collection method in which, a group of up to ten people hold a focused discussion. The researcher selects people purposively who have the required information. The researcher then asks questions or makes comments that elicit data

useful in meeting the objectives of the research (Moser and Kalton, 1971). In the case of this study, ten respondents were picked from each school and gender parity was ensured in the composition of the group. This was followed by five meetings within a span of one week. A checklist with items on affirmative actions in higher education was used to moderate discussions.

3.7 Piloting

The questionnaire was piloted using fifteen students from Kenyatta University. This university was purposively sampled out for this purpose. According to Sheatley “it takes no more than 12 - 25 cases to reveal the major difficulties and weaknesses in a test questionnaire.”(Sheatsley, 1983, p.226). Piloting was carried out in Kenyatta University to avoid sensitizing the respondents in the area of study on the upcoming research. Piloting means carrying out a small-scale trial study. It is done to ascertain the adequacy of the instruments in terms of their reliability and validity and it also helps in highlighting errors and omissions that would require to be corrected before the actual research. The researcher concurs with Moser and Kalton (1971) on the need for piloting a research instrument for the researcher to know more about target the population and how they are likely to respond to the questions.

3.8 Validity of the Research Instruments

This is concerned with establishing whether a research instrument measures what it purports to measure. (Kerlinger, 1983)

The researcher validated the research instruments through discussing the items therein with the supervisors. Colleagues were also requested to check whether the items in the research instruments would elicit the expected responses. Consequently, the items were amended accordingly.

3.9 Reliability of the Instruments

Reliability tests ensure that items elicit the same or similar responses every time they are used (Kerlinger, 1983). The researcher used the test-retest method to determine the reliability of the questionnaire items. This involved administering the questionnaire to some undergraduate students in Kenyatta University within an interval of two weeks.

The Pearson product moment correlation was then used to determine the reliability of the questionnaires.

The Pearson product moment correlation coefficient was worked out. Reliability of the questions was tested at 0.5 level of significance. The questionnaire was found to be reliable at 0.71 Alpha value.

3.10 Administration of the Research Instruments

A letter of introduction was attached to each questionnaire, stating clearly the purpose of the study. The researcher then administered the questionnaires personally. Follow up was made to improve the questionnaires' return rate.

Proformas with an introductory letters attached were given to the officers in charge of the students' registry (Admission office) and at the admissions' body secretariat's office by the researcher to fill in the required data.

For the FGD, five meetings were convened (four at the main campus and one in Eldoret town) at the convenience of the respondents within one month. A checklist was used to moderate discussions.

3.11 Methods of Data Analysis

This study employed descriptive statistical techniques, which include frequencies, range and percentages. Standard deviations, and the Pearson product-moment correlation were also computed. The computer package, statistical package for social sciences (SPSS) was employed in the analysis process. The data was then presented using frequencies, statistical tables and graphs.

The data from the FGD was analyzed thematically and it was used in the interpretation and the discussion of the findings.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION
AND DISCUSSION OF FINDINGS

4.1 Introduction

The purpose of the study was to examine the implications of university admission policies on females' access to Higher Education focusing on Moi University. This was founded on the premise that affirmative actions aimed at enhancing gender parity in Higher Education had been adopted in Kenya almost ten years ago.

To achieve the purpose of the study, the following research questions were developed at the study's conceptual phase:

- i. What are the specific admissions policies that governed entry into Moi University as a public university on government sponsorship?
- ii. At what level was the admission cut off point set by the admissions body between 1993 and 2010?
- iii. What was the females' representation in the admissions to Moi University between 1993 and 20210?
- iv. What are the perceptions of undergraduate students on affirmative action measures aimed at enhancing female's access to higher education?

Hypotheses Testing

The following hypotheses were tested using the data gathered using questionnaires;

H₀₁: There is no significant correlation between gender of the respondents and perception of affirmative action for admission of female students into Moi University as a means of enhancing gender parity in enrolment.

H₀₂: There is no significant correlation between gender of the respondents and perception of affirmative action for admission into Moi University of female students from disadvantaged regions as a means of enhancing gender parity in enrolment.

H₀₃: There is no significant correlation between faculty/school of a respondent and perception of affirmative action for admission into Moi University of female students from disadvantaged regions.

H₀₄: There is no significant correlation between a respondent's category (mature versus regular) and perception on lowering of university entry points for female's admission.

To answer the above research questions and to test the hypotheses also, data was collected from the universities' admissions body's documents and Moi University's admission records and a focused group discussion was also arranged. Additionally, a questionnaire was administered to the 467 undergraduate students sampled out for the study from the 7924 undergraduate students in the 2007/2008 academic year. A total of 343 questionnaires were brought back hence a response rate of 73.5. %. According to Mugenda and Mugenda (2003) for descriptive studies a response rate of 70% is adequate for analysis.

In this chapter, the data gathered has been presented in the order of the research questions. The data was analyzed using descriptive statistical techniques; specifically thematic narrations, percentages, means, frequencies, range and standard deviation. The Pearson product moment correlations were also computed on data gathered using the questionnaire. Data was then presented using statistical tables and graphs.

4.2 Demographic Information

This section presents part of the data gathered using the questionnaire technique. Out of the 467 questionnaires administered, 343 were filled in and brought back hence a response rate of 73.5%.

4.2.1 Respondents' Gender

In this section the researcher sought to find out the gender of the respondent. The findings are presented in figure 4.1 below;

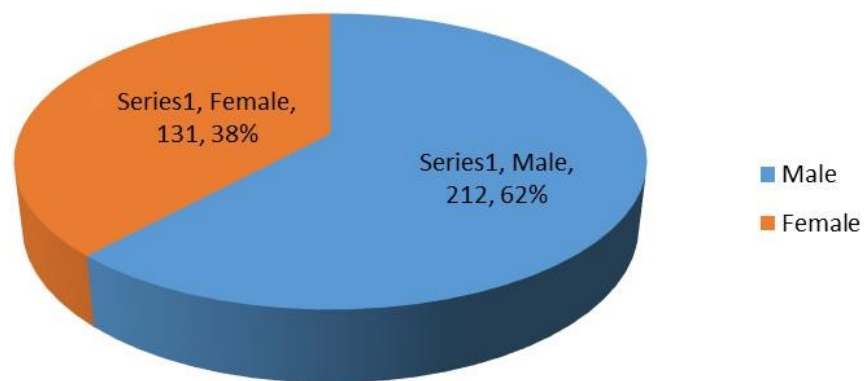


Figure 4.1 Respondent's gender

Source; Research data(2008)

The findings show that 212 (62%) of the respondents were Male, while 131(38%) were female. The research data shows that Males were the dominant gender amongst the respondents.

4.2.2 Category of the respondents

In this section the researcher sought to find out whether the respondents had joined the university direct from high school(regular students) or whether they had come in as mature entrants(those who had taken other course and possibly even worked prior to joining the University).The findings are presented in figure 4.2 below

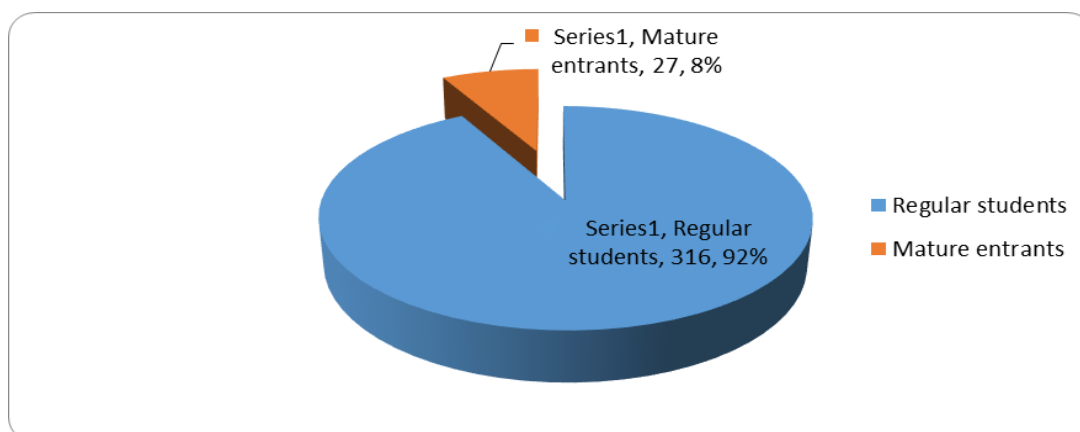


Figure 4.2: Respondents' category

Source; Research data(2008)

The Majority of the respondents 316 (92%) indicated that they were regular students, while 27 (8%) indicated that they were mature entrants. The data shows that regular students were the dominant category.

