

**FACTORS DETERMINING STUDENTS ENROLMENT IN B.ED
SCHOOL BASED PROGRAMMES: A COMPARATIVE STUDY
OF MOI AND KAMPALA INTERNATIONAL UNIVERSITIES**

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

To my mother and grandmother (Bot Rusi), whose upbringing and support made me to be what I am. To my beloved wife Truphena, our daughter Sheila and our sons: Michael and Enock who are a source of inspiration and constant encouragement to me.

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ABSTRACT

School Based Programmes and Privately Sponsored Students Programmes (PSSP) were established by Kenyan Public Universities to cater for those people who are working or missed opportunities to attain higher education. Despite this endeavours; Kenyan students still opt to enroll for similar courses outside the country. Cross border education is not only worrying to the university but the country as well because it affects economic growth, since money is taken out of the country to finance Higher Education.

The purpose of this study was to establish factors that determine students' enrolment choice into B.ED School Based Programme (SBP) between Moi University (MU) and Kampala International University (KIU). Specifically the study examined programmes costs, flexibility of the programme delivery and marketing, duration, type acceptability and quality of B.ED SBP programmes offered, social-economic profile of students and satisfaction on quality of service. Conceptual framework of the study was derived from the *client satisfaction model*.

The study was carried out at Kampala International University in Uganda and Moi University, Kenya. The study population was 333 and 3,250 SBP students in MU and KIU respectively from which a sample of 240 respondents was randomly selected. Purposive sampling was also used to select coordinators, administrators and directors of the programmes. Questionnaires and interview schedules were used to collect primary data after being standardized while document analysis was used to generate secondary data. Data gathered were analyzed using descriptive statistics both qualitatively and quantitatively, in particular mean, percentages and frequencies using the SPSS software computer package.

The findings of this study showed that majority of SBP students opted to enroll in KIU due to low cost of their programmes, variety of courses offered, short duration to graduate, flexibility of their degree programmes and aggressive marketing. Social economic characteristics variables such as current educational qualification, marital status, nature of employment, length of employment, source of finance and income per month played a significant role in determining enrolment in addition to students' service satisfaction in both universities. Students' participation in policy making made them feel that they were part and parcel of the system and helped to enhance their service satisfaction and enrolment.

In view of the findings, the study recommends that universities (both KIU and MU) need to review the cost of SBP, aggressively market their products both locally, regionally and internationally through exhibitions and media, involve students in the management particularly those relating to policy guidelines governing the administration of their programmes amongst others. The study suggests a replica study in other universities, a study on attitudes of conventional students towards the programme and an assessment of quality management and instructors effectiveness for further research.

LIST OF ABBREVIATIONS AND ACRONYMS

B.ED	Bachelor of Education
CHE	Commission for Higher Education.
DL	Distance Learning
EDG	Educational Guidance and Counseling.
EDH	Early Childhood and Primary Education
GOK	Government of Kenya
HE	Higher Education
HEI	Higher Education Institutions
HELB	Higher Education Loans Board.
HRD	Human Resource Development
ICT	Information Communication Technology
KCSE	Kenya certificate of Secondary Education
KEBS	Kenya Bureau of Standards.
KIU	Kampala International University
MU	Moi University
NOREC	North Rift Educational Centre
P1	Primary Teacher I
PAYE	Pay As You Eat
PSSP	Privately Sponsored Students Programme
S1	Approved Teacher.
SBP	School Based Programme
T.V	Television
TSC	Teachers Service Commission
TTC	Teacher Training College
U.T	Untrained Teacher
UNCHE	Uganda National Council for Higher Education
UNESCO	United Nations Convention on the Rights of the Child

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter highlights the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, justification of the study, significance of the study, assumption of the study, scope, limitation of the study, conceptual framework and operational definition of key terms.

1.1 Background to the Study

Scott (1995) uses the term massification to describe the development of mass higher education during the latter part of the twentieth century. In 1962, there were 125,000 students at 25 universities whereas in 1996 there were more than a million students at just over 100 universities. In the early 1970s, 14% of eighteen year olds attended university yet in 1996 the figure was 30% (Leadbetter, 1996) and participation in higher education is now over 32% of those in the 18-21 age groups (Gibbs, 2001). There are several key questions that now become clear when dealing with the challenges and opportunities presented through the heightened need for quality higher education in Africa. For instance, it is clear that globalisation is bringing about new forms of cross-border provision of higher education and the prospective liberalisation of trade in educational service (www.unesco.org).

Higher education institutions the world over are facing new challenges which require reforms in their management and governance styles. The rise of new stakeholders, internal factors, together with globalization and the rapid pace at which new knowledge is created and utilized are among the recent developments which challenge

higher education institutions. While they have responded rather slowly in the past, to changing circumstances, there is now an urgent need for them to adjust rapidly in order to fulfill their missions and the needs of other stakeholders (Jowi, 2003). The Chinese scholars in ancient India and the academic nomads of Medieval Europe would be thoroughly confused by the diversity of Cross-border Higher Education today (Knight, 2006).

University education is the apex of the formal system of education. University train high-level manpower for national development. They are charged with the role to teach, research, development and advancement of knowledge, storage and dissemination of such knowledge. University education and training programmes are therefore expected to respond to the demands of national development and emerging socio-economic needs with a view to finding solutions to problems facing society (GOK, 1988). As bastions of critical thinking, cutting-edge research and academic freedom, universities play a vital role in social development. At the dawn of the 21st century, this is particularly significant for the process of building knowledge societies in which knowledge acts as the motor of economic growth, cultural development and social change (Knight, 2006).

Quantitative expansion of public universities in Kenya saw students' enrolment increase very rapidly from 600 in 1964 to 41,000 in 1990, CHE (1994). This remarkable increase in student numbers was the result of "double intake" when a staggering 21,450 students from the two educational system (the 7-4-2-3 and 8-4-4) were admitted together into the universities. This large admission was a result of structural changes in the educational system referred to above. The unprecedented

admission marked a critical period in the development of higher education in Kenya (Boit, 1998).

Opportunities in public universities have rapidly expanded in the last three decades. In 1970/71 academic year, for example, 1,172 students were admitted to the university compared to 10,934 students admitted in 1994/95 academic year, CHE (1994). This phenomenal expansion of university places is a result of rapid growth of University institutions from one institution in 1956 to seven fully fledged public universities in 2009. The expansion occurred despite the difficult economic environment occasioned by the world crisis of the 1970s and 1980s. The oil crisis of 1973 and 1979 particularly caused economic hardships (Boit, 1998).

During the first phase, the period between 1956-1984 was an era of planned and controlled expansion. During this period one institution, the University of Nairobi, dominated the higher education scene. This is a period where government pursued a policy of “Africanising” the civil service by investing in the training of high level skilled manpower. University education was of critical importance in this process. The fundamental role of the university during this period was seen as the production of educated elite to take up new jobs in the civil service including those that were being left by departing expatriates staff following Kenya’s independence in 1963 (Boit,1998).

The National Committee on Educational Objectives and Policies (1976) makes the following observation about what they saw as the role of the university:

The university exists in order to develop manpower that has the motivation, the skills and knowledge to serve the nation” (GOK, 1976).

The Committee strongly felt that university education should be carefully planned and this development synchronized with the process of national planning and development in order to ensure that sufficient resources were made available by the government to enable the universities to effectively fulfill these national responsibilities. The committee reiterates that:

In order to achieve the complex and expensive goals and functions of University education, it is therefore, essential to plan all the necessary development of facilities and resources well in advance (GOK, 1978).

The second phase in university development took place in the period between 1985 and 1990. This is a period when there was unparalleled growth in public university education. In a span of five years (1985 – 1990) two universities and two constituent colleges, were established.

Student enrolment consequently rose to levels far in excess of numbers projected in the university expansion plans in the early 1980s (World Bank, 1991). This growth was largely unplanned. It coincided with the “double intake.” The increasing demand for higher education is also seen to have contributed to the lack of planning. A study done by Sifuna (1998) reveals, “The rapid expansion of University education was a spontaneous response to the high demand. With the increasing large flows of students from schools, popular demand for higher education increased. People seem to have put a lot of hope in higher education and this appears unique in the countries of this region”.

The second double intake of students occurred in 1990/91. This was prompted by the shift in the country’s education cycle from 7-4-2-3 cycle to the 8-4-4 cycle. The main changes that occasioned this shift were the primary school cycle, which was extended

to eight years after the advanced (A) level certificate of secondary education had been abolished, reducing the number of secondary education from six to four years and increasing the university undergraduate cycle from three to four years. By abolishing the A-level segment of the education system, a situation had been created where over 170,000 applicants for university entry were available as opposed to no more than 20,000 potential applicants in the A-level system. The 1990/91 admission process had, however, to accommodate both O- and A-level applicants for entry into university. This further stretched the meagre facilities that these institutions had in place (Sifuna, 1998).

According to Kamunge Report 1988, the expansion should be carefully planned to ensure the maintenance of high standards of education, training and research. In addition, it was the view of the Working Party that future expansion of University education can be done through the utilization of the existing training and research institutions being allowed to develop as university institutions (GOK, 1988).

The Working Party noted that there is also need to consider the development of good harambee as well as private university institutions to offer increased opportunities for local university education and training. However, their establishment should be carefully controlled and guided to ensure proper development and maintenance of acceptable university standards of teaching and research. The expansion of local public private university education will save parents the payment of very high fees in foreign universities and thereby save Kenyan's foreign exchange (GOK, 1976). According to Kamunge Report, 1988; Public universities should also be encouraged to enroll qualified self sponsored students. The working party recommended that:

- (a) The growth in University students enrolment be matched with commensurate provision of appropriate resources in order to maintain high standards, quality and relevance of University education, training, research and scholarship;
- (b) Some of the existing training and research institution be developed as university institutions offering degrees of Kenyan public universities.
- (c) The establishment of private and harambee university institution be encouraged but controlled and guided to ensure they offer courses relevant to the needs of Kenya and maintain acceptable standards, GOK (1988).

The third phase (1991-200) of university development began in 1991, when the government introduced a number of policy measures to stabilize, rationalize and control university development. One of the policy initiatives was; the introduction in 1991, of Cost-Sharing as a measure of cost-recovery in all public universities. The universities were also, for the first time, required to formulate ten years development plans to guide their physical, academic and staff development programmes. In addition, they had to justify and rationalize their current establishments, academic programmes and budgets (Boit, 1998).

The face of higher education is changing rapidly. In addition to the trends outlined above, higher education is subject to mounting pressures. It is expected, for example, to engage with the challenges of sustainable development and to accommodate itself to mounting demands for lifelong learning. New providers, such as virtual universities, branch campuses in other countries and corporate universities, are creating a new paradigm of higher education largely as a response to new demand, but also as a way of taking advantage of technological developments. Moreover, new trends and challenges posed by the growing commercialization of higher education require that increased attention be paid to such questions as the quality of higher

education provision and factors that motivate a student to enroll in a particular degree programme (Knight, 2006).

Knight, 2006 further stated that, “Universities are facing the challenges of competition, globalization, financial difficulties, competing for clientele and hence have to offer market driven and demand driven programmes to survive. Cross border education is still pronounced. Cross-border higher education will not help developing countries unless it is accessible, available, affordable, relevant and of acceptable quality. Also key are the contentious issues of who awards the degree, who recognizes the degree and whether this is accredited or quality assured”.

Many developing countries lack quality assurance mechanisms. Where they do exist, as in India, the countries are not properly equipped to cope with Cross-border provision. Even though a national agency like the Higher Education Quality Committee in South Africa education deals with foreign providers and approves the setting up of branch campuses, distance from abroad eludes its grasp (Knight, 2006). The purpose of this study was to establish factors that determine students’ enrolment choice into B.ED SBP between MU and KIU.

It has been argued that lack of adequate capacity to absorb all those seeking higher education has led to capital flight as many Kenyans seek opportunities abroad (CHE, 2003). Most state universities in Kenya have established privately Sponsored Students Programme (PSSP) to cater for those people who are working or missed opportunities to attain higher education, despite these endeavors, students still opt to enroll in private and other universities outside the country to undertake the courses offered

locally. School Based programmes have the ability to offer mass, quality and cost efficient training, which could affect social equality in terms of its characteristics. This mode of learning would enhance production of graduates at lower costs (Perraton, 1993).

Kenyan parents love for University education is reflected in millions spent to educate their children abroad, particularly in computer science and electrical engineering. For example, parents spend about Kenyan shillings 1.5 million (US\$19,997) per year per student to study in America, about 1.2 million (US \$ 16,000) per year student to study in Britain on average, there are about 6000 Kenyans studying abroad with the majority in America and Britain and few in other countries (CHE, 2003). This implies that the country is losing a lot of money on foreign education and this does not augur well for sustainable development for Kenya. Some Kenyans have in the recent past given excellent ideas on how we could cope with admission challenges similar to those witnessed in other developing economies. It is worth noting that one university in a developed nation can absorb all the 68,000 plus candidates that make to University having passed their KCSE examination in a single admission, yet six public universities combined can just admit 10,000 (CHE, 2003).

The Kenyan government does not restrict the students who wish to go overseas or join self-funding programmes as long as they meet minimum academic requirements and are able to finance their education. The students who join the PSSP and /or go for overseas are not restricted or controlled when it comes to choosing the course to be taken in the PSSP. The current minimum academic requirement is a mean grade of C+

at KCSE. For those who choose to study in the PSSP, the major consideration is the prospect of employment on completion (Maleche et al, 2005).

PSSP was introduced in Moi University in October 1998 for the purpose of increasing opportunities for university education besides raising revenue for the University due to dwindling government funding to Public Universities. The establishment of the programme followed similar practices already underway at other universities in Kenya. The administration of the programme at Moi University started on Ad-hoc basis since no specific policy had been put in place at the time it was started (MU, 2005).

Kampala International University commenced operation as a private University in October 2001. Located in Kansanga, a rapidly growing suburb of Kampala, KIU is located three Kilometres from the Kampala city. It is a privately owned institution licensed by the National Council of Higher Education Uganda in 2004 (KIU, 2007). It is also accredited institution by UNESCO (<http://www.education.nairobi-unesco.org>). The university's vision is to be a premier institution of global recognition preparing students for international markets. The mission of KIU is to respond to societal and educational needs by developing and delivering pragmatic academic programs that are responsive to market place. The University services traditional age students as well as adult students across the world by delivering high quality programmes through innovation teaching methodologies that engage students in self-directing learning (KIU, 2007). It has many foreign students including those from Kenya, Tanzania, Rwanda, Burundi and Sudan. Majority of its students come from Kenya (<http://www.enteruganda.com/bronchures/kiu>).

1.2 Statement of the Problem

There has been a major concern from the public and the country over the number of students going abroad to study. Every year students who score above the average university entry grade of C+ in Kenya Certificate of Secondary Education Examination miss the admission to public universities (CHE, 2003). Hence it is a common phenomenon for KCSE candidates and graduands from tertiary colleges to seek Higher Education abroad. Demographic changes, increasing number of graduates from secondary level education, lifelong learning and changing human resource needs created by the knowledge economy are increasing the unmet demand for post-secondary education and training (Knight, 2004). Cross-border education has recently been on the increase.

Kenyan students annually cross the border in thousands to seek HE in Ugandan Universities. KIU, a private University seems to attract a large number of SBP students every year. The University offers a wide range of undergraduate programmes similar to those offered at public and private universities in Kenya, These include: Bachelor of Arts in Education, Science, Business Administration, Hotel and Tourism management, Computer Science, Laws, Economics and Arts courses among others.

It was therefore vital to establish the factors which make Kenyan students to cross the boarder in large numbers in search of higher education in Uganda. It is worth noting that the movement of students is one way, in favour of Ugandan institutions. The factors examined were cost, duration of the programmes, flexibility and marketing, social-economic profile of students and levels of students' service satisfaction.

This study sought to establish the factors that make a student opt to enroll for B.Ed SBP in KIU and not at MU and vice versa and subsequently suggest strategies needed to attract Kenyan students to enroll at home and stem the influx of students to Universities across the border.

