



Full Length Research Paper

Expansion of private Universities in Kenya and its implication on quality and completion rate: An analytical study

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Abstract

Access to University education was for a long time a preserve of some selected few who managed to pass highly the then Kenya Advanced Certificate of Education and now Kenya Certificate of Secondary Education. The competitive nature of the examinations locked out many candidates who qualified from pursuing University education. The emergence of Private Universities has provided a reprieve that was long overdue. That is, for Students who qualify but fail to get admission into Public Universities join Private Universities. However concerns have been raised for example on quality of education provided and completion rate. Stakeholders (Academic Registrars, Deans of Students, Student leaders, students and lecturers) were of the view that the quality of physical facilities, teaching and learning materials and administrative services were in some cases low. 1.70% of students dropped out before the completion of the University cycle for the 2007/2008 academic year cohort. The 3.2% educational wastage and the Completion rate for the said period was 96.8%. The study recommended that Private Universities should improve on provision of physical facilities, teaching and learning materials and administrative services. The findings of this study are significant to Private Universities' management and Commission of Higher Education in improvement of standards of Private Universities in Kenya.

Keywords: Expansion, Private Universities, Implications, Quality, Completion rates.

INTRODUCTION

University education is an indispensable element for socio-economic political and technological development world over (Republic of Kenya, 2005a; Republic of Kenya, 1997). Access to University education is not only one of the fundamental rights of an individual but also, and more importantly, a crucial tool for sustained socio-economic development and an important exit route from poverty (Republic of Kenya, 2003a; 2005a). Besides, increased investment in education particularly at the University level is the most fundamental path to realization of the Millennium Development Goals (Republic of Kenya, 2005a). Private education is a reality and has been growing around the world together with globalization. Even in the centrally planned countries of Eastern Europe, France and Germany, former Soviet

Union, China, Mongolia and Tanzania where the culture of private ownership of educational institutions was alien, the wind of globalization and market reforms have reverted the situation (Kitaev, 2003). In Columbia the private sector has been most responsive to the increased demand for tertiary education with almost 67 percent of total enrolment and 40 percent of enrolment in evening and night courses. This appears to be the trend in most Latin American countries and the Caribbean (IIEP, 2000; 2003). According to Lai-ngok (2004) China, although a one party ruling system, has deliberately retreated from its role as a welfare service provider and has been gradually transferring the responsibility of providing educational services to the local level, the community level or even the individuals through the notions of decentralization and marketization. Indeed, private education institutions exist parallel with government institutions at all levels in most developed and, in recent time's developing countries. In Australia they have always played substantial role in the Australian educat-

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tional development. For example, since 1998, Private educational institutions have enrolled no less than 30 percent of all school students. In Columbia, the Private sector has been most responsive to increased demand for tertiary education accounting for almost 67 percent of total enrolment (Christofides, Cirello and Hoy, 2001). Almost 30 million people in the world are fully qualified to enter a university; but no University place is available for them (Duderstadt, 2002). The UNESCO Education World Reports of 2001 and 2004 indicated that University education participation rate for fast developing countries ranges from 25 to 45 percent.

The indication is that for rapid development and improved human capital development at least 25 percent of a nation's population aged 18 to 30 should be enrolled in universities (Ndegwa, 2008). Private higher education is the fastest growing sector worldwide, around 30% of higher education enrolments are now estimated to be in the private institutions, even though public provision is still expanding in many countries (Duderstadt, 2002). The growth in private universities has been particularly strong in former Soviet Block Countries, in East Asia and in Latin America. Contrary to popular belief, many Asian countries including India as well as many English speaking African countries, now have higher Private education provision than the United States which has remained almost stable in the last few decades at around 20-25% of total enrolments at private Institutions (Sharma, 2009). In 1960s there were about seven universities in Africa. However, by 2005 there were 85 Private and 316 Public universities in the continent (Kihara, 2005). Kenya is leading in this higher education expansion with 24 in 2010 compared to 3 in 1980 (Wikipedia, 2010). The growth of the Private University sector in Kenya has been fuelled by several factors indicating limited opportunities available in public universities, frequent closures of state funded universities and the desire to complement the government managed higher institutions of learning. The need to increase the higher education provision coupled with the dwindling Government financial support has encouraged private initiatives in higher education (Graham and Stella, 1999).

Besides, the Master Plan of 1997-2010 encouraged universities to be flexible in offering academic programmes (Republic of Kenya, 1997), consequently, witnessing the emergence of Student Sponsored Programmes in Universities and a faster growth of private ones. Moreover, the growing number of University qualifiers in Kenya combined with the persistent Private and Social demand for higher education has led to the mushrooming of Private universities with soaring enrolment tailored towards meeting this unquenchable thirst. However with the emergence of Private universities and foreign missions, nearly all Universities have established offices of admission to recruit prospective students. This has prompted eyebrows on quality issues of education and completion rates concerns. The present

study, therefore attempted to explore the expansion of Private University education in Kenya and its implications, quality of education and completion rate. The first Private University was marked by the establishment in Nairobi of a Kenyan campus of the United States International University in 1970. Subsequently, the Seventh Day Adventist sponsored the creation of the University of Eastern Africa at Baraton (1978); the Catholic University of East Africa, established in 1984 and received a charter in 1992, Daystar University, established in Kenya in 1973 received a charter in 1994; St. Paul's United Theological College established 1903 and chartered in 1997; the Kenya Highlands Bible College 1953 and Scott Theological College 1962 and chartered in 1997. These Private Universities went unnoticed except in the theological domain because the existing public universities were able to absorb virtually all candidates qualifying for higher education, a development that was aided in part by massive Government investment in higher education (UNESCO, 2005; Standa, 2010). The rationale for the rapid expansion of Private University in Kenya was occasioned by several factors: The economic downturn of the 1980s militated against massive Government spending on education, which consumed close to 40% of Government recurrent expenditure. Limited Government funding meant that a restricted supply of University education, a gap that was to be filled by other non-government players (UNESCO, 2005). The society demanded for increased educational opportunities at all levels out of the perception that education could serve as a vehicle for socio-economic advancement of Kenya (Ayot and Briggs, 1992). The Manpower development approach (Africanization policy) sought to replace the outgoing Europeans after attainment of independence thereby seeking to replace those who would do it (Ominde Report, 1964; Mackay Report, 1981). The Structural Adjustment Programme advocated in developing countries by the World Bank and the International Monetary Fund in the late 1980's saw the emergence of the cost sharing policy in the provision of social services including education (Republic of Kenya, 1997). The inability of State universities to meet the high demand for higher education, regular closures of state funded Universities and the desire to complement the government higher institutions of learning (Ndegwa, 2008). The need to meet the educational demands of religious and other specific social groups including the rich (Gogo, 2010). The rapid growth of Primary and Secondary levels of education due to introduction of FPE and FSE respectively led to increased enrolment in higher education (Ngigi and Macharia, 2006).