4.2.3 Respondents' faculty/school

In this section the researcher sought to find out the school or faculty each respondent belonged to. The findings are presented in table 4.1 below;

Table 4.1 Respondent's faculty/school

		Valid			
		Frequency	Percent	Percent	Cumulative Percent
Valid	Education	103	30.0	30.0	30.0
	BBM	39	11.4	11.4	41.4
	Law	7	2.0	2.0	43.4
	SCDS	43	12.5	12.5	56.0
	Technology	38	11.1	11.1	67.1
	Information	18	5.2	5.2	72.3
	Science	34	9.9	9.9	82.2
	Agriculture	14	4.1	4.1	86.3
	Forestry & Wildlife	28	8.2	8.2	94.5
	Health Sciences	19	5.5	5.5	100.0
	Total	343	100.0	100.0	

Key-SCDS-School of Social Cultural and Development Studies, BBM-Bachelors of Business Management

Source: Research data (2008)

The research data shows that Education had the highest representation amongst the respondents at 103(30%) and then SCDS at 43(12.5%) followed by BBM at 39(11.4%). The faculty/school with the lowest representation was Law at 7(2.0%) followed by Agriculture at 14(4.1%) and Information Science at 18 (5.2%). The other schools/faculties were in between. This research data shows that the schools/faculties were represented variously just as it is in the admissions figures.

4.2.4 Respondents' year of Study

In this section the researcher sought to find out the respondents' year of study. The findings are presented in table 4.2 below;

Table 4.2 Respondent's year of Study

		Valid			
		Frequency	Percent	Percent	Cumulative Percent
Valid	First Year	101	29.4	29.4	29.4
	Second Year	90	26.2	26.2	55.7
	Third Year	74	21.6	21.6	77.3
	Fourth Year	65	19.0	19.0	96.2
	Fifth year	10	2.9	2.9	99.1
	Sixth Year	3	.9	.9	100.0
	Total	343	100.0	100.0	

Source; Research data(2008)

The findings reveal that 101(29.4%) of the respondents were in the first year of study, 90(26.2%) were in their second year, 74(21.6%) were in their third year, 65(19%) in their Fourth year, 10(2.9%) in their fifth year and 3(0.9%) in their sixth year. This shows that first years were the dominant group amongst the respondents.

4.3 Admission Policies Governing Entry into Public Universities on Government Sponsorship

The researcher sought to find out from document analysis the specific admission policies governing university admissions. It was established that as per the guidelines issued to KCSE candidates and various admissions' body's reports, a combination of policies had been at work and so each approach had implications on females access to higher education and in particular in Moi University. There was one general policy and others applying to specific categories of students. The policies which are all implemented at the university admissions level are;

a. Policy governing general admissions into public universities as per the cut-off point

This is the policy regarding admitting all students who met the minimum qualifying points in general in the KCSE and for specific programmes into public universities. In this case, the admissions' body spelt out the qualifying criteria for different programmes. Further, it shared out all the qualified candidates amongst all the degree programmes in all public universities. Students were also given a chance to revise their degree choices once the KCSE results were released. This touches on both male and female gender (JAB, 2003). There are many females who accessed university education as government sponsored students courtesy of this policy.

b) The gender affirmative action policy

This was a deliberate move to enhance females' participation in higher education. As from 1993, there was a policy regarding admitting females into public universities at a point lower than their male counterparts. Thereafter, there was a proposal that females be admitted at two points lower than their male counterparts on realizing

that the lowering of females' entry points by one had little effect in enhancing gender parity (JAB, 2008).

c) The policy on special admissions criteria; affirmative action for students from disadvantaged regions

This was a policy addressing the disparities in enrolment in university education with regard to both male and female students from disadvantaged regions. On the basis of an index established by the universities admissions' body, regions with a composite index of above 2.9 were placed in this category. The districts were as follows; Rachuonyo, Marsabit, Teso, Turkana, Samburu, Wajir, Machakos, Isiolo, Makueni, Suba, Mandera, Marsabit, Makueni, Kilifi, Kitui, Embu and Tana river. The index in question was arrived at on the basis of factors such as; poverty index, student/teacher ratios, sex ratios in both primary and secondary schools, and dropout rates in primary and also secondary schools.

For the above districts, during the admissions process, the following were applied;

- i. Lowering the general cut-off point by two points for female candidates
- ii. Lowering the general cut-off point up to five points when the total number of candidates admitted from those districts was less than 7.5% of the total number of candidates admitted into public universities in a particular year on government sponsorship. This percentage was later revised to 10%. For students to qualify for consideration in this category, they had to be indigenous to the district; born, brought up and educated there and they must have attained at least grade c+. (JAB,2010)

d) Policy on admitting candidates from disadvantaged districts into specific degree programmes at one or two point below the subject cluster weight subject

The cap on admissions in this category was a maximum of 5% of the total admissions into public universities. For students to qualify for consideration in this category, they must be indigenous to the district; born, brought up and educated there and they must have attained at least grade c+ (JAB, 2010)

e) Policy on affirmative action on the basis of special needs; mainly visual impairment

As per a JAB report (2003), all visually impaired students who scored the basic university entry criteria at KCSE as set out by JAB at C+ got admitted into public universities on government sponsorship.

Students with special needs (both males and females) received special consideration during University admissions. However such students must have attained at least C+ at the KCSE level just like their counterparts from disadvantaged districts. They were also required to fill a special application form and a medical report would also be a requirement. (JAB 2003).A respondent in the FGD remarked; “Its a good thing for students with special needs to be helped”.

f) The affirmative action criteria on social economic basis. This applied to students from poor social economic backgrounds

The implementation of this policy required that both males and females from low social economic background received special consideration during the admission process. A criteria to determine students’ social economic background had been developed by the admissions body.

Data gathered from the focused group discussion indicated that the participants were aware that the university admissions body set the general university entry cut-off point and that for females it was usually lower by one point than that of the male students and they were comfortable with this. They were also aware that different courses had different cut off points and that females were under represented in the technology and science based courses. They were however not aware that there are variations of the admission criteria such as was the case with students from disadvantaged regions and the visually impaired. The participants were of the view that disparities too are reinforced at the university level for instance due to wastage. One of the respondents reported, "ladies are favoured during JAB admissions, their cut off point is lowered even for the competitive courses".

4.4 The Level at Which the General Cut Off Point was Set by the Admissions' Body Between 1993 and 2010

Each year, in the period under study, the universities' admissions body set the university entry cut off points for each KCSE class. The researcher sought to establish through document analysis the level at which the university entry cut off point was set between 1993 and 2010 and the range was worked out. The findings were presented in table 4.3 below;

Table 4.1 Comparative males' and females' cut off points (1993/1994-2009/2010)

Year	Males' cut off Point	Females' cut off point	Range
1993/1994	-	-	
1994/1995	-	-	
1995/1996	B	B	
1996/1997	68	68	0
1997/1998	68	68	0
1998/1999	68	68	0
1999/2000	68	68	0
2000/2001	62	61	1
2001/2002	64	63	1
2002/2003	66	65	1
2004/2005	68	66	2
2005/2006	67	64	3
2006/2007	66	64	2
2007/2008	65	63	2
2008/2009	63	61	2
2009/2010	63	61	2

Source: University Admissions' Secretariat's Office

It was established from the findings in table 4.3 above that the admissions cut off point fluctuated from year to year. The years preceding the years 1999/2000 had the highest cut off points for both gender at 68 points. The years 2000/2001, 2008/2009 and 2009/2010 had the lowest cut off point for the female gender at 61 for females while the year 2000/2001 had the lowest cut off point for males at 62. In some cases the data could not be traced. The range in the variation of the cut off points for the females against that of males for the period under study was 0-3 points. This is a fairly low range which could possibly be an indicator of that gender disparities in enrolment in higher education were indeed significantly reinforced at the university admission stage as many female students who met the minimum qualifying criteria were left out year after year. The scenario could have been occasioned by constraints in the available university places all the same and particularly in the years when

admission was pegged to bed capacity. The data also shows that the policy on affirmative action in favour of females was not effected until in the year 2000/2001.

