

Full Length Research paper

Expansion of Private Universities in Kenya and its Implications on Student Characteristics and Access: an Analytical Study

¹Benard Mwebi, ^{2*}Enose M.W. Simatwa and ³T.M.O. Ayodo

^{1/2}Department of Educational Management and Foundations, Maseno University

³Faculty of Education, Arts and Theology, Kabarak University

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Access to University education was for a long time a preserve of some selected few who managed to pass the then Kenya Advanced Certificate of Education Examination and now Kenya Certificate of Secondary Education Examination. The competitive nature of the examinations locks out many candidates from pursuing University education. The emergence of Private Universities has provided reprieve that was for a long time overdue. That is, for students who qualify but fail to get admission into universities Private Universities have proved to serve Kenyans who miss chances in Joint Admission Board selection and need for higher education. However, a number of concerns have been raised regarding characteristics of admitted students and the factors influencing access. Therefore, the purpose of the study was to examine the expansion of private universities in Kenya and implications on student characteristics and access factors. The study populations were 24 Academic Registrars, 24 Deans of Students, 24 Student Leaders, 148 Lecturers and 4476 Students, The 2007/2008 academic year cohort. The study found that entry qualifications of the undergraduate students in the Private Universities were a Kenya Certificate of Secondary Education Examinations with at least a C+, Kenya Certificate of Secondary Education Examinations with a p₁ certificate, diploma certificate and above, Kenya Certificate of Secondary Education with a pre-university certificate and Kenya Advanced Certificate of Education certificate. The main category of schools attended by the undergraduate students enrolled in the Private Universities were provincial boarding day schools which accounted for almost half of the students enrolled in Universities. Most students were enrolled in the faculties of education, business and computing science which accounted for over 70% of the total enrollment in the Universities under study. The modes of studying in the Private Universities were full time, school based, evenings and weekends. There were more females (52.22%) enrolled in Private Universities than males (41.78%) and more students who were not married (67.82%) as opposed to the married ones (32.18%). Many of the students were less than 30 years of age (56.96%). Factors that influenced access were: Newspaper advertisements, Cost/tuition of the programmes, Strict graduation schedules, variety of programmes, Pre-university programmes, Campus field trips by high school students (56.49%), high school visits by Universities' representatives, Graduation ceremonies and Television advertisements. Good public relations, Pre-University programmes.

Keywords: Expansion, Private Universities, Implications, Student Characteristics, Access, Enrolment.

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

*Corresponding Author E-mail: simatwae@yahoo.com

(Republic of Kenya, 2003a; 2005a). Besides, increased investment in education particularly at university level is the most fundamental path to realization of the Millennium Development Goals (Republic of Kenya, 2005a). Expansion of university 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% of total enrollment and 40% of enrollment 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 universities exist parallel with government funded universities. In Australia they have always played substantial role in the Australian educational development. For example, since 1998, Private educational institutions have enrolled no less than 30% of all school students. In Columbia, the Private sector has been most responsive to increased demand for tertiary education accounting for almost 67% of total enrollment (Canada National Library Report, 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% 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 and 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 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 influenced by several factors such as 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 self Sponsored Programmes in Universities and a faster growth of private universities. Moreover, the growing number of University qualifiers in Kenya combined with the persistent Private and Social demand for higher education has led to the expansion 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 the question of student characteristics, access factors, quality issues of education and completion rates concerns. The present study, therefore, will attempt to explore the expansion of private university education in Kenya on student characteristics and implication of access.

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 de-

mands of religious and other specific social groups including the rich (Gogo, 2010) and the rapid growth of Primary and Secondary levels of education due to introduction of free primary education and Free Secondary Education respectively led to increased enrolment in higher education (Ngigi & Macharia, 2006).

The Private chartered universities in Kenya are the University of Eastern Africa, Baraton, 1991; Catholic University of Eastern Africa, Karen, 1992; Daystar University, Hurlingham, Nairobi, 1994; Scott Theological University, 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. Universities with letters of interim authority are the following: Kiriri Women's University of Science and Technology, Westlands, Nairobi, 2002; Agha Khan University, Highridge, Nairobi, 2006; Gretsia University, Thika, 2006; KCA University, Ruaraka, Nairobi, 2007; Presbyterian University of East Africa, Kikuyu, 2007; Adventist University of Africa, 2008; Mt. Kenya University, Thika, 2008; Inoorero University, Parklands, Nairobi, 2009. The registered Universities are the following: Kenya Highlands Evangelical University (formerly Kenya Highlands Bible University); African International University (formerly Nairobi Evangelical Graduate School of Theology); Nairobi International School of Theology and East Africa School of Theology.

Statement of the problem

Access to University education was for a long time a preserve of some selected few who managed to pass 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 emergences of private Universities have provided a reprieve that was for a long time overdue. Private universities have proved to serve Kenyans who miss chances in Joint Admission Board selection and who have a thirsty for higher education. However, a number of concerns have been raised regarding characteristics of students who are admitted and the access factors considered for enrolment of cohorts of students. Therefore, the study sought to explore the expansion of Private universities in Kenya and implications on student characteristics and access factors.

Research questions

1. What are the Characteristics of Students in Private Universities?
2. What factors influence access in Private Universi-

ties?

3. What is the relationship between factors influencing access and enrolment?

METHODOLOGY

The purpose of the study was to examine the expansion of Private universities in Kenya and implications on Student characteristics, access factors, quality issues and completion rates. The study population was the 24 academic registrars, 24 deans of students, 24 student leaders, 148 lecturers and 4476 students, the 2007/2008 academic year cohort. Saturated sampling was used to select 21 academic registrars, 21 deans of students and 21 student leaders while stratified random sampling techniques were used to select 131 lecturers and 1094 Students into the sample. Descriptive, ex-post-facto and correlation research designs were adopted in the study. The methods of data collection were Questionnaires, In-depth Interview and document analysis. A pilot study was carried out in 3 Private Universities which were not included in the actual study to establish reliability of the instruments. Experts in educational administration from Maseno University were consulted to ascertain validity of instruments. Quantitative data was analyzed using descriptive statistics such as frequency counts, percentages and means and inferential statistics such as Pearson r and chi square test. Qualitative data was transcribed, and analyzed for content in emergent as themes and sub-themes.

RESULTS

Research Question 1

What are the Characteristics of Students in Private Universities?

In response to this research question the respondents provided data as shown in Table 1.

