

**COMPARATIVE ASSESSMENT OF PARENT'S PERCEPTION OF  
THE KENYAN AND THE UGANDAN SECONDARY EDUCATION  
SYSTEMS USING THE SERVICE MARKETING MIX.**

**BY:**

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## DECLARATION

This project is my original work and has not been presented  
for a degree in any other university

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Signed .....

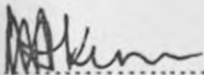


Date .....

24/11/06

This project has been submitted for examination with my approval as University supervisor.

Signed .....



Date .....

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## DEDICATION

To:

- My dear dad Nicholas, whose last words, "*Kwaheri*, work hard" keep echoing in my mind;
- My mum Rhoda, who taught my first lessons, but hardly lived to see them bear fruit;
- My brother Martin and his wife Josephine, who sacrificed all but never lived to share in the cake of my success.

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My sincere thanks go to my fellow students for their word of encouragement and sharing that has played a pivotal role in the completion of this course.

I wish not to forget all the respondents without whom my research work would not have been complete.

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Last but not least I wish to thank my children Noel, Martin and Armstrong who persevered my absence during the study period. My dear husband, Frank gave me unfailing financial and moral support and above all mothered our children.

## ABSTRACT

The study sought to compare the parents' perception of the Kenyan and Ugandan secondary school education systems. The study used the service marketing mix to determine this perception.

The population of study included Kenyan parents currently living in Nairobi but who have enrolled their children in Uganda for secondary school education. Parents have expectations from the country's secondary education system and my interest was to find out to what extent these expectations have been met by the current education system. The level of parents' satisfaction will shed light on how they perceive the Kenyan Secondary School Education System in comparison to the Ugandan Secondary School Education System.

The primary data used in this study was obtained using a structured and semi structured questionnaire which was administered on a 'drop and pick later' basis. It was analyzed using tables of frequencies, and percentage tables of frequencies, and percentages.

The findings of the study revealed that parents have access to a lot of information about the Ugandan Secondary School Education System, more so through positive word of mouth. The disparity in the amount of fees paid in each system is one of the main reasons why the parents enroll their children into Uganda for forms five and six. The study revealed that parents are apprehensive of the many interruptions that characterize Kenyan Secondary schools and Universities, for example, in terms of teachers' and lecturers' strikes, an aspect that is absent in the Ugandan systems. Similarly, the university entry requirement, which is considered high in the Kenyan Education System, has equally contributed to the exodus.

## TABLE OF CONTENTS

Title	Page
<b>Declaration</b>	i.
<b>Acknowledgement</b>	ii.
<b>Dedication</b>	iii.
<b>Abstract</b>	iv.
<b>List of Tables.</b>	x
CHAPTER ONE	
Introduction	20
<b>1.0. Background</b>	1
1.1.0. The Concept of Perception	2
1.1.1. Kenyan secondary School Education	3
1.1.2. Ugandan Secondary School Education	5
1.2. Statement of the Problem	5
1.3. The Objective of the Study	7
1.4. The Importance of the Study	7
CHAPTER TWO	
<b>2.0. LITERATURE REVIEW</b>	
2.1. Introduction	8
2.2.0. Factors that Affect Perception	8
2.2.1. Motives	9
2.2.2. Learning	9
2.2.3. Attitudes and Personality	10
2.3.0. Buyer Decision Process	10
2.4.0. Factors that Influence Buyer Behavior	12
2.4.1 Social Influences on Buying Behavior	12
2.4.2. Customer Satisfaction	13
2.5. Importance of Customer Satisfaction	13

2.5.1 Determinants of Customer Satisfaction	14
2.6. Service Quality	15
2.6.1. Service Quality Dimensions	17
2.7. Service Marketing Mix and their Influence Buyer Behavior	18

### CHAPTER THREE

#### **3.0. RESEARCH METHODOLOGY**

3.1. Research Design	28
3.2. Population of Study	28
3.3. Sampling frame and size	28
3.4. Data Collection	29

### CHAPTER FOUR

#### **4.0. DATA ANALYSIS AND FINDINGS.**

Introduction	30
Data analysis and findings	30

### CHAPTER FIVE

<b>5.0. Summary, Conclusions and Recommendations.</b>	48
5.1. Summary	48
5.2. Conclusions	48
5.3. Recommendations	49
5.4. Limitations of the Study	50
5.5. Suggestions for further Research	50

<b>REFERENCES</b>	52
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<b>APPENDIX I (Letter of introduction)</b>	57
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<b>APPENDIX II (Sample questionnaire)</b>	58
---	----

<b>APPENDIX III (List of Respondents)</b>	63
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## LIST OF TABLES.

Table 1: Respondent Bio Data.

Table 2: Education Level

Table 3: Employment status

Table 4: Number of children Enrolled into Ugandan Secondary system.

Table 5: Mode of Sponsorship.

Table 6: Number of children Enrolled into Ugandan Secondary system

Table 7: Sex of student.

Table 8: Subjects offered are too many.

Table 9: Duration of the system longer

Table 10: University Entry Requirement is higher

Table 11: The fee charged is higher.

Table 12: Other charges are higher.

Table 13: The Places available secondary are fewer for form five

Table 14: Places available for form five are fewer.

Table 15: The Physical Facilities of Kenyan Education System are Fewer

Table 16: School surrounding is less suited for learning.

Table 17: Teaching and learning materials are less adequate.

Table 18: Level of technology in lower.

Table 19: Level of qualification of teachers is lower.

Table 20: Level of qualification of school management team is lower

Table 21: Reputation of School Management Team is Poorer.

Table 22: Political interference in school affairs is higher

Table 23: Information on the schools offering form five level is limited.

Table 24: Methods of teaching are less suited

Table 25: Language used is harder to understand.

Table 26: Ability of education system to provide quality education



- Table 27: Ability of education system to provide reliable education to enable learner enter higher education levels.
- Table 28: Ability of education system to provide education for successful entry into the job market.
- Table 29: Ability of education system to provide Provision of reliable education to enable learner be retained in the work place.
- Table 30: Ability of the education system to provide Provision of reliable education to equip learner with skills for self-employment.
- Table 31: Sources of knowledge about opportunities for form five in Uganda.
- Table 32: Trend of enrolment of Kenyan students into Ugandan Secondary School education system.
- Table 33. Likely outcome of enrolling students into Ugandan secondary education system.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Concept of Perception.

The Webster 1996 Edition of New Encyclopedia Dictionary defines the word “to perceive” as to ‘attain awareness of or understanding’ or become aware of some-thing through the senses, while perception as ‘the act of perceiving, having the ability to see, hear, or understand thing things, awareness’. Buchanan and Hycynski (2001), on the other hand, define perception as a dynamic psychological process responsible for attending to, organizing, and interpreting sensory data. We perceive the world around us in different ways and therefore perception is unique to individuals as handwriting.

Perception is important to organizations as it affects customer satisfaction. Secondary schools are such organizations that are affected by perception. Okumbe,(1999) purports that school is an industry and adds that it is a unique industry as the raw materials, that is the students, are animate and have to be transformed into an appropriate product. The learner is a product whose quality cannot be judged from their external appearance. According to Okumbe, educational organizations like other organizations have a number of characteristics, which are goals, technology, division of labor, power centres and environment. Parasuraman et el (1985) suggest that service quality is an important component of customer satisfaction. They further suggest that satisfaction affects assessment of service and vice-versa and that as a result determines the consumers’ perception over the service and the future orientation over the service - whether to buy or switch to a competitor. Satisfaction may also determine what to buy, where to buy, how to buy and when to buy it. Kibera (1996) suggests that perception is important in that it intervenes between the individual and the environment. He further purports that it is easier to change a person’s behavior if his perception of various issues and events is known. Schiffman (1999) argues that individuals act and re-act based on their perception and not based on objective reality.

Consumers of secondary school education may perceive the **service product** in terms of its quality, relevance with regard to the ability to gain entry into gainful employment, reliability

as regards the acquisition of skills needed in the job market and responsiveness to competence in the market needs. Consumers may also perceive education in terms of;

- Its accessibility (**place**), that is how far or near and/ or how conducive is its location in the consumers' perception?
- Its affordability (**price**)
- The service providers (**the people**) –the school management team, the teachers, the government or other private education providers and the direct consumers, the learners-
- The **processes** for example the duration and the mode of service delivery
- The **physical facilities**, which include, the buildings and the general structure of the school, etc.; and the **promotional activities** of the schools, which may include information about what is offered in the schools that make them unique in their own ways, thus appealing to the buyers. Promotion could take the form of good results, positive character development, etc.