4.5 An Assessment of the Extent to Which Females were represented in the University Admissions in Moi University (1993-2010)

The researcher sought to find out from the Moi university admission records(document analysis) the extent to which females were represented in the university admissions between 1993 and 2010.The proportion of females admitted to Moi University was evaluated in two ways;

Proportion of females admitted to Moi University per year against that of males in the period under study

Proportion of females admitted to Moi University per year against the total number of females admitted to public universities in the period under study

- a) Proportion of females admitted to Moi University per year against that of males in the period under study;

The data on females admitted to Moi University per year against that of males in the period under study was gathered from the university admissions' office (document analysis) and it was analyzed descriptively by computing percentages. The data was presented in the form of a statistical table number 4.4 below;

Table 4.1 Females admitted to Moi University per year against that of males in the period under study

Year	Male %	Female %	Male	Female	Total
1993/1994	69.403	30.5966	1175	518	1693
1994/1995	68.05953	31.940469	1189	558	1747
1995/1996	64.11734	35.882661	1224	685	1909
1996/1997	65.26674	34.733258	1150	612	1762
1997/1998	66.37463	33.625365	1591	806	2397
1998/1999	65.45389	34.54611	1817	959	2776
1999/2000	64.85422	35.145784	1646	892	2538
2000/2001	66.04532	33.954678	1807	929	2736
2001/2002	65.9231	34.0769	2246	1161	3407
2002/2003	62.43515	37.564846	2046	1231	3277
2003/2004	62.86084	37.139164	1459	862	2321
2004/2005	61.19318	38.806818	1077	683	1760
2005/2006	61.6545	38.345499	1267	788	2055
2006/2007	65.55783	34.44217	1281	673	1954
2007/2008	59.43008	40.569918	2023	1381	3404
2008/2009	63.48624	36.697248	2076	1200	3270
2009/2010	56.02249	43.977508	1893	1486	3379

Source: Admissions' office, Moi University

According to table number 4.4 above, the year 2009/2010 recorded the highest representation of females admitted to Moi University at 1486(44.0%) while 1993/1994 recorded the lowest at 518(30.6%).

Generally the representation of females between 1993 and 2010 was low and the range was between 518(30.6%) and (1486)44.0%.The trend was a fluctuating one.

This was against the males highest and lowest representation at 1893(56.0%) in 2009/2010 and 1175 (69.4%) in 1993/1994 respectively.

Gender imbalances in enrolment at the university level are attributed to varied factors such as cultural factors, inadequate resources in schools and attitudes to particular courses

According to the respondents in the FGD, females are underrepresented in the university. One remarked,

”females are few here, especially in the technology faculty, they do not just qualify for the Courses many times and universities should ensure one hundred percent retention”

The remarks by the respondent pointed to the respondent’s awareness of the under representation of females especially in some courses and that the disparities were a concern to students as well.

b) Proportion of females admitted to Moi university out of total number of females admitted to public universities between 1993 and 2010

The researcher sought to find out the proportion of females admitted to Moi university out of the total number of females admitted to public universities between 1993 and 2010. This data was obtained from the universities admissions body’s records (document analysis) and it was analyzed descriptively by working out percentages. The findings are presented in table 4.5 and figure 4.3 in this section.

Table 4.2 Proportion of females admitted to Moi University compared to total number of females admitted to public universities between 1993 and 2010

Year	Total females admitted	Females admitted To Moi	%females Admitted to Moi
1993/1994	2956	518	14.9
1994/1995	2681	558	17.2
1995/1996	2892	685	19.2
1996/1997	3177	612	16.2
1997/1998	2889	806	20.2
1998/1999	2889	959	14.2
1999/2000	3943	892	18.4
2000/2001	4168	929	11.2
2001/2002	3949	1161	22.7
2002/2003	3748	1231	24.2
2003/2004	3623	862	19.2
2004/2005	3665	683	15.2
2005/2006	5851	788	11.9
2006/2007	5228	673	11.4
2007/2008	7820	1381	15.0
2008/2009	9048	1200	11.7
2009/2010	12326	1486	10.8

Source: Universities admissions Secretariat’s Office

According to table number 4.5 and figure 4.3 the proportion of females admitted to Moi University out of the total number of females admitted into public universities every year is comparatively small. The year 2002/2003 recorded the highest proportion at 1231 (24.2%).while 2009/2010 recorded the lowest at 1486(10.8 %).The trend between 1993 and 2010 was a fluctuating one.

One participant in the FGD indicated, "compared to KU (for Kenyatta university) which has many art based courses, there are few females here because we are for sciences mainly, possibly we are comparable to JKUAT".

The participant's comment was an indicator and emphasis of their level of awareness and concerns regarding gender disparities in university education.

4.6 Perceptions of Undergraduate Students on Measures that can Enhance Females' Access to Higher Education

The researcher sought to find out how undergraduate students registered in the 2007/2008 academic year perceived selected measures of enhancing females access to university education The findings are as presented in the sections 4.6.1 to 4.6.5 below;

4.6.1 Perceptions on factors thought to hinder females access to university education and which if addressed through policy directions could enhance females access to university education

The researcher sought to find out how the respondents perceived the factors that if addressed through policy directions would enhance females access to University education. The data was analyzed through computation of the standard deviation. The findings are presented in Table 4.6 below.

Table 4.1 Perceptions on factors thought to hinder females access to university education and which if addressed could enhance further females access to university education

	N	Minimum	Maximum	Mean	Std. Deviation
The mark at which the cut-off point is set in the particular year relative to the pass mark (C+)	343	1	5	3.66	1.230
Lack of finances	343	1	5	3.27	1.318
Being admitted into courses which are not of one's choice	343	1	5	2.96	1.300
Being admitted into a university not of one's choice	343	1	5	2.50	1.313
Lack of accommodation at the University	343	1	5	2.25	1.304
The government's emphasis on science subjects	343	1	5	2.09	.931
Valid N (listwise)	343				

Source: Research data (2008)

According to the analyses in table 4.6 above, the factors hindering secondary school female graduates from accessing University education every year in order of the means computed were as follows:

The mark at which the cut-off point is set in the particular year relative to the pass mark (C+) [3.66];

Lack of finances (3.27);

Being admitted into courses which are not of one's choice (2.96);

Being admitted into a university not of one's choice (2.50);

Lack of accommodation at the University (2.25)

The government's emphasis on science subjects (2.09).

The relatively low means could be indicative of a lack of awareness of the approaches to affirmative action in higher education or even its importance.

The standard deviations for the perceptions range from 0.931 for emphasis on science subjects to 1.318 for lack of finances as factors hindering females' access to higher education. This shows low variability in the respondents' opinions.