According to Commission for Higher Education (2010), Wikipedia (2007) and Kamotho (2012), Private Chartered Universities are the following: University of Eastern Africa, Baraton, 1991; Catholic University of Eastern Africa, Karen, 1992; Daystar University, Hurlingham,

Table 1. Perceptions of Academic Registrars, Lecturers and Students on quality of Physical facilities in Universities.

Aspects of quality	Individual	Mean	Score	Overall mean score
	AR	L	ST	
Library	3.2	1.5	2.2	2.23
Playground	1.9	1.6	1.2	1.57
Hostels	2.7	1.5	2.4	2.20
Lecture halls	4.3	3.6	4.3	4.07
Health facilities	2.8	2.1	1.9	2.27
Laboratories	2.5	2.9	3.4	2.93
Administration block	2.9	2.6	1.4	2.30

Classification of perception based on Individual and overall mean scores
 4.1 -5.0 = Very high quality, 3.1 - 4.0 = High quality, 2.1 - 3.0 = Low quality,
 1.0 -2.0 = Very low quality

Nairobi,1994; Scott Theological College, Machakos, 1997; United States International University, Kasarani, 1999; African Nazarene University, Kajiado, 2002; Kenya Methodist University, Nairobi, 2006; St. Paul's University, Limuru, 2007; Pan African Christian University, Nairobi, 2008; Strathmore University, Nairobi, 2008; Kabarak University, Nakuru, 2008; Mt. Kenya University, Thika, 2011; African International University (formerly Nairobi Evangelical Graduate School of Theology); , 2011; Kenya Highlands Evangelical University (formerly Kenya Highlands Bible College), 2011. Universities with letters of interim authority are the following: Kiriri Women's University of Science and Technology, Westlands, Nairobi, 2002; Great Lakes University of Science and Technology, Kisumu, 2002; Agha Khan University, Highridge, Nairobi, 2006; Greta University, Thika, 2006; KCA University, Ruaraka, Nairobi, 2007; Presbyterian University of East Africa, Kikuyu, 2007; Inoorero University, Parklands, Nairobi, 2009. The registered Universities are the following: Nairobi International School of Theology and East Africa School of Theology and Reformed Institute of Theological Training. There was therefore need to conduct a study on expansion of Private Universities and its implication on student characteristics, access, quality and completion rate.

Statement of the Problem

Access to University education was for a long time a preserve of some selected few who managed to pass highly the then Kenya Advanced Certificate of Education and now Kenya Certificate of Secondary Education. The competitive nature of the examinations locked out many candidates from pursuing University education. The emergence of Private Universities has provided a reprieve that was long overdue. Private Universities serve Kenyans who miss chances in JAB selection and who have a thirst for higher education. However, a number of

concerns have been raised regarding quality of education provided and completion rate. There is, however, no empirical data to show quality issues and completion rate in Private Universities. Given that Kenya's often declared goal is to industrialize the economy by the year 2030 and that industrialization comes through better education makes it necessary to study these issues. Therefore, the purpose of the study was to explore the expansion of Private Universities in Kenya and its implication on quality and completion rate.

Research Questions

The following research questions guided the study:

- What are the Perceptions of Stakeholders on Quality of Education provided?
- What is the Completion Rate for the 2007/2008 cohort?

RESEARCH METHODOLOGY

The purpose of the study was to explore the expansion of Private Universities in Kenya and its implication on student characteristics, access factors, quality and completion rate. The study population consisted of 24 academic registrars, 24 deans of students, 24 student leaders, 148 lecturers and 3557 students enrolled in various undergraduate Programmes, the 2007/2008 cohort. The study employed descriptive survey, research design. The methods of data collection were Questionnaires, in-depth interviews and document analysis. A pilot study was carried out in 3 Private Universities which were not included in the actual study to establish the reliability of the instruments. Experts in the Department of Educational Management and Foundations, Maseno University, were consulted to ascertain face and content validity of the research instruments. Quantitative data were analyzed using

Table 2. Perceptions of Academic Registrars, Lecturers and Students on quality of teaching and learning materials in Universities.

Aspects of quality	Individual	Mean	Score	Overall mean score
	AR	L	ST	
Learning materials	2.2	3.4	4.2	3.27
Teaching methods	3.2	3.5	2.8	3.17
Supply of equipment	1.9	1.6	1.5	1.67
Lecturers i.e. PhD and Masters	3.8	4.8	4.2	4.27
Consultation with students	1.8	2.1	1.4	1.77
Departments technology compliant	2.8	1.6	1.9	2.10

Classification of perception based on Individual and overall mean score
 4.1 -5.0 = Very high quality, 3.1 - 4.0 = High quality, 2.1 - 3.0 = Low quality,
 1.0 - 2.0 = Very low quality

Table 3. Perceptions of Academic Registrars, Lecturers and Students on quality of students and students' evaluation in Universities.

Aspects of quality	Individual	Mean	Score	Overall Mean score
	AR	L		
Academic Programmes	3.8	3.2	4.5	3.83
Qualifications	4.3	4.0	4.4	4.23
Examinations	4.2	3.7	4.5	4.13
Rigorous evaluations	4.8	3.9	3.6	4.10

Classification of perception based on Individual and overall mean scores
 4.1 -5.0 = Very high quality, 3.1 - 4.0 = High quality, 2.1 -3.0 = Low quality,
 1.0 -2.0 = Very low quality

Table 4. Perceptions of Academic Registrars, Lecturers and Students on quality of administrative services in Universities.