1.3 Purpose of the study

The purpose of this study was to establish factors that determine student enrolment in KIU and MU and subsequently suggest ways of enhancing enrolment in School Based Programmes.

1.3.1 Objectives of the study

1. To establish the effect of tuition and other related fees on enrolment at MU and KIU.
2. To examine policies and practices governing academic programmes in terms of type, duration, acceptability and quality at KIU and MU.
3. To examine the flexibility and marketing strategies of education programmes offered by the two Universities.
4. To establish the socio-economic profile of students enrolled in both MU and KIU.
5. To examine levels of students service satisfaction in MU and KIU.

1.3.2 Research questions

1. How do tuition and other tuition related costs affecting students' enrolment in B.ED SBP in Moi University (MU) and Kampala International University (KIU)?

2. How do programmes in MU and KIU compare in terms of policies and practice governing academic programmes in regard to type, duration, acceptability and quality?
3. What are the socio-economic profiles of students enrolled in both MU
4. and KIU under the SBP?
5. What is the flexibility and marketing strategy of education programmes offered by KIU and MU?
6. What is the level of student welfare satisfaction on service delivery of the SBP?

1.4 Justification of the Study

There is growing concern among educators, parents and other stakeholders about the cross-border education. It is the responsibility of each country to promote opportunities for further training and also lifelong training. These opportunities should be affordable to individuals in all terms in order to acquire the relevant skills, which would make them enter the modern wage labour, and thus the livelihood of earning. The demand from growing number of secondary school leavers who wish to take up places in higher training institutions in Developing Countries is increasing as a result of high termination rates of education across transition level from secondary to university. PSSP and SBP were established, as panacea to this problem but it is alarming that most Kenya students opt to enroll in other countries for the same programmes especially in Ugandan Universities. The researcher undertook this study as an attempt to suggest ways of improving and attracting students into School Based Programmes in Kenya, stem the influx of students across the border thus attracting the foreign exchange to the country while at the same time offering quality education.

1.5 Significance of the Study

The significance of the study rests on the following: -

The study would guide educational planners, Practitioners and the respective University authorities in improvement and the management of SBP and how the mode can be improved to attract students. It would guide planners in determining the place of SBP in the context of globalization and technological changes thus may influence the training, curriculum and the labour market.

The study was expected to reveal the challenges of SBP in promoting training and continual training of professionals. Strategies could therefore be adopted to meet the specific needs of the students.

The findings would be used by the government authorities for studying how to support local Universities in provision of higher education through SBP and life-long learning in general.

The findings from the present study are meant to contribute to the improvement of enrolment in SBP in Universities. The recommendations are offered to students, Universities and institutions of higher learning, private sector and other stakeholders, HE funding organizations, government and university management in general. It would also provide information which would guide researchers and planners interested in the field of SBP and cross-border education.

1.6 Assumption of the Study

The following assumptions were made in the study:

The students could opt to enroll in either KIU or MU. It is due to certain specific considerations (factors) inherent which makes them enroll in each particular institution.

Respondents who participated in the study provided sincere and honest responses to the questions

The students enrolled in the SBP programme met the minimum qualifications required to be admitted in the university.

1.7 Scope

The study primarily focused on B.ED students enrolled in SBP in MU and KIU. The study sample was SBP Kenyan students drawn from both KIU and MU, programme coordinators and administrators. It was carried out during December 2007 and April 2008 sessions using questionnaires designed to capture data on factors determining enrolment and interview schedule (see appendix, ii, iii and v).

1.8 Limitation of the Study

Given the national nature of the research problem, this study should have been conducted in all Universities offering SBP in Kenya and Uganda. However, time and financial constraints dictated the use of a smaller sample.

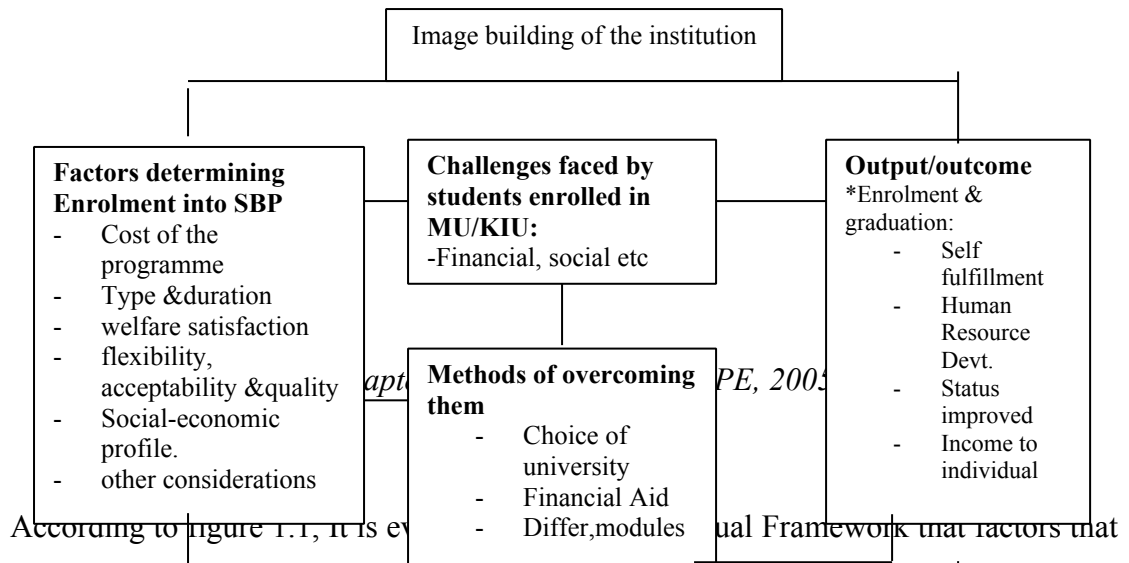
Given that the study covered only a sample of KIU and MU, the findings of the study are limited to this population and may not be generalized to all SBP in Kenya and Uganda. Any generalizations to other populations may be made in due consideration of the profile and characteristics of such population.

1.9 Conceptual Framework

The conceptual Framework used in this study was derived from Client Satisfaction Model which was used by UNESCO, Nairobi in 2005 to assess the impact of Free Primary Education in Kenya.

Figure 1.1 Client satisfaction model

CONCEPTUAL FRAMEWORK



According to figure 1.1, it is evident that factors that determine enrolment into SBP are cost of the programme, type and duration, welfare satisfaction, flexibility, acceptability, quality, social-economic profile, and other considerations. Once enrolled in the programme, students face challenges such as financial and social issues. These are overcome through the choice of university, financial aid, and differing modules. The output factors resulting from enrolment and subsequent graduation include self-fulfillment, HRD, improved status, and increased income. Image building and attracting others to enroll in the programme in the long run acts as a feedback mechanism. Students' participation in management and fees paid to the University assist in quality improvement of the programme, benefiting both students and the respective Universities.

1.10 Operational Definition of Key Terms

1.11 The commonly encountered terms and phrases in the study are defined:

- (i) **Social economic profile:** Student's status in relation to current educational qualification at the time of entry into SBP, marital status, nature of employment, length of employment, source of finance and gross income per month.
- (ii) **Programme coordinators committee:** A committee composed of all the programmes coordinators in the university, which oversees the day-to-day running of the programme.
- (iii) **School Based Programme:** University programmes which are offered during holidays: April, August and December or any other time deemed appropriate by the university, face to face sessions.
- (iv) **Students service satisfaction:** time taken for admission application, application for admission through on-line, availability of computers/internet for use by students, learning resources/library, accommodation, games/availability of facilities, emphasis on students/ staff security, participation of students in policy making of the University and provision of information and guidance by the concerned University staff.
- (i) **Cross-border education:** movement of students to foreign countries to pursue higher education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

This section deals with the review of related literature. It looks at the sources of materials reviewed, gives an explanation of the previous/related studies, a critical review of major issues covering SBP and identifies the existing gap which the study bridged.

2.1 Historical Background to Development of Higher Education in Kenya

The development of university education dates back to 1920s in the initial stages of colonization and settlement. Higher education was restricted entirely to the children of the settlers who had an educational background in the European school system and financial support to enable them to acquire education abroad (Migot, 1985).

Increased interest in higher education in East Africa; then took a new turn in 1922, when the Makerere College was established in Kampala, Uganda as a small technical college. The college was converted in 1938 to offer higher studies in Arts and sciences which were at the level of intermediate studies. In 1949 Makerere College entered into special relationship with the University of London and began courses leading to external degrees of that university (Migot, 1985).

The development of university education in Kenya started with the establishment of the Royal Technical College of the University of East Africa. In 1970s the university college of Nairobi, by an act of parliament, was established as University of Nairobi, thereby becoming Kenya's first university. Three more public universities were

established in the 1980's each by an Act of parliament. Moi University was established as the second university in 1984 following a Report of the presidential working party on the second university (1983). The former Kenyatta university of Nairobi became the third university in 1985 while the former Egerton College, which was also a constituent college of the university of Nairobi, became the fourth university in 1987. The working party was also informed that in 1987, there was 14 private university institutions established in Kenya, which offers degrees of foreign universities (GOK, 1988).

It would be important to point out that changes in the colonial education particularly after the 1948, were to large extent responses to political and economic changes that were taking place in the colonial economy particularly in the manufacturing sector and the resulting expansion of colonial state bureaucracy, created demand, for professional and technical personnel. This need for skilled personnel led to establishment of higher educational facilities and expansion of overseas training opportunities. It is need, which prompted the colonial, government to establish a Royal college in Nairobi, which later became a university college (Migot, 1985).

Kenya placed considerable importance on the role of education in promoting economic and social development after the achievement of independence in 1963 (Sifuna, 1998). This resulted in the rapid expansion of the education system to provide qualified persons for the growing economic and administrative institutions, and to undertake some reforms to reflect the aspirations of an independent state (Court and Ghai, 1974).

Throughout the 1970s the government strengthened and expanded the University of Nairobi, the only one then, as a conscious effort to provide university education to all qualified Kenyans and as a move to develop the necessary human resource for the private and public sectors. As years went by, the number of Kenyans seeking university education exceeded the capacity of the University of Nairobi. This led to the establishment of Moi University in 1984 as the second university in Kenya following the recommendations of the Presidential Working Commission – the Mackay Report – which collected views from many people and found an overwhelming support by Kenyans for the establishment of a second and technologically oriented university in the country.

From then, university education in Kenya has expanded with a rise in student enrolments, expansion of universities, diversity of programmes and setting up of new universities and Campuses. Kenyatta University which had operated as a constituent college of the University of Nairobi since 1972 became a full-fledged university in 1985. A previous agricultural college also gave way to Egerton University in 1988.

Over the last four decades, the social demands with respect to higher education in Kenya have clearly intensified. This has been exemplified by the rise in enrolments in public and private universities, the proliferation of more private universities and the establishment of private wings (self sponsored programmes) in the public universities. Student enrolment in public universities in Kenya increased very rapidly between 1964 to date, with the current student enrolment in Kenya's universities standing roughly at 55,200 (Sifuna, 1998). With the additional students in the Privately

Sponsored and School Based degree programmes, the numbers are now much higher.

2.1.1 The role of University in Kenya

University education is the apex of the formal system of education for the education and training of high-level manpower for national development. Universities are also charged with the role to teach, undertake research, develop and advance knowledge, store and disseminate such knowledge. University education and training programmes are expected to respond to the demand of national development and emerging socio-economic needs with a view to finding solutions to problem facing society. The specific objectives university educations are:

To develop, advance preserve and disseminate knowledge and to stimulate intellectual life;

To train and prepare high level manpower needed for development;

To promote cultural development and the highest ideals and values of society;

To provide, through research and consultancy, knowledge, skills and services to the community by helping solve problem facing the society and

To assist the government in achieving it's planned development of higher education (GOK, 1988).

The graduates are supposed to be productive in the society and solve the problems, which afflicts mankind. University was seen as an ivory tower but should be perceived as the people's servants.

2.1.2 Increased Enrolment in Higher Education

Enrolment in HE in Kenya has grown rapidly since 1970, when the University of Nairobi became a full-fledged university, the faculties increased from three to eleven. Since then it has established not only more faculties but also colleges. Enrolment in institutions of higher learning has more than doubled to date. Two major factors have contributed to increase of expenditure on education particularly during the year 1984/85. These are: -

The establishment of the additional public university; Moi University, Kenyatta University and Egerton University. More finance is required to develop these institutions physically and academically.

The introduction and implementation of the 8-4-4 system of education (Eshiwani, 1993) called for more personnel, curriculum developers, teachers and administrators and more physical facilities.

The implementation of 8-4-4 system, began first in the primary schools in 1983, then in the secondary schools in 1986, and finally in the universities, the first products of new system are arriving in 1989 (*sic*) of interest in this volume is the syllabus and curriculum changes at the university level that gave rise to great upheaval in the University community (Acholla, 1990).

As a result of declining Government funding; (GOK, 1988) emphasized on the need for cost sharing. The implementation of cost sharing policy in the face of rising poverty led to adverse effects on access, retention and quality. In the Universities, cost sharing was implemented from 1990 in the catering services in which students were required to Pay As You Eat (PAYE). The students especially those already working opted for non-conventional or lifelong learning such as SBP due to dwindling

government funding. This saw the rise of private universities in Kenya and the neighbouring countries particularly Uganda which provided options for students to undertake their Higher Education.

2.1.3 Distance Education and Life Long Education

In response to high demand, public universities introduced self-sponsored programmes for those who qualify. The programme caters for both school leavers and those in employment. The trends point to increasing number being enrolled under these programmes. Apart from meeting the high demand, the self-sponsored programmes also save the country foreign exchange (Irina, 2003).

The Government policy on Free Primary Education, Adult Education and world wide educational trends such as Education for All and life long learning, will require the university to incorporate new educational approaches which are flexible and increase access to higher education (MU, 2005).

Irina (2003) notes:

that there is still need for other modes of delivery such as distance education and open learning to cater for those whose circumstances do not allow face-to-face study.

SBP comes in handy as it provides teachers and other people who would like to further their study while engaging in gainful activities such as paid employment or self employment.

In distance education, someone removed in space or time from the learner conducts a significant proportion of teaching. Teaching and learning use centrally produced self-instructional materials, which are distributed through a variety of media with regular communication and feedback between the learner and the teacher (GOK, 1988). The

report recommended further that distance education be expanded and increasingly adopted as a more cost-effective method of offering education hence the establishment of SBP by some universities.

Kenya expanded higher education for three main reasons. First, its free enterprise economy as apposed to that of war-torn Uganda or of socialist Tanzania, enabled Kenya generates resources to develop university education. The same economy needed to be replenished by university-educated personnel. Second, the unlimited expansion of secondary education which was spurred on by the harambee spirit of the people, especially in the 1970s into the 1980s also somewhat dictated the pace of growth in the higher rungs of education sector (Bogonko, 1992). On contrary, the expansion of Kenyan public universities has not attracted many foreign students from neighbouring countries nor accommodated those who qualify to join universities due to limited government subvention and funding besides limitation of admission since it is pegged on availability of bed spaces thus need for distance education and SBP.

In contrast, Uganda which was war tone some few decades ago attracts more Kenyan students especially in SBP as noted by the education Standard Newspaper editor that statistics showed that there were more than 25,000 Kenyan students in Universities and secondary schools in Uganda. This is in sharp contrast with the number of students from other countries in the region. Tanzania has 5,200, Sudan 2, 457, DRC 2,435 and Rwanda 1,300. Nevertheless, the Kenyan students' beeline at Ugandan Universities is a major challenge to local public and private universities (The Standard, August 13, 2008).