### 1.1.1. Kenyan Secondary School Education System

The Education system in Kenya has undergone many policy shifts, through commissions of enquiry. For example, the 1981 Kamunge report recommended the replacement of the 7-4-2-3 system with the 8-4-4 systems of education. This meant that a learner spent eight years in primary school, four years in secondary school, and another four years at the university. It should be noted that that was the ideal situation. However, there were instances when a learner was forced to repeat a year due to poor performance or failure to attend school adequately due to one reason or another, which would include lack of fees to sickness etc.

There are different education providers, who include the government, churches and religious groups, private companies and /or individuals. They offer various secondary school education curricula, for example, the British based 7-4-2-3, the American based 8-4-4, the Swedish, the German, French, Japanese and Spanish, from which the parents and sometimes the learners, have to choose. The various policy shifts, the presence of different education providers and different curricula in the country are an indication that the consumers have choices and these choices may be made with regard to the perception each parent holds of the secondary school education in Kenya.

The government of Kenya introduced the 8-4-4 system of education in 1985, in response to the problem of unemployment. It is a technical and vocational oriented curriculum, (The Institute of Economic Affairs and The Society for International Development (2001) Report), an aspect that was recommended by the 1976 Gathachi Report, which emphasized, among other things, the making secondary education pre-vocational with a view to produce trainable young people, diversify the secondary school curriculum, and give a stronger practical orientation.

The government reduces the parents' burden of the cost of education by paying the teachers. The 1988 Mackey report, introduced cost sharing in the educational sector at all levels of learning, causing the parents to shoulder the burden of construction of physical facilities, buying of textbooks and other learning materials, (Kimuyu et al, 1996). These costs translate into high school fees.

The Kenyan secondary school system is highly segmented. There are national, provincial, district and divisional schools. Segmentation is also based on the level of performance, such that the schools registering higher scores may attain the status of a national school and those registering low scores as divisional. Some are segmented based on religion, such as Christian and Moslem sponsored schools. Availability of facilities marks another basis for segmentation and schools may charge fees with regard to the level of availability of physical facilities of the school. What this means is that mostly it is the children from rich families can afford the high fees charged in the schools that register scores, or with better facilities. However, there are exceptions of a few children from poor families, who secure sponsorships or get bursaries from individuals, companies or the Government to pursue their studies.

Sheffield (1973), notes that the Kenyan education system is highly competitive and that it has retained a strong academic orientation. For example, currently the University entry cutoff points stand at 68, a mean score of B, The Institute of Economic Affairs and The Society for International Development (2001) Report .

Education in Kenya has faced many challenges. To begin with, many parents are poor, and now many of them are either affected, infected or have already succumbed to the HIV/AIDS

scourge causing many of the learners to be orphans. These two have caused a high dropout rate and this may hinder advancement into higher institutions of learning or entry into gainful employment. Mr.Kamau Kaniaru, (2004) notes that excruciating poverty is a fact of life. Majority of Kenyans are poor and the country's economy lagging behind with a GDP increase of only 2.7% and 4.3 % in 2003 and 2004, respectively. However, the cost of education remains high, Mwiria, (2004) the then Assistant Minister for education decried that Kenya's education system favors the rich. A legislator, Munya,(2004) decried that the Kenyan education system needs an over haul as it is irrelevant and does not allow students to compete with others in the region and this causes uncalled for exodus by students to other countries.

The Draft Master Plan on Education and Planning, (1997) document reveals that the problems that plague the education sector in Kenya are inequity, inadequacy in participation and irrelevance to labor markets. Similarly, the National Development Plan (2002-2008) reveals that, despite the major strides made in education and training, a number of challenges still persist and these include the cost of education and training, inequity in access, high wastage rates, the problem of relevance and quality and under enrollment in key post secondary institutions.

Kibogy, (2001), argues that the introduction of the 8-4-4 system of education over looked an important aspect- that the curriculum has educational and non-educational activities but that the academic is over emphasized at the expense of the co-curricular. He suggests that the curriculum is overloaded, giving the student little room for choice and that emphasis is placed on science subjects and mathematics. In addition, Kibogy argues that education being the most pervasive of government services has emerged as an issue of government political magnitude, where narrow political interests are allowed to override recommendations by commissions.

These challenges, among other reasons could influence the parents' perception, causing them to take varied decisions relating to the enrollment of their children in secondary schools is concerned. These decisions range from enrollment in public and private institutions within

and outside Kenya, for curricula similar and different from those offered in Kenya. The secondary education in Kenya, in particular and the 8-4-4 system, in general are plagued with challenges.

### **1.1.2. Ugandan Secondary School Education System**

Uganda has, generally maintained her secondary education system with insignificant changes. The system followed is the 7-4-2; seven years in primary, four years in secondary and two years in high school before joining a university for a degree or an institution for a diploma course. The government is the main education provider. However, there are a number of private providers, ranging from primary to university levels. The Basic Education Coalition Report (1996-2005) reveals that liberalization policy has not only been felt in the manufacturing industry, but also in the education sector. The report further suggests that, this has caused a number of private schools, both primary and secondary to be set up.

Uganda's economy has been relatively stable, for example, the Deloitte 2005 East Africa Budget Insight reveals that Uganda has experienced an impressive economic recovery through the 1990s, resulting in a significant reduction in poverty. The report further reveals that an improvement in real GDP growth was observed in 2003/2004 fiscal year with an estimate of 6%. However, despite this improvement in the economy, Ugandan education system has its own problems. For example, Nkata, (2005) the District Education Officer of Masindi district in Uganda notes that there are high dropout rates in both primary and secondary schools, due to high fees. Similarly, he suggests that the education standards are poor, with some schools overpopulated, yet with very poor facilities. Similarly, the HIV/AIDS scourge has adversely affected Uganda, like most other African countries,, leaving many children orphaned.

### **1.2. Statement of the Problem.**

Many Kenyan parents have continued to enroll their children into various foreign secondary schools, colleges and Universities, some pursuing similar curricula as those offered in Kenya. For example according to the Sunday Nation (July 3<sup>rd</sup> 2005) survey, in the Kampala

International University (K.I.U.), the population of Kenyans students is so high that it is joked that K.I.U stands for Kenyans in Uganda.

Prominent academicians such as Magoha and, Saitoti (2005) have lamented the magnitude of students being enrolled into foreign countries for education, noting that it is disheartening to realize that Kenya has given too much to the outside world while getting nothing in return. If the trend is to be checked, there is need to find out the cause of the parents' preference to enroll their children into Ugandan Education System in particular, and in other foreign countries, in , in general. It is only the knowledge of their perception of the Kenya education system and the factors responsible for the perception that is likely to reveal their preference.

This enrolment of students by parents may be an initiative to respond to the situation of school leavers without chances of academic advancement or entry into gainful employment. For example, The Institute of Economic Affairs and The Society for International Development (2001) Report reveals that only 27,149 out 140,506 of the 1996 KCSE candidates were selected for post secondary institutions including universities. Similarly, in 1999 out of the 36,666 candidates who sat for the Kenya Certificate of Secondary Education (KSCE), and were qualified for admission into the public universities, only 8,892 or a mere 29.5 percent were admitted into the public universities in the year 2000. This is less 6 percent of the total number of students who registered for the examination. The existence of numerous private universities has not tremendously altered the situation.

The ever increasing and worrying movement of students from Kenya to other countries and to Uganda in particular, is knowledge gap that needs to be investigated. The fact that many prominent academicians as well as politicians have decried the movement of students from Kenya to other parts of the world and specifically to Uganda shows that there is a knowledge gap, in so far as the Kenyan secondary school system is concerned.

Many studies have been done on customer perception, satisfaction and education; Opero, (2000), Mairura (2003), respectively. However, the researcher does not know of any research carried out on parents' perception of secondary school education. It is therefore, the aim of the researcher to compare the Kenyan parents' perception of, the Kenyan and the Ugandan secondary educational systems.

### **1.3. The Objectives of the Study:**

- i). To find out how parents perceive the Kenyan and the Ugandan secondary education systems.
- ii). To establish the factors that determine this perception.