4.6.2 Perceptions on admitting females at lower points than the males as a measure of enhancing gender parity in enrollment

The researcher sought to find out the respondents' perceptions on possible specified measures of enhancing females' access to university. Descriptive statistics in the form of Percentages were computed in this case. Correlation coefficients were also computed. The findings are presented in table numbers 4.7 to 4.13;

Table 4.2 Perceptions on admission of females at a point lower than males

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	9.0	9.0	9.0
	Disagree	57	16.6	16.6	25.7
	Undecided	25	7.3	7.3	32.9
	Agree	130	37.9	37.9	70.8
	Strongly Agree	100	29.2	29.2	100.0
	Total	343	100.0	100.0	

Source; Research data (2008)

The data shows that there was a tendency towards agreement (67.1%) as 10(37.9%) of respondents agreed while 100(29.2%) strongly agreed. Respondents in the FGD also agreed that females actually deserve special treatment during university admissions because historically and socially they have been disadvantaged. One reported, "In many homes, girls do more work than boys and this eats into their study time and focus".

4.6.3 Perception on giving Special consideration to female students from disadvantaged regions during the university admission process as a measure of enhancing gender parity in enrolment.

Table 4.3 Perceptions on special consideration for females from disadvantaged regions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	7.6	7.6	7.6
	Disagree	28	8.2	8.2	15.7
	Undecided	17	5.0	5.0	20.7
	Agree	119	34.7	34.7	55.4
	Strongly Agree	153	44.6	44.6	100.0
	Total	343	100.0	100.0	

Source: Research data (2008)

The data shows that 153(44.6%) of respondents strongly agreed while 119 (34.7 %) agreed thus a tendency towards agreement at 79.3%.

4.6.4 Hypothesis Testing

H₀₁: There is no significant correlation between gender of the respondent and perception on lowering of university entry points for females in general as a means of enhancing gender parity in enrolment;

Table 4.4 Correlation between gender and perception on lowering females' university entry points

		What is your gender	Admission entry points for female to be lower than those of their male counterparts for the enhancement of gender equality in enrollment
What is your gender	Pearson Correlation	1	-.837(**)
	Sig. (2-tailed)	.	.000
	N	343	343
Admission entry points for female to be lower than those of their male counterparts for the enhancement of gender equality in enrollment	Pearson Correlation	-.837(**)	1
	Sig. (2-tailed)	.000	.
	N	343	343

** Correlation is significant at the 0.01 level (2-tailed).

Source: Research data (2008)

There was a strong negative correlation of -0.837 between gender of the respondent and their perception on lowering of admission entry points for females. This means that there is no relationship between gender of the respondents and perceptions on lowering of university entry points for females.

H₀₂: There is no significant correlation between gender of the respondent and perception on possibility of giving special consideration to female students from disadvantaged regions as a means of enhancing gender parity in enrolment.

Table 4.5 correlation between gender and perception on special consideration for females from disadvantaged regions

		What is your gender	Special consideration for female students from disadvantaged regions during the university admission process
What is your gender	Pearson Correlation	1	-.742(**)
	Sig. (2-tailed)	.	.000
	N	343	343
Special consideration for female students from disadvantaged regions during the university admission process	Pearson Correlation	-.742(**)	1
	Sig. (2-tailed)	.000	.
	N	343	343

** Correlation is significant at the 0.01 level (2-tailed).

Source: Research data (2008)

There is a strong negative correlation of -0.742 between gender of the respondent and perception on giving special consideration for female students from disadvantaged regions. This means that there is no relationship between gender of the respondents and the perception on giving special consideration to female students from disadvantaged regions during admission into university.

H03: There is no significant correlation between faculty/school of a respondent and perception on special consideration for female students from disadvantaged regions

Table 4.6: Correlation between faculty of a student and perception on special consideration for females from disadvantaged regions as a means of enhancing gender parity in enrolment

		Indicate the faculty/school you belong to		Special consideration for female students from disadvantaged regions during the university admission process
Indicate the faculty/school you belong to	Pearson Correlation	1		-.910(**)
	Sig. (2-tailed)	.		.000
	N	343		343
Special consideration for female students from disadvantaged regions during the university admission process	Pearson Correlation	-.910(**)		1
	Sig. (2-tailed)	.000		.
	N	343		343

** Correlation is significant at the 0.01 level (2-tailed).

Source: Research data (2008)

There is a very strong negative correlation of -0.910 between faculty/school of the respondent and perception on giving special consideration to female students from disadvantaged regions. This means that there is no relationship between faculty/school of the respondent and perception on special consideration for female students from disadvantaged regions.

H04: There is no significant correlation between a respondent's category (mature versus regular student) and perception on lowering of university entry points for females

Table 4.7 Correlation between respondent's category and perception on lowering females' entry points

		Indicate the category you belong to	Admission entry points for female to be lower than those of their male counterparts for the enhancement of gender equality in enrollment
Indicate the category you belong to	Pearson Correlation	1	-.587(**)
	Sig. (2-tailed)	.	.000
	N	343	343
Admission entry points for female to be lower than those of their male counterparts for the enhancement of gender equality in enrollment	Pearson Correlation	-.587(**)	1
	Sig. (2-tailed)	.000	.
	N	343	343

** Correlation is significant at the 0.01 level (2-tailed).

Source: Research data (2008)

There is a negative correlation of -0.587 between respondents' category and lowering of admission entry points for females. This means that there is no relationship between respondents' category and perception on lowering of admission entry points for females.

Respondents' perceptions of measures that the government / university can put in place for a specified duration to enhance secondary school female graduates access to university education

The researcher sought to find out how the respondents perceived the various measures that the government can put in place for specified durations in order to enhance secondary school's female graduates' entry into universities. The responses from the participants were analyzed descriptively by computing percentages. The findings are presented in table 4.13 below;

Table 4.8 Respondents perceptions of measures that can be put in place for a specified duration to enhance secondary school female graduates access to university

Response	HA	A	UD	I	HI	TOTAL
i	34 (9.9%)	63 (18.3%)	27 (7.87%)	129 (37.6%)	90 (26.2%)	343 (100%)
ii	57 (16.6%)	112 (32.6%)	25 (7.2%)	113 (32.9%)	36 (10.4%)	343 (100%)
iii	113 (32.9%)	44 (12.8%)	137 (39.9%)	49 (14.2%)	-	343 (100%)
iv	68 (19.8%)	92 (26.8%)	30 (8.7%)	111 (32.3%)	42 (12.2%)	343 (100%)
v	66 (19.2%)	116 (33.8%)	35 (10.2%)	93 (27.1%)	33 (9.6%)	343 (100%)
vi	149 (43.4%)	58 (16.9%)	22 (6.4%)	75 (21.8%)	39 (11.3%)	343 (100%)
vii	34 (9.9%)	68 (19.8%)	23 (6.7%)	146 (42.5%)	72 (20.9)	343 (100%)
TOTAL						

Source: Research data, 2008

Key for the proposed measures:

- i- Introduction of pre-University courses specifically for females to improve their grades and proceed to university
- ii- Lowering further the cut-off point for females
- iii.-Allowing females who attain the minimum University entry points but do not qualify for university admission in the year following their K.C.S.E year to be considered for admission in consequent years should the cut-off point be lowered
- vi- Introduction of alternative exams for females who miss admission into competitive courses at K.C.S.E level but are interested in pursuing the courses
- v- Admission into university of all females who attain the minimum university entry point at the K.C.S.E level
- vi.- Setting up of Women's only universities (public and private)

vii- Reserving a specified number of university places (quotas) for females

Key for responses:

- HA- Highly Appropriate
- A- Appropriate
- UD- Undecided
- I- Inappropriate
- HI- Highly Inappropriate

In this section the percentages are considered in doubles. This means that those for highly inappropriate and those for inappropriate are summed up and these are taken to indicate the measure of perceived inappropriateness and those for appropriate and highly appropriate and these are taken to indicate the measure of perceived appropriateness. This makes it easy to understand the respondents' perceptions and it's in line with the concept of grouped frequencies in Mugenda and Mugenda (2004).