Fifty eight point twenty two percent of the students enrolled in the Private Universities were females while 41.78% were males indicating that the number of female students in the university was greater than that of males. This coincides with the revelations of release of the Kenya Certificate of Secondary Education every year which indicate that males do better in national examinations than females and to obtain university education many of them enroll in Private Universities. Thirty two point one eight percent of the student respondents in the study were married while 67.82% were not married. The study further revealed that most students undertaking academic programmes in Kenyan Private Universities were Kenyans as evidenced by 89.06%. Ten point nine seven percent of the students

Table 1. Demographic Characteristics of Students enrolled in Private Universities as reported by student (n = 1094)

Demographic characteristics	F	%
Gender		
Male	457	41.78
Female	637	58.22
Marital status		
Married	352	32.18
Not married	742	67.82
Nationality		
Kenyan	974	89.06
Non- Kenyan	120	10.97
Age in years		
Below 30	574	52.47
31 – 40	217	19.84
41 above	303	27.70
Religious Affiliations		
Buddhism	40	3.66
Christianity	804	73.49
Hinduism	80	7.31
Islam	107	9.78
Others	26	2.38
No response	25	2.28
Residence		
Rural	748	68.37
Urban	346	31.63
Entry Qualifications		
KCSE with at least C+	521	47.62
KACE	104	9.50
KCSE with a P1 certificate	234	21.39
KCSE with a pre-university certificate	110	10.05
Diploma and above	125	11.43
Category of school attended		
Private Day	90	8.23
Private Boarding	138	12.61
District Day	93	8.50
District Boarding	147	13.44
Provisional Day	209	19.10
Provisional Boarding	323	28.52
National School	94	8.59
Faculties Enrolled		
Humanities	73	6.67
Business	166	15.17
Engineering	37	3.38
Health Science	43	3.93
Education	470	42.96
Computer Science	127	11.61
Agriculture	27	2.47
Theology and Divinity	46	4.20
Pure/Applied Science and Technology	64	5.85
Law	41	3.75
Modes of studying		
Full time	622	56.86
School based	163	14.90
Evening	204	18.65
Weekends	105	9.60

Table 2. Chi-Square Test on Students Entry Qualifications and Category of Schools attended

Student Entry Qualification	Category of School							Total
	PRIVD	PRIVB	DISTD	DISTB	PROVD	PROVB	NATIONAL	
≥ KCSE C+	30*	67	29	75	137	165	18	521
	31.2**	58.2	26.6	78.2	141.5	170.3	19.9	521.0
KACE	11	12	13	14	15	20	19	104
	11.5	14.9	14.1	12.7	15.8	22.3	17.6	104.0
KCSE P ₁	20	26	25	32	28	85	18	234
	17.3	29.5	26.4	33.3	20.2	83.4	18.8	234.0
KSCE PRE-UNI.	13	16	15	11	14	22	19	110
	14.1	16.7	11.4	9.6	15.4	18.4	17.3	110.0
≥ Diploma	16	17	11	15	15	31	20	125
	15.9	18.7	14.5	13.2	16.1	28.6	20.4	125.0
Total	90	138	93	147	209	323	94	1094
	90.0	138.0	93.0	147.0	209.0	323.0	94.0	1094.0
Chi-Square = 39.966,				DF=24		P-value =0.106		

Legend: *observed count, ** Expected count

Key: KACE- Kenya Advanced Certificate of Education;
KCSE- Kenya Certificate of Secondary Education Examination

were drawn from other countries. The students' participants were asked to indicate their ages. The study revealed that most of the students in Private Universities were young people aged below 30 accounting for 52.47% of the sample, the proportion between 31 and 40 was 19.84%, and proportion above 40 was 27.70%. About their religious affiliation, majority of the student participants profess Christianity as their religion as shown by the figures 73.49%, Islam as evidenced by 9.78%, Hinduism as evidenced by 7.31%, Buddhism as shown by 3.66%, others by 2.38%, 2.28% of the students never gave their response to the item. About the residence/home of students the study revealed that 63.37% of the students in the sample hail from rural set ups while 31.63% of them come from urban set-ups. The study sought to know the highest entry qualification of the students prior to enrolling in the universities. It was discovered that majority of the undergraduate students in the Private universities had a Kenya Certificate of Secondary Education Examinations with at least C+ as evidenced by 47.62% of the respondents, Kenya Certificate of Secondary Education Examinations with p1 certificate as evidenced by 21.39% of the respondents, Diploma holders and above as indicated by 11.43% of the respondents, Kenya Advanced Certificate of Education E as evidenced by 9.50% of the respondents, KCSE with a pre university certificate as shown by 10.05% of the respondents. The study sought to know the category of school students attended most before enrolling in the Universities. The study reports that 8.30% of the respondents in the sample were in Private Day schools, 12.61% were in Private boarding, 8.50% were in district day schools, 13.44% were in district boarding schools, 19.10% were in Provincial schools, 28.52% were in

Provincial boarding while 8.59% were in national schools. 7.86% in district boarding schools. It is clear from the table that slightly more than half of the students enrolled in Private universities were in provincial schools during their secondary education. This implies that universities should frequently visit these schools to maintain their enrollment cues and employ several recruitment strategies in other schools to boost number of entrants. On the issue of faculties /schools where students were enrolled in their academics programmes, the study revealed that 6.67% of the respondents were enrolled in the faculties of humanities /Arts, 15.17% in the faculty of business, 3.38% in the faculty of engineering, 3.93% in the faculty of health science, 2.47% in the faculty of agriculture, 4.20% in the faculty of theology/ divinity, 5.85% in the faculty of pure/ applied science and technology and 3.75% in faculty of law. It could be noted that most students were enrolled in the faculties of education, business; computing science which took almost 70% of the students enrolled in Private Universities. The study sought to establish the modes of studying in Private Universities. 56.86% of the students were enrolled in the fulltime mode of study respondents, 18.65% of the students were enrolled in the evening mode of study, 14.90% of the students were enrolled in the school based programmes and 9.60% of the students were enrolled in the weekend's mode of study. Distance learning is not yet utilized by Private Universities Table 2.

None of the expected frequencies were less than 5 so the requirements for the goodness of fit test were satisfied (Michael 2010). Since the p-value > 0.05, therefore there is sufficient evidence to conclude that entry qualifications were not related to category of school attended.

The study expected a random sample of 1094 students to contain about 31 students who were in Private day schools and had entry qualifications of at least a Kenya Certificate of Secondary Education Examinations C+, about 58 students who were in a Private boarding high school had an entry qualification of at least a Kenya Certificate of Secondary Education Examinations C+ , about 27 students who were in district day schools and had entry qualifications of at least a Kenya Certificate of Secondary Education Examinations C+, about 78 students who were in district boarding schools and had entry qualifications of at least a Kenya Certificate of Secondary Education Examinations C+, about 142 students who were in provincial day schools and had entry qualifications of at least a Kenya Certificate of Secondary Education Examinations C+, about 170 students who were in provincial boarding schools and had entry qualifications of at least Kenya Certificate of Secondary Education Examinations C+, about 20 students who were in national schools and had entry qualification of at least a Kenya Certificate of Secondary Education Examinations C+ ,about 12 students who were in Private day schools and had entry qualifications of a Kenya Advanced Certificate of Education, about 15 students who were in Private boarding schools and had entry qualifications of a Kenya Advanced Certificate of Education, about 14 students who were in district day schools and who had entry qualifications of a Kenya Advanced Certificate of Education, about 13 students who were in district boarding schools and had entry qualifications of a Kenya Advanced Certificate of Education, about 16 students who were in provincial day schools and had entry qualifications of a Kenya Advanced Certificate of Education, about 22 students who were in provincial boarding schools and had entry qualifications of a Kenya Advanced Certificate of Education, about 18 students who were in national schools and had entry qualifications of a Kenya Advanced Certificate of Education.