Aspects of quality	Individual	Mean	Score	Overall mean score
	AR	L	ST	
Meritocracy in administration	3.9	2.1	1.8	2.26
Academic credentials	3.2	1.6	1.7	2.17
Pragmatic administration	3.5	1.5	1.8	2.27
Safety and security	3.8	1.7	1.6	2.36

Classification based on Individual and overall mean scores
 4.1 -5.0 = Very high quality, 2.1 -3.0 = Low quality
 3.1 - 4.0 = High quality, 1.0 -2.0 = Very low quality

descriptive statistics such as frequency counts, means, and percentages. Qualitative data were analyzed for content in an ongoing process as themes and sub-themes emerged.

RESULTS

Research Question 1

What is the Perception of the Stakeholders on Quality of Education provided in Universities?

In response to this question the respondents provided

data as shown in Tables 1, 2, 3, and 4.

The academic registrars scored 3.2 points on the likert scale implying that the quality of the libraries was perceived to be high, the lecturers scored 1.5 points on the likert scale showing that the quality of the libraries were very low, the students on the other hand scored 2.2 points on the likert scale indicating that the quality of the libraries were perceived to be low. Overall the stakeholders scored 2.23 points on the likert scale hence they were of the view that the quality of the libraries were low. The academic registrars indicated that the quality of the libraries were high perhaps as a way of marketing the Universities. The data revealed that they had a positive

attitude towards the presence of physical facilities in the Universities. This meant that most Private Universities in the study had all the required physical facilities for quality education. This fact was also aired by a dean of students who stated;

Enrollments are increasing gradually. In fact this year we have 40% increase in enrolment but our library can accommodate the number. We are thinking of having another library and computer service complex and more hostels.... However, only during the holidays we have a big enrollment but it is not unmanageable. We only offer marketable courses in Health sciences, computing engineering and information technology, business and education. The curriculum is haphazard.... chaotic, however, we have been generating some good, tangible, ideas for improvement. Those ideas included developing a comprehensive statement of learning goals for each course /programme, informed by interviews with alumni and employers as well as consultation between students and faculty members. Also faculty members now meet regularly to discuss what works and what doesn't work...and to build enthusiasm for experimenting with new teaching methods. On the same concern, one of the student leaders noted: The library is quite smallonly a classroom which has got a few books. It is not enough to accommodate students in an academic year. Some books are neither available in the library nor in the bookshops. The libraries are poorly stocked with dormant acquisition sections, the books are generally old and studying space is too small compared to the size of the population of students, in fact our high school library was better....Halls are generally crowded especially times of common courses and sometimes when attending a course two or three group.

A number of interlinked issues emerge from the stakeholders' data on quality of libraries in some Universities, yet other Universities had well stocked libraries. It is worth noting from the perceptions of the stakeholders in the interview transcripts that the quality of physical facilities was in jeopardy. Most universities were lacking seats, tables, print and electronic media materials which are very useful for proper and effective learning. These perceptions were also confirmed by the researcher through the observation of the physical state of Universities during field work that Some Universities had no modern libraries for quality education. About the quality of playgrounds, all the stakeholders scored between 1.0 and 2.0 on the likert scale an indication that the quality of playgrounds was perceived to be low. Overall the stakeholders scored 1.57 points on the likert scale and were of the view that the quality of the playgrounds was very low. Most universities were lacking football fields, netball pitches, basketball pitches, and indoor grounds for games. This revelation was true since most universities had been founded recently and some were still located on rented premises where space for playgrounds was an issue.

On the concern about quality of hostels and official accommodation for students, the academic registrars scored 2.7 points on the likert scale implying that the quality of the hostels were perceived to be low, the lecturers scored 1.5 points on the likert scale showing that the quality of the hostels were perceived to be very low, the students on the other hand scored 2.4 points on the likert scale indicating that the quality of the hostels were low. Overall the stakeholders scored 2.20 points on the likert scale and were of the view that the quality of the hostels were perceived to be low implying that the facilities were available for some universities and most universities were lacking these essential facilities as many students were day scholars. On the issue about lecture halls, the academic registrars scored 4.5 points on the likert scale implying that the quality of the lecture halls were perceived to be very high, the lecturers scored 3.6 points on the likert scale showing that the quality of the lecture halls were perceived to be very low, the students on the other hand scored 4.3 points on the likert scale indicating that the quality of the lecture halls were very high. Overall the stakeholders scored 4.07 points on the likert scale and were of the view that the quality of the lecture halls was very high. The main purpose of any university is to offer academic programmes and to ensure that quality programmes are offered. On the concern about quality of health facilities, the academic registrars scored 2.8 points on the likert scale implying that the quality of health facilities were perceived to be low, the lecturers scored 2.1 points on the likert scale showing that the quality of the health facilities were low, the students on the other hand scored 1.9 points on the likert scale indicating that the quality of health facilities were perceived to be low. Overall the stakeholders scored 2.27 points on the likert scale and were of the view that the quality of health facilities were perceived to be low implying that the facilities were available for some universities and most universities were lacking them. One of the student leaders during an interview noted:

Health services in this University raises, serious concerns. There are always long queues in the health facility. The health facility has a specific type of drug given to all the patients who check there. However, a student from another University had this to say: We have the best health facility with medicine. Doctors are always available to attend to any emergent cases. Most doctors are not Kenyans.