### **1.4. The Importance of the Study:**

It is hoped that the study will go a long way in helping the following groups of people;

- 1) To parents-It will save them the trouble of enrolling their children in foreign Universities only to have them back (in Kenya) in a diminished job market, where Chances of employment are quite minimal.
- 2) The government –The study aims to bring to the government’s attention the perception the parents have of the Kenyan Secondary Education System. To begin with, it is hoped that this study will in turn assist the government to strive to put in place strategic measures that would ensure an education system that is responsive to the needs of Kenyans, thus by reducing the huge amounts of cash spent on educating Kenyans abroad.  
Second, it will help the government put in place measures to reduce the rate of unemployment in Kenya, so that Kenyans do not seek refuge in other countries for a ‘suitable’ education system..
- 3) To the academic fraternity- The study will add to their knowledge base especially in the field of education marketing an area where research in Kenya has been minimal.
- 4) To providers and investors in this sector-The study will enable them to understand parents’ perception of their marketing activities, so that they put in place effective strategies that will positively perceived.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Introduction

Kibera and Waruingi (1988), purport that our perception of an object or event is the result of two types of factors. The first are the stimulus factors (which are characteristics of the physical object such as size, color or shape) and the second are the individual factors (which are characteristics of the individual and these may not only include sensory processes but experiences with similar items and basic motivations and expectations). This second group of factors is likely to influence the parents' perception. Buyers rate identical services differently, depending on customer perception of those services. The decisions they make are more perceptive than a reality. The reaction given would indicate whether one is satisfied with the stimulus or not.

#### 2.2.0. Factors that affect Perception

Perception is closely influenced by motives, what is learned, attitudes and personality, (Lovelock, 1996; Loudon et al, 1979; McCarthy, 1991).

#### 2.2.1. Motives.

Loudon (1992) defines a motive as an inner state that mobilizes bodily energy and directs it in selective fashion toward goals, usually located in the external environment. He classifies motives into three;

First, there are the Affectional motives, which he suggests, aims at forming and maintaining warm harmonious and emotionally satisfying relations with others. A good example is cooperating or team building. Then there are the Ego-defensive motives directed at protecting personality to avoid physical and psychological harm, for example prevent loss of prestige. Finally, are the Ego-boosting motives directed at enhancing or promoting personality, for example gain prestige and recognition.

A motive is an inner state that directs a person's behavior toward his or her goals in an attempt to satisfy a felt need, (Kibera and Waruingi, 1988). A buyer's set of actions at any given time is affected by a set of motives rather one. For example, some parents find prestige, others, a sense of belonging, some because of sheer influence. Parents influence each other to enroll their children in other parts of the world and they have looked at studying abroad as a way of opening "new horizons to converge with the latest advancements in the field of academics and education", (The People Daily Fri. Sept. 9, 2005).

Fefield (1998) quotes Herzberg and Maslow that motivation takes a hierarchical form, that once lower level needs are satisfied then an individual seeks higher level needs. Parents' motives could be as varied as their drive to attain recognition, to fulfill ego needs or for self-actualization as they search for education for their children.

### **2.2.2. Learning.**

Kibera and Waruingi (1988) define learning as any change in an individual's response or behavior resulting from practice, experience, or mental association. They further suggest that consumer learning is the process by which individuals acquire the purchase and consumption experience they apply to future related behavior. This change in an individuals' behavior arises from prior behavior in similar situations. Parents who have enrolled their children in the Ugandan Secondary System may do so because of the previous satisfying experience got or what satisfying experiences others have got previously.

McCarthy et el, (1991) argue that variations in behavior that result from psychological conditions such as hunger, fatigue, growth or deterioration is not learning. To them learning refers to effects of direct and indirect experiences on future behavior and that the effects on an individual's behavior strongly influence the learning process. If the effects of the actions are rewarding or satisfying the person may behave in the same way in a subsequent or similar situations. However, if the effects are not satisfying then the reverse is also true. This may explain why parents would involve themselves in a repeat purchase of the foreign education –when they know what they hope to achieve from this external enrollment. Consumer learning may also be affected indirectly by experiencing products through information from sales people, advertisement, friends, and relatives. McCarthy further suggests that these

needs are learned culturally or socially, that is through influence from the immediate environment. This serves as sources of information for the parents who have enrolled their children in Uganda for secondary education.

### **2.2.3. Attitudes and Personality;**

Schiffman (2000) suggests that perception can be affected by attitude, which he defines as a learned predisposition to behave in a consistently favorable way with respect to a given object. Attitude research has been a popular academic area of interest for a long time. However, today there is no conclusive research that shows that attitude and behavior are linked, (Fiffield, 1998). Other writers, Kibera and Waruingi, (1988); Assael (1998); Pearson et al (1992) among others suggest that attitude is learned and can be obtained through interaction with other people and can be changed. Attitude consists of knowledge of positive and negative facts about an object and that would in turn cause the customer to buy or not to buy a product. When such notions as the education system in Kenya is too expensive and too loaded for the learner, are shared among the consumers of the same system, this becomes an indication that the consumers already have an attitude toward that product.

Personality on the other hand is believed to be an internal structure in which experience and behavior are related in an orderly manner, Pearson et al (1992). Personality makes each individual unique from the other and this uniqueness of one's personality arises from hereditary background and experience. This implies that nature and environment can change one's personality. Therefore, it is no wonder that parents have had their attitude about the Kenyan education system changed, since initially there were not so many outcries about the secondary school system of education in Kenya. Despite the many studies carried out in the past, it remains inconclusive as to what personality characteristics relate to buyer behavior. However, some studies have proved that personality influences types and brands of products purchased, (McCarthy et al 1991.)

### **2.3.0. Buyer Decision Process;**

Advanced technology, liberalization, and globalization have caused consumers to become more informed and have the freedom to challenge the status quo and to choose from the wide

range and increasingly allay of options, (Ndirangu, 1999). As such, they have ceased to be price takers and now demand a value for their money. They have the freedom to buy what they want from where they want, how and when they want it.

Lovelock (1996), Loudon et al (1979) McCarthy (1991) all agree on one aspect, that buyers decision making is a process. They suggest that there are buying roles in the decision-making unit, which include the initiator, the influencer, the decider, the buyer and the user. In the case of education, different people play these roles, for example, the parent or the child may be the initiator of what education system to be adapted by the learner and the buyer is the parent while the user is the child. However, the influencers may be within or outside the family like friends, relatives or peer-group. Unlike in the purchase of goods where search qualities dominate, Zeithaml et al (2000) argues that experience and credence qualities dominate in service. They further proposes that the consumer goes through four steps in the buying process, viz, information search, evaluation of alternatives, service purchase and consumption and lastly post purchase evaluation; which steps differ in buying of goods and services.

McCarthy et al, (1991) suggest a five step problem solving process in the customer's effort to purchase. First, they become aware or interested in the problem. Parents seek for alternative secondary education system for their children by first becoming interested in the problem of the Kenyan Secondary Education System, than they search for a solution. They recall and gather information about possible solutions. The parents then go through information search process to see if the alternative will solve their problem or not.

Parents evaluate the alternative solutions perhaps, trying some out and then they decide on the appropriate solution. If the alternative seems to solve their problem, they take to it and this may explain why a parent would repeat the act of taking more than one child to the same place over time. Parents also evaluate the decision taken. When the results of the decision taken meet the parents' expectation, they become satisfied and spread a positive word of mouth. This may explain from where quite a number of parents got information about chances of study in Uganda.

#### **2.4.0. Factors that Influence Buyer Behavior.**

Many researchers have concluded that there are factors that have a direct or indirect influence over the buyer behavior. Ferrel, (1998) and Solomon, (1992) suggest that perception, personality, motives, learning and attitudes greatly determine buyer behavior. They further argue that these factors may work individually or in conjunction with one another.

#### **2.4.1. Social Influences on Buying Behavior.**

This refers to the people around the buyer and these are the roles and position held by the buyer, family influence, reference groups, social classes and culture as well as the subculture, [Kibera and Waruingi (1988); Assael (1998); McCarthy et al (1991)].

Positions occupied and roles of such positions dictate what is expected of one. These roles influence behavior in general and buying behavior in particular. Reference group in one an individual identifies with and takes the values, attitudes, or behaviors of the group members. It may act as a source of information or point of comparison for an individual to a point of changing behavior. These can also influence purchase decisions depending on the individual's susceptibility to the reference group. This influence also depends on product type. In this study, a number of parents attributed knowledge of chances of study abroad from their children, who most likely got the information from their peer groups.

Other social influences on buyer behavior are the social classes -ranking of people into social positions of respect, those with a similar ranking forming a social class. Such factors as education, income wealth, religion, ethnicity, and possession can be used to group people into social classes.