The study revealed that there were about 17 students who were in Private day schools and had entry qualifications of a Kenya Certificate of Secondary Education Examinations with a PI certificate, about 30 students who were in Private boarding schools and had an entry qualification of a Kenya Advanced Certificate of Education with PI certificates, about 26 students who were in district day schools and had entry qualifications of a Kenya Advanced Certificate of Education with PI certificate, about 33 students who were in district boarding schools and who had an entry qualification of a Kenya Certificate of Secondary Education Examinations with a PI certificate, about 20 students who were in a provincial day school and had a Kenya Certificate of Secondary Education Examinations with PI certificate, about 83 students who were in a provincial boarding

school and who had a Kenya Certificate of Secondary Education Examinations with PI certificate, about 19 students who were in national schools and had an entry qualification of a Kenya Certificate of Secondary Education Examinations with a PI certificate. The study reports that there were about 14 students who were in private day schools and had a Kenya Certificate of Secondary Education Examinations. with a pre- university certificate, about 17 students who were in private boarding schools and who had an entry qualification of a Kenya Certificate of Secondary Education Examinations with a pre- university certificate, about 11 students who were in a district day and had an entry qualification of a Kenya Certificate of Secondary Education Examinations with a pre- university certificate, about 10 students who were in district boarding schools and had an entry qualification of a Kenya Certificate of Secondary Education Examinations with a pre- university certificate, about 15 students who were in provincial day schools and had an entry qualification of a Kenya Certificate of Secondary Education Examinations with a pre- university certificate, about 18 students who were in provincial boarding schools and had an entry qualification of a Kenya Certificate of Secondary Education Examinations with a pre- university certificate, about 17 students who were in national schools and had an entry qualification of a Kenya Certificate of Secondary Education Examinations with a pre- university certificate. The study disclosed that a sample of 1094 students had about 16 students who were in private day schools and had at least a diploma certificate, about 19 students who were in private boarding schools and had at least a diploma certificate , about 15 students who were in district day schools and had at least a diploma certificate, about 13 students who were in district boarding schools and had at least a diploma certificate, about 16 students who were in provincial day schools and had at least a diploma certificate, about 29 students who were in provincial boarding schools and had at least a diploma certificate and about 20 students who were in national schools and had an entry qualification of at least a diploma Table 3.

Entry qualification and mode of study were related (p -value =0.000<0.05), therefore the null hypothesis (H_0) was rejected. The study expected a random sample 1094 students to contain about 442 students in a full time mode of study with an entry qualification of at least a Kenya Certificate of Secondary Education Examination C+, about 16 students in school based mode of study with an entry qualification of at least a Kenya Certificate of Secondary Education Examination C+, about 51 students in evening mode of study with an entry qualification of at least a Kenya Certificate of Secondary Education Examination C+, about 12 students in weekend mode of study with an entry qualification of at least a Kenya Certificate of Secondary Education Exami-

Table 3. Chi-square test on the Students Entry Qualifications and Mode of Study (n=1094)

Student entry qualification	Mode of Study				Total
	Full time	School based	Evening	Weekends	
≥KCSE C+	437*	14	56	14	521
	442.1**	15.7	50.8	12.4	521.0
KACE	15	29	42	18	104
	10.3	28.3	39.0	26.4	104.0
KCSE P1	75	93	44	22	234
	64.1	91.7	40.2	38.0	234.0
KCSE PRE-UNIVERSITY	49	13	37	11	110
	47.3	15.9	31.4	15.4	110.0
≥Diploma	46	14	25	40	125
	58.2	11.4	42.6	12.8	125.0
Total	622	163	204	105	1094
	622.0	163.0	204.0	105.0	1094.0
Chi-Square = 327.891,		Df=12,		P- value=0.000	

Legend: *Observed count, ** Expected count

Key: KACE- Kenya Advanced Certificate of Education;

KCSE- Kenya Certificate of Secondary Education Examination

nation C+ ,about 10 students in a fulltime mode of study with an entry qualification of a Kenya Advanced Certificate of Education about 28 students in a school based mode of study with an entry qualification of a Kenya Advanced Certificate of Education, about 39 students in an evening mode of study with an entry qualification of a Kenya Advanced Certificate of Education, about 26 students in a weekend mode of study with an entry qualification of a Kenya Advanced Certificate of Education, about 64 students in a fulltime mode of study with an entry qualification of a Kenya Advanced Certificate of Education with a PI certificate, about 92 students in a school based mode of study with an entry qualification of a Kenya Advanced Certificate of Education with a PI certificate, about 40 students in an evening mode of study with an entry qualification of a Kenya Advanced Certificate of Education with a PI certificate, about 38 students in a weekend mode of study with an entry qualification of a Kenya Advanced Certificate of Education with a PI certificate, about 47 students in a fulltime mode of study with an entry qualification of a Kenya Advanced Certificate of Education with a pre- university certificate, about 16 students in a school based mode of study with an entry qualification of a Kenya Advanced Certificate of Education with a PI certificate, about 31 students in an evening mode of study with an entry qualification of Kenya Certificate of Secondary Education Examination with a pre- university certificate, about 15 students in a weekend mode of study with an entry qualification of a Kenya Certificate of Secondary Education Examination with a pre- university certificate, about 58 students in a fulltime mode of study with an entry qualification of at least a diploma, about 11 students in school based mode

of study with an entry qualification of at least a diploma, about 43 students in evening mode of study with an entry qualification of a at least a diploma, about 13 students in weekend mode of study with an entry qualification of at least a diploma Table 4.

Students' gender and academic programmes were related (p -value = 0.000 < 0.05).

The study sought to establish the association between mode of study and age. Table 4.6 records the details. There was evidence that some academic programmes had more females than males for instance education. The study confirmed Anderson's (2000) Study on US University Enrollment Patterns at Yale University that females were more enrolled in universities than males. The study disclosed that a random sample of 1094 students contained about 31 male students enrolled in humanities' academic programmes, about 43 female students enrolled in the humanities' academic programmes, about 69 male students enrolled in business related academic programmes , about 97 female students enrolled in business related academic programmes. The study conclusively discovered a sample of 1094 students to contain about 16 and 22 male and female students respectively enrolled in engineering related academic programmes, about 18 and 25 male and female students respectively enrolled in health science programmes, about 196 and 274 male and female students respectively enrolled education, about 53 and 74 male and female students respectively enrolled in computing science respectively, about 11 and 16 male and female students respectively enrolled in agriculture related courses, about 19 and 27 male and female students enrolled in theology, about 27 and 37 male and female students enrolled in Pure/applied science and tec-

Table 4. Chi-Square Test on Students Gender and Academic Programmes

	Gender		Total
	Male	Female	
Humanities/arts	23*	50	73
	30.5**	42.5	73.0
Business	108	58	166
	69.3	96.7	166.0
Engineering	21	16	37
	15.5	21.5	37.0
Health Science	18	25	43
	18.0	25.0	43.0
Education	148	322	470
	196.3	273.7	470.0
Computer Science	57	70	127
	53.1	73.9	127.0
Agriculture	15	12	27
	11.3	15.7	27.0
Theology/Divinity	35	11	46
	19.2	26.8	46.0
Pure/applied Scie. & technology	18	46	64
	26.7	37.3	64.0
Law	14	27	41
	17.1	23.9	41.0
Total	457	637	1094
	457.0	637.0	1094.0
	Chi-Square = 94.786	Df=9	P- value=0.000

Legend: * observed count, ** Expected count

hnology respectively, about 17 and 24 male and female students enrolled in law Table 5.