The findings in table 4.13 above show that majority of the respondents were not for the introduction of pre university courses specifically for women. 129(37.6%) indicated that the approach was inappropriate while 90(26.2%) indicated that it was highly inappropriate thus a total of (63.8%) viewed the approach as inappropriate and it is highly skewed towards inappropriateness. For a further lowering the cut off point for females, 169(44.2%) of the respondents were for it while 149(3.3%) indicated that it is not appropriate. This shows an almost balanced scenario of views. For allowing women who attain minimum entry points but are not admitted to seek admission in the year when the cutoff point is lowered, 157(45.7%) indicated its appropriateness while 49(14.2%) of the respondents were for inappropriateness. This is closely related to the practice of lowering cut off points for female candidates and this may have

influenced the respondent's perceptions. Amongst all the approaches, this approach also attracted the highest level of indecision at 137(39.9%) which would mean that the respondents view that the measure already in place in this case as adequate. For aiding females gain access to competitive courses through alternative testing, 160(45.5%) of the respondents indicated its inappropriateness while 160(46.6%) were for appropriateness hence a case of almost balanced perceptions. 182(53%) of the respondents indicated their perceived appropriateness concerning admitting all females who meet the minimum entry criteria into university. The approach receiving the highest rating for appropriateness amongst all of them was setting up women's only universities. This was at 207(60.3%). Reserving quotas for females in universities was seen as being inappropriate with 218 63.4 % of the respondents indicating so.

General findings from the FGD

- a) Awareness on affirmative actions aimed enhancing females' access to university was above average and the affirmative actions were acceptable. They were viewed positively.
- b) The participants were unaware of some admissions policies such as the one on the admission of students with special needs.
- c) Admission policies had played a role in females' underrepresentation in university education and this is evitable.
- d) Universities have a role to play in enhancing females' enrolment for instance through focusing on retention.

4.7 Discussion of the Findings

The discussion of the findings of this study provide a link between the findings and the objectives of the study. It relates the findings of the study to what other researchers and authors have written about university admission policies, gender

inequalities in enrolment in higher education and the measures put in place to address the inequalities (affirmative actions) the world over. The discussions are in various sub sections as follows;

The general university admission criteria

The study's findings indicated that the admissions body set the general public university entry score or cut off point every year. The score was arrived at after considering how candidates had generally fared in the KCSE in a particular year and the available places in the universities. Many qualified students missed admission into university such as the case of year 2000 were out of the 40,491 candidates who had fulfilled the basic qualifying criteria, only 27.5% of them were admitted(GOK,2010).It has been noted that the solution for Kenya will be found in looking at ways of surmounting the challenge occasioned by too many qualifiers for public university admissions vis-à-vis the resources considered to be effective for university teaching.(FAWE,1998).Like in Kenya, in many countries the world over, students apply for university admission during their last high school year. Many countries too have independent organizations or government agencies that handle university admissions in a standardized way as been reported in chapter two of this study. A good example is the case of Brazil. (www.brazileducation.info).

In Brazil, for example ,high school finalists sit for a national examination called ENEM after which they apply for university admission through a process called Sisu. Unlike the Kenyan case, this process was open to those applying for admission into both public as well as private university places. The Kenyan university admissions body of the post 2012 era adopted this approach too.(ww.kuccps.ac.ke).Just like the

Kenyan case, candidates are allowed to revise their degree (www.brazileducation.info).

Enem like JAB in Kenya set the qualifying criteria for university entry and this varied from year to year too. There were calls in Kenya to have a national process of admitting students into universities that will include private universities (JAB, 2003). In Germany too, a national body, the German central clearing house handled all university admissions (www.jstor.org/satable/1164733).

For some universities in countries without inclusive centralized university admissions like Kenya, for students to obtain university admission, they must have passed in particular subjects or subject categories. The University of California for instance had given specific art and science based subject categories numbered alphabetically as a – g that students had to pass in. These covered such study areas as Languages, sciences and Arts amongst other subject categories. These requirements were communicated to all high school students through their schools. All applicants had to fulfill the minimum given criteria.(National Commission on excellence in education).In Finland, university applicants must have completed upper secondary school education, fulfill language requirements ,and pass a university entrance examination (www.studyfinland.fi)

At the university of Africa (Zimbabwe), for a candidate to qualify for admission, they must have passed the “O” level examination, obtained an advanced certificate of education (equivalent to Kenya’s old “A” level qualification).They had also to sit for and pass an English examination (www.africau.edu)

Entry into specific degree programmes

As per the current research's findings, the admissions body set the entry criteria for specific programmes. For the competitive courses the standard was raised. A criteria termed the weighted cluster points was used to determine who qualified for admission into what degree programme. This criteria considered the aggregate score for all the seven subjects taken at the KCSE level weighted against the total score for the candidate in the subjects determined as being relevant to a particular course (JAB, 2010). In 2008, for instance, for the University of Nairobi, the weighted cluster point for the Bachelor of Laws, was 45.1, and in 2007 it was 44.5, while that of the Bachelor of Education (Arts) was 39.5 and in 2007 it was 39.3. In Moi University in 2008, the weighted cluster point for the Bachelor of Laws programme was 44.7, and in 2007 it was 43.9 while for the Bachelor of Education (Arts) it was 38.4 and in 2007 it was 36.3 (JAB, 2010). This shows that the weighted cluster point for a degree programme varied from university to university and from year to year. The higher a candidate's weighted cluster score was, the better it was for them. Due to the relatively high weighted cluster points required for entry into some competitive degree programmes, many KCSE candidates were locked out of them, some of whom are females who are severely underrepresented in those degree programmes. The university admissions' body should consider adopting a criteria of enhancing gender parity across all courses. This had been done in South Africa and in the United Kingdom and consequently females' representation had gone up. The assistance given to the females was in the form of make up or bridging courses taken before joining the desired degree programme that a candidate has not qualified for (ADEA, 2001, Singh 1994).

It is worth noting that there were some departures from the Kenyan case in the University admission case and in the affirmative actions in place. In some countries,

candidates who were interested in joining some degree programmes were subjected to further testing. This was the case in some Brazilian universities. After passing the Enem examination which students sat for at the end of their high school course, to join some universities and/or courses, candidates they had to go through another rigorous examination (www.brazileducation.info).

According to an article in the journal of educational research, in the USA, those seeking for admission into colleges of education had to sit for an additional test called the Pre Professional Skills Test (PPST) after qualifying for college or university education. This was arrived at following a public outcry concerning declining educational achievements amongst elementary and high school students. In California too after passing as required the end of high school examination, those applying for degree programmes in the School of engineering and applied sciences had sit for and pass further tests in subjects identified as being relevant for them to get admitted into those courses .(National Commission on excellence in Education,1983)

Representation of Special groups in university admissions

According to the research's findings, some other categories of persons(excluding females) received special consideration during JAB admissions. These include candidates who are indigenous to districts identified as being disadvantaged and those with special needs. For these ones, the general cut off points was lowered sometimes even by 5 points and in some cases a threshold for their populations in the universities (quotas) were established such as 10% for those from disadvantaged districts (JAB, 2001, 2003, 2010).Similarly, in Germany, quotas were being used to ensure fair representation of all states during university admission. (www.jstor.org/satable/1164733).

The case of females' representation in higher education, gender disparities in enrolment and affirmative actions

According to the current research's findings, JAB gave females special consideration during the university admission process through the gender affirmative action admission policy. In this case females were admitted to university at a point or two lower than their male counterparts. JAB's gender affirmative action policy was governed by the Gichaga report (1991) as modified in the Karani report (1998). This was reported in the JAB (2001) report. According to a study by Maxwell and Jones in the University of South Carolina, sex related bias in Education is an old practice (1970s). According to their study's findings, the gender with fewer applicants was always favoured. (National Commission on excellence in Education.

According to Singh(1994),affirmative actions in the United kingdom helped in bridging gender gaps in enrolment in all areas of higher education. Females for instance were offered make up or bridging courses called access courses which took the form of a foundation year at the university. These courses came even come in two stages depending on how weak a student was hence the talk of the access to access course which was the course a very weak student begun with before they proceeded to the actual access or bridging course. In South Africa ,female representation in university enrolment was at over 50%. This had been made possible by affirmative actions such as having a university foundation year for those who intended to pursue science and technology courses but had not done well at the high school level. There was also the alternative testing for those who wished to pursue the science based courses at the university but failed to meet the entry requirements in their end of high school examinations (ADEA, 2001).