2.1.4 Life long learning in higher education.

The importance of promotion of life long learning in HE has been documented in various educational policy papers such as (Ominde, 1964), (GOK, 1976); (Mackay Report, 1981), (Kamunge Report, 1988), (GOK, 1999), Issues of education quality and relevance:-

Cost and financing

Enhancement of inspection and supervision services

Decentralization and empowerment of local management bodies

Efficiency in resource utilization and concerns on wastage in the sector

Koech Report, (GOK ,1999) addressed the issue on education structure in which 8-4-4 was found appropriate, The government has attempted to rationalize the curriculum, focusing on the scope and load for subjects at both primary and secondary levels. Costs of implementation are addressed and the NARC government then for instance had made primary education free and the President in his Labour Day speech in May 2007 directed secondary education would be free in public schools. The Clarion call has been to enhance access, quality and equity of higher education in the country.

This mode of learning can be a powerful channel for training groups that had previously been excluded in the conventional education system (World Bank, 2000). School Based would enhance continual training as an essential requisite for any dynamic and progressive society. Individual can train without abandoning their jobs since programmes in School Based Programme (SBP) are normally undertaken during School holidays when teachers and students close schools.

Advances in technology at the dawn of Industrial Revolution in 19th century have provided people with a means for a new form of education where the student and the teacher are separated in terms of space and time. London external degrees have been open to external candidates since 1836 and for nearly a century and half have provided the only channel through which a working student could get British University degrees (Perraton, 1973).

SBP promotes life-long learning, which is an essential philosophy particularly in the era of rapid scientific, technological, information and communication advancement. The forces of social-economic, cultural and demographic change creates awareness in people on the necessity to continue learning throughout their lives in order to be equipped and thereby enabled to respond effectively to the changes that are upon them (UNESCO,1998).

With the globalization pressure, which has come upon us where human values are universalized through information technology, Kenya must prepare her citizens through Life-Long education to minimize dependence and marginalization in order to compete favourably with other nations. The concept of Life-long learning has emerged internationally, not only as a necessity but also as the springboard that must propel a nation and its people into the Third Millennium (GOK, 1999).

2.1.5 Management of Universities

Councils manage public Universities. An Act of parliament to establish a University at Eldoret and to provide for control, government and administration thereof; and for connected purposes (Moi University Act, 1984).

Private universities are run by the stakeholders and regulated by Commission for Higher Education (CHE) in Kenya. Kampala international University is fully recognized by the ministry of education and also licensed by the Uganda National Council for Higher Education (UNCHE), Daily Nation, March 30, 2006. KIU had to seek clearance with TSC, the major employer in Kenya which gave them a clean bill of health to continue training Kenyan teachers in addition to being cleared by CHE.

2.2 Demand for Higher Education

According to Knight 2006; the overall demand for higher and adult education especially professionally related courses is increasing in most countries. There are a number of reasons for this: changing demographics, the increased number of secondary school graduates, the movement to lifelong learning, and the growth of the knowledge economy. While demand is growing, however, the capacity of the public sector to satisfy this need is being challenged. At the same time, many changes are occurring on the education delivery side such as:

Innovations in information and communication technologies are providing alternative and virtual ways to deliver higher education.

New types of providers are emerging, such as international companies, for-profit institutions, corporate universities, and IT and media companies.

Providers – public and private, new and traditional – have begun delivering education across national borders to meet the demand in other countries.

Alternative types of cross-border program delivery, such as branch

campuses and franchise and twinning arrangements, are being developed (knight, 2006).

The result is that a rather complex picture of higher education provision is developing. Yet some observers might say, so what? This is an important question to ask. Many educators would point out that the demand for higher education has been steadily increasing for years and that academic mobility between countries has been a central feature of higher education for decades, if not centuries. They therefore question why there is such interest in the prospect of increased mobility of education. The answer lies partially in the fact that while cross-border education is an important aspect of the internationalization of higher education it has not been subject to international trade rules and, until recently, has not really been described as commercial trade (UNESCO, 2004).

Traditional higher education institutions were mostly seen as benefiting “the nation” as producers of public good. The latter may include the response to private demands of individuals for training or of companies for trained human power (Sall and Kassimir, 2002). Hence the state plays an important role in setting them up and supporting them. World Bank (2002) argues that “continued government support of tertiary education is justified by the important considerations: the existence of externalities from tertiary education, equity issues are the supportive role of tertiary education in the educational system as a whole”, notwithstanding such recognition of the critical public roles that they play, higher education institutions are moving towards a model where they are seen more and more like business enterprises. This development is definitely a sign of time, a manifestation of a major paradigm shift (Damtew, 2004).

2.2.1 The Student as a Consumer and Marketing Strategies in HE

According to Nafukho (1998) in real business world, the people who purchase products or services produced by the business enterprise are the consumers. They are the most important group of people to such enterprises. In higher education, students are the consumers of the institutional products offered by colleges and universities. Students have several reasons for pursuing a college education namely: prepare them for a specific occupation and help them get a better job. Students as consumers require enough facts and information before making the final decision of choosing a given college.

Boyer (1987:20) as quoted by Nafukho (1998) noted:

When we surveyed prospective students in December of their senior year, half of them said they still did not have enough facts to make a decision about where to apply for admission. About 80% wanted additional facts about costs and financial aid over two thirds wanted more information about academic programmes, student activities, faculty strengths are weakness and living accommodation on campus.

The above study dealt with potential students (clients) but this study tries to bridge the gap on why students eventually enroll in a particular University in this case.

Murgatroyd and Morgan (1993) have analyzed the ways in which schools and colleges might develop a strategy of marketing taking into account the following: -

Access, including the people, technology and links with industry available.

Curriculum – allowing for the fact that much of this is set; schools and colleges still have some freedom to prioritize certain areas such as personal and social development.

Management and organization needed to handle the chosen strategy.

Having analyzed these four variables, the school or college might develop one of four generic strategies whilst resources and management are central in delivering the strategy, access and the central in mix are the two variables that are most important in making the analysis.

The four generic marketing strategies are:

Broad open- here the school or college seeks to provide an all round education to all who apply.

Enhanced open-the school or college has open access and offers a broad education enhanced, by extra –curricular or other “value-added” activities.

Basic niche –the school or college adopting this strategy offers a broad all round education but seeks to develop a niche in the market, either by developing a specialty in one are of the curriculum, or by appealing to a particular group, or segment, for instance one defined by its religion.

Enhanced niche- the school or college in this instance will tend to be “at the leading edge” in a particular field. They will develop special expertise in a curricular area and select pupils (Bush and Burham, 1994).

The Deans Committee in Moi University noted:-

To ensure adequate enrolment, there will be support from the university, in the effective marketing of all programmes (MU, 2005).

Literature review does not reflect whether proper marketing has been done thus the gap exists which is one of the concern of this study to examine marketing strategies of educational programmes as per the objectives.

2.2.2 Quality concerns in cross-border education.

Higher education provision is primarily by public and private higher education institutions. However, the increase in cross-border education by institutions and new private commercial providers has introduced a new challenge (and gap) in the field of quality assurance. Historically, national quality assurance agencies have generally not focused their efforts on assessing the quality of imported and exported programs, with some notable exceptions. The question now facing the sector is how to deal with the increase in cross-border education by traditional higher education institutions and the new private commercial providers who are not normally part of nationally based quality assurance schemes. It is also important to acknowledge that there is a great deal of cross-border mobility of students, teachers and programs through non-commercial initiatives (Knight, 2006).

The increased awareness of the need for quality assurance and/or accreditation has led to several new developments in accreditation, some of which are helping the task of domestic and international recognition of qualifications and others of which are only hindering and complicating matters. First, it is important to acknowledge the efforts of many countries to establish criteria and procedures for quality assurance recognition systems and the approval of bona fide accreditors. At the same time, it is necessary to recognize the increase in self-appointed and self-serving accreditors, as well as accreditation mills that sell “bogus “accreditation labels (<http://www.oecd>).

Market forces are making the profile and reputation of an institution/provider and their courses more and more important. Major investments are being made in marketing and branding campaigns to get name recognition and increase enrolments. The possession of some type of accreditation is part of the campaign and assures

prospective students that the programs/awards are of high standing. The desire for accreditation status is leading to a commercialization of quality assurance/accreditation as programs and providers strive to gain as many “accreditation” stars as possible and so increase competitiveness and perceived international legitimacy. The challenge is how to distinguish between bona fide and rogue accreditors, especially when neither the cross-border provider nor the accreditor is nationally based or recognized as part of a national higher education system (UNESCO, 2006).

2.2.3 Accreditation, Quality assurance of cross-border education and Functions of CHE

First of all, it is important to acknowledge that the terms “accreditation” and “quality assurance” have different meanings and significance depending on the country, actor or stakeholder using the term. In this study, quality recognition and assurance is used in a general sense and includes quality audit, evaluation, accreditation and other review processes and elements. In the last decade, increased importance has certainly been given to quality assurance at the institutional and national levels (UNESCO, 2004).

The credibility of higher education programs and qualifications is extremely important for students, their employers, the public at large and, of course, the academic community itself. It is critical that the qualifications awarded by cross-border providers be legitimate and recognized for employment or further studies both at home and abroad. This is a major challenge facing the national and international

HE sector in light of new cross-border providers and programs (<http://www.worldbank.org/education/economic>).

The Universities Act in Kenya (1984) established the commission for Higher Education in 1985. Its functions include the co-ordination and harmonization of university education, advise on the establishment of university institutions, accreditation, course of study, students admissions, degrees diploma and certificates, co-ordination of education and training courses offered in post secondary institution for the purpose of higher education and University admission (GOK, 1988).

Its mandate is as follows as established under the provisions of the Universities Act, with some of the following major functions:

To promote the objectives of university education namely the development,

Processing, storage and dissemination of knowledge for the benefit of mankind;

To advise the minister on the establishment of public universities;

To accredit Universities;

To coordinate the long term planning, staff development, scholarship and physical development of university education;

To promote national unity and identity in universities;

To liaise with government departments and public and private sectors of the economy in matters relating to overall national manpower development and requirements;

To cooperate with government in the planned development of university education;

To examine and approve proposals for courses of study and course regulations submitted to it by private universities;

To receive and consider applications from persons seeking to establish private Universities in Kenya and make recommendations thereon to the minister.

Although these functions gave considerable statutory powers to CHE to run university education, a number of criticisms have been leveled on the operations of the organization. According to Sifuna (1998):

Only one of CHE's statutory functions, the accreditation of private Universities, has been its main preoccupation since its secretariat became operational in 1986. The mushrooming of private universities has focussed the Commission's energies in developing accreditation instruments to regulate and permit the award of charters. According to its statutory powers, CHE was expected to play an active role in the planning, development, budgetary matters and maintaining quality education. The politicisation of planning and development of university education seems to have effectively denied the Commission this particular role. Government action in decision making also made it difficult for CHE to play an active role in public university budgetary matters. In practice, after the establishment of CHE, public universities continued to argue their individual budgetary submissions with the treasury, liaising with each other and collectively through the committee of Vice- Chancellors. Interestingly, vice-chancellors who are normally represented on CHE and praise its work on accreditation of private universities, effectively bypass the CHE when it comes to their own plans and budgets. They defend their institutional autonomy which each university enjoys by virtue of its own statute, and clearly resisting the notion of ceding part of it to CHE. They believe that rationalization of departments and related planning issues are best handled by freely negotiating them among themselves.

CHE statutory requirement to make regulations in respect of admission of persons seeking to enroll in universities and provide central admissions service to public Universities, as well as the maintenance of standards for courses and examinations, were rendered inoperative through the creation by the vice-chancellors of the Joint

Admissions Board (Sifuna,1998).

In Uganda, private Universities are accredited and licensed by National Council for Higher Education Uganda, KIU (2007).With the current globalization and internalization of HE, there is need for institutions to be recognized by UNESCO. Teachers who pursue academic programmes leading to degrees and other qualifications have to be vetted by TSC.

2.2.4 The Role of Private Sector in Liberalized Education System

In liberalized market economics, the private sector is playing an increasingly bigger role in the delivery of services, including public services such as health, roads, telecommunications and energy. The growing preference, world-wide, for market mechanisms (and by implication, the private sector) in the provision of public services is not out of realization that on the one hand, most governments (especially in the developing world) do not have sufficient resources for the provision of all social services and on the other, the private sector is more efficient in resource allocation and utilization (GOK, 1999).

The private sector works hand in hand with the government to provide educational services to the citizens. There is a shift from *managerialism* to what is being referred to as the *contract state*. The contract state is a new public service ethos, which conceptualizes government as a contract between the state and the citizenry (GOK, 1999). It is evident from literature review that public and private Universities have not been able to cope with increasing number of pupils missing admission after KCSE. The private sector ought to come out and supplement or complement government efforts in the provision of HE. The government on the other hand ought to provide conducive environment for the provisions of education through removal of red tapes

in the registration process while maintaining quality, tax reduction and provision of adequate security.

2.3 Social-economic Influence and Financing in Higher Education

According to Ayot and Briggs (1992), the connection between education and income seems obvious, with more education leading to more earnings for the individual, as a general rule. Allied to this is the fact that education also helps one to achieve social mobility. It is not surprising, therefore, that until fairly recently the belief was widespread that educational development would lead to more equitable distribution of incomes in any society. Now many observers are skeptical not only about the part in redistribution that education is playing, but about its ability to help narrow income differentials. At the moment, education's effects on income distribution are regressive that is, they favour the well-to-do (Ayot and Briggs, 1992).

Inequality in higher education is primarily a matter of access- that is, ability to pay. Ability to pay is unequally distributed to among various groups in society, and as a result students from poor, working class, and lower - middle - class families, are most likely to rely on public colleges and Universities (Kornblum, 1997). The poor must be helped to invest more in education and get bigger returns. This can be done by the way subsidies are given, but other steps may be needed (Ayot and Briggs, 1992). This includes loans through governmental organizations like HELB and banks, bursaries, scholarships Constituency Developments Funds in Kenya and other stakeholders. SBP has opened access to HE by the middle working class.

The fact that the growth rate in public funding is not keeping pace with the accelerated levels of private investment in higher education is a discernible trend in many developed and developing countries. This trend, plus the pervasive climate of stricter accountability for public support, is creating a more receptive environment for private and commercial providers of post-secondary education. And, as already pronounced, private provision of education in niche markets is increasing. These three factors are contributing to an expectation that there will be more private investment in education and more private providers in the future. When forces for increased liberalization of trade are added to this scenario, there is an expectation that private and commercial providers will be very active in the international education markets (Knight, 2006).

2.4 Teacher Training

Teaching is a noble profession. Most people enroll in teachers colleges for professional development. Until 1988, in Kenya, Teachers Service Commission (TSC) readily employed teachers. Employment of teachers was frozen due to economic hardship in the country. Teaching is still popular career since employment is more certain than other professions.

Successful programme of training teachers depends to large extent, on the quality of the teacher trainers. Therefore, everything possible should be done to ensure that teacher trainers at each level of training have the necessary training and teaching experience for the level for which they train (GOK, 1988). Kamunge Report further notes that the government programmes for teacher education aims at qualified teachers and are, therefore, central to ensuring the provision and expansion and the

maintenance of quality and relevance of education. The teacher training programmes cater for the production of teachers for pre-primary, primary, secondary, special, vocational and technical education and trainers. The specific objectives of teacher education are, to;

Develop communicative skills;

Develop professional attitudes and values;

Equip the teacher with knowledge and ability to identify and develop the educational needs of the child;

Create initiative, a sense of professional commitment and excellence in education and

Enable the teacher to adapt to the environment and society (GOK, 1988).

It is against this background that most students enroll for teaching career; SBP capitalizes on the fact that teachers are free during holidays: April, August and December. Students are sometimes given raw deal teachers concentrate on their studies.

2.4.1 Professional Training

Teacher education programmes vary in their organization, duration and scope but most have common content (Coolahan, 2002), typically including:

Academic studies, usually in the school subjects to be taught.

Pedagogic preparation comprising;

1. studies in Education Sciences, such as psychology and sociology of education

2. Study of the general instructional strategies and subject specific teaching methods.
3. Teaching practice (Adrian, 2008).

SBP students are normally in-career trainees in the teaching profession. Teacher training is increasingly conceived as a three-stage process; including Initial, Induction, and in-career (the three “Is”). Given the urgent need to produce more teachers; many African countries have emphasized initial teacher education while the induction and In-career stages are underdeveloped. Even so, the initial teacher education is too theoretical and too removed from the reality of schools (Coolahan, 2002).