The study revealed that age and mode of study were related ($p\text{-value} = 0.000 < 0.05$). The study expected students enrolled in a weekend mode of study aged below 24. The study expected to find about 123 students enrolled in a full time mode of study aged between 25 and 39, about 32 students enrolled in school based mode of study aged between 25 and 39, about 41 students enrolled in an evening mode of study aged between 25 and 39, about 21 students enrolled in a weekend mode of study aged between 25 and 39; about 172, 45, 57 and 29 students enrolled in a full time, school based, evening, and weekend modes of studies respectively and who are aged above 40. The findings seemed to concur with Horn and Neville (2006) in their studies on Profile of Undergraduate students in US Post Secondary Education Institutions: 2003-2004 with a Special Analysis on Community University Students' Statistical Analysis Report that during the 2003-2004 academic year, 40% of the nation's community university students were under 24 years of age, 18% were, 25-29 years of age, and 35% were age 30 or older.

Research Question 2

What factors influence access in Private Universities?

Table 6) The access factors considered by students in enrolling for academic programmes were: Strict graduation schedules (77.06%), internet services(29.52%), tele counseling (10.24%), participation in university night programmes (8.01%), campus outreach programmes (10.42%), publication in view books/ search files (42.78%), high school visits by university representatives(51.27%), University location/ campus setting (10.42%), campus field trips by high school students (56.49%) ,television adverts (50.27%) ,graduation ceremonies (50.37%), Pre-university programmes (30.71%),friends/peers/schoolmates (39.58%),direct mail (45.43%),financial aid (21.11%), radio broadcast 46.98%),University size (41.13%),academic reputation (22.76%), University academic resources i.e. human and library(73.49%), safety and security (47.62%),participation in university day programmes (20.02%), Newspaper advertisements

Table 5. Chi Square Test on Students Mode of Study and Age

Age	Mode of Study				Total
	Full time	School based	Evening	Weekends	
Below 24 years	529*	13	20	12	574
	326.4**	85.5	107.0	55.1	574.0
Between 25 and 39years	78	37	61	41	217
	123.4	32.3	40.5	20.8	217.0
Above 40 years	15	113	123	52	303
	172.3	45.1	56.5	29.1	303.0
Total	622	163	204	105	1094
	622.0	163.0	204.0	105.0	1094.0
Chi-Square = 981.030,		Df=6,		P- value=0.000	

Table 6. Access Factors Considered by Students in Enrolling for Academic Programmes of the Universities (n = 1094)

Access factors	Frequency	%
Strict Graduation Schedules(x ₁)	843	77.06
Internet Services(x ₂)	323	29.52
Tele counseling(x ₃)	112	10.24
Participation in University night Programmes (x ₄)	93	8.01
Campus Outreach Programmes(x ₅)	114	10.42
Publication in View Books/ Search files(x ₆)	468	42.78
High School visits by Universities' Reps.(x ₇)	561	51.27
University Location/Campus Setting(x ₈)	114	10.42
Campus Field Trips by High School Students(x ₉)	618	56.49
Television Advertisements(x ₁₀)	550	50.27
Attendance of Graduation Ceremonies(x ₁₁)	551	50.37
Pre-university Programmes(x ₁₂)	236	30.71
Influence of Friends/Peers/School Mates(x ₁₃)	433	39.58
Direct Mail(x ₁₄)	497	45.43
Financial Aid(x ₁₅)	231	21.11
Radio Broadcast(x ₁₆)	514	46.98
University Size(x ₁₇)	450	41.13
Academic Reputation(x ₁₈)	249	22.76
University Academic Resources(x ₁₉)	804	73.49
Safety and Security(x ₂₀)	521	47.62
Participation in University Day Programmes (x ₂₁)	219	70.02
Newspaper Advertisements(x ₂₂)	962	87.93
Co-Curricular Activities(x ₂₃)	137	12.52
Maintenance of Religious Affiliation(x ₂₄)	400	36.56
No response	13	1.19

(87.93%), Co-curricular activities (12.52%), and religious affiliation (36.56%). 1.19% of the respondents gave no response Table 6.

When asked about the access factors the universities employ to attain the required enrollment, their responses were as shown in Table 7.

The access factors employed by Private Universities in enhancing enrollment as given by the academic registrars were safety and security (68.42%), good public relations (31.38%), student support programmes

(21.05%), library resources (57.89%), religious affiliation (26.32%), variety of programmes (68.42%), programmes completed as scheduled (73.68%), academic reputation of the university (21.05%), access to accommodation (26.32%), location of University (31.58%), Cost/tuition of the programmes (78.98%), campus outreach programmes i.e. community service programmes (36.84%), publication in view books/ search files (47.37%), Pre-university programmes (63.16%), financial aid (15.79%), high school visits by University represent-

Table 7. Access Factors Employed by Private Universities to attain Required Enrolment as given by Academic Registrars (n = 19)

Access factor	Frequency	%
Safety and Security	13	68.42
Good Public Relations	6	31.58
Student Support Programme	4	21.05
Library Resources	11	57.89
Religious Affiliation	5	26.32
Variety of Programmes	13	68.42
Programmes Completed as Scheduled	14	73.68
Academic Reputation	4	21.05
Access to Accommodation	5	26.32
Location of the University	6	31.58
Cost /tuition of Programmes	15	78.95
Campus Outreach Programmes	7	36.84
Publication in View Books/Search Files	9	47.37
Pre-university Programmes	12	63.16
Financial aid /Scholarships, Loans, Grants	3	15.79
High school Visits by University Representatives	16	84.21
Television Adverts	13	68.42
Newspaper Advertisements	19	100.00
Radio Broadcast	18	94.74
Telecounselling	2	10.56
Internet Services	8	42.11
Direct Mail	7	36.84

tatives (84.21%), television advertisements (68.42%), newspaper advertisements (100.00%), radio broadcast (94.74%), telecounselling (10.53%), internet services (42.11%), direct mail (36.84%).

Research Question 3

What is the relationship between Factors influencing access and enrollment?

To find out the relationship between access factors and enrollment, a zero order correlation matrix analysis of access factors on enrollment was done (Tables 8a, b and c).

A Zero Order correlation matrix analysis of access factors on enrollment was done to establish the multicollinearity of the access factors then step-wise linear multiple regression analysis of access factors on enrollment was done to find out the multiple correlation coefficient (R), the coefficient of multiple determinations (R²) and multiple regression equation and its interpretation. The multicollinearity of most independent variables of the study (access factors) was very low. It ranged from -0.152 to +0.917. However, the independent variables telecounseling (x_3), participation in night programmes (x_4) university size (x_{17}) and Co-curricular

activities (x_{23}) were excluded from the study because they were highly correlated. The correlation between enrolment and each of the access factors, while holding other factors constant, was positive. This implies that an increase in each of the 24 access factors led to an increase in the incidence of enrolment.