On the concern about quality of laboratories, the academic registrars scored 2.5 points on the likert scale implying that the quality of the laboratories were perceived to be low, the lecturers scored 2.9 points on the likert scale showing that the quality of the laboratories were perceived to be low, the students on the other hand scored 3.4 points on the likert scale indicating that the quality of the laboratories were perceived to be high. Overall the stakeholders scored 2.29 points on the likert scale and were of the view that the quality of the labora-

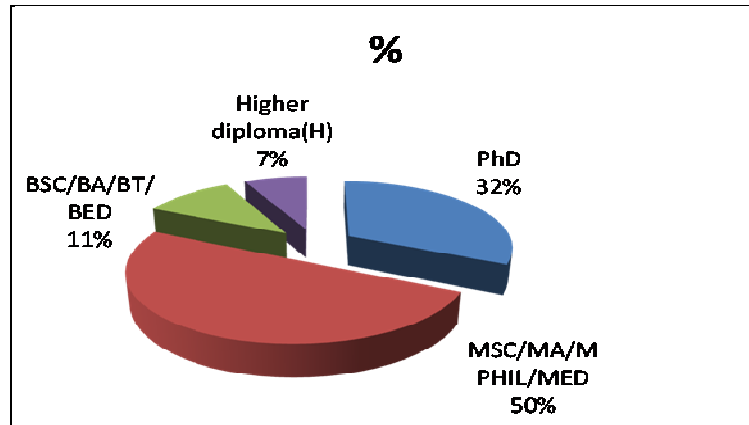


Figure 1. Pie chart showing Academic Qualifications of Lecturers.

tories was perceived to be low implying that the facilities were lacking generally. On the concern about quality of administration blocks, the academic registrars scored 2.9 points on the likert scale implying that the quality of the administration blocks were perceived to be low, the lecturers scored 2.6 points on the likert scale showing that the quality of the administration blocks were low, the students on the other hand scored 1.4 points on the likert scale indicating that the quality of the administration blocks were perceived to be very low. Overall the stakeholders scored 2.30 points on the likert scale and were of the view that the quality of the administration blocks was perceived to be low implying that the facilities were available for some universities and some would have been using modified rooms to do administrative services.

On the concern about quality of learning materials, the academic registrars scored 2.2 points on the likert scale implying that the quality of the learning materials were perceived to be low, the lecturers scored 3.4 points on the likert scale showing that the quality of the learning materials were perceived to be high, the students on the other hand scored 4.2 points on the likert scale indicating that the quality of the learning materials were perceived to be high. Overall the stakeholders were of the view that the quality of the learning materials was high. On the concern about quality of teaching, the academic registrars scored 3.2 points on the likert scale implying that the quality of teaching was high, the lecturers scored 3.5 points on the likert scale showing that the quality of teaching was perceived to be high, the students on the other hand scored 2.8 points on the likert scale indicating that the quality of teaching was perceived to be low. Overall the stakeholders scored 3.17 points on the likert scale and were of the view that the quality of teaching was high. The students' perception about quality of teaching was perceived to be low. They were of the view that Lectures, counseling, seminars, communication by telephone, self-help groups, supervised professional

activities, attendance of residential sessions, attachment for short periods to schools, colleges, community centres, internships and direct travel were generally below standard. The lecturers viewed the quality of teaching as being high because they were pivotal in the teaching and no wonder they could not have rated themselves negatively. This further indicates that they used creative teaching methods like power point presentation. The quality of equipment, tools and materials for teaching different disciplines in universities are very critical for quality education provision. Audio, audio-visual and other non-print teaching methods including slides, film loops, film, audio-tapes, and audio-tapes synchronized with filmstrips and video-tapes. About quality of equipment, tools and materials for teaching, the academic registrars scored 1.9 points on the likert scale implying that the quality of equipment, tools and materials for teaching was very perceived to be low, the lecturers scored 1.6 points on the likert scale showing that the quality of these materials was perceived to be very low, the students on the other hand scored 1.5 points on the likert scale indicating that the quality of equipment, tools and other teaching materials was perceived to be very low too.

Overall the stakeholders scored 1.67 points on the likert scale and were of the view that the quality of equipment, tools and teaching materials was very low. On the issue about quality of teaching force, the academic registrars scored 3.8 points on the likert scale implying that the quality of teaching force was high, the lecturers scored 4.8 points on the likert scale showing that the quality of teaching force was very perceived to be high, the students on the other hand scored 4.2 points on the likert scale indicating that the quality of teaching force was perceived to be very high. Overall the stakeholders scored 4.27 points on the likert scale and were of the view that the quality of teaching force was perceived to be very high. The lecturers were requested to give their academic qualifications. Figure 1 records the details.

It can be seen that majority of the teaching staff in

Private Universities were masters holders as evidenced by 50% of the respondents, followed by PhD holders as indicated by 32% of the respondents. The lecturers who had only a degree and higher diplomas were few evidenced by 11% and 7% of the respondents respectively. This means that a bulk of the teaching force in the Private Universities (68%) had less than a PhD.

On the concern about the quality of academic programmes, the academic registrars scored 3.8 points on the likert scale implying that the quality of academic programmes was perceived to be high, the lecturers scored 3.2 points on the likert scale showing that the quality of academic programmes was high, the students on the other hand scored 4.5 points on the likert scale indicating that the quality of academic programmes was perceived to be very high. Overall the stakeholders scored 3.83 points on the likert scale and were of the view that the quality of academic programmes was perceived to be high. On the issue of quality of qualifications of students into various programmes of the universities ,the academic registrars scored 4.3 points on the likert scale implying that the quality of academic qualifications was perceived to be very high, the lecturers scored 4.0 points on the likert scale showing that the quality of academic qualifications of the students was perceived to be very high, the students on the other hand scored 4.4 points on the likert scale indicating that the quality of their academic qualifications was very high. Overall the stakeholders scored 4.23 points on the likert scale and were of the view that the quality of academic qualifications was perceived to be very high. This means that the students met the universities' admission requirements. On the concern about quality of examinations done by the students, the academic registrars scored 4.2 points on the likert scale implying that the quality of examinations was very perceived to be high, the lecturers scored 3.7 points on the likert scale showing that the quality of examinations was perceived to be high, the students on the other hand scored 4.5 points on the likert scale indicating that the quality of examinations was perceived to be very high. Overall the stakeholders scored 4.13 points on the likert scale and were of the view that the quality of examinations was perceived to be very low. The overtone of these revelations is that the examinations are proof read well in time, lecturers supervise the examinations and that script and question papers are examined externally to ensure their validity and reliability.