2.4.2 Competent teachers: the Backbone of Effective Systems

The teacher supply challenge is not only quantitative. Teachers are also expected to engage with an array of new challenges. Improvement to the current low levels of learning achievement will require more effective instructional strategies. Increased enrolment and limited public resources will translate into larger classes for many teachers, classes filled with students with different personal characteristics and a more limited grasp of the language of instruction and lower level of literacy, numeracy and analytical skills (Lewin, 2002). Handling more diverse classroom will require improved classroom management techniques and different teaching methods (Condy, 1998).

Countries face an intimidating challenge; they need to increase the number of teachers to improve the quality of teaching and complex task while reducing the cost per

student. The starting point must be the recognition that teacher capability is central to education quality (Adrian, 2008). The level of education and teacher training has been shown to make a difference but it explains only part of the variation in teacher quality. The broad consensus is that teacher quality is a single most important school variable influencing student achievement (Lewin, 2002).

Effective learning takes place when courses are carefully created admittedly; courses are created out of an assessment of needs, teacher's experience and knowledge, institution wide consolation or simply continuation of current practice. Courses may vary greatly but they have one thing in common-they are related and cohesive body of knowledge which leads to some clear outcomes. Whatever be the genesis of a course, great benefits can be derived by the users when they receive comprehensive information about the course, what benefits can they derive from it, what should they do to prepare for it and how will they be assessed? (Ram,2006). Frequent communication between learners and tutor/teachers is great motivating factor for successful learning. Teacher interest not only helps to overcome learning problems but also enables students to measure their own value systems about their studies as well as their own future. Technological tools assist in this task, *ibid*.

Most research has examined the relationship between student performance and teacher characteristics such as qualifications, teaching experience and indicators of academic ability or subject-matter knowledge. Such research generally finds a positive relationship between these teacher characteristics and students' performance, but perhaps to a lesser extent than may have been expected (Adrian, 2008). To be effective, quality assurance cannot be regarded merely the responsibility of

management or particular group any more than it is seen to be responsibility of staff. An effective quality assurance system must be embraced by all members of staff within an organization and must become their collective responsibility, in fact as well as theory (Ram, 2006). This study focused on factors determining enrolment into SBP, which is a popular programme for practicing teacher in the teaching profession.

2.5 Conclusion

The above studies underscore the fact that the intention of the researcher was not to replicate these studies. The intention was however, to detect the gaps and fill them in present study. The researcher hopes that this study has attempted to bridge the existing gap and provided concrete information on factors determining enrolment into SBP in Kenya and Uganda, and provided foundation upon which the present study was built. It is expected that the concerned universities would be able to improve their programmes to attract more students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section comprises the following sub-sections description of the study area, research design, the sample size, sampling techniques, instruments of data collection, data collection procedures, validity and reliability of the research instrument, data analysis and presentation.

3.1 Description of the Study Area

This sub-section describes the location of the study area that is, Moi University in Kenya and Kampala International University in Uganda.

3.1.1 Moi University - Eldoret West Campus (Kenya)

It is located about five (5) Kilometres from Eldoret town, Kenya on the Eldoret-Webuye road, NW: The campus occupies the former Kenya pipeline company premises about one and half Kilometre from the Eldoret- Webuye main road.

It is one of the campuses of Moi University; a university of science and technology which has developed into a leading centre of excellence (MU, 2002). Other Moi University Campuses include: Chepkoilel, Town Campus (Health Science), Town Campus (Annex), Kitale Satellite Campus, Kericho satellite, South Nyanza satellite, Central Kenya Satellite, Nairobi satellite Campus, Narok and Kabianga University College (<http://www.mu.ac.ke>).

3.1.2 Kampala International University

KIU is located in Kansanga, a rapidly growing suburb of Kampala. KIU is only three (3) Kilometres from the city centre. The location of the University near Uganda's commercial capital provides students with opportunities for social and cultural enrichment (Daily Nation, March 30, 2006). KIU mission is to respond to societal and educational needs by developing and delivering academic programmes that are responsive to the market place (www.newvision.co.ug-17/3/2009).

3.2 Research Design

The study adopted the causal –comparative research design. This was aimed at the discovery of possible causes for the phenomenon being studied by comparing subjects in whom a characteristics is present with similar subjects in whom it is absent or present to a lesser degree. However, this research design can only be used to explore causal relationships, not confirm them (Borg and Gall, 1989).

In causal-comparative or, ex-post facto, research; the researcher attempts to determine the cause, or reason, for pre-existing differences in groups or individuals. Both the effect and the alleged cause have already occurred and must be studied in retrospect (<http://www.cofc.edu/-11/12/2006>). In this research, enrolment has already taken place. The design attempts to determine the cause or consequences of differences that already exist between or among groups of individuals. It begins with noted difference between two groups and then looking at the possible causes for, or consequences of, this difference. It is thus functional for researchers seeking to establish relationships that have already occurred or that cannot be manipulated directly (Borg and Gall, 1989). Since the researcher could not directly manipulate these variables, the ex-post-

facto design was most appropriate because of its ability to allow for an examination of naturally occurring treatments (Kothari, 2004).

This study examined the factors determining enrolment into B.ED School Based Programmes in KIU and MU which included policy on tuition and other related fees on enrolment, policies and practice governing academic programmes in terms of type and duration, flexibility, student's welfare service satisfaction and social economic profile, duration of employment, income and source of income. The social economic factors, which were independent variables in this study, were inherently not manipulated; in addition, their influence on enrolment into the programme had already occurred.

3.3 Target Population

The target population was derived through proportionate and simple random sampling from the entire population frame of 333 students and 3,250 from MU and KIU respectively. All respondents are Kenyan students. Target population of this study was 240 School Based students from KIU and MU. A total of 120 respondents were sampled from the respective university.

The characteristics of the respondents were practicing P1, diploma and S1 teachers; SBP students; met the minimum qualification to be admitted in Universities both locally and internationally.

3.4.1 Sample size and Sampling Techniques

Stratified random sampling was used to select the respondents in first, second and third year respectively in both KIU and MU. Stratified sampling technique is used

when the cases in a population fall into distinctly different categories (strata) of known proportion of that population. When the proportions of the different strata in a population are known, then each stratum must be presented in the same proportions within the overall sample in order to achieve proportional randomized sampling, a randomized sample is obtained from each stratum separately, sized according to the known proportion of each stratum in the whole population, and then combined as previously to form a complete sample from the population (Walliman, 2005). In selecting the sample from each class, simple random sampling technique was employed.

Sample size per the university was 120 students who were my respondents in KIU and 120 in MU. The subjects were finally selected by use of simple random sampling technique; that is 40 respondents in first, second and third years respectively. The total sample size was 240 respondents. Table 3.1 shows a description of the population and the sample size from each university.

Table 3.1 Population Frame and Sample Size from Each University

	MU			KIU		
	Male	Female	Total	Male	Female	Total
1st year	50	70	120	1,020	540	1,560
2nd year	48	73	121	804	400	1,204
3rd year	28	64	92	300	186	486
Total	126	207	333	2,124	1,126	3,250
Sample size			120			120

(Source, *MU & KIU SBP admission Records, 2007/2008 academic year*)

N/B. All respondents and population frame cited are Kenyan Students enrolled in both KIU and MU.

A proportionate sample of 120 respondents from each university was appropriate (for comparative purpose) since it provided representative presentation and analysis of the factors determining enrolment in SBP in KIU and MU as presented by table 3.1.

3.5 Research Instruments

Research instruments are dictated by the purpose and to a large extent by the research design adapted during the study.

3.5.1 Data Collection Instruments

This study utilized questionnaires, interview schedules, focus group discussions and document-analysis. Many forms of data enhance validity in a study (Merriam, 1998).

3.5.1.1 Questionnaires

Survey questionnaires were administered to the 240 students sampled from both MU and KIU. Questionnaires are useful for gathering data from respondents thought to be representative of some population, using an instrument composed of closed structure or open ended items (questions). Questionnaires are an effective way of eliciting feedback from students and employers on the quality or attitude towards programme. The questionnaires must be designed to ensure that responses from students identify the main issues that are involved (Ashworth and Harvey, 1994).

Questionnaires were administered to a total of 240 respondents from both universities, this was appropriate for comparative purpose. Volunteers from both universities were also interviewed through focus group discussions. This was sought after administration of questionnaires in order to give more insight to the researcher during the study. It also verified what was in the questionnaires.

The questionnaires tapped information on:

Impact of policy on tuition and other related fees on enrolment between MU and KIU.

Policies and practice governing academic programmes in terms of type and duration at KIU and MU.

The flexibility of education programmes offered by the two Universities.

The socio-economic profile of students enrolled in both MU and KIU under the SBP.

Student's welfare service satisfaction in MU and KIU SBP programmes.

3.5.1.2 Interview Schedules

Interviews were conducted to gather data from officers' in-charge and Coordinators of SBP from both MU and KIU. It was to provide high degree of objectivity, uniformity and also allow for probing and clarification. The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews (Kothari, 2004).

Three officers and programme coordinators were purposely sampled and interviewed in order to help verify the data from questionnaires and highlight on policies that underline the running of the programme which was paramount for the study. The interview Schedule helped provide more insight on issues under research in this study and provided the general management of the whole programme and policy issues which governed the operation of the programme.

3.5.1.3 Document-Analysis

The study also employed document-analysis technique. This is a specific method of examining and analyzing records of all kinds in the institutions (such as radio and T.V programmes, films), documents or publications (Walliman, 2005). Some of the documents which were analyzed included official university documents like development plans and progress reports, Ministry of Education documents on higher education, annual reports, newsletters, student guides, Senate and Deans Committee reports including admission records and fees structures were used in document analysis.

This provided information on admission record, fees payment, courses offered and management policy issues under study. Internet materials from the Universities under study were also utilized in content-analysis as a form of research instruments. Official and research documents on university education were analyzed to collect basic data on admission, physical resources and courses offered as highlighted.

3.6 Validity and Reliability of Research Instruments

Validity of instruments addresses correctness- did the instrument measure what it was supposed to measure? Qualitative view of reliability is the degree of dependability and consistency. The question then becomes whether the results are consistent with the data collected.

3.6.1 Validity

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). In ensuring construct validity of the research instrument, the items of the questionnaire were modeled against a review of related literature, which gave clarity on factors determining enrolment in SBP. In ensuring content validity, suggestions from members of the Department of Educational Management and Policy Studies at Moi University and other educational research experts were sought to establish whether the questionnaire was truly measuring what it aimed at. These suggestions were paramount in designing the main tool that was used in data collection.

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). In ensuring reliability of the instrument, a pilot study was conducted using a total of 63 SBP

students drawn from NOREC, kitale, a MU campus. These students were not part of the main study. The students responded to the questionnaire twice, after an interval of two weeks and the questionnaires were analyzed. Cronbach's Alpha reliability statistics was performed on 63 items as shown in table 3.2 and found to be 0.868 which was considered appropriate for collecting dependable data.

Table 3.2: Reliability Statistics

Cronbach's Alpha	N of items
0.868	63

3.7 Data Collection Procedures

The permission to carry out the study was first sought from the office of the president through the permanent Secretary, Ministry of Education Science and Technology who issued research permit and introductory letter to the Vice-Chancellors(VC's) of KIU and MU as required by the law especially when research involves outside the country. An introductory letter to the respondents was attached to the questionnaire to enable them know the purpose of the study and seek consent. The researcher visited the campuses during the session and sought consent from university management which was granted with ease since they knew the importance of research unlike other organizations which are sometimes skeptical to researchers. The researcher did not face any difficulty traveling outside the country since a valid travel document (passport) had been sought, research permit and introductory letter to the VC of KIU and MU.

The actual SBP students' population in each university was established and an appropriate sample of respondents obtained. Each sampled student was then approached and their consent sought, after which they were requested to respond to questionnaire items as honestly as they could. They were assured confidentiality and anonymity. The researcher experienced no significant difficulties in administration of the questionnaires to the respondents. The completed questionnaires were then collected the next day in order to give the respondents ample time to respond to the items. All the questionnaires were returned and counter-checked whether all had been completed before receiving; those who had not filled some parts of the questionnaires were given more time to do so and thus minimized the errors. Volunteers of SBP students had informal focus group discussions with the researcher concerning issues under the study. This provided more insight to the researcher concerning the study. The aim of such a group (usually numbering no more than ten persons) is the same as in-depth interview, but here the respondents are invited to discuss their issues in a relaxed, informal setting (Rice, 1997).

3.8 Data Analysis Procedures

The data generated by the questionnaires was coded at two levels; nominal level and interval level. Demographic data was treated as nominal data. Responses for each of these factors-gender, age, levels of academic qualifications, length of working and university were accorded an arbitrary categorical code (for example gender; 1=male and 2=female). Data on students satisfaction and other variables were treated at an interval level. The 5-Likert point scale option of questionnaire was weighted as follows:

1=strongly Disagree(SD);2=Disagree(D);3=Undecided(UD);4=Agree(A);5=Strongly Agree(SA).All negative statements were reverse coded.

In Likert scales, the total score of the subject is the sum of the values given to all the statements on the issue under consideration. This is generally seen as being simple to construct and it also appears likely to be reliable. It has high face validity in that it deals directly with the individual's response to the statement made (Rice, 1997). Semantic differential type of closed format items where the respondent is given a number of bipolar adjectives, each with point scale inserted between the opposites, so that the given topics, objects or issues can be assessed on each scale were also used. This allows the respondent to indicate both the direction and intensity of each judgment (Rice, 1997). Data pertaining to the objectives of the study were thus generated and analyzed accordingly.

The data was coded and entered into Statistical Package for Social Sciences (SPSS) computer programme for further analysis and interpretations. The data was then analyzed using descriptive and inferential statistics. Descriptive statistics included frequencies and percentages. The inferential statistics employed was cross tabulation which provided chi-square tests and symmetric measures used in percentages and frequencies. This was used to compare inherent differences which existed between the two universities under the study.

The interviews to the officers in charge of the programme and coordinators consisted of interview schedule and open ended questions. Their responses were compared with the responses from the questionnaires. The findings together with the ones from focus

group discussions were included in the discussions and conclusion remarks of the study.

3.9 Conclusion

This chapter focused on research design and methodology adapted in this study. It highlighted on description of the study area, target population, sample size and sampling techniques, research instruments, validity and reliability of research instruments, data analysis and presentation. The next chapter concern itself with actual data presentation, analysis and interpretation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents a comparison of data gathered from the respondents in two University institutions, one in Kenya and the other in Uganda. Data collected was to provide answers to the following research questions:-

How do tuition and other tuition related costs affecting students' enrolment in B.ED SBP in Moi University (MU) and Kampala International University (KIU)?

How do programmes in MU and KIU compare in terms of policies and practice governing academic programmes in regard to type, duration, acceptability and quality?

What are the socio-economic profiles of students enrolled in both MU and KIU under the SBP?

What is the flexibility and marketing strategy of education programmes offered by KIU and MU?

What is the level of student welfare satisfaction on service delivery of the SBP?

To answer the research questions, this chapter is divided into five sections and sub- sections:

4.2 Comparison of the Programmes in Terms of Cost.

In relation to cost, the respondents were expected to rate the programmes in the two universities (KIU and MU), in respect to their perception on the affordability of the programmes offered. This variable was measured using the 5-point Likert scale type of questions. The formulation of the measurement questions were largely guided by related literature review (Bird, 1989; Rice, 1997).

Table 4.1: Responses on the affordability of the undergraduate SBP programmes

Choices	MU		KIU	
	Freq	(%)	Freq	(%)
Agreement	4	3.3	81	67.5
Disagreement	108	90	31	25.8
Undecided	8	6.7	8	6.7
Total	120	100	120	100

It was found out that 81 (67.5%) of the respondents from KIU were in agreement that their programmes were cheaper while 31 (25.8%) disagreed whereas 8 (6.7%) were undecided. On the other hand 4 (3.3%) of the respondents from MU agreed that the programme was the cheapest, while 108 (90%) were in disagreement, and 8 (6.7%) of the respondents were undecided as presented in table 4.1.