However, the strengths of the correlations differed. The correlation between the access factors – strict graduation schedule (x_1) and enrolment was + 0.468 and was significant at the 0.05 level of significance in a two tailed testing. The correlation between the access factor, internet services (x_2) and enrolment was +0.198, the correlation between the access factor, telecounselling (x_3) and enrolment was +0.477 and was significant at the 0.05 level of significance in a tailed testing. The correlation between the access factors, participation if university night programmes (x_4) and enrolment was +0.746 and was significance at the 0.01 level of significance in a two tailed testing. The correlation between the access factors campus outreach programmes (x_5) and enrollment was +0.0524 and was significance at the 0.05 level of significance in a two tailed testing. The correlation between the access factors, publication in view books/search files (x_6) and enrolment was +0.679 and was significant at the 0.01 level of significance in a two tailed testing. The correlation between the access factor, high school visits by university representative (x_7) and

Table 8a. Zero Order Correlation Matrix Analysis of Access Factors on Enrolment (n = 1094)

ER	ER	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24
	Pearson Correlation	1																							
	Sig. (2-tailed)																								
	N	21																							
x1	Pearson Correlation	.468*	1																						
	Sig. (2-tailed)	.032																							
	N	21	21																						
x2	Pearson Correlation	.198	.281	1																					
	Sig. (2-tailed)	.391	.217																						
	N	21	21	21																					
x3	Pearson Correlation	.477*	-.045	.616**	1																				
	Sig. (2-tailed)	.029	.847	.003																					
	N	21	21	21	21																				
x4	Pearson Correlation	.746**	.183	.031	.381	1																			
	Sig. (2-tailed)	.000	.426	.895	.088																				
	N	21	21	21	21	21																			
x5	Pearson Correlation	.524*	.270	.539*	.604**	.440*	1																		
	Sig. (2-tailed)	.015	.237	.012	.004	.046																			
	N	21	21	21	21	21	21																		
x6	Pearson Correlation	.679**	.461*	.002	.122	.539*	.126	1																	
	Sig. (2-tailed)	.001	.036	.994	.597	.012	.586																		
	N	21	21	21	21	21	21	21																	
x7	Pearson Correlation	.647**	.363	.116	.424	.665**	.598**	.291	1																
	Sig. (2-tailed)	.002	.105	.616	.055	.001	.004	.201																	
	N	21	21	21	21	21	21	21	21																

*. Correlation is significant at the 0.05 level (2 tailed) ** Correlation is significant at the 0.01 level (2 tailed) ER = Enrolment

Table 8b. Zero Order Correlation Matrix Analysis of Access Factors on Enrolment (n=1094)

ER		ER	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24
x8	Pearson Correlation	.467*	-.012	.433*	.559**	.606**	.785**	.301	.486*	1																
	Sig. (2-tailed)	.033	.958	.050	.008	.004	.000	.184	.025																	
	N	21	21	21	21	21	21	21	21	21																
x9	Pearson Correlation	.655**	.325	.161	.342	.661**	.551**	.390	.711**	.548*	1															
	Sig. (2-tailed)	.001	.150	.487	.129	.001	.010	.080	.000	.010																
	N	21	21	21	21	21	21	21	21	21	21															
x10	Pearson Correlation	.842**	.371	.084	.343	.736**	.497*	.464*	.572**	.398	.783**	1														
	Sig. (2-tailed)	.000	.098	.719	.128	.000	.022	.034	.007	.074	.000															
	N	21	21	21	21	21	21	21	21	21	21	21														
x11	Pearson Correlation	.790**	.095	-.135	.429	.646**	.323	.466*	.576**	.218	.506*	.670**	1													
	Sig. (2-tailed)	.000	.681	.559	.052	.002	.153	.033	.006	.343	.019	.001														
	N	21	21	21	21	21	21	21	21	21	21	21	21													
x12	Pearson Correlation	.436*	.287	.166	.463*	.078	.347	.036	.148	-.005	.200	.451*	.328	1												
	Sig. (2-tailed)	.048	.207	.471	.034	.738	.123	.878	.523	.984	.385	.040	.146													
	N	21	21	21	21	21	21	21	21	21	21	21	21	21												
x13	Pearson Correlation	.475*	.269	.490*	.518*	.550**	.790**	.329	.555**	.806**	.658**	.547*	.151	.143	1											
	Sig. (2-tailed)	.030	.239	.024	.016	.010	.000	.146	.009	.000	.001	.010	.512	.537												
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21											
x14	Pearson Correlation	.405	.123	.647**	.700**	.505*	.717**	.270	.464*	.801**	.579**	.421	.138	.098	.902**	1										
	Sig. (2-tailed)	.068	.595	.002	.000	.019	.000	.236	.034	.000	.006	.057	.551	.672	.000											
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21										
x15	Pearson Correlation	.614**	.497*	.004	.109	.607**	.154	.574**	.280	.178	.364	.571**	.323	.323	.349	.200	1									
	Sig. (2-tailed)	.003	.022	.985	.638	.003	.506	.007	.219	.439	.105	.007	.154	.154	.121	.386										
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21									

*. Correlation is significant at the 0.05 level (2 tailed) ** Correlation is significant at the 0.01 level (2 tailed) ER = Enrolment

Table 8c. Zero Order Correlation Matrix Analysis of Access Factors on Enrolment (n=1094)