As gender inequalities in enrolment in Kenyan universities continued to persist, alternative affirmative actions needed to be considered. This was because despite admitting students at lower pass mark than the males, females continued to be under represented in higher education.

Writing on gender disparities in enrolment in higher education, Riak et al (1996) noted that as long as the proportion of females in higher education was less than 50%, the country was under utilizing its human talents. The gender disparities in higher education in Kenya continued to persist as indicated in the Economic Survey report of (1997 – 2007).

Many experts advocated for the case of affirmative actions even radical ones in order to enhance females' representation in university education. Singh (1994) called on governments to put in place measures to curb the disparities in education and he noted that this would be of benefit not just for the women but for the society at large.

It had been noted that gender inequalities in education have long term implications in general and gender parity in particular(<https://www.education.go.ke>).Riak et al (1996) had further written that the inequalities in education reinforced, reflected and related to inequalities in the division of labour. Since many females were sieved off at the university entry level, Bogonko (1992)observed that intervention measures were required at this level in a bid to enhance gender parity. Some countries like Lesotho and South Africa had been able to attain gender parity in enrolment in higher education through intervening for females at the university entry level. Other African countries have been called upon to emulate this (FAWE, 1998).To address the case of females' under representation in higher education and inorder to adhere to Kenya's Government directive of having 30% females representation in every sector, a JAB

report recommended that the females' university entry cut off point be lowered by a maximum of two points in all degree programmes which was a departure from one point lower admission policy which had been in place. This it was hoped would enhance females' representation further (<https://kuccps.ac.ke>, JAB's Ngaira report, 2007).

Severe Under representation of Females in Science and Technology based Courses in Africa

The government of Kenya reiterated its concern over the continued existence of severe gender inequalities in enrolment in university education and it stated its commitment to address the issue.(GOK, 2002 – 2003).Even though affirmative actions had been in place, available statistics showed that it was mainly in the art based courses that most of the female beneficiaries ended up in-between 1997 and 2000 for instance 145 females only were admitted into science based courses on the gender affirmative criteria while in the same period,340 females were admitted into the art based courses in the public universities under the gender affirmative criteria. Out of all the total 485 females admitted in this case only two made it to JKUAT which mainly offered competitive science oriented courses.(JAB,2001).Some of the courses were Bachelor of Education(Technology),Engineering courses, medicine, Actuarial science, computer science, pharmacy amongst others. All these degree programmes had high weighted cluster points requirements that is above 44 (JAB 2010, <http://www.jab.ac.ke>).

The under representation of females in Science and Technology based courses was not unique to Kenya. In Nigeria, females comprised only 10.33% of students pursuing science, technology and mathematics oriented courses. The same was the case at the

University of Dar-es-salaam and at Sokoine University. Females were mainly enrolled in traditional females' fields such as Home science and Human nutrition and in the Art based courses. Even for African countries that had attained gender parity in enrolment in Higher Education like Lesotho, most of the females were enrolled in the Art based courses (FAWE, 1998). To give support to the view that women were under represented in Sciences based courses, the Economic surveys of (1998 – 2000) indicated that in Kenya, there was severe underrepresentation of females in science based institutions like Moi University and J.K.U.A.T.

Reporting on women under representation in University enrolment it was noted that this calls for a re-consideration of measures aimed at enhancing females access to universities. The understanding had been if in some countries gender parity in enrolment in higher education has been attained in general then it means that females had found access. The concern therefore has why females can't find access into the science and technology based courses also. In Zimbabwe for example, affirmative actions aimed at assisting 'A' Level girls to enter into universities made the females enrolment to increase from 26% in 1994 to 35% in 1995. Lesotho had put in place measures that have seen the enrolment of females rise to 56% following affirmative actions. Also, the enrolment of females in sciences based courses in Kenya had risen from 14% to 21% between 1980 and 1989 (FAWE, 1998).

Perceptions on measures taken to enhance females' access to higher education

The study found that most of the respondents were positive about affirmative actions put in place to aid females access to university education but on further (radical) measures, the perceptions were negative.

Rawls (1971) writing on justice as fairness wrote that once affirmative actions have been put in place with the aim of addressing existing inequalities, there should be perceived justice and fairness in the society. In other words, people shouldn't be seen to be complaining when an injustice is to be addressed.

Barriers which prevent females from reaching their full potential should be addressed through providing information, changing attitudes and using anti-discrimination legislation. In view of this, it worth noting that the society should be educated on how alternative measures of enhancing females' access to higher education can work as there seems to be an information gap and hence an attitude barrier for some of the suggested measures of enhancing females access to higher education. Many African countries have not attained gender parity in enrolment in higher education. Some however like South Africa and others have a success stories. Perhaps the answer lies in exploring more radical approaches of addressing the matter (FAWE, 1998).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to establish the implications of university admission policies on female's access to Higher Education focusing on Moi University. The major research question was **“What are the Implications of University Admissions on Females Access to Moi University?”**

The was guided by the following specific objectives;

1. To find out the specific policies that governed entry into public universities on government sponsorship with specific reference to Moi University between 1993 and 2010
2. To establish the level at which the university admission cut off point was set between 1993 and 2010
3. To establish the females representation in the admissions to Moi University between the academic years 1993 and 2010
4. To establish undergraduate students perceptions of measures aimed at enhancing females' access to higher education

Hypotheses tested

The following hypotheses were also tested from the data gathered using a questionnaires

H₀₁: There is no Correlation between gender of the respondent and perception on lowering of university entry points for females in general as a means of enhancing gender parity in enrolment.

H02: There is no Correlation between gender of the respondent and perception on possibility of giving special consideration to female students from disadvantaged regions as a means of enhancing gender parity in enrolment.

H03: There is no Correlation between faculty/school of a respondent and perception on giving special consideration to female students from disadvantaged regions.

H04: There is no Correlation between a respondents' category (mature versus regular students) and their perception on lowering of university entry points for females.

Data for the study was collected through document analysis from the university admissions' body secretariat's office and also from Moi University's admissions office. A questionnaire was also administered to a sample of undergraduate students enrolled in Moi University in the 2007/2008 academic year .A focused group discussion was also arranged with the selected students. The study's findings, and their presentation, interpretation and discussion of the findings are in the previous chapter (four).

Chapter five presents a summary of the study's findings, Conclusions and recommendations as well as suggestions for further research.

5.2 Summary of Findings

The purpose of the study is to establish the implications of university admission policies on females' representation in higher education focusing on Moi University.

The following are the findings of the study as per the objectives;

- 1. To find out the specific policies that governed entry into public universities on government sponsorship with specific reference to Moi University between 1993 and 2010**

The following were the findings;

- a) There were six different policy approaches governing admission into public universities as follows;
- b) Policy governing general admissions into public universities as per the cut-off point and which applied to all the KCSE candidates in the year under consideration
- c) The gender affirmative action policy which entailed lowering the cut-off point(s) for female candidates in general
- d) The policy on special admissions criteria; affirmative action for candidates from disadvantaged regions. This entailed
 - i. Lowering the general cut-off point by two points for female candidates
 - ii. Lowering the general cut-off point up to five points when the total number of candidates admitted from those districts was less than 7.5% of the total number of candidates admitted into public universities in a particular year on government sponsorship. This percentage was later revised to 10%.
- e) Policy on admitting candidates from disadvantaged districts into specific degree programmes at one or two point below the subject cluster weight subject to a maximum of 5% of the total admissions into public universities. For students to qualify for consideration in this category, they must be indigenous to the district; born, brought up and educated there and they must have attained at least grade c+. (JAB,2010)
- f) Policy on affirmative action on the basis of special needs; mainly visual impairment. As per a JAB report (2003), all visually impaired students who

scored the basic university entry criteria at KCSE as set out by JAB at C+ got admitted into public universities on government sponsorship.