On the concern about quality of evaluations of the students, the academic registrars scored 4.2 points on the likert scale implying that the quality of evaluations was very high, the lecturers scored 3.9 points on the likert scale showing that the quality of examinations was perceived to be high, the students on the other hand scored 3.6 points on the likert scale indicating that the

quality of evaluations was perceived to be high. Overall the stakeholders scored 4.10 points on the likert scale and were of the view that the quality of evaluations was perceived to be very high.

On the concern about the quality of meritocracy in administration, that is whether the private university administrators held positions on merit and whether they had what it takes to hold offices, the academic registrars scored 3.9 points on the likert scale implying that the quality of meritocracy in administration was perceived to be high, the lecturers scored 2.1 points on the likert scale showing that the quality of meritocracy in administration was low, the students on the other hand scored 1.8 points on the likert scale indicating that the quality of academic programmes was perceived to be very low. Overall the stakeholders scored 2.26 points on the likert scale and were of the view that the quality of meritocracy in administration was perceived to be low. On the issue about the quality of academic credentials the administrators held, the academic registrars scored 3.2 points on the likert scale implying that the quality was perceived to be high, the lecturers scored 1.6 points on the likert scale showing that the quality was perceived to be very low, the students on the other hand scored 1.7 points on the likert scale indicating that the quality was very low. Overall the stakeholders scored 2.17 points on the likert scale and were of the view that the quality of academic credentials was low. The implication of this is that University administrators do not hold positions on merit and that the management is not highly educated. On the concern about the quality of pragmatic administration, that is planning, organizing, staffing, directing, coordinating, reporting and budgeting, the academic registrars scored 3.5 points on the likert scale implying that the quality was perceived to be high, the lecturers scored 1.5 points on the likert scale showing that the quality of was perceived to be very low, the students on the other hand scored 1.8 points on the likert scale indicating that the quality was perceived to be very low. This implies that complaints raised by the students are not sorted out properly with some professionalism. Overall the stakeholders scored 2.27 points on the likert scale and were of the view that the quality of pragmatic administration was perceived to be low. On the issue about the quality of safety and security provided by the administrators in the universities ,the academic registrars scored 3.8 points on the likert scale implying that the quality of safety and security was high, the lecturers scored 1.7 points on the likert scale showing that the quality was perceived to be very low, the students on the other hand scored 1.6 points on the likert scale indicating that the quality was very low. Overall the stakeholders scored 2.36 points on the likert scale and were of the view that the quality of safety and security provided by the administrators was perceived to be low.

Table 5. Weighted Average Repeater Rate, Weighted Average Drop-out Rate and Weighed Average Wastage Rate for the 2007/2008 academic year cohort.

WARR	WARR. 1000	WADR	WADR X 1000	WAWR	WAWRX1000
0.015	0.015 X 1000	0.017	0.017 X 1000	0.032	0.032
	15(1.50%)		17(1.70%)		32(3.20%)

Legend: WARR is Weighted Average Repeater Rate; WADR is Weighted Average Drop-Out Rate; WAWR is Weighted Average Wastage Rate.

Table 6. Students' Responses on whether one could Repeat/Defer Studies or Drop-out of Universities (n= 1094).

Wastage	No. of respondents	% of respondents
Drop-out	59	5.39
Repetition/deferments	38	3.47
Not sure	998	91.22

Research Question 2

Completion Rates in Private Universities

What is the Completion rate of the 2008/2009 year cohort in Universities?

The academic registrars were requested to provide enrolments and the number of repeaters/deferments and drop-outs in various academic years of the 2007/2008 academic year cohort. The repetition rate was highest during the first year of study and subsequently decreased as students moved towards completion of their studies. However the dropping out rate increased as years moved by. Deferments/ repetitions decreased as Students fitted into the University environment. The trend also reduced as students developed study habits and skills and became mature to shoulder their personal academic problems that were a source of educational wastage. The negligible dropping out rate increased as students moved from year one to year four. These data were employed to work out the wastage rates as recorded in Table 5. The rates obtained after the calculation were multiplied by 1000 so as to make their interpretational easier.

Table 5 shows that 15 out of 1000 students(1.50%) repeated a grade / deferred studies before the completion of the University cycle for the period between the academic years 2007/2008 and 2010/2011. It is also clear from the table that 17 out of 1000 students (1.70%) dropped out of the Universities between the same periods. 32 out of 1000 students (3.20%) repeated/deferred studies or dropped out of the Universities during the same period. This implies that the Educational Wastage for the period was 3.20% and the Completion rate for the 2007/2008 academic year cohort was 96.8%. The students were asked to indicate whether one could repeat/defer or drop-out of Universities. Table 6 shows the details.

Table 7 shows the students repeat or drop-out out of the academic programmes .Five point three nine percent (5.39%) indicated that students drop-out of Universities while a barely three point four seven percent (3.47%) showed that other students repeat the curriculum/defer their studies, ninety one point two percent (91.22%) of the students were not sure whether students repeat or drop-out of Universities. The fact that majority of the students were not sure indicates that deferments/ repetitions were not serious issues in the Universities. Asked to comment freely about for repetition of curriculum and dropping out of Universities the students gave varying responses which were summarized in form of simple bar graphs to facilitate interpretation at a glance as shown in Figure 2.

A very small number of students repeat/defer studies or drop-out of Universities due to varying reasons among these the main into one tuition fee charged by the Universities as evidenced by 21.39% of the students, indiscipline cases as shown by ten point six nine 10.69%, cheating in examinations as depicted by 6.12%, non-attendance of lectures as indicated by 1.65%, sicknesses 0.82%, family commitments 4.20%, non-coverage of academic work/lack of lecturers 6.86%, poor academic performance 6.49%, change of career 2.47%, transferring to another university 3.20%, differences with lecturers 4.39% and finally acquisition of employment 11.70%, admission into JAB programmes 1.74%. Eighteen point two eight percent of the respondents gave no response indicating that repetition and dropping out of the Universities were not serious issues. Asked about whether students repeat or drop-out of the Universities, one student informant attested:

Yes, they are very strict on fees collection and one cannot do exams until one completes the fees for that session. Those who fail to meet this requirement drop-out in the process.” Yet, a student informant from another University remarked: “We have no repetitionthis is

Table 7. Lecturers Responses on whether Students Repeated/Deferred Studies or Dropped-out of Universities.