ER	enroll ment	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24	
x16 Pearson Correlation	.754**	.373	.201	.429	.533	.489	.378	.472	.340	.689**	.785**	.614**	.462	.493	.412	.483	1									
Sig. (2-tailed)	.000	.096	.381	.052	.013	.024	.092	.031	.131	.001	.000	.003	.035	.023	.063	.027										
N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21									
x17 Pearson Correlation	.361	.223	.474	.585**	.341	.651**	.243	.435	.540	.372	.350	.171	.221	.763**	.773**	.286	.472	1								
Sig. (2-tailed)	.108	.332	.030	.005	.131	.001	.289	.049	.011	.097	.120	.459	.336	.000	.000	.209	.031									
N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21							
x18 Pearson Correlation	.502	.343	.658**	.616**	.331	.862**	.141	.420	.639**	.383	.420	.213	.438	.741**	.679**	.355	.505	.766**	1							
Sig. (2-tailed)	.020	.129	.001	.003	.143	.000	.543	.058	.002	.086	.058	.353	.047	.000	.001	.115	.020	.000								
N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21						
x19 Pearson Correlation	.749**	.350	.361	.468	.388	.384	.394	.493	.219	.440	.600**	.610**	.352	.193	.218	.288	.488	.055	.309	1						
Sig. (2-tailed)	.000	.120	.108	.032	.083	.085	.077	.023	.339	.046	.004	.003	.118	.402	.342	.205	.025	.814	.173							
N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21					
x20 Pearson Correlation	.447	-.152	-.118	.282	.635**	.239	.486	.392	.482	.657**	.544	.451	-.060	.519	.558**	.288	.382	.369	.089	.182	1					
Sig. (2-tailed)	.042	.510	.612	.215	.002	.297	.026	.079	.027	.001	.011	.040	.796	.016	.009	.205	.088	.099	.701	.430						
N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21				
x21 Pearson Correlation	.547	.313	.431	.600**	.335	.615**	.347	.459	.475	.347	.433	.360	.330	.623**	.604**	.306	.599**	.910**	.755**	.224	.241	1				
Sig. (2-tailed)	.010	.167	.051	.004	.138	.003	.124	.037	.030	.123	.050	.109	.144	.003	.004	.177	.004	.000	.000	.329	.292					
N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21			
x22 Pearson Correlation	.626**	.335	.562**	.563**	.437	.774**	.388	.439	.646**	.521	.539	.347	.333	.787**	.765**	.371	.549**	.803**	.872**	.322	.417	.793**	1			
Sig. (2-tailed)	.002	.138	.008	.008	.048	.000	.082	.047	.002	.015	.012	.124	.140	.000	.000	.098	.010	.000	.000	.154	.060	.000				
N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21		
x23 Pearson Correlation	.638**	.335	.446	.444	.583**	.795**	.477	.486	.763**	.503	.566**	.302	.225	.817**	.732**	.469	.478	.773**	.836**	.281	.421	.746**	.917**	1		
Sig. (2-tailed)	.002	.138	.043	.044	.006	.000	.029	.026	.000	.020	.008	.184	.326	.000	.000	.032	.028	.000	.000	.218	.057	.000	.000			
N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	
x24 Pearson Correlation	.419	.116	-.029	.267	.684**	.420	.522	.544	.590**	.619**	.532	.317	-.064	.692**	.634**	.361	.318	.455	.209	.164	.762**	.274	.345	.493	1	
Sig. (2-tailed)	.058	.618	.902	.242	.001	.058	.015	.011	.005	.003	.013	.161	.783	.001	.002	.108	.160	.038	.363	.477	.000	.230	.125	.023		
N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21

*. Correlation is significant at the 0.05 level (2 tailed) ** Correlation is significant at the 0.01 level (2 tailed), ER = Enrolment

enrolment was +0.647 and was significant at the 0.01 level of significance in a two tailed testing. The correlation between the access factor University location/campus setting (x_8) and enrolment was +0.467 and was significant at the 0.05 level of significance in a two tailed testing. The correlation between the access factor, campus field trips by high school students (x_9) and enrolment was +0.655 and was significant at the 0.01 level in a two tailed testing. The correlation between the access factor, television advertisements (x_{10}) and enrolment was +0.842 and was significant at the 0.01 level of significance in a two tailed testing. The correlation between the access factor, graduation ceremonies (x_{11}) and enrolment was +0.790 and was significant it to the 0.01 level in a two tailed testing. The correlation between the access factor, pre-university programmes (x_{12}) and enrolment was +0.436 and was significant at the 0.05 level of significance in a two tailed testing. The correlation between the access factor, friends/peers/s school mates (x_{13}) and enrollment was +0.475 a significant at the 0.05 level in a two tailed testing. The correlation between the access factor and direct mail (x_{14}) and enrolment was 0.45. The correlation between the access factor, financial aid (x_{15}) and enrolment was +0.614 significant at the 0.01 level in a two tailed testing. The correlation between the access factors, radio broadcast (x_{16}) and enrolment was +0.754 significant at the 0.01 level in a two tailed testing. The correlation between the access factor, university size (x_{17}) and enrolment was +0.361. The correlation between the access factors, academic reputation (x_{18}) and enrolment was +0.502 significant at the 0.05 level in a two tailed testing. The correction between the access factor University academic resources i.e. human and library (x_{19}) and enrolment was +0.749 significant at the 0.01 level in a two tailed testing. The correlation between the access factors safety and security (x_{20}) and enrolment was +0.4147 significant at the 0.05 level in a two tailed testing. The correlations between the access factors, participation in university day programmes (x_{21}) and enrollment was 0.547 significant at the 0.05 level a two tailed testing. The correlation between the access factors, Newspaper advertisements (x_{22}) and enrollment was 0.626 significant at 0.01 level in a two tailed testing. The correlation between the access factor, Co-curricular activities (x_{23}) and enrolment was 0.638 significant at 0.01 level in a two tailed testing. The correlation between the access factor, religious affiliation (x_{24}) and enrolment was 0.419. Stepwise linear multiple regression analysis of access factors on enrollment was done to find out the multiple correlation Coefficient (R), the coefficient of multiple determination (R^2) and multiple regression equation and its interpretation Table 9,10 and 11

There was a strong positive multiple correlations(R) between the entire set of access factors and enrolment of 0.962. This implies that the co-efficient of multiple determinations (R^2) was 0.925. Therefore the access factors in the study accounted for 92.5% of the variability

in enrollment among the students in Private Universities, 2007/2008 academic year cohort. The unexplained variation 7.50% could be due to other access factors not included in the analysis and /or errors incurred in data collection. Beta column indicated the values of the unstandardized regression co-efficients. Beta represented the effect that a standard deviation difference in the access factors had on enrollment in standardized (the standardized scores of enrollment) scores. From the step- wise regression analysis results, the study's multiple regression equation becomes: $E = -47.716 + 12.023x_1 + 8.418x_2 - 1.384x_5 - 3.955x_6 + 14.335x_7 + 34.976x_8 - 15.242x_9 + 8.209x_{10} + 14.527x_{11} + 7.262x_{12} - 2.807x_{13} - 38.007x_{14} + 1.286x_{15} + 14.039x_{16} - 13.397x_{18} + 11.660x_{19} - 1.841x_{20} - 4.946x_{21} + 38.252x_{22} + 4.199x_{24}$.

DISCUSSION

Most of the students in Private Universities were aged below 30 years accounting for 52.47% of the student population, the proportion between 31years and 40 years was 19.84%, and the proportion above 40 was 27.70%. As regards religious affiliation, majority of the students, profess Christianity as their religion as their population was 73.49%, Islam was 9.78%, Hinduism was 7.31%, Buddhism 3.66% and others was 2.38%. Two point two eight percent of the students did not their response to the item. About the residence of students the study revealed that 63.37% of the students hailed from rural set ups while 31.63% of them hailed from urban set-ups. Majority of the undergraduate students in the Private universities had a Kenya Certificate of Secondary Education with at least C+ as indicated by 47.62% of the population, Kenya Certificate of Secondary Education with p1 certificate comprised 21.39%, and eleven point four three percent Diploma holders, and 9.50% were Kenya Certificate of Secondary Education Examination. However 10.05% of the population were Kenya Certificate of Secondary Education Examination with pre university certificate. Eight point three zero percent of the students came from Private Day schools, 12.61% from Private boarding, 8.50% from district day schools, 13.44% from district boarding schools, 19.10% from Provincial day schools, 28.52% from Provincial boarding while 8.59% were from national schools. It is clear that nearly half of the students enrolled in Private universities came from provincial secondary schools. This implies that universities should frequently visit these schools to maintain their enrollment cues and employ several recruitment strategies in other schools to boost number of entrants. On the issue of faculties/schools where students were enrolled in their academics programmes, the study revealed that 42.96% were enrolled in education, 6.67% of the respondents were enrolled in humanity t faculties ,15.17% in the faculty of business studies, 3.38% in the faculty of engineering, 3.93% in the faculty of health science,