Ferrel, (1998) suggests that to some degree individuals within social classes develop and take one common pattern of behavior. He further purports that they may have similar values, attitudes, language, and possessions. He adds that members of same social groups influence one another's lives. Lastly but not least, culture and subculture also influence customer-buying behavior. Culture is the way of life of a given group of people and includes clothing mode, dietary habits, education, values, etc. Ferrel (1998) suggests that culture is learned and passed from generation to another. These influences affect buying because they touch on all aspects of life of an individual's behavior, for example how one buys and uses a product,

thus by determining whether satisfied or not with the product. Ferrel (1998) further notes that customer behavior need be studied effectively and that the customer be viewed as a decision maker, whose objective is to develop and maintain an assortment of products that provide current and future satisfaction. Such a move as parents enrolling their children for similar curricula in other countries seems to be an exhibition of lack of satisfaction.

#### **2.4.2. Customer Satisfaction.**

Customer satisfaction also influences buyer behavior. Satisfaction is the degree of customer perception of the service or the depth of feelings that range from mild to extreme delight or dislike. Kotler, (1996) observes that customer satisfaction is the extent to which a product or service's performance matches with the buyer's expectations and adds that if the product falls short of the expectations the buyer is dissatisfied. If the performance matches or exceeds the expectation, the buyer is satisfied or delighted, (Palmer, 1993). Satisfaction is an emotional feeling, which is affected by perceived quality and satisfaction is always confused with quality. Zeithaml and Bitner (1996) define satisfaction as the customer fulfillment response. It is a judgment that provides a pleasant, a pleasurable level of consumption related to fulfillment. Satisfaction therefore is the customers' evaluation of a product or service in terms of whether that product or service has met their needs or expectations. Failure for a service or product to do so it is assumed to result in dissatisfaction with a product or service. Customer satisfaction can be determined by the attitude held by the customers towards a product or service. Schiffman (2000) suggests that attitudes have a motivational quality, meaning that they may propel a consumer toward a particular behavior or repel the consumer away from a particular behavior. This suggests that attitudes can be consistent or changed in relation to the environment in which a consumer finds himself in (that attitudes may be situation specific).

#### **2.5.0. Importance of Customer Satisfaction.**

According to Zeithaml and Bitner, (1996), satisfaction is the customer's evaluation of a service in terms of whether that service has met their needs and expectations. Failure to do so, it is assumed to result in dissatisfaction with the service. Similarly, Heskett, Sasser and Schlesinger (1997) purport that firms have discovered has increasing levels of customer

satisfaction can be linked to customer loyalty and profits. It is important to enhance customer satisfaction as it leads to customer loyalty and retention. Reichheld (1996) summarizes into four the benefits of maintaining and developing a satisfied, loyal customer base to an organization and mostly this is linked to the firms' bottom line. These he suggests are increasing purchases, lowering costs, free advertising through positive word of mouth and employee retention.

Satisfaction is important to the customer because it generates confidence and trust in the service or product provider along with a sense of reduced anxiety and comfort in knowing what to expect. If the service provider knows the customers, their needs and preferences and tailors them to suit their needs, then it would mean the customers remain loyal to that provider. Satisfaction develops familiarity and social relationship between them and their service providers and eventually would hope for special treatment like reduced prices etc. However, a dissatisfied customer will switch service providers and cause immeasurable damage to a business through negative word of mouth among other ways.

### **2.5.1. Determinants of Customer Satisfaction**

Taylor (1978) suggests that perception is one of the elements that affect customer satisfaction. He further suggests others as being, product features, customer's emotional responses, their attributions and their perception of equity. Similarly, Ostroun and Lacobucci (1995) stress the fact that customers of services will make a trade off among different features, such as price versus quality. Folkes (1988) argue that customer's emotions can also affect their perceptions of satisfaction with products and services. Some of the emotions can be stable, for example pre-existing, others can be induced by the consumption experience itself thus influencing a consumer's satisfaction with the product. Similarly positive emotions, for example happiness, pleasure and a sense of warm heartedness enhance customer satisfaction while negative ones such as sorrow, regret, sadness, and anger may lead to diminishing customer satisfaction.

Fifield, (1998), contends that customers have many product brands to choose from, hence becoming less loyal to brands and organizations. He further argues that if the brands and or

organizations fail to provide what is wanted, when it is wanted, and at a reasonable price, then loyalty shifts. Quite a number of Kenyan parents have shifted goal posts by enrolling their children in other countries. They have expressed feelings of sorrow because of their children, who are secondary school leavers having no suitable training to undergo or no entry into employment. There is an attempt to enable their children gain entry into colleges and or universities for further training or entry into meaningful employment. This would ultimately, earn them satisfaction.

#### **2.6.0. Service Quality**

Kimonye, (1998), notes that service quality is the key to customer satisfaction. Abagi, (1997), suggests that, although agreeing to a definition of quality of education has been problematic, the issue of quality has persistently, emerged. They further suggest that studies have identified both in and out of school elements, for example curriculum, instructional materials, teachers, pedagogy, school atmosphere, education policy, cost of education and attitudes towards education as some of the factors that determine the quality of education. The many policy shifts that have characterized Kenyan education indicate that there is a disconnect in that education system. The system has received criticisms from parents and political leaders in Kenya.

Fefield (1998) notes that service quality is more difficult to evaluate than goods due to the intangibility of services – they have no tangible evidence of quality, hence consumers depend on other cues like price. Payne et al (1995) suggest that service quality perceptions result from a comparison of customer expectations with actual service performance. Lewis and Booms (1983) observe that service quality is a measure of how well the service level delivered matches customer expectation, and suggests that service quality can be two fold. These are the quality of a service as how much the customer perceives that quality and this is perceived quality and quality defined by service operation, which is adhering to the specifications, and this is objective quality. He concludes that perceived quality is stronger than objective quality since it has a great impact on the course of action the consumer takes.



of service quality suggest that there may exist customer provider gaps. The customer gaps (the difference between customer expectations and perception) result from the provider gaps, which are of four types.

Gap 1- Not knowing what customers expect, that is, the difference between what the customers expect and what the service providers feel they offer the customer.

Gap 2-Not selecting the right service designs and standards. These standards are seen through the eyes of the service providers, which differs with what customers perceive as the right designs and standards.

Gap 3- Not delivering service to the expected standards. That customer specifications of service standards are not met.

Gap 4- Not matching performance to promises. At this point the service delivered does not match the prescribed standards.

Zeithaml, (2000) further purports that the provider gaps cause the customer's gaps. The Kenyan Secondary Education System, seems to fall short of the customer expectations, hence the ever increasing exodus to other countries for similar education. The customer satisfaction can be viewed in relation to the marketing mix of services, viz product, price, place, people, physical facilities, promotions and the processes. Kenyan secondary education consumers have been promised a lot, for example free education and they expect that their children get employment upon completion of college or entry into university after school. The consumers have not received the promise as is seen in the presence of the many school leavers with no avenues for education advancement or entry into gainful employment.

Kotler (1996) observes that customer satisfaction is the extent to which a product's performance matches the buyer's expectations and adds that if the product falls short of the buyer's expectations (perceived expectation), then the buyer is dissatisfied. If the performance matches or exceeds expectation, then the buyer is satisfied or delighted. A number of researchers have attempted to explain the cause of dissatisfaction among the customers. These include such researchers as Zeithaml et al (1985) who in their Gaps Model of service quality suggest that there may exist customer provider gaps. The customer gaps (the difference between customer expectations and perception) result from the provider gaps, which are of four types.

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### 2.6.1. Service Quality Dimensions

Garvin (1987) suggests that there are eight dimensions of service quality that are applied to goods and services, namely, performance, feature, reliability, conformance, durability, serviceability and perceived quality. However, researchers, Parasurman, Zeithaml and Berry (1988), have found that consumers mainly consider five dimensions in their assessment of service quality. These, they suggest are reliability, responsiveness, assurance, empathy and tangibles.

Irons [1994] quotes Gronroos concerning quality of service;

“Quality does not exist in an objective fashion. Rather, it is perceived subjectively and in a personal way by every single customer. Consequently, it is appropriate to talk about perceived service quality. The perceived service quality is a function of the expectations and the experiences of a given customer. If the experienced service equals the expected service, the perceived service quality will be good. On the other hand, if the experiences are below expectations, the customer will be unsatisfied and the perceived quality will be lower.”

Indeed it is difficult to define quality of education; from whose perspective should the quality be perceived? Is it the consumer's (the learner), the buyer's (the parent) or the producer's (the government, the teacher, or other stakeholders) ?