This was an indication that KIU programmes were relatively cheaper than MU. This could explain one of the reasons why most SBP students opt to undertake their studies in KIU instead of MU as supported by the newspaper report that Kenyan students flock to Uganda because universities there are said to be cheaper (Saturday Nation, November15, 2008).

4.2.1 Fees payable directly to the university (tuition fees), 2008/09 academic

The respondents were asked to indicate how much fees they paid directly to the university. This was further confirmed by the researcher through checking the

respective fees structures of respective Universities obtained from programme coordinators. It is summarized in the table 4.2:

Table 4.2: B.Ed (Arts) Fees Payable Directly to the University (Tuition Fees), 2008/09 Academic Year

Universities	Ksh. per year	Percent (%)
KIU	52,500.00	100%
MU	126,650.00	241%

(Source; *Questionnaires administered and Fees Structures of KIU and MU*)

The fees payable directly to the University for all B.Ed (Arts). SBP as indicated in table 4.2 reveals that MU programme is 141% higher than KIU. The fees covered the following items payable to the University directly:-

Tuition fees, registration fee, Student organization fee, Students Identity Card, Students organization annual subscription, Caution money (refundable), medical fee, Examination fee, activity and amenity fee. Apart from paying fees; students were expected to provide for their own accommodation.

4.3 Type of Programmes offered

The respondents were asked to indicate the programmes they pursued under SBP. Courses brochures were also used to confirm the responses.

Table 4.3: Type of Programmes Offered

KIU N=120	MU N=120
Bachelor of Educ.Guidance&Counseling	Bachelor of Educ.Guidance&Counseling
B.Ed.Early Childhood and Primary Education	B.Ed. Early Childhood and Primary Education
Bachelor of Arts in Education, B.ED(Arts)	XXXXXXXXXXXX
Bachelor of Educ. In special needs Education.	XXXXXXXXXXXX

(Source: courses brochures in KIU&MU during 2007/08 academic year)

According to table 4.3, it was clear that the similar courses offered in both KIU and MU SBP was Bachelor of Education Guidance and Counseling and B.Ed. Early Childhood and Primary Education. However KIU offered additional B.ED (Arts) courses not offered by its MU counterpart; Bachelor of Education In special needs Education and Bachelor of Arts in Education, BED (Arts). This confirms what a Ministry of Education official in Kenya stated that Kenyan students preferred Ugandan Universities since they can study courses not found locally (Saturday Nation, November 15th, 2008); this supports the study.

4.3.1 Duration of the degree programme

Duration of the degree study plays a significant role in determining whether an individual enrolls in a particular programme. The respondents were asked to indicate

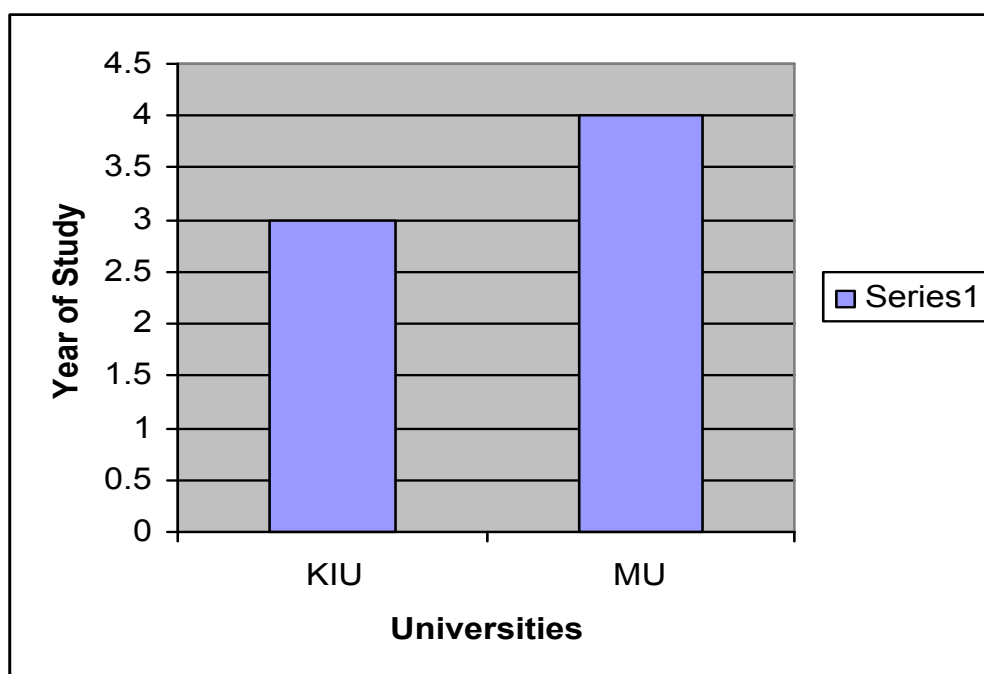
whether their programmes took a shorter period to graduate. Responses from KIU and MU are as indicated in the table 4.4.

Table 4.4: Students’ Responses on the Duration of Academic Programmes

Choices	Freq	KIU (%)	Freq	MU (%)
Agree	74	61.7%	27	22.5%
Disagree	35	29.2%	86	71.7%
Neutral	11	9.1%	7	5.8%
Total	120	100%	120	100%

As indicated in the table 74 (61.7%) and 27 (22.5) of the respondents from KIU and MU respectively agreed that it took them a shorter period to graduate. In the same vein, 35 (29.2%), 86 (71.7%) of the respondents from KIU and MU respectively disagreed in relation to them taking a shorter time to graduate whereas 11 (9.1%) and 7 (5.8%) from KIU and MU respectively were undecided.

Figure 4.1: Student’s Responses on Duration of the Programme



These results imply that the KIU programmes took shorter time to complete and hence to graduate as compared to MU. It is instructive to note that the B.ED (Arts) curriculum in KIU was designed to take three years whereas MU is a four year. Those who had Diploma qualifications at the time of enrolment in KIU took two years to complete their studies whereas MU admitted those with Credit pass or distinction in second year of study. Those who obtained pass took four years like the P1 and direct entry students. Hence there may be need to introduce accelerated programme for SBP students in MU in order to reduce the time spent on the programme in order to become competitive.

The issue of duration has generated much debate, according to the Standard Newspapers dated 15/11/2008 entitled “TSC shun teachers with Uganda Degrees” which was later clarified by TSC through press statement on 20th November, 2008. After the Management of KIU visited the TSC in September 2008 for consultation on the issues pertaining to the training of teachers and made recommendations on clarity of duration of the courses, and entry requirements which the university adopted as follows;

1. Diploma in Education holders-7 sessions(2 ¼ years)
2. Diploma in Special Needs-8 sessions(2 ½ years)
3. P1 certificate holders with a mean grade of C plain in KCSE or Division III-10 sessions (3¼ years)
4. P1 certificate holders with a mean grade of C-, D+ in KCSE or Division IV-12 sessions (4 years) (The Standard 20th November, 2008).

4.3.2 Acceptability of the Programme

The respondents from KIU and MU were asked to indicate to what extent the degree programmes offered in their respective universities were readily accepted by employers. People invest in education in order to reap benefits of increased earnings, new employment opportunities and career development, HRD. Hence those who invest expect to maximize benefits for their investment decisions. People cannot therefore enroll in the programmes and Universities which are not acceptable to the prospective or current employers and respective governments. The results are presented in table 4.5.

Table 4.5: Responses on the Acceptability of the Programmes

	Freq	KIU (%)	Freq	MU (%)
To a large extent	73	60.8	78	65
To some extent	44	36.7	39	32.5
Not at all	3	2.5	3	2.5
Total	120	100	120	100

As presented in table 4.5, it is evident that 73 (60.8%) and 78 (65%) of the respondents from KIU and MU respectively indicated that the programmes were accepted by employers to a large extent, whereas 44 (36.7%) and 39 (32.5%) indicated that the programmes were accepted to some extent by the employers. On the other hand, only 3 (2.5%) of the respondents from both KIU and MU indicated that the programmes were not accepted by the employers. It is evident from the results that the two programmes received due recognition by employers and students from the two institutions were equally likely to be accepted by employers although the MU

programmes showed a marginal level of acceptance than the KIU which might have been due to media reports which had discredited KIU degrees. These allegations prompted TSC to issue a statement through paid Press saying that: -

It should be noted that TSC does not shun foreign degrees but subject teachers with foreign certificates to interviews and those who pass are promoted. Many graduates from KIU have been promoted after satisfying the requirements of the Commission (The Standard, November 20th, 2008).

Those students pursuing Guidance and Counseling in Education in all Universities were required to take two teaching subjects. This was re - active management mean of solving a problem. The universities ought to have been proactive and consulted the TSC to meet their requirements instead of having to wait till the problem was reported by the press. This was also experienced by MU graduates when TSC insisted that they ought to have taken two teaching subjects besides Guidance and Counseling before deployment.

4.3.3 Extent to Which the Quality of the Degree Programmes Offered are Rated Within East African Region

KIU and MU are both UNESCO accredited institutions (www.newvision.co.ug). Multiple accreditations are necessary nowadays due to various mushrooming colleges and Universities. Respondents' perception on how the degree programmes offered were rated within East African region was sought with the view of determining whether it contributed to their enrolment into their respective Universities.

Table 4.6: How the Quality of Degree Programmes Offered are Rated Within East African Region

	Freq	KIU (%)	Freq	MU (%)
To a large extent	75	62.5%	68	55.0
To some extent	43	35.8	42	35.0
Not at all	2	1.7	12	10.0
Total	120	100%	120	100%

In table 4.6, the respondents were requested to indicate the extent to which the quality of the degree programmes they were currently pursuing was rated within the East African region. The respondents, from KIU 75 (62.5%) indicated to a large extent, 43 (35.8%) to some extent while only 2 (1.7%) indicated not at all. On the contrary, 68 (55%) of the respondents from MU indicated to a large extent while 42 (35 %) indicated to some extent while only 12 (10%) indicated not at all.

The marked percentage difference was attributed to the fact that the respondents at MU were not aware of the extent of the acceptability of their B.ED. Programmes whereas the respondents from KIU not only knew the programmes were widely accepted in Uganda but also back home in Kenya as indicated by the TSC press statement. There is need for the Inter-University Council of East Africa to seek for recognition of programmes offered within the region.

4.4 The flexibility of the education programmes and marketing strategies

4.4.1 The flexibility of educational programmes

A 5-point Likert scale type questions were posed to the respondents regarding the flexibility of the education programmes at the two institutions. Students normally opt to enroll in institutions which they consider to be more flexible. The following variables were considered to characterize flexibility: ease to pass and acquire degree qualifications, repetition of an academic year on academic reasons, courses offered in modules and discontinuation from the University if one failed. The results are summarized in table 4.7.

Table 4.7: The Ease at which one can Pass the Course and Acquire Degree

Qualification

	KIU		MU	
	Freq	%	Freq	%
Agreed	24	20	16	13.4
Disagreed	84	70	92	76.6
Neutral	12	10	12	10
Total	120	100	120	100

Table 4.7 reveals that, 24 (20%) and 16 (13.4%) of the respondents from KIU and MU respectively agreed that it is easier to pass the course and acquire degree qualifications while 84 (70%) from KIU and 92 (76.6%) from MU disagreed with the above statement. It is evident that respondents from KIU considered it somewhat easier to acquire degree qualification as opposed to MU respondents. Students would generally opt to enroll where they are certain that they would pass the course and

acquire degree qualification with minimum difficulty in order to get return for their investment.

4.4.2 Repetition of the Year

Respondents were asked whether they could not repeat a year for failing courses. The responses are presented in table 4.8.

Table 4.8: Repetition of a Year for Failing Courses

	KIU		MU	
	Freq	%	Freq	%
Agree	12	10	24	20
disagree	102	85	83	69.2
Neutral	6	5	13	10.8
Total	120	100	120	100

According to table 4.8, 12 (10 %) of the respondents from KIU and 24 (20%) from MU agreed with the statement *you cannot repeat a year for failing courses*. However 102 (85%) and 83 (69.2%) from KIU and MU respectively felt that someone could repeat the year if he or she failed the courses. On the contrary 6 (5%) and 13 (10.8%) from KIU and MU respectively were neutral. It is more likely for a student to repeat a year for failing in KIU than MU. The latter has introduced programmes where affected student can proceed to the next class and re-sit the courses failed when next offered.

4.4.3 Courses Offered in Modules

Respondents were asked if payment of courses were offered in modules. This is a policy whereby a student is allowed to undertake the courses or modules which he or she can pay for. The student is allowed to graduate having completed all the required units/modules. The responses are summarized in the table 4.9

Table 4.9: Payment of the Courses Offered in Modules

	KIU		MU	
	Freq	%	Freq	%
Agreed	34	28.3	24	20
Disagreed	67	55.9	72	59.2
Neutral	19	15.8	25	20.8
Total	120	100	120	100

As presented in table 4.9, 34 (28.3%) and 24 (20%) of the respondents from KIU and MU respectively held that a student could pay for the courses offered in modules. However, 67 (55.9%) and 72 (59.2%) from KIU and MU respectively disagreed. Only 19 (15.8%) from KIU and 25 (20.8%) from MU were neutral. It is evident that majority of respondents held the view that payment of courses in modules was not applicable; this revealed a common aspect on fees policy as one of flexibility aspect in both Universities.

4.4.4 Discontinuation from the University

Students would generally opt to enroll in an institution which they can graduate with little difficulty as discussed earlier. They would not likely enroll in an institution which would discontinue them before completion of their degree programme.

Table 4.10 presents frequencies and percentages of students' responses to the statement "*there is no discontinuation from University if you fail*".

Table 4.10: Discontinuation from the University due to failure

	KIU		MU	
	Freq	%	Freq	%
Agreed	22	18.3	22	18.3
Disagreed	86	71.7	84	70
Neutral	12	10	14	11.7
Total	120	100	120	100

The data indicate that 22 (18.3%) of the students from both universities agreed with the statement. Only 12 (10%) from KIU and 14 (11.7%) from MU were neutral. Overwhelming majority of 86 (71.7%) and 84 (70%) from KIU and MU respectively held the view that one can be discontinued from the university if one fails. This is an indication that students in both institutions were equally aware of the consequences of failing the end of the academic year examinations as prescribed by respective Academic boards and Senates. It is a further indication of similar policy and practice that safeguard quality and academic standards in both institutions.

Interview of the respective programmes coordinators in KIU and MU revealed that students who failed more than 50% of their courses during the end of academic year examinations were discontinued altogether by the academic Boards or Senate. This is a deterrent to laxity on the part of the students and one of the ways through which the two respective universities strive to enhance quality in their academics programmes.

4.4.5 Marketing Strategies of Programmes

Table 4.11 presents responses to the statement, “*How did you come to know of the programme you are currently enrolled in?*” The responses on this statement provided an insight on the institutions marketing policy which subsequently influence enrolment in the SBP.

Table 4.11: Sources of information about the programme you are enrolled in – through parents/friends/relatives.

	KIU		MU	
	Freq	%	Freq	%
Agreed	92	76.7%	91	75.8
Disagreed	13	10.8%	6	5.0
Neutral	15	12.5%	23	19.2
Total	120	100	120	100

Out of 120 respondents from each university, 92 (76.7%) from KIU and 91 (75.8%) agreed that parents/relatives/friends played a pivotal role in passing information to

them, 15 (12.5%) and 23 (19.2%) were neutral whereas 13 (10.8%) and 6 (5%) from KIU and MU respectively appear to have received information from other sources.

It was evident from the above responses that the respondents from both universities equally agreed that parents, friends and relatives played a key role in knowing the programme.

Parents, friends and relatives are powerful medium of marketing since they appeal to the prospective student through experience or informed knowledge about the institution. Some of these friends and relatives or even parents could probably have gone through the institution or know someone who had studied in the institution. They are therefore conveyer of informed advice as opposed to media, institutional marketing, exhibitions and other forms of advertisement.