Responses	Frequency	%
Yes	98	79.03
No	9	7.26
Not sure	17	13.71

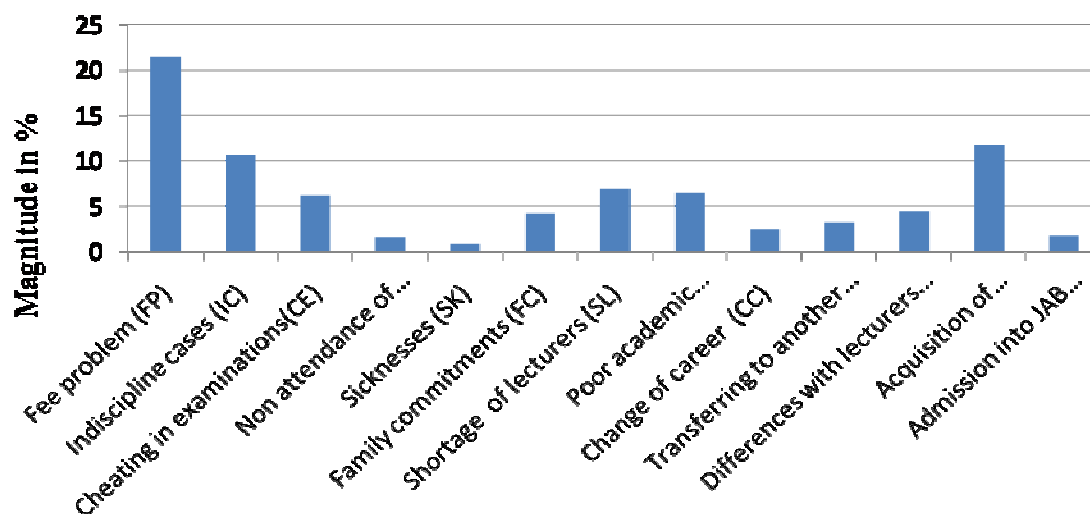


Figure 2. Simple Bar Graphs showing reasons for Repetition/ Deferments and Dropping out of Universities.

Table 8. Lecturers' Reasons on why Students could repeat/ defer studies or Drop-out of Universities (n=98).

Responses	Frequency	%
Cheating in Examinations	3	3.06
Indiscipline Cases	20	20.41
Poor Academic Performance	17	17.35
Fee Problem	58	59.18

not a high school; the only drop-outs are those who transfer to another University.

These interview transcripts reveal that a very small number of students repeat or drop out of the Universities. Dropping out and deferment are considered wastage because resources made available by parents/guardians and other sponsors cannot be saved easily for future use. Johns and Taylor (1991) found that non-completers of degree courses earned less compared to graduates and that there was little evidence of the gap narrowing over time. The non- graduates also experience longer periods of unemployment. Pervin (1996) found that withdrawn students often felt guilt and ashamed of dropping out and this could change overtime to depression and lack of self esteem.

Seventy nine point three percent (79.03%) of the

lecturers indicated that students repeat and drop-out of the courses they teach, Seven point two six percent (7.26%) indicated that students do not repeat or drop-out of the courses which they teach. 13.71% of the lecturers gave no response to this question. This meant that repetition and dropping out of the Universities were not critical concerns of the Universities as was attested by the lecturers.

When asked about the reasons for repeating or dropping out of the courses they teach, the lecturers gave the details shown in Table 8.

Three point zero six percent (3.06%) of the lecturers showed that students repeat/ defer studies or drop-out due to cheating in the examinations, 20(20.41%) showed that indiscipline cases were reasons for repeating or dropping out of the universities, 17 (17.35%) and

58(59.18%) indicated that poor academic performance and fee problems were reasons which accounted for repetition and dropping out of students from the courses they were teaching. The issue was also noted by a dean of students who held that:

We always offer financial aid to some students who need it on a first apply, first get aid basis. Some students can also raise their own funds during holidays in the University prescripts. We engage them in income generating activities in the University especially those who come from poor socio-economic background. This way they are able to raise funds for their studies.

DISCUSSION

The findings revealed that the stakeholders were of the view that the quality of physical facilities in the Universities was low, therefore, wanting. From this, it was apparent that the Universities were not having the necessary physical facilities for quality education in Universities; namely: libraries, play grounds, hostels, lecture halls/rooms, health facilities, laboratories just but to mention a few. These views were also aired by Akinwumi (2008) who contends that the arithmetic increase in enrolment of students without a corresponding increase in the resources and facilities poses a greater threat to the quality of education in higher education institutions of learning. Ogot (2002) argues that the quality of higher education could be questionable at present. He argues that there are inadequate facilities as well as personnel compared to the influx of students. Besides, Ngolovoi (2006) argues that increased workload and lack of competence by some lecturers could be affecting deliverance of quality education to students in higher education in Kenya. Odebero (2010) holds that University facilities have failed to match the rate of increase in enrollment. The most strained facilities are classrooms and office space. On the other hand private Universities have had to sell themselves as high quality institutions in order to attract students as opposed to Public Universities, which are assured a good intake of students in every academic year. There is stiff competition among Private Universities for students- a competition that can only be won on quality grounds. The institutions have a responsibility to meet the expectations of their clients, who pay a lot of money in fees. Thus the only reason they can justify high fees is by offering quality education (Kalai, 2010). According to Okwakol (2008), most African Universities do not have adequate physical facilities such as lecture rooms, office, and library and laboratory spaces to provide a suitable learning and teaching environment. The researcher noted that 55% of laboratory equipment in most departments in universities were not in a state in which they could be used to carry out experiments. The net effect of this scenario was that only about half of the

experiments were done. Besides, the researcher noted that a computer is increasingly becoming the major notebook, textbook, dictionary and storage facility for information for students in quality institutions of higher learning. Moreover, the researcher noted that universities that fail to utilize the benefits of the digital age-computer assisted learning, web connectivity and networked learning cannot offer quality education. Library facilities and information systems in almost all universities are antiquated.