Abagi, (1997), Fuller (1985) and World Bank (1988) notes that quality of education could be as a result of combined factors in school and outside school elements. They all agree that such elements include, the curriculum, instruction materials, teachers, pedagogy, school atmosphere, education policy and attitudes towards education. The implementation of many educational programs and projects in Kenya has put to test the question of quality of education at all levels. For example the implementation of the 8-4-4 system of education meant several adjustments are done in a hurry, both at national and school levels, such as new guidelines for teachers new syllabi, recommended books among other things. It necessitated the hiring of untrained teachers, (GoK 1994) because of the heavy workload that was inherent in the new curriculum. This has a direct implication on the quality of that education.

Service quality in relation to secondary school education would be viewed in terms of reliability-How much can the secondary school education in Kenya be relied on to successfully guarantee the learner an entry into higher education and eventually into the work force. It can also be seen in terms of responsiveness- How much does the education make the learner responsive to the ever changing country's and world's development needs, especially in the field of employment or self employment?

In addition, service quality can be in relation to competence-How much is the education capable of equipping the learner with skills and knowledge to compete favorably for places both in the higher institutions of learning and in the work place with their counterparts from private institutions and from institutions offering different curriculum? Service quality can be seen in relation to accessibility-How easily can this education be accessed when a majority of Kenyans live the below poverty line and yet the burden of buying text books and other teaching and learning materials has been placed in the hands of parents and guardians? What with the burden of building the physical structures such as classrooms and workshops in the hands of the community! Security is yet another determinant of service quality. The security that this education guarantees the learner to advance in education, or enter into gainful employment or into self-employment is very important. The Kenyan Secondary Education System relies heavily on examinations and this denies quite a number of learners to enroll to next educational levels.

How relevant is the education for the labor market?-The Draft Master Plan on Education and Training of 1997 identifies the problems that plague the education sector in Kenya as those of inequity, inadequacy in participation, and irrelevance to the labor market needs. Is the educational curriculum geared towards producing a workforce that is relevant to the market labor needs?

#### **2.7.0. The Service Marketing Mix and their Influence Buyer Behavior**

Palmer, (2000) notes that the service marketing mix is the conceptual framework that highlights the principal decision marketing managers make in configuring their offerings to suit consumers's needs. In the education sector as a service, there is decision making, hence

the need for the service marketing mix. The service marketing mix form the marketing strategies for services and are the central vehicle for attaining competitive advantage, Porter (1996).

Education is a non-profit sector and like all non-profit organizations, education has goals that are clearly defined and agreed upon. But it may be impossible to measure their accuracy, as it is difficult to measure its output, (Warinda, 2002). Services are a form of product that consists of activities, benefits or satisfaction offered for sale and that are essentially intangible and do not result in ownership of anything tangible. Armstrong and Kotler, (2004) list education as one of the elements of the service industry. There are seven elements of the service mix.

### **2.7.1. The Product**

In the case of secondary education the curriculum offered is the product. This is the good or service designed to satisfy a consumer's need. Kevin et al (2002) state that a product is anything that can be offered to the market for attention, acquisition, use or consumption and that it might satisfy a want or a need and is exchanged at a price. Therefore, Kenyan and Ugandan secondary education systems are the product-services. There are both public and private schools in both countries, for example in Kenya, the private sector offers other curricula like the International General Certificate of Education (IGCE). Some public schools albeit very few offer the 7-4-2-3 system which are of much interest to a majority of parents who have enrolled their children in Uganda for 'A' levels. The presence of various education curricula (service substitutes) in and outside Kenya is likely to influence the consumers' perception.

The intangibility, inseparability and variability of education pose difficulties to it being sold. Physical evidence is required to the unimaginary offers given and provider and client interaction become crucial because they affect the outcome. The characteristics of services make education too complex an item for sale in the market and requires the formulation of meaningful product concepts to accompany it, (Bloom and Nocvelli, 1981). In Kenyan schools these meaningful concepts are in physical evidence terms and range from unique buildings, school bus, superior classroom and office equipment among others. All

this cost institutions a lot of funds, which only a few can afford, hence many remain unattractive to the customer. The type of education offered in Kenyan Secondary schools is deemed qualitative depending on the product concepts that are available in the specific schools. Kotler (2001) noted that to reduce uncertainty, buyers look for evidence of service quality and that explains why certain schools, not only in Kenya but in the world over are preferred to others.

Kotler and Armstrong, (2004), suggest that product planners need to think about products (and services ) at three levels with each level adding more value to the consumer. First is the core business which is what the buyer is really buying. In the case of the Kenyan and Ugandan secondary education systems, the core benefit is an education that opens an avenue to higher education levels or to the job market. When designing the product/service the marketers must first define the core problem solving benefits or the services that customers seek, e.g. a secondary school student seeks to pass examinations with good grades to proceed to the next level. The second is the actual product which incorporates service features or actual services which incorporates product features. Thirdly is the product or service which offers the customer additional customer benefits on top of the core and the actual product/service.

### **2.7.2. The Price**

Price is the only element of the seven marketing mix that generates revenue to an organization even in non-profit making sectors. Price has a psychological impact on customers, for example it is perceived that the higher the price the quality. It can be used as a major competitive tool to offset competitive thrust and it is the only one that can easily be changed to respond to changes in the market place. Crane (1993) defines price as what is exchanged for the product, while Kibera and Waruingi, (1988) define it as the value placed on a good or service by customers at some point in time. On the other hand, Tierney (1998), notes that price can be used by institutions to communicate desired positioning of its product, while Irons[1994] asserts that pricing and quality are interrelated to a high degree, but in a way linked to value.

Promotion is a way of informing the buyer about the product [in the Kenyan public secondary school, this is done in form of output-results obtained as a school in national exams. It is also expressed in the form of the physical facilities [books, laboratories, etc], co-curriculum activities such as games, drama, etc. The promotion mix is limited to advertisements and word of mouth of which the latter takes centre stage. The consumers of education as a service may be appealing to the service in terms of its outcome or benefits.

Education in Kenya needs a lot of marketing to survive the cutthroat competition she faces from other nations, to which Kenya loses many of her students. Lovelock, (1996) purports that the financial pressures confronting public and non-profit organizations are forcing them to cut costs, develop more efficient operations and pay more efficient attention to customer needs and competitive activities. Kenyan education sector needs to coin strategies that would attract the students and retain them through the delivery of quality education. Kotler and Fox, (1985), note that effective education marketing relies on the development of clear objectives and a sound strategy. The strategy includes the selection of a target market, the choice of a competitive position and the development of an effective marketing mix to reach and serve the chosen market efficiently.

Education marketing, according to Topor (1998), is applying all the principles, ideas, processes and procedures of commercial programmes based on market needs. Due to globalization, rapid advances in communication and information technology, the world has become a small global village. Kotler (2001) argues that globalization is a world wide transformation associated with an explosion of information technology and an increased trend towards regionalization. The consumers have, in turn, become knowledgeable, no longer price takers, due to availability of product/ service substitutes and also demand quality for their money. Educational institutions face a lot of marketing problems as a result of the changing student needs and societal expectations, increased competition for the scarce resources, in addition to legislators and community groups asking for more accountability from the institutions, (Cateri and Barrick, 1996).

It is not easy to quantify service quality if quality is to be used to price education. It is difficult to measure unit of service delivery if price is to be decided as per unit delivery since there is no uniformity in service delivery. Many parents are unable to cope with high cost of education resulting in increasingly high drop-out rate of students. UNs Common Country Assessment for Kenya-Final Report [1998] reveals that the enrolment trends for secondary school education fell from 31 percent in 1989 to 26.5 percent in 1996, and commends that this trend is persistent.

However, Lovelock, [1984] suggests that price is a very important index of quality, that the higher the price, the higher the quality. Kurtz and Clow, (2002), observe that because services are intangible and are experimental in nature, consumers use price as a sign of what to expect in terms of value from the service. It is perceived that the higher the price, the higher the quality, thus in Kenya high cost school, more often than not, are perceived as providing high quality education. The different levels of school fees charged by different institutions of secondary education are likely to influence parents' perception. Irons [1994] asserts that pricing and quality are interrelated to a high degree, and it is in a way are linked to value.

In spite of all this, one point is a fact, that education in Kenya, at whatever level, is too expensive for the majority. It is a situation of take it or leave it, hence the increasingly high drop-out rate. However, the customers have a limited choice, as the market has been segmented in terms of day schools which are cheaper and boarding schools which are more expensive. The choice is mainly determined by the buyer who is not the consumer. Those schools viewed as delivering quality service are expressed in the form of good results, better facilities are likely to price their cost of education higher than others.