4.4.5.1 The Role of Media in Institutional Marketing

Media plays a vital role in institutional marketing. It was important to pose this question to respondents to determine the role media contributed to the enrolment into the two respective programmes.

Table 4.12: Media

	KIU		MU	
	Freq	%	Freq	%
Agreed	77	64.2	74	61.7
Disagreed	9	7.5	15	12.5
Neutral	34	28.3	31	25.8
Total	120	100	120	100

It is evident from the table 4.12 above that 77 (64.2%) and 74 (61.7%) of the respondents from KIU and MU respectively agreed that they knew about the programme through media, 9 (7.5%) and 15 (12.5%) respectively disagreed with the statement whereas 34 (28.3%) and 31 (25.8%) respectively were neutral. There was no significant difference in responses; students were equally likely to be influenced by the media.

4.4.5.2 Institutional Exhibitions

Most institutions undertake exhibition to sensitize the public and potential clients of their programmes. Marketing through brochures and advertisement is done regularly by most institutions of higher learning. Advertisements through newspapers, magazines and lately through internet are common to most Universities. It was vital to get respondents response to this aspect. Responses are summarized in table 4.13.

4.13: Institutions Exhibitions

	KIU		MU	
	Freq	%	Freq	%
Agreed	67	55.8	42	35
Disagreed	14	11.7	30	25
Neutral	39	32.5	48	40
Total	120	100	120	100

Table 4.13 indicate that; 67 (55.8%) and 42 (35%) from KIU and MU respectively agreed with the statement that institutions-Exhibitions played a key role in the enrollment into the programme. Only 14 (11.7%), 30 (25 %) from KIU and MU disagreed that they learnt about the university through Institutions-Exhibitions. However 39 (32.5%) and 48 (40%) from KIU and MU respectively were neutral.

This was an indication that exhibition had an important role to play in the marketing of institutional programme. As shown in table 4.13, KIU marginally emphasized exhibition as a medium of marketing their programmes. This could account for the reasons as to why many Kenyan students enroll in KIU. There is need for re-examining the marketing policy on exhibition especially by MU if they wish to attract more students.

4.5 The Socio-Economic Profile of Students Enrolled in both MU and KIU

Social –economic background of a student determines whether the student enrolls into the institution of higher learning. Inequality in higher education is primarily a matter of access – that is, ability to pay. Ability to pay is unequally distributed among

various groups in society, and as a result students from poor, working class, and lower-middle-class families, are most likely to rely on public colleges and Universities for their education (Kornblum, 1997). SBP is considered to be a critical means of reducing social bias in access to HE since it enables individuals who are working to attain degree qualifications which they would have otherwise not able to acquire through conventional learning. They are able to work and study during school holidays. This study focused on the following social-economic variables of the respondents; current qualification, marital status, nature of employment, Length of employment and income per month. The findings are presented in table 4.14.

Table 4.14 Social-Economic Profile of Students in KIU and MU

	University	O Level	A level	Diploma	S1/P1
Current qualification	KIU	19 (15.8%)	8 (6.7%)	53 (44.2%)	40 (33.3%)
	MU	22 (18.3%)	9 (7.5%)	11 (9.2%)	78 (65%)
Marital status	KIU	Single 15 (12.5%)	Married 100 (83.3%)	widowed 5 (4.2%)	
	MU	Single 14 (11.7%)	Married 101 (84.2%)	Widow 5 (4.2%)	
Nature of employment	KIU	Teacher 117 (97.5%)	Civil servant 2(1.7%)	Self-employed 1 (0.8)	
	MU	Teacher 118 (98.3%)	Civil servant/ none	Self-employed 2 (1.7%)	
Length of employment	KIU	< 5years 40(33.3%)	5-10yrs 32 (25.8%)	10-15yrs 31 (25.8%)	15>and above 17 (14.2)
	MU	< 5yrs 18 (15%)	5 -10yrs 34 (28.3%)	10-15yrs 63 (52.5%)	15>and above 5 (4.2%)
Source of finance	KIU	Self 75 (62.5%)	Spouse/parent 10 (8.3%)	Govt./sponsor 1 (0.8%)	Bank loan 34 (28.3%)
	MU	Self 54 (45%)	Spouse/parents 14 (11.6%)	Govt./sponsor 2 (1.7%)	Bank loan 50 (41.7%)
Income per month	KIU	0-9,999 11 (9.2%)	10,000-19,999 67 (55.8%)	20,000- 29,999 30 (25%)	30,000- above 12 (10%)
	MU	0-9,999 19 (15.8%)	10,000-19,999 83 (69.2%)	20,000- 29,999 13 (10.8%)	30,000- above 5 (4.2%)

4.5.1 Current Educational Qualifications

An individual's educational level determines his or her earnings. More educated individuals tend to earn more and were more likely to invest due to advantage of more knowledge. This subsequently influences the choice of educational programmes they enroll.

According to table 4.14, Students enrolled in KIU were distributed as follows: O-Level qualifications 19 (15.8%), A-level 8 (6.7%), Diploma 53 (44.2%) and S1/P140 (33.3%). Whereas O-level in MU, 22 (18.3%), A-level 9 (7.5%), Diploma 11 (9.2%) and P1/S1 78 (65%).

It appears from table 4.14 that most Diploma holders preferred to enroll in KIU, 53 (44.2 %) as opposed to MU 11 (9.2%). Results from interviews revealed that they were given credit transfers whereas MU exempted them from first year of study if they attained either credit or distinction, whereas those who obtained Pass were not exempted at all. Majority of the respondents, 78 (65%) who had P1/S1 opted to study at MU whereas 40 (33.3%) enrolled in KIU. Direct school leavers, O-levels, KCSE and A-levels were fewer as most of them preferred conventional programmes.

4.5.2 Marital Status

Apart from current educational qualifications, other attributes like marital status, nature of employment, length of employment, source of finance and individuals' income are important variables which determine one's Social-economic status.

Married couples get both moral and financial support from their spouses. According to the study as presented in table 4.14; respondents who were single at KIU accounted

for 15 (12.5%), widowed 5 (4.2%) while married were the majority, 100 (83.3%). On the other hand, in MU respondents who were single were found to be 14 (11.7%), widowed 5 (4.2%) and married also accounted for 101 (84.2%). As it can be noted, there were no marked differences in the social-economic backgrounds of students enrolled in the two institutions in terms of the characteristics as outlined above. The results indicate that they were most likely to be married, less likely to be single and least likely to be widowed.

4.5.3 Nature of Current Employment and Profession

Nature of one's current employment determines social-economic status of an individual and the likelihood of enrolling in SBP or higher education. Interview with the programme coordinators in both KIU and MU revealed that SBP was the favourite of practicing teachers since the studies were normally conducted during August, April and December school holidays when teachers were free from regular teaching assignment and responsibilities. It is instructive to note that Teacher Service Commission (TSC) had abolished study leave for its employees pursuing undergraduate degree programmes at the time research was conducted in favour of postgraduate studies thus forcing teachers with no option but to enroll in either SBP or evening studies.

According to the study as summarized in table 4.14, teachers accounted for 117 (97.5%); in KIU civil servants 2 (1.7%) and those in self employment 1 (0.8%) whereas in MU teachers accounted for 118 (98.3%); no civil servants and self employed respondents were merely 2 (1.7%). This further confirms that the students

enrolled in the two institutions were no different from each other and had similar social-economic backgrounds and popular to practicing teachers.

4.5.4 Length of Employment / Experience

The length of time an individual has been in employment determines choice to enroll in a programme. It was vital to examine whether there was marked difference in regard to this aspect.

According to table 4.14 those who had worked for less than 5 years in KIU accounted for 40 (33.3%), 5-10 years 32 (26.7%), 10-15 years 31 (25.8%) and those who had been in service for more than 15 years were found to be 17 (14.2%). However those who had worked for less than 5 years in MU accounted 18 (15%), 5-10 years 34 (28.3%), 10-15 years 63 (52.5%) and who had professional experience of more than 15 years were 5 (4.2%).

The study revealed that those who had just joined the service 40 (33.3%) with less than 5 years experience opted to enroll in KIU, as opposed to 18 (15%) at MU. This could be attributed to the relatively lower cost of the programmes at KIU. There was no marked difference for those with experience of 5-10 years. Slight number of respondents who had worked for more than 15 years preferred KIU to MU, 17 (14.2%) and 5 (4.2%) respectively. This could be also attributed to cost consideration and stability of their families. Focus group discussions with the respondents supported the view that they received support from their spouses both monetary and moral.

Majority of respondents who had been in the service for 10-15 years 63 (52.5%) enrolled in MU as opposed to KIU 31 (25.8%); this could have been as a result of strong financial base and desire to be closer to their respective families; at this period in time, respondents preferred to sacrifice financial consideration in preference of family ties. Hence those who had worked for 10-15 years were most likely to enroll in MU, < 5 years least likely and >15 years not likely to enroll.

4.5.5 Sources of Finance of the programme

Individual's source of finance can be a pointer to social-economic status. In this study, respondents were asked to indicate the source of finance. As presented in table 4.14 75(62.5%) of respondents in KIU sponsored themselves, 10(8.3%) by either their spouses or parents, Government or sponsors 1 (0.8%) and those who opted for bank loan accounted to 34 (28.3%). Whereas in MU those who paid their own fees were 54 (45%), by their spouses or parents accounted for 14 (11.6%), government or sponsors 2(1.7%) and bank loan 50(41.7%).

According to table 4.14, it was found out that majority of respondent who enrolled in KIU sponsored themselves more than their MU counterparts; this could be attributed to the fact that KIU programmes were relatively cheaper than MU and perhaps less family commitment as supported by the length of period in employment. Most of the respondents at KIU were young in the profession who had worked for less than 5 years. The results indicate that MU students were most likely to go for bank loans; this could be attributed to the relatively higher cost of tuition related fees which is higher in MU than KIU.

4.5.6 Income per Month

Individual's income is a significant indicator of social economic - status. According to the study in table 4.14 respondents who earned monthly income of 0-9,999 at KIU were 11 (9.2%), 10,000-19,999 were 67 (55.8%), 20,000-29,999 were 30 (25%) and those who earned above 30,000 accounted for 12 (10%). In contrast those respondents who earned monthly income of 0-9,999 at MU accounted for 19 (15.8%), 10,000-19,999 were 83 (69.2%), 20,000-29,999 were 13 (10.8%) a

The study revealed that those respondents who earned salary of more than Ksh.20,000 and above in KIU exceeded those in MU. This was attributed to the fact that more diploma holders opted for KIU due to the short duration it took to graduate. Diploma holders earn more in TSC salary scale. Therefore there is need for MU authorities to introduce accelerated programmes in order to attract the diploma holders to enroll.

4.6 Students' Satisfaction on Service Delivery

Students' satisfaction of services offered is an important determinant on the choice to enroll in any particular course. Service satisfaction starts from the day a prospective student applies for admission enrolled till the day he or she graduates. This study focused on selected common services provided by both universities namely:- admission process, accommodation, library and students' representation in policy making. This aspect was vital since a dissatisfied client would not opt to enroll or advise someone else to join the institution.

4.6.1 Time Taken for Admission Applications to be processed

Students ought to get information early enough about their admission in order to organize finances, study leave, acquire the necessary travel documents in case of cross-border education and make other necessary arrangements to take up the study.

In table 4.15, the study sought to find out how students rated the total time taken for the admission application to be processed and letters of admission to be issued.

Table 4.15: Time Taken for Admission Application

	KIU		MU	
	Freq	%	Freq	%
Quicker	88	73.3	63	52.5
Longer	28	23.3	54	45
Undecided	4	3.4	3	2.5
Total	120	100	120	100

As shown in table 4.15; 88 (73.3%) of the respondents from KIU felt that the time taken for admission application to be processed was quicker, 28 (23.3%) felt it was longer while 4 (3.4%) were undecided. On the contrary 63 (52.5%) respondents at MU felt it was quicker, 54 (45%) thought it was longer while a paltry 3 (2.5%) were undecided.

As indicated the time taken for admission application to be processed and admission letters to be issued was considered to be shorter in KIU than MU. This could be one of the reasons students were more likely to enroll in KIU than in MU.

4.6.2 Application for Admission On-Line

Information Communication Technology is a vital tool for effective and efficient admission process and source of study information. This item intended to find out the extent in which the respondents were satisfied with the current application for admission through on-line/internet. The respondents were asked to what extent they were satisfied with application for admission on-line.

Table 4.16: Application for Admission On-Line

	KIU		MU	
	Freq	%	Freq	%
To a large extent	34	28.3	22	18.3
To some extent	59	49.2	66	55
Not at all	27	22.5	32	26.7
Total	120	100	120	100

The study showed that 34 (28.3% of the respondents at KIU were to a large extent satisfied with application for admission on-line 59 (49.2%) agreed to some extent while 27 (22.5%) were not satisfied at all. At MU 22 (18.3%) were satisfied to a large extent, 66 (55%) to some extent and those not satisfied at all accounted for 32 (26.7%). The responses showed that the respondents from both Universities were somewhat satisfied with on-line / internet application for admission. However the difference in responses between the two institutions was not remarkable. Both Universities were yet to fully embrace ICT in processing the admission with MU lagging behind in this item as per the study.

Focus group discussions with students by the researcher revealed that students could not complete their application and submit them directly on – line. This was further confirmed through regular visit to both KIU and MU websites by the researcher. The application forms were available to be downloaded by interested persons in MU while KIU website (homepage) only guided the interested persons to Admissions Director Contact details. There is need for both institutions to embrace direct on-line application process which is commonly used by universities in developed countries and other private /public Universities in Africa.

4.6.3 Availability of Computers/Internet for Use by Students

Students were asked to what extent computers/internet services were available in their respective institutions. This was necessary in that it makes communication easier and used for research by students. Kenya aims to be a regional Centre of research and development in new technologies (Kenya Vision 2030, 2007), this could be achieved if provision of computers and internet services to students and researchers. Computers and internet services saves more time and encourage innovation due to availability of information with ease to the users. MU and KIU charged students ksh.5,000 and Ksh.1,600 respectively for computer user fee.

Table 4.17 Availability & Effectiveness of Computers/Internet for Use by Students in University

	KIU		MU	
	Freq	%	Freq	%
To a large extent	46	38.3	6	5
To some extent	57	47.5	23	19.2
Not at all	17	14.2	91	75.8
Total	120	100	120	100

According to table 4.17 on students responses on the availability and effectiveness of computers and internet facilities 46 (38.3%) of respondents in KIU and 57 (47.5%) indicated to a large extent and to some extent respectively, only 17 (14.2%) indicated not at all. 6 (5%) of respondents in MU indicated to a large extent, 23 (19.2%) to some extent and majority 91 (75.8%) indicated that computers were not available for use by students. KIU had three computer laboratories at the time of study for use by the SBP students as opposed to MU which at the time of this study had not established such a facility.

Therefore there is need for the University authorities in liaison with programme facilitators such as respective schools and Faculties in the case of KIU to provide computer/internet facilities.

4.6.4 Learning Resources/ Library

Libraries and learning Resource Centres are necessary for effective teaching, learning and research in higher education. This are the core functions of the University

according to GOK (1988). The respondents were asked to what extent they felt that the library and Learning Resources facilities were available for their use. Their responses are as presented in table 4.18.

Table 4.18 Learning Resources/ Library

	KIU		MU	
	Freq	%	Freq	%
Agreed	101	84.2	18	15
Disagreed	13	10.8	97	80.8
Neutral	6	5	5	4.2
Total	120	100	120	100

Overwhelming majority of respondents 101 (84.2%) in KIU agreed that they were adequate, 13 (10.8%) disagreed and a paltry 6 (5%) were neutral. On contrary only 18 (15%) of the respondents at MU agreed, 5 (4.2%) were neutral and overwhelming majority, 97 (80.8%) disagreed. This was further reinforced by the focus group discussions at MU with students who noted that the conventional students received more books in Main Campus than them. They relied on their lecture notes which were inadequate. One disgruntled student said:-

“We’re being given a raw deal, students in Main Campus have enough books in Margaret Thatcher Library whereas we are left to survive without books and we paid computer fees which we haven’t seen”.