- g) The policy on affirmative action criteria on social economic basis. This applied to students from poor social economic backgrounds.

2. To establish the level at which the university admission cut off point was set between 1993 and 2010

The following were the findings;

- a) The university admissions cut off point as set by the admissions body fluctuated from year to year.
- b) In the period under study, the females cut off point was lower than that of males by between 1-3 points
- c) The year 2005/2006 reflecting the highest range (3points) as the cut-off point for females was 64 points against that of males at 67 points
- d) In the period under study, the lowest cut off point for females was 61 points in the years 2000/2001, 2008/2009 as well as 2009/2010 against that of males at 62 points in the year 2000/2001.
- e) In the period under study, the highest cut off point for both gender is 68 points in all the years before the year 2000/2001
- f) The gender affirmative action criteria took effect in the year 2000/2001 as the research data shows that the males versus females cut off point was at par in the preceding years.

3. To establish the females representation in the admissions to Moi University between the academic years 1993/94 and 2009/2010

- a) The year with the highest percentage of females' representation in the admissions in Moi University was 2009/ 2010 with a females' representation at 43.97%
- b) The year with the lowest percentage of females' representation in university admissions in Moi University was 1993/1994 with a females' representation at 30.59%
- c) In the period under study, the trend in the representation of females in admissions to Moi University was a fluctuating one
- d) According to the research data, none of the years under study registered a gender parity scenario in admissions in Moi University
- e) Moi University out of the total number of females admitted to public universities was 2002/2003 and this stood at 24.2%.
- f) Moi University out of the total number of females admitted to public universities was 2009/2010 and this stood at 10.8%.
- g) In the period under study, the trend in the representation of females in admissions to Moi University out of the total number of females admitted to Public Universities was a fluctuating one.

4. To establish the perceptions of undergraduate students on further selected approaches of enhancing female's access to higher education

Data regarding this objective was gathered using a questionnaire.

Findings on demographic information

- a. Sixty two (62) percent of the respondents were males' were 38% were females.
- b. Twenty nine point four(29.4) % of the respondents were in first year, 26.2% in second year, 21.6% in third year, 19% in fourth year, 2.9% in fifth year and 0.9% in year six.
- c. Ninety two % of the respondents were regular students while 8% were mature entrants.
- d. The education faculty had the highest number of respondents at 30% while Law had the lowest at 2.0%.

The outcome of hypotheses tested

H₀₁: There is no Correlation between gender of the respondents and perception on lowering of university entry points for females in general.

There was a strong negative correlation of -0.837 between gender of the respondents and the perception on lowering of admission entry points for females. This means that there is no relationship between gender of the respondents and perceptions on lowering of university entry points for females.

H₀₂: There is no Correlation between gender of the respondents and perception on possibility of giving special consideration to female students from disadvantaged regions as a means of enhancing gender parity in enrolment.

There is a strong negative correlation of -0.742 between gender of the respondents and special consideration for female students from disadvantaged regions. This means

that there is no relationship between gender of the respondents and the perception on giving special consideration to female students from disadvantaged regions during admission into university.

H₀₃: There is no Correlation between faculty/school and perceptions on special consideration for female students from disadvantaged regions

There is a very strong negative correlation of -0.910 between faculty/school of the respondents and special consideration for female students from disadvantaged regions. This means that there is no relationship between faculty/school of the respondents and perceptions on special consideration for female students from disadvantaged regions.

H₀₄: There is no Correlation between respondents' category (mature entrants versus regular) and perception on lowering of university entry points for females. This means that there is no relationship between gender of the respondents and perceptions on lowering of university entry points for females.

There is a negative correlation of -0.587 between respondents' category and perception on lowering of admission entry points for females. This means that there is no relationship between respondents' category and perceptions on lowering of admission entry points for females.

On perceptions on factors thought to hinder females access to university and which if addressed through policy direction could enhance females' access to higher education, the responses are as follows;

According to the descriptive statistics computed, the factors hindering secondary school female graduates from accessing University education every year in order of the means computed were as follows:

The mark at which the cut-off point is set in the particular year relative to the pass mark (C+) [3.66];

Lack of finances (3.27);

Being admitted into courses which are not of one's choice (2.96);

Being admitted into a university not of one's choice (2.50);

Lack of accommodation at the University (2.25)

The government's emphasis on science subjects (2.09).

The relatively low means could be indicative of a lack of awareness of the approaches to affirmative action in higher education or even its importance

The standard deviations for the perceptions range from 0.931 for emphasis on science subjects to 1.318 for lack of finances as factors hindering females access to higher education. This shows low variability in the respondents' opinions

Respondents' perceptions of measures that the government / university can put in place for a specified duration to enhance secondary school female graduates access to university education

- a) Majority of the respondents were not for the introduction of pre university courses specifically for women. 37.6% indicated that the approach is inappropriate while 26.2% indicated that it is highly inappropriate thus a total

of 63.8% viewed the approach as inappropriate and it is highly skewed towards inappropriateness.

- b) For a further lowering of the cut off point for females, 49.2% of the respondents were for it while 43.4% indicated that it is not appropriate. This shows an almost balanced scenario of views.
- c) On allowing women who attain minimum entry points but are not admitted to seek admission in the year when the cutoff point is lowered, 52.7% indicated its appropriateness while none of the respondent saw it as being inappropriate. This is closely related to the practice of lowering cut off points for female candidates and this may have influenced the respondent's perceptions
- d) Amongst all the approaches the one on allowing women who attain minimum entry points but are not admitted to seek admission in the year when the cutoff point is lowered attracted the highest level of indecision at 39.9%. This would mean that the respondents view what is already in place in this area as adequate.
- e) On aiding females gain access to competitive courses through alternative testing, 44.5% of the respondents indicated its inappropriateness while 46.6% were for appropriateness hence a case of almost balanced perceptions.
- f) Fifty three percent (53%) of the respondents indicated their perceived appropriateness concerning admitting all females who meet the minimum entry criteria into university.
- g) The approach receiving the highest rating for appropriateness amongst all of them was setting up women's only universities. This was at 60.3%.
- h) Reserving quotas for females in universities was seen as being inappropriate with a 63.4 % of the respondents indicating so.

General findings from the FGD

- e) Awareness on affirmative actions aimed enhancing females' access to university was above average and the measures were acceptable
- f) The participants were unaware of some admissions policies such as the one on the admission of students with special needs
- g) Admission policies had played a role in females' underrepresentation in university education and this is evitable
- h) Universities have a role to play in enhancing females enrolment for instance through focusing on retention.

5.3 Conclusions

The purpose of the study is to establish the implications of university admission policies on females' representation in higher education focusing on Moi University.

The findings of the study point to the fact that the female gender continues to be under-represented the affirmative actions notwithstanding.

The following are the conclusions in the order of the objectives

- 1. To find out the specific policies that governed entry into public universities on government sponsorship with specific reference to Moi University between 1993 and 2010**

There was a combination of policies guiding admissions to University. This study identified at least six of the policies. Each of the policies guiding admissions to university helped bring in more females to University in its own way in the period under study. The findings from the FGD are in support of that admission policies have contributed to the rise in the number of females who had accessed university education. The findings however pointed to the view that for further gender

affirmative actions to work well, public sensitization and/or awareness creation was necessary and retention of those admitted was an area to check too.

2. To establish the level at which the university admission cut off point was set between 1993 and 2010

The cut off point for university admission generally fluctuated from year to year. Before the year 2000/2001, there was no differentiation between females and males cut off points. As from the year 2000/2001, the range between the cutoff points from year to year was low ranging from one to three points. This may point to the fact that in the period under study, the under representation of females in Moi University education was reinforced at the admission level. A wide range would have resulted to more females accessing university education.