### **2.7.3. Promotion**

Not for profit organizations market social issues and this has been termed as social marketing. It consists of the design, implementation and control of programs seeking increase the accountability of a social idea, cause or practice in a target group. Thus their main objective is to disseminate ideas and information, (Warinda, 2002). Education needs to be subjected to social marketing, since the sell of their services is a way of, generating funds for its support.



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Zeithmal et al (1985) note that consumers have a more difficult time choosing services than, partly due to the intangibility and non-standardized aspect of services and partly because production and consumption of services is done simultaneous. Ginn (2000) observes that the role of marketing of education has evolved from majorly promotional activities to finding out what consumers need and want by evaluating the market situation, identifying the opportunities to provide what the consumers want at a time, place and price to suit them, promoting the availability and benefits of the services the institution is offering; asking the customers whether the institution is meeting their needs or how the institution can meet their needs. Promotion is a marketing strategy and a strategy is a central vehicle for obtaining certain competitive advantage. Porter, (1996) and Majunidar (1996) on the other hand argue that strategy is a means the organization uses to achieve its objectives.

The education sector is a not-for-profit one and an organization in such a sector pursue more than one objective- recognize profit as a means to an end and attaining its prime goal. The pursuance of more than one objective by education sector causes the task of strategy to be difficult as they are under scrutiny because they are subsidized and are more tax exempt. This also means that their promotion activities are also under public scrutiny since they operate in public interest. (Warinda, 2002). Promotion poses difficulties to education managers and administrators. Kotler, (1985) identifies three types of criticism, namely;

- Marketing promotion wastes public funds
- Marketing activity is intrusive- intrudes peoples personal lives (preferences, dislikes beliefs, attitudes etc.)
- Marketing is manipulative.

Marketing should be a part of an integrated strategy that formulates and implements steps that ensure students do not think about dropping out or switching to another institution they deem better in satisfying their needs.

#### **2.4.7. Place**

This is where the service is delivered or distributed to the parents who are paying for the education. The schools and where they are located or placed play a vital role in their being selected. Palmer, (2002) notes that decisions on service location are also influenced by the

extent to which consumers are willing or able to be flexible in where to consume the service. Consumer of services are normally involved as co-producers of the service, i.e. the time and place at which they are expected to take part in the process is very important.

This in the public secondary school education is limited to how the schools are strategically built in terms of location, for example is it easily accessible, near a town centre or is it in a remote location? However, the place in public school education is not as critical as the service itself. It is considered in relation to other much crucial factors such as the service product quality [performing or non-performing] and to an extent the price (fees to be paid-is it affordable). Nusbaumer (1987), suggests that education and research services [including such peripheral activities as library services] were subject to very strict physical and regulatory constraints. That they could not operate without;

- i) Standardizing as much as possible the service products being supplied to various categories of consumers in the form of academic curricular or present training program.
- ii) Concentrating their production in fixed locations where customers and users had to travel to procure the services.

This is the reality about public secondary education in Kenya, that it is in fixed locations and is standardized throughout the country.

There are other aspects of place and these include availability of materials brochures etc. However, these need finances and in the end it is only the well to do schools that are able to make known their availability. Thus, enrolment to such school is based on affordability.

#### **2.7.4. People;**

Non-profit labor costs are a major terms of expenditure and estimating such a cost can be difficult, (Warinda, 2002). In a majority of services the people aspect is highly pronounced. Good people can be key to source of a competitive advantage. The Customers will contact the service provider and also other people during the service process. Two service business will be distinguished by the quality of people who deliver the service, while also the type of customers who patronize a service station also impact on the quality of the service experience. Both the customers and the service provider become a part of the product, as

these people meet in encounters, which need to be in order to create the best service experience.

Lovelock (1991), notes that because of the simultaneity of production and consumption of services, services' staff occupy the key position in influencing customers' perceptions of the quality of services. Similarly, Zeithaml and Bitner (2000) suggest that employees are an important element of the service offer because they affect the service quality perceptions through influence on the five dimensions of service quality, namely; reliability by delivering service as promised; responsiveness through their helpfulness and promptness in serving customers; assurance by communicating credibility and inspiring trust and confidence, empathy demonstrated by paying attention, listening, adapting and flexibility in delivering services to meet individual needs; employees' appearance and dress.

In the education sector, there are various people at play, namely the parent, who purchases the education, the student who directly consumes the product, the teacher who delivers the service, the school management (ranging from private owned- individual owned or group-to government aided but sponsored by different groups e. g. church etc.) who are in charge of the service and supervise its delivery. Crane [1993] defines the people in the seven marketing mix of service marketing as those who take part in the professional service delivery process and who can influence the consumers' perception of the service. He further suggests that they include include the consumers in the services environment. Nevertheless, in education the situation is complex, in that the buyers of the service are not the consumers. Therefore, the subject of the service quality becomes equally complex. Who assesses the service quality- the buyer or the consumer?

The most crucial people here are the personnel delivery, the service provider-the teachers in public school situation- who are the consumer contact personnel. However, there are non-contact personel and either consumers who may influence the target consumers. A case in point is when due to peer pressure, the consumer [student] may decide it is absolutely necessary to change school and or curriculum where possible. Most services are delivered in real time with the customers being physically present to receive the service. Service delivery involves assembling and delivering the out put of a mix of physical facilities and mental or

physical labor. Customers are physically involved in trying to create the service product either by serving themselves, cooperating with the service providers, creating service setting or environment and giving necessary information. The challenges facing the secondary education in Kenya as far as people is concerned, is the morale of the teacher as a service provider. The Kenyan teacher is poorly remunerated and carries the blame upon poor performance of the learner -and he is under constant public scrutiny-, regardless of the circumstances under which the learner prepares and sits for the examinations, (Opero 2000).

### **2.7.6. Physical Evidence.**

Services will often include intangible elements but the service performance itself is basically intangible. Fifield [1992] contends that consumers tend to form impressions of a service organization partly through physical evidence such as buildings, furnishings, layouts, and goods associated with the service. Physical evidence includes the physical environment, where the service is provided, and all tangible clues that a consumer can examine in order to derive an impression of the profession service. Crane (1993) further suggests that the ultimate goal should be, to create an environment or situation that provides the desired client the impression and perception of professional service quality and leads to fulfillment of the stipulated goals. Most of the secondary schools in Kenya especially in the rural areas, lack the basic facilities, which are expensive but are required for the technical and vocational oriented 8-4-4 system of education. A service is a deed or performance and therefore is highly perishable. The necessary facilities and resources may be kept in readiness to create the service but they do not constitute the service, they represent productive capacity.

In Kenyan Secondary School situation, such facilities include modern and well-furnished classrooms, offices, and well-maintained and up to date laboratories, libraries, and school buses for ease of transport for the learners. In the recent times when technology is the order of the day, computers have become a basic requirement in Kenyan secondary schools. However, many Kenyan Secondary schools have been faced with many challenges, including disparities in access, inadequate funds and inefficient utilization of resources. Most schools are bound to remain unpopular due to these challenges, as the burden of buying the facilities lies in the hands of parents, a majority of whom are poor. A number of well to parents resort

to high cost and international schools, while some middle class parents enroll their children into Ugandan Secondary system that they deem cheaper.

### 2.7.7. Process.

Lovelock (1991) defines a process as the activities, procedures, mechanism and flow of activities by which a service is acquired or delivered to the customers. The design of the procedures should be keyed to suit the need and expectations of the customer. Payne et al (1995) asserts that in today's competitive marketing environment, an increasingly important source of competitive advantage is the way we service customers and that attention has to be paid to the service "delivery system"

Abagi, (1997), Fuller (1985) and World Bank (1988) reveal that Education in Kenya has been politicized and that it is subject to political decrees instead of well-advised policies based on a well-defined national philosophy of education. For example, the study cites the shift of resources from primary to tertiary education, adopting a new system of education before completing its pilot phase and shifting from old mathematics to new mathematics then reverting to the former after thirteen years!

Education is a non-profit making organization which does not recognize the need for profit but only as a means to an end. Consequently, another challenge would be that the achievements in education are not easily assessed as they are not done in economic measures. This, like any other not for profit sector which has services and social behaviors, are under public scrutiny and non market pressures. This means that not for profit organizations pursue more than one objective, making the task of goal attainment more difficult.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design.**

The study used sample survey design which as Lehman et al (1998) suggest that it is cheap and easy to administer and that it is also the only known way to get measures of thought and attitude of consumers.