The programme coordinators at MU attributed inadequate learning resources at the Library to the slow Government procurement system and centralized distribution of books at Margaret Thatcher Library in Main Campus. Therefore there is need to

decentralized the distribution of books to SBP students and procure the books in time if students are to be satisfied and encouraged to enroll.

4.6.5 Accommodation

Students are supposed to live in safe and comfortable environment which is not prone to criminal activities to enable them study well. The accommodation must be safe and easily accessible for all students during its use throughout the day (Ashworth, 1994). Respondent in this study were asked to indicate whether accommodation was well catered for and their responses were tabulated in table 4.19.

Table 4.19: Responses on Availability of Accommodation

	KIU		MU	
	Freq	%	Freq	%
Agreed	39	32.5	5	4.2
Disagreed	71	59.1	110	91.6
Neutral	10	8.4	5	4.2
Total	120	100	120	100

Table 4.19 indicates that 39 (32.5%) in KIU agreed, 71 (59.1%) disagreed and 10 (8.4%) were neutral that accommodation facilities were adequate. On the contrary only 5 (4.2%) respondents in MU agreed, 110 (91.6%) disagreed and 5 (4.2%) were neutral.

The study findings revealed that MU did not cater for the accommodation of students and did not provide accommodation in the halls of residence within the university precincts. Their admission letters informed prospective students that they were

supposed to look for their own accommodation. KIU respondents felt that accommodation was somewhat taken care of. Inadequate accommodation facilities within universities have been a limiting factor in terms of access to university education (CHE, 14-16 October, 2003).

4.6.6 Availability of Games and Sporting Facilities to Students

Games and sporting facilities are important for competitive and recreational sports (CHE, 14 - 16 October, 2003). Respondents were asked to indicate the extent to which they agreed that the games facilities were available and responses are presented in table 4.20.

Table 4.20: Responses on the Availability of Games and Sporting Facilities.

	KIU		MU	
	Freq	%	Freq	%
Agreed	48	40	6	5
Disagreed	60	50	104	86.6
Undecided	12	10	10	8.4
Total	120	100	120	100

Table 4.20 shows that 48 (40%) of respondents in KIU agreed that games facilities were available, 60 (50%) disagreed and 12 (10%) were undecided. 6 (5%) of respondents in MU agreed, 10 (8.4%) were Undecided and overwhelming majority 104 (86.6%) disagreed. The study revealed that KIU laid more emphasis on provision of games facilities than their MU counterpart. KIU provided limited games and Sports scholarship to its students. Male and female students who have background record of

being excellent in sports are offered scholarships by KIU. Fifteen scholarships are given out every year (KIU, 2007). Games (both in-door and outdoor) provide students with opportunity to realize their potentials and talents which can attract students especially those who are keen on sporting activities to enroll.

Most of the respondents hinted from focused group discussions that even though they had busy schedule in their academic work, they would have preferred to be provided with recreational and sporting facilities. Both universities had; well established Games Department under the offices of the Dean of Students. Policy guidelines and goodwill has to be put in place in order to provide the games services and facilities to the interested students or incorporated in their schedule.

4.6.7 Emphasis on Students and Staff Security

SBP students like other non-resident students were more likely to rent cheaper accommodation in environments where noise and crime are the order of the day (CHE, 14-16 October, 2003). Cases of students being harmed, disappearing or even being killed have been reported especially in foreign countries. Students are likely to consider their security before they opt to enroll in any particular institution. It was integral to determine the extent to which it determined enrolment. Their responses were presented in table 4.21:

Table 4.21: Responses on University Emphasis on Students / Staff Security

	KIU		MU	
	Freq	%	Freq	%
Agreed	89	74.2	40	33.3
Disagreed	17	14.1	62	51.7
Undecided	14	11.7	18	15
Total	120	100	120	100

Table 4.21 shows that 89 (74.2%) of the respondents in KIU agreed with the statement: “*There is emphasis on students/staff security*”, 17 (14.1%) disagreed and 14 (11.7%) were Undecided. On contrary 40 (33.3%) of respondents in MU agreed, 62 (51.7%) disagreed and 18 (15%) were undecided. The findings revealed that MU did not lay much emphasis on the security of students and staff both within and outside university like their KIU counterparts. Unlike Kenya where universities do not care (*sic*) where non-resident students stay, Ugandan institutions ensure that hostel owners are answerable to the university and facilities must meet University standards (The Standard, August 13, 2008). MU should put in place mechanisms to ensure that its students are secure both within and outside the university. Students should always inform the relevant University authorities where they reside and should be educated to make sure that their security is not compromised or is at stake.

4.6.8 Participation of Students in Policy Making of the University

Students Unions play an active part in the provision of a range of students’ services, such as sporting and leisure activities and welfare activities (Ashworth and Harvey,

1994). Students are major stakeholders in institutions. It was necessary to find out the extent students were involved in Policy making of the University.

Table 4.22 Responses on Students Participation in Policy Making of the University

	KIU		MU	
	Freq	%	Freq	%
Agreed	48	40	16	13.3
Disagreed	42	35	81	67.5
Undecided	30	25	23	19.2
Total	120	100	120	100

Table 4.22 showed that 48 (40%) of the respondents in KIU agreed with the statement, 42 (35%) disagreed and 30 (25%) were undecided in contrast 16 (13.3%) of the respondents in MU agreed with the statement, 23 (19.2%) were undecided and an overwhelming majority 81 (67.5) disagreed.

Focus group interview revealed that one SBP student was co-opted to Students Governing Council (SGC) in MU and never attended crucial meetings like Examination Board, Disciplinary, Senate and Council. One student who was interviewed aptly put it:

“Our Representatives (referring to SBP) are neither recognized in MUSO constitution nor attends Senate and School Boards to express our views, this should change”.

KIU had Students Guild and Representatives who channeled their grievances to the administration and deliberations during their meetings were incorporated during

policy formulation and implementation in the University. Students should be represented in management as Hommadi puts it:

The demands of the student-body include an individual student's participation in responsibilities and duties with regard to the activities of Student Council and the behaviour as an intelligent citizen of the college world (Hommadi, 1985).

Students' participation was likely to have somewhat contributed to popularity and enrolment in KIU. There is need to involve students in policy formulation and implementation in order to motivate them to enroll and feel they are part of the system.

4.6.9 Provision of Information and Guidance by the University Staff

Students as clients ought to be treated with courtesy. Respondents were asked to *what extent they were satisfied with Provision of information and guidance by the University staff?* Their responses were presented in table 4.23

Table 4.23 Provision of Information and Guidance by the University Staff

	KIU		MU	
	Freq	%	Freq	%
Agreed	86	71.7	53	44.1
Disagreed	17	14.2	44	36.6
Neutral	17	14.2	23	19.3
Total	120	100	120	100

Table 4.23 reveals that 86 (71.7%) of respondents in KIU agreed with the statement whereas those who disagreed and neutral were 17 (14.2%) respectively, on the

contrary about average 53 (44.1%) of respondents in MU agreed, 23 (19.3%) were neutral and 44 (36.6%) disagreed.

The study revealed that provision of information and guidance by the University staff in KIU was better than at MU. This supports the findings from literature review that private institutions are more receptive to clients than public institutions hence students are more likely to enroll in private Universities than public. There is need to change this traditional approach and embrace the new trend where students is seen more as a client if not a customer.

4.7 Conclusions

The following concluding remarks can be expressed from the empirical results presented in this chapter: Majority of SBP students opt to enroll in KIU due to favourable policy on tuition and other related fees, variety of courses offered, short duration to graduate, flexibility of their degree programmes and aggressive marketing. Social economic characteristics variables such as current educational qualification, marital status, nature of employment, length of employment, source of finance and Gross income per month played a significant role in determining enrolment in addition to students' welfare service satisfaction in both universities. Involvement of students in policy making made them feel that they were part of the system and provided improvement and actual service satisfaction.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was designed to find out factors determining enrolment into B.ED SBP of Kenyan students enrolled in MU and KIU. This chapter highlights the: discussions of the findings, conclusions, recommendations of the study and suggestions for further research.

5.2. Discussions of the Findings

The discussions in this chapter are based on the findings presented in chapter four of this thesis in accordance to the objectives and the research questions. The findings were centrally based on five areas investigated and were discussed under the following sub headings:-

5.2.1 The Effect of Tuition and other Related Fees on Enrolment

The study established that the cost of the B.ED SBP, both indirect and direct cost played a significant role in determining enrolment into the programme. The unit cost per pupil, at the different levels of education enables us to make useful comparison (Ayot and Briggs, 1992). The findings of the present study revealed that KIU programmes were far much cheaper than the MU counterparts. This made most students opt to pursue their B.ED SBP in KIU although similar degree programmes were offered locally at MU, other private and public Universities.

This supports what was reaffirmed by the Chairman of CHE who singled out cost as the major reason why many Kenyan parents were opting to send their children to Uganda. The former Kenyatta University Vice-Chancellor said Ugandan Universities

charged half the fees charged by Kenyan Universities (Saturday Nation, November 15, 2008) Kigotho Wachira, an education editor in the Standard Newspaper adds that the tuition fees in Uganda are unbeatable and even if food and accommodation expenses were added, it is cheaper to study in Uganda than elsewhere in Eastern Africa, (The Standard, August 13, 2008).

In Kenya, the SBP was started as part of PSSP; as a result the fees payable to the University in form of direct charges is what is levied on PSSP students. This did not take into consideration the uniqueness of SBP whereby the student pursuing the degree under this programme only attend lectures during holidays. As a result, students under this programme in MU felt that their fees could have been revised downwards.

GOK (1988) introduced Cost Sharing University education in Kenya which reduced government funding in HE in Kenya (Boit, 1988). This seemed to have been justified by Cost-benefit Analysis which is a technique used to establish the returns to investment in education. Calculations of the returns made for a number of countries indicate that: The rate of return declines with the level of education, the profitability of investment in women's education is greater than in that of men, In general, diminishing returns have not followed an expansion in higher education. There is a considerable margin for reducing the public subsidization of higher education (Ashworth and Harvey, 1994).

Ashworth and Harvey (1994) further states that financial problems are a major burden for many students in further and Higher Education. It is recognized that the present

personal funding arrangements for students' grants are barely adequate. It was the feeling of most students that loan and funding arrangement for their studies could be facilitated by the government, other stakeholders such as employers, Philanthropic organizations and NGOs.

CHE, 14th-16th October, 2003 recommended that HELB should make funds available to all candidates who qualify for university education and enhance the provision of bursaries to needy students. This has seen HELB open doors to application for loan by PSSP students in public and private chartered universities in Kenya. This should be extended to all students enrolled under SBP to attract them enroll locally.

5.2.2 Policies and Practices Governing Academic Programmes in Terms of Type, Duration, Acceptability and Quality

The findings revealed that KIU offered additional courses which made students opt to enroll since it was not offered locally by MU such as B.ED in special needs Education; this seemed to support what the Director of Higher Education in Kenya said,

Other students preferred Uganda since they can study courses they cannot take locally (Saturday Nation, November 15, 2008).

CHE, 14th-16th October, 2003 recommended that universities should ensure that their programmes are demand - driven and respond to the needs of industry. For this reason the stakeholders ought to be incorporated in the development of University curricular. It is evident from this study that neither KIU nor MU had endeavoured to introduce variety of programmes under SBP. KEBS, 2008 on Customer focus principle which is one of the eight Quality Management Principles reiterates that organizations depend

on their customers and therefore should understand current and future customer needs, should meet customer requirements and strive to exceed customer expectations. It was the feeling of the students that B.Ed Science courses could be offered under SBP since most of them were compelled to pursue Arts courses. Other courses such as B.ED Science, Foreign Languages and computer could be offered under the SBP. This would benefit teachers who are mostly available and free during holidays.

This study has shown that it took a shorter time to complete the B.ED SBP in KIU than MU. As a result, most Diploma graduates preferred to pursue their studies in KIU since they were awarded credit transfers. Clear policy on the admission requirements and duration of degree programmes for prospective students with various qualifications at the time of entry should be communicated effectively during the application and admission stages. The quality of the programmes should be continually improved in respect to customer focus.

5.2.3 The Flexibility and Marketing Strategies of Education Programmes

These findings revealed that flexibility of the educational programmes was a major consideration for enrolment since the students preferred where repetition was minimal, discontinuation was rare and where courses were offered in module. MU had revised Examination Rules and Regulations where discontinuation from the university due to academic reasons was abolished. Discontinuation was seen by most Senate members as punitive and retrogressive, one member of senate in MU who was interviewed aptly put it: “*a death sentence to discontinue a student*”.

The students’ respondents felt that the Universities should mount functional, modular academic programmes targeting teachers. This supports the recommendation by

CHE, 14th -16th October, 2003 that Universities should encourage both intra- and inter-university credit transfers to enable students to move from one faculty to another, or from one university to another and receive credits in the courses undertaken in the same or other universities in the same programme.

The study findings supported CHE, 14th -16th October, 2003 that universities should aggressively market their products both locally, regionally and internationally. Parents/friends/relatives, Media, Institutional – exhibition, marketing and advertisement through both print and electronic medium played an integral role in conveying information about the universities in this study. There is need to make use of ICT in marketing and administration of the programme in terms of admission processing, record keeping and responding to the prospective student.

5.2.4 The Socio-Economic Profile of Students Enrolled in the Programme

Current qualification, marital status, nature of employment, length of employment, source of finance and gross income per month are some social economic variables which were considered to determine the choice of the university in this study.

The findings revealed that majority of those who had worked longer and the married enrolled in the SBP. The programme was quite popular with practicing teachers. This could have been due to the fact that teachers were free during school holidays when the SBP was being offered. Diploma holders in MU were exempted from first year if they attained Credit pass or distinction. The married were the majority in SBP; this could be attributed to the fact that they got moral support from their spouses and

having worked for some time as opposed to the regular students who enter university directly from Secondary schools. This reaffirmed research by Sandra Baum (1987) quoted by Kornblum (1997) who:

examined the educational careers of 2000 students who were high school Seniors in 1980. She found that college attendance rates were higher for students from high-income families than for students from low income families (60 percent versus 46 percent).

SBP could therefore be used to support other goals of vision 2030 which include the integration of all special needs education into learning and training institutions, achieving 80% adult literacy rate, increasing the school enrolment rate to 95% and increasing the transition rates to technical institutions and universities from 3% to 8% by 2012 (Kenya vision 2030, 2007).

5.2.5 Levels of Students Service Satisfaction

The students satisfaction on services offered in the university was based on the following areas in this study: time taken for admission application, application for admission through on-line, availability for computers/internet for use by students, learning resources/library, accommodation, games/ availability of facilities, emphasis on students/ staff security, participation of students in policy making of the university and provision of information and guidance by the concerned University staff.

The research findings revealed that KIU did better than its MU counterpart in terms of students' service satisfaction. However both Universities had not embraced ICT fully in admission application process. Most Universities in Kenya have very limited access to modern computing and communications technology, so it is increasingly difficult for teachers and students to keep abreast of current developments in their academic

areas and communication (Sifuna, 1998).

The students and programme coordinators interviewed confirmed that the direct on-line admission process where prospective students could submit their academic testimonials on-line and get their responses on-line had not been fully integrated into the system. SBP students were not represented in Senate and academic Boards like their regular students counterparts as supported by Ashwoth and Harvey (1994) that:

Student Unions are able to play an active part in the provision of a range of student services, such as sporting and leisure activities and welfare services. Where good relationships exist between the union and senior managers in a college, students benefit from improved services. Issues include: Funding and accountability, Nature of activities undertaken, Services provided, Representation for all students, including those on part time programmes and Relationship with institution managers (Ashwoth and Harvey, 1994).

The study findings supports previous research by other researchers in HE who found out that two pressing issues in African higher education are the management of student's flow and finance (Thiam,1992) including the assessment of cost effectiveness.