3. To establish the females representation in the admissions to Moi University between the academic years 1993 and 2010

There was a rise in the proportion of females admitted to Moi University in the period under study. The trend though was a fluctuating one. There was also a rise in the proportion of females admitted to Moi University in the period under study in relation to the total number of females admitted to Public Universities. The trend was a fluctuating one too. Possibly if the rise of females numbers was steady year after year, a little more of the qualifying females would have accessed university education. The relatively low female's admissions may be attributable to the fact that Moi University then was mainly a science and Technology based institution.

4. To establish undergraduate students perceptions of measures aimed at enhancing females' access to higher education

On the tested hypotheses, the outcome was that there was no relationship between students characteristics (gender, faculty, category (mature versus regular) and their perceptions on lowering the university cut off points for females and also on giving special consideration to females from disadvantaged regions. Most of the respondents were comfortable with the gender affirmative actions (policy guidelines) as practiced then. Some respondents had reservations concerning lowering further the cut off point for females.

On further measures of enhancing access to higher education for females, respondents were comfortable with some measures such as setting up women's only universities. They were however not comfortable with some measures to such as reserving quotas for females during university admissions.

On factors that hinder females from accessing university education and which if addressed females enrolment would go up the responses indicated that the level at which the cutoff point is set every year continues to be a hindrance to females access to university education .Lack of finances also in an evitable factor which continue to keep females from accessing university education such. There was however low variability in the responses with the standard deviation of the perceptions ranging from 0.931 for emphasis to science subjects to 1.318 for lack of finances.

Data gathered from the focused group discussion indicated that the participants were aware that the university admissions body set the general university entry cut-off point and that for females it was usually lower by one point than that of the male students and they were comfortable with this. They were also aware that different

courses had different cut off points and that females were under represented in the technology and science based courses. They were however not aware that there are variations of the admission criteria such as is the case with disadvantaged regions and the visually impaired. The participants were of the view that disparities too are reinforced at the university level for instance due to wastage.

5.4 Recommendations

- a) Re check the measures aimed at enhancing females' access to University education while considering the adoption of more radical approaches to bridging the gender gaps in enrolment.
- b) Putting in place measures and/or incentives to encourage females to transfer to non-traditional females courses.
- c) More intensive publicity measures on the working of the admissions body
- d) There is need to educate people more on affirmative actions on bridging gender gaps in enrolment in other parts of the world
- e) Relevant authorities need to address issues at the university entry level that continue to keep females from pursuing and completing university education.

5.5 Suggestions for Further Research

The researcher suggests the following studies;

- i) A replication of this study amongst the students in the privately sponsored degree programmes.
- ii) A replication of this study amongst the students in the post graduate degree programmes.
- iii) A study on how students in private universities perceive affirmative actions aimed at enhancing females access to higher education.

- iv) A study to establish all stakeholders' level of awareness regarding university admissions' body's operations.
- v) A study to establish the implications of inter-universities and post admission course transfers on females' enrolment in higher education.

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APPENDICES

Appendix I: Introductory letter for questionnaire

Dear respondent (s),

This questionnaire is part of a study being carried out by an M.Phil student in the department of Educational Management and Policy Studies, Moi University. I am seeking your perceptions of measures to increase female students' enrolment rates in University. Your views will contribute in the evaluation of the policies put in place for the purpose.

The questionnaire requires the free expression of your ideas, so take your time or if undecided say so. Different people have different perceptions of issues and so there are no right or wrong answers.

Your responses will be handled in confidence and you can access the findings of this study upon its completion in the Moi University Library.

Thank you very much for taking time off your schedule to respond to the questionnaire items.

Florence Wairimu
Masters Student, School of Education;
Department of Educational Management and Policy Studies

8. The following are measures that the government/university can put in place for a specified duration to enhance secondary school female graduates access to university education. Rate the degree of appropriateness as you perceive it. **(HA- Highly Appropriate, A- Appropriate, U-Undecided, IA- Inappropriate, HI- Highly Inappropriate.)**

	HA	A	U	IA	HI
Introduction of pre-university courses specifically for females to improve their grades and proceed to university.					
Lowering further the cut-off point for females.					
Allowing female who attain the minimum university entry points but do not qualify for university admission in the year following their K.C.S.E year to be considered for admission in subsequent years should the cut-off point be lowered.					
Introduction of alternative examinations for female who miss admission into competitive courses at K.C.S.E level but are interested in pursuing the courses.					
Admission into universities of all female who attain the minimum university entry points at the K.C.S.E level (C+)					
Setting up women's only universities. (Public and private)					
Reserving a specified no. of university places (quotas) for female.					

Appendix III: Introductory Letter for Proforma

Dear respondent (s),

This proforma is part of a study being carried out by an M.Phil student in the department of Educational Management and Policy Studies, Moi University.

I am seeking university admissions data for the Period 1993 to 2010. The data will be useful in providing answers to the study's research questions. The data will be handled in confidence and you can access the findings of this study upon its completion in the Moi University Library.

Thank you very much for taking time off your schedule to fill in the proforma.

Florence Wairimu
Masters Student, School of Education;
Department of Educational Management and Policy Studies

Appendix IV: Proforma: Cut Off Point (1993/94-2009/2010)**Proforma: cut off point (1993/94-2009/2010)**

Year	Males' cut off Point	Females cut off Point
1993/1994		
1994/1995		
1995/1996		
1996/1997		
1997/1998		
1998/1999		
1999/2000		
2000/2001		
2001/2002		
2002/2003		
2003/2004		
2004/2005		
2005/2006		
2006/2007		
2007/2008		
2008/2009		
2009/2010		

Appendix V: Proforma: Moi university admissions by gender (1993/94-2009/2010)

Proforma: Moi university admissions by gender (1993/94-2009/2010)

Year/Jab Admissions	Males	Females
1993/1994		
1994/1995		
1995/1996		
1996/1997		
1997/1998		
1998/1999		
1999/2000		
2000/2001		
2001/2002		
2002/2003		
2003/2004		
2004/2005		
2005/2006		
2006/2007		
2007/2008		
2008/2009		
2009/2010		

Appendix VI: Proforma: Total females admitted to university (1993/94-2009/2010)

Proforma: Total females admitted to university (1993/94-2009/2010)

Year	Total Females Admitted To University	Females Admitted To Moi University
1993/1994		
1994/1995		
1995/1996		
1996/1997		
1997/1998		
1998/1999		
1999/2000		
2000/2001		
2001/2002		
2002/2003		
2003/2004		
2004/2005		
2005/2006		
2006/2007		
2007/2008		
2008/2009		
2009/2010		

Appendix VII Guidelines/themes for FGD


Guidelines/themes for FGD

1. University admission policies
2. Causes of gender inequalities in enrolment in higher education; are the inequalities created or reinforced at the admission stage
3. Special consideration for females during admission into university

Appendix VIII: Research Permit

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK 6055—3m—10,2003

(CONDITIONS—see back page)

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss FLORENCE WAIRIMU GICROGO

Research Permit No. MOEST I3/001/346 5

Date of issue 15th JANUARY, 2004

Fee received Shs. 500

of (Address) MOI UNIVERSITY

P.O. BOX 3900, ELDORET

has been permitted to conduct research in _____

MOI UNIVERSITY Location,

UASHIN GISHU District,


RIET VALLEY Province,

on the topic ENHANCING FEMALES ACCESS AND

AN EQUALITY OF HIGHER EDUCATION OPPORTUNITIES

AN EVALUATION OF ADMISSION POLICIES IN MOI

UNIVERSITY




Assistant's Signature _____
 Prof. WILSON KARIUKI
 Permanent Secretary
 Ministry of Education
 Science and Technology

for a period ending 29th February, 2004

EFONE

Appendix IX: Plagialism Awareness certificate

SRO69



EDU 999 THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE


This certificate is awarded to

FLORENCE WAIRIMU GICHOGO

EDU/PGA /01/02

In recognition for passing the University's plagiarism
Awareness test with a similarity index of 01% and
Striving to maintain academic integrity

Awarded by:



Prof. John Changách, CERM-ESA Project Leader

05th /05/2022