#### **3.2. Population of Study**

The population of interest in this study was the Kenyan secondary school parents, who have enrolled their children in Uganda for secondary school education, but are living and working or doing business in Nairobi. The choice of this population was due to the fact that, Nairobi has the lowest proportion of those who have never attained education (5.3%), (The Economic Survey 2002). Similarly, Nairobi, which is the most populated city, is highly diversified ethnically, and therefore, gave objective results that can be representative of the perception of entire Kenyan parents, who have enrolled their children into Ugandan secondary education system.

#### **3.3. Sampling Frame and Size**

The researcher obtained a list of respondents from the Ugandan High Commission's education office where Kenyan students joining form five in Uganda are registered. Since there are few data sources for this study, the population can be described as special. There is no obvious systematic way to locate the desired respondents. The researcher, therefore, relied on the snowball non-probability sampling. This method is not only effective in identifying respondents in a special population but also cost effective to the researcher. The researcher knew a few elements of the population of study who served as a base for referral networks. The researcher used a sample size of 30 elements. Sekaran (2003) suggests that a sample sizes of above thirty and of less than 500 are appropriate for most studies. The researcher worked with thirty elements due to the nature of the elements of the population – they are not easily identified.

### 3.4. Data Collection

Data was collected by use of a self-administered questionnaire, which was divided into two parts. Part A collected data relating to the demographic characteristics of the respondents, while part B and C collected data relating to the possible factors that determine the parents' perception of the Kenyan secondary education system.

### 3.5. Data Analysis.

Once the data was collected, it was edited for completeness and consistency. The data in part A of the questionnaire was analyzed by use descriptive statistics, which included the use of frequency and percent distributions tables to represent the response rate and information on the various variables that the study considers. Factors analysis was used to analyze part B and C of the questionnaire due to the various factors involved. Their total scores will determine the relative importance of the factors.



**CHAPTER FOUR**  
**DATA ANALYSIS AND FINDINGS**

**4.1.0. Introduction.**

The objectives of the study were to establish how parents perceive the Kenyan secondary education system as compared to the Ugandan education system. This chapter presents data analysis and interpretation of the research findings. The data was summarized and presented in tables in form of frequencies and percentages

**4.1.1. Data Analysis and Findings.**

Table 1. Respondent Bio Data.

Sex	Frequency	Percent	Valid Percent.	Cumulative Percent
Male	15	51.7	51.0	51.7
Female	134	348.3	348.3	100.0
Total	29	100.0	100.0	

Out of the 30 respondents targeted, 29 responded. This represents a response rate of 97%. Table 1 shows that 51% response was male and 48% was female.

Table 2: Education Level

LEVEL	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary	2			
College	12	6.9	7.1	17.9
University	14	141.4	42.9	4604
Total	28	48.3	50.0	100
Missing system	1	96.6	100.0	
Total	29	3.4		

Table3 Employment status .

	Frequency	Percent	Valid Percent	Cumulative Percent
Self	5	17.2	17.2	
Private sector	8	27.6	28.6	17.9
Public Sector	15	51.7	53.6	46.4
Total	28	96.6	100.0	100.0
Missing system	1	3.4		
Total	29	100.0		

Table 2 shows the 6.9% of the respondents attained secondary education, 41.43 % college level, while 48.3% attained university education. Table 3 reveals the employment status as follows; self employed comprised of 17.2%, private sector comprised of 27.6% and the majority in the public sector, comprised% and the majority in the public sector, comprised of 51.7%.

Table 4 :Number of children Enrolled into Ugandan Secondary System.

	Frequency	Percent	Valid Percent	Cumulative Percent
1	25	86.2	86.2	86.2
2	3	10.3	10.3	96.5
3	1	3.4	3.4	100.0
Above 3	0	0	0	
Total	29	100.0		

Table 4 and 5 summarized the number of students enrolled per respondent and the mode of sponsorship respectively. Table 4 indicates that majority of parents enrolled one student, which is a percentage of 86.2%, followed by 10.3% and 3.4% and none had three or above. Most of the students are self sponsored; 96.3 % and only one student representing 3.7 % as being as being on scholarship. On further enquiry, it was discovered that the student had been in the Ugandan system of education since primary level and had acquired the scholarship due

to excelling at every level until the current level. However, two respondents failed to indicate mode of sponsorship.

Table 5 Mode of Sponsorship.

	Frequency	Percent	Valid Percent	Cumulative Percent
Self	26	89.7	96.3	96.3
Bursary	1	3.4	3.7	100.0
Total	27	93.1	100.0	
Missing system	2	6.9		
Total	29	100.0		

Table 6: Level student joined secondary school in Uganda

	Frequency	Percent	Valid Percent	Cumulative Percent
Form 1- Form4	2	6.9	6.9	6.9
Form 5	27	93.1	93.1	100.0
Total	29	100.0	100.0	

Table 7: Sex of student.

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	15	51.7	68.2	68.2
Female	7	24.1	31.8	100.0
Total	22	75.9	100.0	
Missing system	7	24.1		
Total	29	100.0		

Table 6 shows that parents mostly enroll their children into Ugandan secondary education system at form five level. This represents 93.1% as compared to 6.9% who enroll between

form 1 and 4. The qualitative data revealed that most parents target to have they child qualify for entry into Ugandan universities.

Table 7 reveals that majority of students enrolling into Ugandan secondary education system are male, with a percentage of 51.7%while female with a percentage of 24.1%. 31.8% of respondents failed to indicate the sex of the student.

#### 4.2.0. Comparison of Kenyan and Ugandan Secondary Education Systems using the Service Marketing mix.

##### 4.2.1 The Product. (The education offered.)

Table 8: Subjects offered are too many.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	6	20.7	21.4	21.4
Large extent	19	65.5	67.9	89.3
Neither large nor small extent	2	6.9	7.1	96.4
Small extent	1	3.4	3.6	100.0
Total	28	96.6	100.0	
Missing system	1	3.4		
Total.	29	100.0		

The respondents were asked to indicate how they perceived the Kenyan and the Ugandan secondary education systems in relation to the number of subjects offered. Table 8 indicates that the parents perceive that the subjects offered by the Kenyan Secondary education system are many compared to the Ugandan one. More than 86% largely perceived so, 6.9% and 3.4 were neutral and perceived so to a very small extent. 3.4% failed to respond to this.

Table: 9 Duration of the system longer.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	5	17.2	17.9	17.9
Large extent	14	48.3	50.0	67.9
Neither small nor large. extent	7	24.1	25.0	92.9
Small Extent	1	3.4	3.6	96.4
Very Small extent	1	3.4	3.6	100.0
Total	28	96.6	100.0	
Missing system	1	3.4		
Total.	29	100.0		

The respondents were asked to comment on the idea that duration of the Kenyan secondary education being longer than that of the Ugandan system, 67.9% of the respondents showed that the Kenyan system was longer, 25% were neutral, 3.6% perceived it was to a small extent while another 3.6% perceived it was to a very small extent.

Table 10; University Entry Requirement is higher.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	23	79.3	82.1	82.1
Large extent	4	13.8	14.3	96.4
Neither small nor large. extent	1	3.4	3.6	100.0
Total	28	96.6	100.0	
Missing system	1	3.4		
Total.	29	100.0		

Majority of respondents perceived that the Kenyan Secondary education system placed a higher pre-university requirement than their Ugandan counterpart did; 82.1 % of the respondents perceived that to a very large extent Kenyan university entry requirement was

quite high, while 14.3% perceived this to a large extent. Only 3.6% remained neutral and 3.4% failed to respond to this element.

#### 4.2.2: The Price

Table 11; The fee charged is higher.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	14	48	50	50.0
Large extent	12	41.4	42.9	92.9
Neither small nor large extent	2	6.9	7.1	100.0
Total	28	96.6	100.0	
Missing system	1	3.4		
Total.	29	100.0		

Table 12 Other charges are higher.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	5	17.2	17.9	17.9
Large extent	12	41.4	42.9	60.8
Neither small nor large. extent	10	34.5	35.7	96.5
Small extent	1	3.4	3.6	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

Table 11 reveals that more than 92.9% perceived that the fees charged by the Kenyan secondary education system was higher than the than the Ugandan one; very large extent comprised of 50% and large extent 42.9%, while only 7.1% were neutral. One respondent (3.6%) failed to make a response to this element.. From the qualitative data it is evident that the parents perceive that the fees charged for form five and six levels in Kenya is much

higher than what they spend than what they spend to enroll the children at the same education level in Ugandan.

Similarly, a majority of respondents perceived other apart from the fees as being higher, (Table 12); 17.9% and 42.9% perceived this to a very large and large extent respectively, while 35.7% remained neutral and 3.6% perceived this to a small extent. 3.6% remained mum to this element. These other charges include the tuition fees and examination charges that are charged in relation with the types of subjects the learners are examined in tested at the national levels.