5.3 Conclusions

Based on the research findings from the study, the following conclusions can be made:

- The policy on tuition and other related fees on the programme, both direct and indirect cost determined enrolment in the respective Universities. From the above findings, it was established that the cost of the B.ED SBP in MU was more than twice the cost charged in KIU. Most students therefore opted to enroll in KIU due to relatively lower cost.
- The variety of the type of the programmes offered and duration of degree programme influenced the enrolment to the respective university.

- Acceptability of the degree programmes within East African countries did not play greater role in determining the choice of the university.
- Flexibility of the educational programmes determined the choice of the university by the SBP students.
- Apart from feasibility factors, parents, friends and relatives played an equal role in the knowledge and subsequent enrolment into the SBP.
- Institutional exhibitions, marketing and advertisement played pivotal role in determining enrolment into the SBP. This supports the findings by CHE, 14-16 October, 2003 which revealed that Kenyans are spending about Kshs.16 billions annually to train students abroad. Effective marketing of our universities would assist in arresting this huge capital flight.
- Educational qualification played significant role in determining enrolment.
- Social economic status played a vital role in determining the choice of the university. SBP was favorable to the married couples.
- Students' satisfaction on service delivery played a key role in the choice of the university.
- Application for admission through online did not play a significant role as both universities had not embraced ICT in admission fully.
- Accommodation, games, staff including students' security and students' participation in policy-making of the university played a vital role in the choice of the university.

5.4. Recommendations of the Study.

The recommendations presented here are based on the findings from the present study and are follows:-

1. The University authorities should review the cost of SBP taking cognizance of the contact hours and use the unit cost to charge fees. There is also need for the Universities and government to seek for appropriate solutions (through HELB, scholarships, bank loans and other stakeholders) to the financing constraints facing students in SBP especially those from lower income families in both public and private Universities in order to ensure equitable access to university education by students from all backgrounds.
2. Universities ought to encourage intra- and inter-university credit transfers to enable students move from one university or college to another and receive credits in the courses undertaken in the same or other colleges in the same programme after proper evaluation and adopt module programme.
3. Universities ought to aggressively market their products both locally, regionally and international through seminars, institutional marketing-exhibitions, print and electronic media, parents and alumni. In addition, continually improve the quality of students' services and improve responsiveness in service provision.
4. University Management should involve students in policy formulation and implementation. SBP students should be adequately represented in academic Boards, Senate, Council and other relevant organs of Management for improved students' service satisfaction. As much as Universities ought to consider outsourcing some of non-core services such as accommodation and catering; they should put in place mechanisms and policies to check the

exploitation and threat to security of its staff and students in the hands of unscrupulous businessmen/women who would exploit them. Memorandum of understanding can be entered into. This will improve students' service satisfaction.

5. The government should come in to provide guidance on entry requirements into foreign universities in liaison with concerned universities and provide quality control of programmes offered within and outside the country through relevant organs such as CHE who would also regularly review academic resources of both private and public universities to ensure that they are adequate and appropriate to support programmes being offered. The government ought to also guarantee security of its students in partnership with respective governments and universities. The government can also encourage other private and public universities outside the country to offer their Degree programmes locally in order to stem cross border education.

5.5 Suggestions for Further Research

- (a) The study can be replicated in other Universities both inside and outside Kenya. This will help in establishing a complete picture on cross - border education.
- (a) Quality of the management of the programmes is paramount in programme. Further Research should focus on attitude of SBP students towards their programme. This will cover; curriculum coverage, management of the programme in terms of Managers and teachers' qualification, time-tabling, examination standards and resource utilization.
- (c) Research can be done on perception of regular/conventional students towards SBP students. There has been misunderstanding between regular and PSSP,

part-time and SBP students who are perceived by regular students as being favoured by both lecturers and the University administration. Research can be undertaken to investigate this perception.

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Appendix I Introductory Letter

David K. Kessio

EDU/PGA/027/05

David K. Kessio

Department of Educational Management and Policy Studies

Moi University

P.O. Box 3900

Eldoret, Kenya

August, 2006

Dear Respondent,

I am a student at Moi University, department of Educational Management and policy studies. I am conducting a study entitled, Factors determining enrolment into B.Ed School Based Programme: A comparative study of Moi and Kampala International University. This is partial fulfillment of the requirements for the master of Philosophy Degree. The main aim is to investigate the factors determining enrolment and so suggest how to improve the services by the universities.

Given that these are directly affecting you, you have been selected to participate in the study. We would like to assure you that the information collected will be confidential and will only be used the stated research purpose. Please do not indicate your name anywhere on the questionnaire.

The questionnaire has not been constructed with right or wrong responses in mind. There is no need for you to consult a colleague on how to respond to any question.

The researcher has only indicated a few possible responses. Please try to answer all questions as per the instructions given.

If space provided by the researcher is not enough for you response(s), you are free to use any free space provided you indicate the question you are responding to. Also feel free to give any suggestions on important areas that the study might have overlooked.

I thank you for your co-operation

Sincerely,

David K. Kessio.

Appendix II Questionnaire

CODE...KIU/ MU

Date.....

Instructions: Respond to all questions

Title: Factors Determining Enrolment into B.ED School Based programmes (SBP)

Section 1

Kindly tick appropriate part.

Year of Study [] Session []

1. Gender Male [] Female []

2. Age _____ years

3. Current educational qualification/qualification of entry to current programme/ academic qualification for entry into your current degree course?

'O' Level [] 'A' level [] Diploma [] SI/P1 [] B.A/B.Sc. []

Others (specify).....

4. Marital Status Single [] Married [] Widowed/Separated []

5. (a) Nature of current employment /Profession

Teacher [] Civil Servant [] Self Employed [] NGO [] Not employed []

Others (specify) -----

(b) How long have you been employed in current employment _____ years? (**If not**

SKIP the question)

(c) How would you rate your capability in raising college fees?

Very difficult (), difficult (), Average (), Easy (), Very Easy ()

6. Please tell me your source of finance for your education (kindly tick all that apply)

Self [] My Parents [] Spouse [] Govt./sponsored [] Bank Loan []

Others (specify).....

7. (a) How much fees do you pay directly to university? (i) Per Year. Ksh. _____

(ii) Per Session. Ksh. _____

(b) How much money do you approximately spent on upkeep, food, accommodation, and other

Indirect cost e.g. purchase of stationery, books etc. Per year? Ksh. _____

(c) How much money do you spent as travel cost per year? _____

Section II

Below find some reasons why students enroll in their current course, To what extent do you agree or disagree with the following statements? Kindly, Tick [/], the statement that applies to you.

SA - Strongly Agree

A- Agree

N- Not Decided

D- Disagree

SD – Strongly Disagree

8. Why did you choose to enroll in this University for School Based Programme (SBP)?

	SA	A	N	D	SD
i) The programme is the Cheapest					
ii) The university is located Near Home					
iii) Parental /Spouse decision played a role					
iv) Flexibility of programme and stability of university programmes i.e. no interruption by strikes, riot etc					
v) Short duration of study to graduate					

9. How did you know of the programme? **Kindly Tick (/) one that applies to you.**

	SA	A	N	D	SD
Parents/Friends /relatives					
Media					
Institution- exhibition, marketing, advertisement.					
Other (specify) _____					

10.(a) How did you enter the programme?

(i) Direct Entry []

(ii) Via Access Programme/upgrading []

(iii) Exchange programme []

(b) What is the duration of the programme? _____ Years. No. of sessions _____

11. To what extent do you agree or disagree with the following statements concerning the **flexibility** of educational programmes in this university?

Statements	SA	A	N	D	SD
i) It is easier to pass the course and acquire degree qualification					
ii) You cannot repeat a year for failing courses					
iii) You can pay for the courses offered in modules					
iv) there is no supplementary examination					
v) There is no discontinuation from university if you fail					
vi) You can defer your courses till you are ready to come back in case of emergency or need.					

12. To what extent do you agree or disagree with the following statements concerning the **adequacy** and the **provision** of the mentioned services in this university?

SERVICE	SA	A	N	D	SD
i) Learning e.g. Library etc are adequate					
ii) Accommodation is sufficient					
iii) Entertainment is provided as required					
iv) Games regularly held and facilities available					
v) Health well covered					
vi) Catering/meals are catered for					

13. To what extent do you agree or disagree with the following statements concerning **the Service Provision** in the following areas?

	SA	A	N	D	SD
i)The teaching staff are efficient/ supportive					
ii)There is promptness of service delivery of students					
iii)Coverage of syllabus is done at specified time					
iv)Convenience of university operating hours/flexible					
v)There is emphasis on students/staff security					
vi)There is adequacy of teaching materials					
vii)Relevance of teaching materials/curriculum					
viii)Friendliness and helpfulness of the university contact staff					
ix) Knowledge and confidence of staff					
x) Staff deal with problems effectively					
xi) Staff treat you with respect					
xii) Staff respect you as if they know you					
xiii) Staff are good in offering guidance and information on college					
xiv)There is participation of students in policy making of the university.					
xv) University has mechanism in place to cope with uncertainty e.g. Strike, Riot, Disaster e.t.c.					

14. If **5** is excellent and **1** is not at all good, how many points out of 5 would you give the University for the overall service delivery?

Excellent Not at all good
 5 4 3 2 1

15. How likely would you recommend this University to someone else?

Very likely *Unlikely*
 5 4 3 2 1

16. Please indicate extent you **agree** with the following statement on the vision, mission and values of the University

	SA	A	N	D	SD
i) It has a vision, mission and values					
ii) University has clearly communicated its vision, mission and values to us					
iii) University demonstrate a clear understanding for its students through its operating procedures e.g. policy making, fees increment, communication etc					
iv) I like to associate myself with University Logo					
v) I feel that my efforts really matter to the attainment of vision, mission and values.					

17. How satisfied were you with the application for admission. **Tick one choice**

Very Satisfied [] Fairly Satisfied [] Dissatisfied [] Not Very Satisfied []
Not satisfied at all []

18. a) How would you rate the total time it took for the admission application to go through?

Tick one choice

Application time [] Quicker than expected [] As long as expected []
Longer than expected [] Don't Know []

b) To what extent are you satisfied with the application for admission **on-line**/through internet?

To a large extent () To some extent () Not at all ()

c) To what extent are the degree programmes offered in this university accepted by the employers?

To a large extent () To some extent () Not at all ()

d) To what extent are the degree programmes offered in your institution rated within East African region? To a large extent () To some extent () Not at all ()

e) Is the university recognized by your government? YES () NO ()

f) To what extent are computers available for use by students in your university?

To a large extent () to some extent () Not at all ()

19). How long does it take to get your results to prepare for the next semester? _____

20. a) Is there any other issues you would like to highlight on the University?

Thank you very much.

Appendix IV Research Permit

PAGE 2 PAGE 3

96.....

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss..... KIPKASI KESSIO

Research Permit No. MOST 13/001/3787
Date of issue..... 26-11/2007
Fee received..... KSh 500

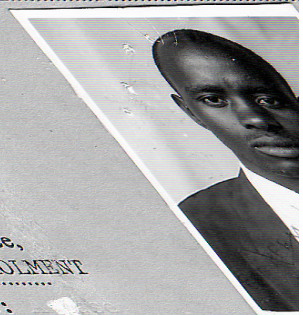
.....
of (Address)..... MOI UNIVERSITY
P O BOX 3900 ELDORET

has been permitted to conduct research in.....
MOI AND KAMPALA INT. UNIVERSITIES Location,
UASHIN GISHU District,
RIFT VALLEY Province,

on the topic..... FACTORS DETERMINING ENROLMENT
INTO BED SCHOOL BASED PROGRAMMES:
A COMPARATIVE STUDY OF MOI AND KAMPALA INT.
UNIVERSITIES


.....
for a period ending 30TH NOVEMBER 2008

M.O. ODIKEYI
M.O. ODIKEYI
Permanent Secretary
Ministry of
Science and Technology



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)

Appendix V Introductory Letter from MOE&ST to the VCs

Appendix VI: location of the study area in Kenya

REPUBLIC OF KENYA



MINISTRY OF SCIENCE AND TECHNOLOGY

Telephone: +254020318581
 Facsimile: +254020251991
 Email: @scienceandtechnology.go.ke
 Website: www.scienceandtechnology.go.ke

OFFICE OF THE PERMANENT SECRETARY
 JOGOO HOUSE "B"
 HARAMBEE AVENUE
 P.O. Box 9583 00200
 NAIROBI

REF: MOST/13/001/37C/96/2

29th November 2007

SECRETARY

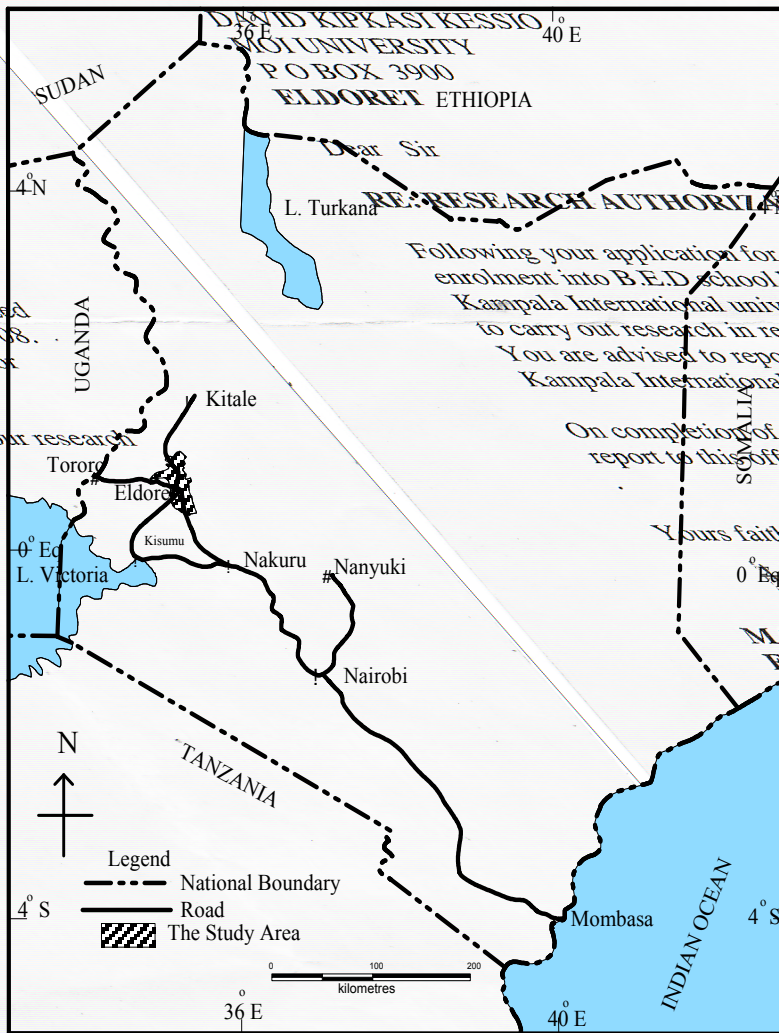
research on "Factors determining
 A comparative study of Moi and
 inform you that you have been authorized
 for a period ending 30th November 2008.
 Chancellor Moi University and the Chancellor
 embarking on your study.

are expected to submit two copies of your research

SECRETARY

CHANCELLOR
 MOI UNIVERSITY

CHANCELLOR
 KAMPALA INTERNATIONAL UNIVERSITY



Dear Sir

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct
 enrolment into B.E.D. school based programmes:
 Kampala International universities". This is to
 to carry out research in respective universities.
 You are advised to report to the Vice-Chancellor
 Kampala International University before

On completion of your research, you
 report to this office

Yours faithfully

M.O. Ondieki
M.O. ONDIEKI
 FOR: PERMANENT SECRETARY

CC:

THE VICE CHANCELLOR
 MOI UNIVERSITY
 P.O. BOX 3900
 ELDORET

THE VICE CHANCELLOR
 KAMPALA INTERNATIONAL UNIVERSITY