Teacher resource is a very critical factor for quality education (Republic of Kenya, 2005b). Effective teachers are a key to the improvement of the quality of education in both the more and the less developed countries (UNESCO, 2005b). The Public Universities Inspection Board (Republic of Kenya, 2006) noted that quality and quantity of teaching and learning materials particularly information technologies impact in a very significant way on the quality of teaching and research. The Board further noted that accelerated growth in student numbers in universities had not been matched by expansion of physical facilities and academic infrastructure and that some of the existing infrastructure was inadequate, dilapidated and in bad state of despair. Overall both the lecturers and students contended that the quality of the teaching force was not suspect. The data revealed that stakeholders had a positive attitude about the quality of the teaching force. They felt that most lecturers were highly qualified and experienced, that most lecturers have written books, presented papers in seminars, conferences and workshops, lecturers just but to mention a few.

The minimum academic qualification for any teaching personnel of any University should be a PhD. In as much as no country can be greater than her level of quality of teachers, it is evident therefore that the quality of education is bound to suffer a great set-back due to the lecturers inability to deliver to the good substance. This was confirmed by Gogo (2010) who holds that it is common knowledge that many lecturers move from one University to another and their work load cannot be established. This has led to poor quality of teaching and teaching for examinations. Indeed, students are able to predict examinations yet they have not learnt a thing. Similar sentiments were aired by Oketch (2009) who says that some lecturers teach even masters students and do not have clear qualifications to do so especially in technical courses where experience really matters or where they do not have masters' degree. What is critical but invariably ignored is staff retention. New established Universities often find it easier to attract new staff but sooner, they are faced with a daunting task of how to retain the same staff. Unless Private Universities have permanent teaching staff then issues about their quality work in these Universities will remain an illusion. In case part-time lecturers leave for permanent employment elsewhere, then the Universities in desperation resort to

hiring unqualified staff for survival. This has often been justified on the basis of economic efficiency- you spend less and generate as much as possible (Odebero, 2010).

On the concern about lecturers, quality of consultation with students, the academic registrars scored 1.8 points on the likert scale implying that the quality of consultation was very low, the lecturers scored 2.1 points on the likert scale showing that the quality of consultation was low, the students on the other hand scored 1.4 points on the likert scale indicating that the quality of consultation was very low. Overall the stakeholders scored 1.77 points on the likert scale and were of the view that the quality of consultation was very low. This implies that the lecturers were perhaps available during the mounting of lectures only. Going by the fact that most lecturers had permanent and pensionable terms of employment elsewhere, then it follows that they were rarely available for the said consultation with students. Asked about the quality of the teaching force in the University, one student informant remarked:

I regret why I ever joined this university, there is shortage of lecturers in my first programme, Bachelor of commerce, which made me to register for a different programme, Education Arts. A brother, who sponsors me almost, shed tears after learning that we completed a semester without being taught statistics. This was carried to a subsequent semester. The lecturer who was teaching the previous class left for another university..... We are told they are not paid promptly for work done. You know most of them are part-time lecturers.

Technologies such as the gramophone, the projectors, and the camera are used in a limited form. One, because other technologies such as audio-tapes, video and video player are in much use. No technology is phased out. It remains in use with continuous modification in its form and application. On the issue of quality of technology, the academic registrars scored 2.8 points on the likert scale implying that the quality of technology was perceived to be very low, the lecturers scored 1.6 points on the likert scale showing that the quality of technology was perceived to be very low, the students on the other hand scored 1.9 points on the likert scale indicating that the quality of technology was perceived to be very low. Overall the stakeholders scored 2.10 points on the likert scale and were of the view that the quality of technology in the Private Universities was perceived to be low. Overall the stakeholders were of the view that the quality of technology was low implying that the facilities were available for some universities.

The implications of these revelations is that students underwent rigorous testing procedures by way of doing research reports, projects, term papers, attachments, internship work, continuous assessment tests and assignments regularly as an integral component in partial fulfillment of the requirements for various programmes. The data revealed that the stakeholders were of the view that quality of students and students evaluations were of

high quality. The study showed that students were admitted for courses that were accredited by Commission of Higher Education most students had good entry behaviours in the various academic programmes they were undertaking. Most students are academically able and are well-read not only to pass examinations but also to apply knowledge and skills acquired. The study seemed to contradict the findings of Gogo (2010) who contends that Kenyan Private Universities were admitting students into courses that have not been accredited by Commission for Higher Education and are, therefore, not recognized as offering proper qualifications to the various disciplines. This, the researcher said, was extorting parents/guardians money in pursuit of certificates that have no value in the labour market. In support of this view, the Federation of Kenya Employers has noted that graduates from Private universities cannot express themselves and that there are more graduates than the market requires. The Kenya Institute of Education Review criticized the system of education for concentrating on imparting theoretical skills at the expense of practical skills which is key to building a vibrant economy. Awiti (2010) noted that education does not nurture problem solving and analytical skills required for innovation. This situation is worse in Private Universities that seek to balance enrollment with quality of education. Gogo (2010) further says that high enrollment of students has also led to the infiltration of examination papers around the universities with some thesis, term papers and projects done at a fee. A lot of work is equally downloaded from the internet and due to lack of time to vet these effectively, students end up passing courses they never did or have any knowledge at all. This has forced some employers to demand for high school certificate in addition to the degree certificate.

Overall, the stakeholders were of the view that the quality of administrative services of the Universities was low. According to Okumbe (1998), in order to perform its role effectively and efficiently, an educational system must have a foresighted educational leadership which is based on sound management principles and techniques. The functions of educational management include procuring the resources necessary for achievement of the objectives i.e. source of funds, appropriate curriculum and congenial human resource and to influence and stimulate the human resource available, have an enabling environment and release maximum potentials from both staff and students, strive to have both the lecturers, administrators, support personnel and their staff with highest levels of professional development. Overall the stakeholders were of the view that the quality of administrative services in the universities was low.

In the words of Adekanmbi (2007), universities cannot afford to become beehive of commercial activities where the search for knowledge beclouds the search and the truth. It becomes a kind of contradiction in terms, if it were to be. It must satisfy the yearnings for its existence.