Table 9. Stepwise Multiple Regression Analysis of Access Factors and Enrollment

Model summary	
Multiple R	0.962
R – square (R2)	0.925
Error of the estimates	0.000

Table 10. Analysis of variance

	Sum of square	df	Mean of square	f. sign
Regression	57479.810	20	2873.990	
Residual	0.00	0		
Total	57479.810	20		

Table 11. Coefficients

	Unstandardized coefficient and standardized coefficient				
	B	Std. Error	Beta	t	Sign
Constant	-47.716	.000			
X1	12.023	.000	.231	.	.
X2	8.418	.000	.164	.	.
X5	-1.384	.000	-.576	.	.
X6	-.3955	.000	-.095	.	.
X7	14.335	.000	.231	.	.
X8	34.976	.000	.732	.	.
X9	-15.242	.000	.254	.	.
X10	8.209	.000	.142	.	.
X11	14.527	.000	.270	.	.
X12	7.262	.000	.190	.	.
X13	-2.807	.000	-.036	.	.
X14	-38.007	.000	-.479	.	.
X15	1.286	.000	.037	.	.
X16	14.039	.000	.255	.	.
X18	-13.397	.000	.292	.	.
X19	11.660	.000	.221	.	.
X20	-1.841	.000	-.053	.	.
X21	-4.946	.000	-.074	.	.
X22	38.252	.000	.689	.	.
X24	4.199	.000	.219	.	.

2.47% in the faculty of agriculture, 4.20% in the faculty of theology/ divinity, 5.85% in the faculty of pure/ applied science and technology and 3.75% in faculty of law. It could be noted that most students were enrolled in the faculties of education, business studies; computing science which took almost 70% of the students enrolled in Private Universities. With regard to the modes of studying in Private Universities. 56.86% of the students were enrolled in the fulltime mode of study, 18.65% of the students were enrolled in the evening mode of study,

14.90% of the students were enrolled in the school based programmes and 9.60% of the students were enrolled in the weekends mode of study. Distance learning was not yet utilized by Private Universities.

There was evidence that some academic programmes had more females than males for instance education. The study confirmed Anderson's (2000) Study on US University Enrollment Patterns at Yale University that females were more enrolled in universities than males. The study disclosed that about 2.83% male students

enrolled in humanities' academic programme, about 3.93% female students enrolled in the humanities' academic programmes, about 6.3% male students enrolled 3.93% in business related academic programmes, about 8.87% female students enrolled in business related academic programmes. The study conclusively discovered a sample of 1094 students to contain about 1.46% and 2% male and female students respectively enrolled in engineering related academic programmes, about 1.65% and 2.29% male and female students respectively enrolled in health science programmes, about 17.9% and 25.04% male and female students respectively enrolled education, about 4.84% and 6.76% male and female students respectively enrolled in computing science respectively, about 1.0% and 1.46% male and female students respectively enrolled in agriculture related courses, about 1.74% and 2.67% male and female students enrolled in theology, about 2.67% and 3.38% male and female students enrolled in Pure/applied science and technology respectively, about 1.55% and 2.19% male and female students enrolled in law. The findings seemed to concur with Horn and Neville (2006) in their studies on Profile of Undergraduate students in US Post Secondary Education Institutions: 2003-2004 with a special Analysis on Community University Students' Statistical Analysis Report that during the 2003-2004 academic year, 40% of the nation's community university students were under 24 years of age, 18% were, 25-29 years of age, and 35% were age 30 or older.

Registrars in charge of academic affairs, Deans of students and lecturers emphasized that the main factors that influence access in Private Universities in order of importance are: Newspaper advertisements, strict graduation schedules, good public relations, good libraries and qualified human resources. This means that Universities must always ensure that they advertise in order to recruit the required number of students. They should also stick to graduation time frames and tailor their programmes to job market. Campus visitation programmes also form a powerful recruitment tool for most university s and universities. These issues were also raised by Machowan (1985) and Boyer (1987) who emphasized that students liked small, informed campus tours since they believed this gave them opportunity to get the true picture about the institution. The studies found out that students, during their university search, put more faith in face to face encounters with university admission offices. They indicate that 57% of prospective students in their university search visited at least one campus and almost one in four students visited three or more. Going to university is like going to a totally different world. The right university should provide services and resources to help a student to adapt. So when students are looking for a university they consider various resources such as health facilities, libraries, counselors and computer laboratories. Some university s offer

minimal health services. Others have health centers with Doctors on call 24 hours. Depending on the institution, students may receive medical services, paying only for prescriptions.

When asked about the reasons which made them enroll in the Universities, the students' had varying reasons:

"My parents work in this university and they encouraged me to join it. by the way I was here for my primary and secondary education, so they felt that I should continue with University education". Another student informant remarked "This University has got better facilities for engineering courses. Actually it is the best in Kenya, in Agricultural engineering. I chose it because a brother ... had graduated in the same programme". "This is the only university which respects the freedom of worship" another student's informant remarked." I came here for theology. This is the only university teaching students from Eastern Africa countries. I learnt of programmes in this university through the newspaper advertisements. Though other universities offer the same programmes especially one which is near my home. I decided to enroll in this city university because I learnt about this university through television advertisements. They persistently featured the programmes of this university and I decided to come here.....You know, there are as strikes and closures of universities as normally witnessed in Public Universities. You take a shorter time to complete a similar programme than in Public Universities. Safety and security is guaranteed in this university. We as the leaders' of students, always ensure that security and safety are paramount in this campus.....indeed no insecurity incidents have been reported so far".

The views of the Students tallied with the academic registrars who noted that Newspaper advertisements and academic resources were critical factors influencing access in Universities. The other factors in the order of importance were: programmes are completed as scheduled, safety and security, variety of programmes are offered especially those that are needed in the job markets, cost/ tuition that is charged is friendly to students, pre-university programmes and library resources. It is clear that Pre- university programmes are upcoming activities as Universities were noted to be employing them as an avenue of converting trainees into prospective students of Universities. These views were also raised by one of the deans of students who attested that:

"We use several recruitment strategies. We send some marketing panel to go and talk to students in their schools. We advertise through the TV, radio and you know..... in the print media. Some students seek applications on their own. We always ensure our

offices are open for all visitors. We sell ourselves internationally and locally through the internet. We have our website where our programmes are put on board. You know this is the only university having many students from all over the world. Most of the students taking pre-university programmes end up enrolling here for their undergraduate programmes. Some have even moved to doing masters programmes”.

One of the informants, a student leader noted that:

“We do stay in campus. We are all accommodated except those who may wish to stay outside the campus. Nevertheless, another student informant remarked: “Accommodation facilities are in a state of disrepair due to poor maintenance, they are overcrowded and with poor sanitary conditions. There is nepotism in allocation of rooms. Some students have stayed in specific rooms throughout their four years of stay in this university. We always look for our own accommodation in this town. Sometimes you may not find a single unoccupied room”.

As peaceful as university campuses appear, it's easy to forget that all campuses are equally safe and secure. Although students want to feel safe in campus, crime does spill over in urban campuses and, of course, can occur anywhere. Every university is required to publish crime statistics annually, including the number of motor vehicle thefts, burglaries, aggravated assaults, robberies, rapes, murders, liquor violations, drug abuse violations and weapons possessions on campus. These may work for or against accessing a given university. Choosing the right university means choosing a place where one would live for four or more years. For some leaving home is not an option. For others, going hundreds or thousands of miles away is too difficult. Still others relish the idea of going far from their family and putting physical distance between themselves and their high school. University s in rural areas offer few distractions when one is studying but one may have it hard finding co-curricular activities off-campus on weekends. Attending a university in a large city offers more entertainment and internship or job opportunities, but it may have drawbacks such as more expensive housing and higher crime rates. The price/cost of attending a university varies widely from university to university. Besides there are other expenses such as cost of textbooks, housing, food, traveling, opportunity cost of being in university amongst other expenses. University fees may include additional costs for non-resident students such as computer usage, health services and student activities. A number of courses such as sciences, medical, engineering and computer studies require Co costs. Students do take these into account in their university choice search”.

A Zero Order correlation matrix analysis of access factors on enrollment was done to establish the multicol-

linearity of the access. The beta for the access factor strict graduation schedule (x_1) was 12.023. This means that one percent increase in maintenance of a strict graduation schedule led to 12.023% increase in enrollment in Private Universities. One percent increase in internet services (x_2) led 8.418% increase in enrollment, one percent increase in campus outreach programmes (x_5) led to 1.384% decrease in enrollment, one percent increase in publication view books/search files (x_6) led to a 3.955% increase in enrollment. One percent increase in high school visits by University representatives (x_7) led to 14.335% increase in enrollment. One percent increase in University location/campus setting at appropriate place (x_8) led to 34.976% increase in enrollment, one percent increase in campus field trips by high school students to Private Universities (x_9) led to 15.242% decrease in enrollment. One percentage increase in television advertisements (x_{10}) led to 8.209% increase in enrollment. One percentage increase in attendance of graduation ceremonies (x_{11}) led to an increase of 14.527% in enrollment, one percentage increase in pre-university programmes led to 7.262% increase in enrollment. One percentage increase in influence of friends/peers/school mates (x_{13}) led to 2.807% decrease in enrollment. One percentage increase in direct mail (x_{14}) led to 38.007% decrease in enrollment, one percentage increase in financial aid (x_{15}) led to 1.286% increase in enrollment, one percentage increase in radio broadcast (x_{16}) led to 14.039% increase in enrollment. One percentage increase in academic reputation of a university (x_{18}) led to a 13.397% decrease in enrollment. One percentage increase in University academic resources (X_{19}) led to 11.660% increase in enrollment. One percentage increase in safety and security led to 1.841% decrease on enrollment, one percentage increase in students participating in day programme (x_{21}) led to a 4.946% decrease in enrollment. One percentage increase in Newspaper advertisement (x_{22}) led to 38.252% increase in enrollment. One percentage increase in maintenance of religion affiliation (x_{24}) to 4.199% increases in enrollment.

CONCLUSION

The study concludes that the highest entry qualifications of the undergraduate students in the Private Universities was a Kenya Certificate of Secondary Education Examinations with at least a C+, Kenya Certificate of Secondary Education Examinations with a p₁ certificate, diploma certificate and above, Kenya Certificate of Secondary Education Examinations with a pre-university certificate and Kenya Advanced Certificate of Education certificate were also considered. The main category of schools attended by the undergraduate students enrolled in the Private Universities were provincial boarding day

schools which accounted for almost half of the students enrolled in Universities. This implied that universities showed to do their marketing in other Categories of schools to attain the required enrollments. Most students were enrolled in the faculties of education, business and computing science which accounted for over 70% of the total enrollment in the Universities under study. This implies that Universities should ensure enough manpower in these faculties to cater for the needs of the majority of students. The modes of studying in the Private Universities were full time, school based, evenings and weekends as was evidenced by 56.86%, 18.65%, 14.90%, and 9.60% of the students respectively. There were more females (52.22%) enrolled in Private Universities than males (41.78%) and more students were not married (67.82%) as opposed to the married ones (32.18%). Many of the students were aged less than 30 years (56.96%). On the basis of the Chi-square tests conducted to find out the association between student characteristics and access factors there was sufficient evidence at the 0.05 level of significance to conclude that entry qualifications and category of school were not related ($p\text{-value}=0.106 < 0.05$). Entry qualification and mode of study were related ($p\text{-value}=0.000 > 0.05$). Students' gender and academic programmes were related ($p\text{-value} = 0.000 < 0.05$). This was evidenced by the fact that some academic programmes had more females than males, for instance education. The study discovered that age and mode of study were related ($p\text{-value}= 0.000 < 0.05$). Access factors that influenced access and enrolment in private universities. These factors in the order of importance were: Newspaper advertisements (87.93%), Cost/tuition of the programmes (78.98%), Strict graduation schedules (77.06%), University academic resources i.e. human and library (73.49%), Variety of programmes (68.42%), Pre-university programmes (63.16%), Campus field trips by high school students (56.49%), high school visits by Universities' representatives (51.27%), Graduation ceremonies (50.37%), Television adverts (50.27%), Safety and security (47.62%), Radio broadcasts (46.98%), direct mail (45.43%), publication in view books/search files (42.78%), University size (41.13%), Influence of friends/peers/schoolmates (39.58%), Religious affiliations (36.56%), Good public relations (31.38%), Pre-University programmes (30.71%), Internet services (29.52%), Academic reputation (22.76%), Financial aid/ Student support programmes (21.11%), Participation in university day programmes (20.02%) Co-curricular activities (12.52%), Campus outreach programmes/Community support services (10.42%), University location/ Campus setting (10.42%) Telecounselling (10.24%), Participation in university night programmes (8.01%). The study also concluded that there was a strong positive multiple correlations (R) between the entire set of access factors and enrolment of 0.962. This implies that the co-efficient of multiple deter-

minations (R^2) was 0.925. Therefore the access factors in the study accounted for 92.5% of the variability in enrollment among the Students in Private Universities. The unexplained variation 7.50% could be due to other access factors not included in the analysis and /or errors incurred in data collection.

RECOMMENDATIONS

For purposes of equity private universities should motivate perspective male students to enroll in different programmes. Managers of private universities should aggressively market themselves in order to increase enrolments so that they benefit from economies of scale. Foreign students be encouraged to enroll as much as Kenyans. Private universities should mount more diversified programmes based on job market. Most Universities are expanding without the qualitative and quantitative growth in physical facilities implying that the quality of education may be in jeop T.M.O. Ayodo Email: osanoayodo@yaoo.com, Faculty of Education, Arts and Theology, Kabarak University ardy, therefore they should provide the requisite physical facilities to attract more students. Most of the teaching staff in the Private Universities had master's 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 quality services. The study therefore recommends that most teaching staff who have less than a PhD degree should upgrade their qualifications and more of PhD holders be recruited. Most of the private universities tend to depend heavily on part timers from public universities who may not necessarily be accountable for quality education. This study therefore recommends that private universities should develop their own quality staff to manage the University's academic programmes competently.

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