How for example would it be different from the ordinary business organizations? To allow universities to become financial corporations is itself a dangerous enterprise. The University must be the theoretical basis for development and the guide for the praxis of such goal. Students' attendance records can also alert faculty and student support staff to potential problems. Students who fail to come to class may be having academic, financial, or personal problems. By monitoring academic progress through assessments and attendance records, the faculty may be able to address problems early in the academic year. Academic and non-academic information enable Universities to develop and maintain a comprehensive student profile that can serve as both a performance indicator and as a way to identify potential drop-outs. This information alerts institutions about students who may have potential difficulties and enables them to direct them into retention programmes before their risk of dropping out increases. Using this profile, institutions can develop programmes tailor-made to meet the specific needs of students (Good and Halpin, 2002) as well as monitor and improve the overall effectiveness of retention programmes. To address potential problems earlier rather than later in the academic year, this profile should be continually updated and reviewed by first year orientation and other retention programme staff and shared with individual students on a regular basis. The profiles allow the staff to identify areas for improvement such as expanding the use of tutorials, mentoring programmes and social support services. To make informed decisions, Universities need to assess the costs of student drop-out and time to degree completion with the benefits of improved retention and graduation rates to determine the cost effectiveness of retention strategies, assessment procedures and interventions- including remediation and financial support. According to Good and Halpin (2002) institutions that fail to maintain high graduation rates not only jeopardize their reputations but may do long term disservice to those who drop-out. Students who fail to earn a degree are more likely to face economic hardships including longer periods of unemployment and fewer job opportunities. When too many students are not completing their degrees, the nation as a whole has a smaller pool of qualified people able to meet the demands of the nation.

CONCLUSIONS

The findings of the study revealed that quality of education provided was perceived to be high and that the completion rate of 2007/2008 cohort was 96.80%.

Quality of Physical Facilities

On quality of physical facilities the academic registrars postulated that it was high. Most lecturers and students

perceived that the quality of physical facilities in the Universities was low. The stakeholders were of the view that the quality of physical facilities for universities namely libraries, play grounds, hostels, lecture halls/rooms, health facilities, laboratories was perceived to be low. The general trend from the perceptions of stakeholders was that the quality of physical facilities was low for provision of quality education.

Quality of Teaching and Learning materials

The Students' data revealed that the quality of teaching and learning materials in the Universities was low. The lecturers' data revealed that the quality of teaching and learning was high. The academic registrars' data revealed that the quality was perceived to be high. The lecturers were of the view that the quality of teaching and learning materials was high. The general trend of the stakeholders' perception was that the quality of teaching and learning was low, therefore, wanting in the provision of quality education.

Quality of Students admitted and Students' evaluation

The academic registrars were of the view that the quality of students admitted and students' evaluation in various academic programmes was high. The lecturers and students were of the view that the quality of students admitted and students' evaluation in various academic programmes was high. Overall, the stakeholders were of the view that the quality of students admitted and students' evaluation in various academic programmes was high.

Quality of administrative services in Private Universities

The academic registrars' data revealed that the quality of administrative services in the private universities was perceived to be high. The lecturers' data revealed that the quality of administrative services in the Universities was perceived to be low. The students' data revealed that the quality of administrative services was low. The general trend of Stakeholders' perceptions was that the quality of administrative services was low, therefore, wanting.

Completion Rate for the 2007/2008 cohort in Private Universities

The Completion rate for the 2007/2008 cohort in Private Universities was 96.80%. 1.50% of the students enrolled repeated a grade / deferred studies while 1.70% of the

students dropped out before the completion of the University cycle for the 2007/2008 academic year cohort. A very small number of students repeated/deferred studies or dropped-out of Universities due to varying reasons among these the main one being tuition fee charged by the Universities.

Implications of the expansion of Private Universities

Most students were able to attract students from neighbouring setups where they were located and few had foreign students. The implication is localization of education as opposed to internationalization of University education. Accessing Private Universities means that higher education is left under the influence of market forces. The implication of this is that only the privileged students who would pay tuition fee and other related costs enroll. This results in intergenerational inequity. The majority of the masses from the lower income echelons may be locked out not only from employment but also other spheres of the economy. The stakeholder's views on quality of physical facilities, quality of teaching and learning materials and quality of management in the Universities were inadequate and wanting. The implication of these is weak service delivery. The completion rate of students in Private Universities was very high that is 96.80%. This implies that students' planning is facilitated on what to do after the Universities' stipulated time of study. The Private Universities on the other hand would plan on how to reap the benefits of large scale expansion.

Recommendations of the Study

The expansion of the Universities should be commensurate with expansion of number of teaching staff. While it may be argued that technology may dictate fewer numbers of staff than before, it needs to be borne in mind that most of the teaching aspects still require manual operations such as marking scripts, preparation of notes among others. This means that expansion needs to be made in due considerations of teaching staff available and where enrolments have to be increased, an appropriate recruitment of staff needs to be done; secondly, most Universities were expanding without the qualitative and quantitative growth in physical facilities implying that the quality of education was in jeopardy, therefore, the study recommends that they ought to provide the requisite physical facilities or be closed down altogether; thirdly, most of the teaching staff in the Private Universities had masters' qualifications. In as much as no country can be greater than her level of quality of teachers, it is evident therefore that the quality of education is bound to suffer a great set back due to the lecturers inability to deliver the good substance. The

study therefore recommends that most teaching staff who have less than a PhD degree should upgrade their qualifications; fourthly, the quality of students' evaluation was questionable, the study suggests that specific quality assurance mechanisms be put in place to ensure that Universities' teaching and learning; fifth, the quality of the administrative services of Private Universities was wanting in terms of expertise and qualifications, therefore, the study recommends that proper vetting needs to be done to employ management personnel with required academic qualifications, besides, Tuition fees was a major factor hampering full completion rates of cohorts of students from the Universities, the study recommends that the Government through Higher Education Loans Board should also support needy students in Private Universities. During the study, some Universities, for instance did not have a well organized data on Student enrollment, deferments and drop-outs. The study therefore recommends that Universities should have a student data base.

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