#### 4.2.3 :The Place

Table 13 The Places available secondary are fewer for form five

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	9	31.0	32.1	32.1
Large extent	15	51.7	53.6	85.7
Neither small nor large extent	3	10.3	10.7	96.4
Small extent	1	3.4	3.6	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

Table 14 Places available for form five are fewer.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	8	27.6	28.6	28.6
Large extent	13	44.8	46.4	75.0
Neither small nor large extent	5	17.2	17.9	92.9
Small extent	1	3.4	3.6	96.4
Very small extent.	1	3.4	3.6	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

Tables 13 and 14 reveal the respondents perception of the Kenyan secondary education in relation to the accessibility of the Kenyan secondary schools, On this element, emphasis was laid on form five and six classes. From table 13, it is evident that the parents perceive these places to be further away compared to those in Uganda, which are perceived more accessible. A percentage of 85.7 is shown in table 13 as evidence to this perception out. 10.7. % remained neutral while a mere 3.6% perceived this to a small extent. Similarly, the respondents perceived that these places were fewer, with 75% perceived so to a very large and large extents (very large extent; 28.6 %and large extent 46.4% One respondent failed to respond to this, a percentage of 3.4.

#### 4.2.4. Physical Facilities.

Table 15: The Physical Facilities of Kenyan Education System are Fewer

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	1	3.4	3.6	3.6
Large extent	18	62.1	64.3	67.9
Neither small nor large. extent	6	20.7	21.4	89.3
Small extent	2	6.9	7.1	96.4
Very Small extent	1	3.4	3.6	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

Table 15 reveals that parents perceive that the physical facilities of the Kenyan education system are fewer compared to those of the Ugandan system. 3.6% perceived to a very large extent; 64.3% to a large extent, while 21.4% remained neutral. On the contrary, 10.7% perceived this to be to a very small extent. This implied that the facilities were generally not good enough for learning and teaching to take place.



Table :16 :School surrounding is less suited for learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	1	3.4	3.7	3.7
Large extent	6	20.7	22.2	25.9
Neither small nor large extent	14	48.3	51.9	77.8
Small extent	3	10.3	11.1	88.9
Very small extent	3	10.3	11.1	100.0
Total	27	93.1	100.0	
Missing System	2	6.9		
Total	29	100.0		

Majority of parents remained neutral on the aspect of the learning surrounding being less suited for learning to take place effectively. 51.9% remained neutral, while 25.9% and 20.6% perceived the environment is less suited and environment was suited, respectively for learning. This means that the two systems enjoy similar learning

Table 17 Teaching and learning materials are less adequate.

	Frequency	Percent	Valid Percent	Cumulative Percent
Large extent	13	44.8	46.4	46.4
Neither small nor large. Extent	11	37.9	39.3	85.7
Small extent	3	10.3	10.7	96.4
Very small extent	1	3.4	3.6	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

Table 17 indicates that the parents perceived that teaching and learning materials were inadequate. 46.6% of the respondents perceived this to a very large extent, while 39.3% remained neutral. 10.1 % perceived this to a small extent and 3.6% perceived this to a very small

extent. They attributed this perception to the fact that they have to content with buying of textbooks and other learning materials, factors that are absent in the Ugandan secondary education system.

Table 18 Level of technology in lower.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	3	10.3	10.7	10.7
Large extent	16	55.2	57.1	67.9
Neither small nor large. Extent	4	13.8	14.3	82.1
Small extent	2	6.9	7.0	89.3
Very small extent	3	10.3	10.7	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

The level of technology was perceived to be lower in the Kenyan secondary education system, as compared to that of the Ugandan system. 68.8 % perceived that the level of technology in the Kenyan system was lower, while only 14.3% remained neutral and 17.7% perceived that the level of technology was not lower in the Kenyan secondary education system as compared to the Ugandan system.

Table 19 indicates the respondents' feeling of the teachers' qualification. The respondents generally remained neutral on the aspect of the qualification of teachers. 64% of respondents were neutral, 3.6 % and 3.6% perceived this to a very large and large extent respectively, while 17.9 and 10.7 perceived this to a small and very small extent respectively. This indicates then, that the parents have very little problem with the qualification of the teachers.

#### 4.2.5 The people

Table 19 ; Level of qualification of teachers is lower.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	1	3.4	3.6	3.6
Large extent	1	3.4	3.6	7.1
Neither small nor large. extent	18	62.1	64.3	71.4
Small extent	5	17.2	17.9	89.3
Very small extent	3	10.3	10.7	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

Table 20. Level of qualification of school management team is lower.

	Frequency	Percent	Valid Percent	Cumulative Percent
Large extent	11	37.9	39.3	39.3
Neither small nor large. extent	10	34.5	35.7	75.0
Small extent	3	10.3	10.7	85.7
Very small extent	4	13.8	14.3	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

Table 21 reveals the parents' perception on the level of qualification of school management team. The parents perceived that it was lower. 39.3% perceived this largely while 35.7 remained neutral and 25.0% perceived to a small extent that the management team was less qualified than their Ugandan counter parts. This was attributed to, (in the qualitative data) political "correctness." Similar perception was held on the reputation of the management team, with 57.1% perceiving largely that this reputation is poorer compared to that of the Ugandan school management team.

Table 21 Reputation of School Management Team is Poorer.

	Frequency	Percent	Valid Percent	Cumulative Percent
Large extent	16	55.2	57.1	57.1
Neither small nor large. extent	7	24.1	25.0	82.1
Small extent	4	13.8	14.3	96.4
Very small extent	1	3.4	3.6	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

Table 22 Political interference in school affairs is higher

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	5	17.2	17.9	17.9
Large extent	18	62.1	64.3	82.1
Neither small nor large. extent	3	10.3	10.7	92.9
Small extent	1	3.4	3.6	96.4
Very small extent	1	3.4	3.6	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

Table 22 shows that parents perceived that there was a lot of political interference. 17.9% and 64.3% very large extent and large extent respectively perceived there was political interference, while 10.7% remained neutral. 3.6% each perceived this to a small extent and very small extent.

#### 4.2.6 Promotion.

The research findings revealed that there was inadequate information on the Kenyan Secondary School Education system especially the much-desired forms five and six. Table 23 shows that, 85.7% of the respondents believed that the Ugandan Secondary Education

System received a lot of publicity than the Kenyan one. The parents singled out that this publicity is mainly through the electronic media and through positive word of mouth.

Table 23 Information on schools offering form five level is limited.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	1	3.4	3.6	3.6
Large extent	23	79.3	82.1	85.7
Neither small nor large. extent	2	6.9	7.1	92.9
Small extent	2	6.9	7.1	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		
Total	29	100.0		

#### 4.2.7 Process

Table24 Methods of teaching are less suited.

	Frequency	Percent	Valid Percent	Cumulative Percent
Large extent	3	10.3	10.3	10.3
Neither small nor large. extent	20	69.0	69.0	79.3
Small extent	4	13.8	13.8	93.1
Very small extent	2	6.9	6.9	100.0
Total	29	100.0	100.0	

Table 24 indicates the respondents' feeling of the teaching methods in the two counties' education systems, while table 25 indicates the parents' feelings of the level of the language used in the systems.. The parents remained largely neutral to both the methods of teaching (69.0%) and the language (65.5%) used.

Table 25 Language used is harder to understand.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very large extent	1	3.4	3.4	3.4
Large extent	2	6.9	6.9	10.3
Neither small nor large. extent	19	65.5	65.5	75.9
Small extent	2	6.9	6.9	82.8
Very small extent	5	17.2	17.2	100.0
Total	29	100.0	100.0	

#### 4.2.8 Achievement of the Kenyan Secondary Education System

Table 26 Provision of quality education

	Frequency	Percent	Valid Percent	Cumulative Percent
Very high extent	7	24.1	24.1	24.1
High extent	18	62.1	62.1	86.2
Neutral	3	10.3	10.3	96.6
Low extent	1	3.4	3.4	100.0
Total	29	100.0	100.0	

Table 26 indicates that majority of parents perceived that the education offered in Kenya is of high quality, 86.2%. Only 10.3% remained neutral, and 3.34% perceived to a small extent that the Kenyan education had not provided quality education.

Table 27 reveals that only 6.8% of parents perceived that the Kenyan secondary education system has provided an education that enables the learner enter into higher educational levels. 79.3% perceived that the Kenyan secondary education does not provide an education that enables the learner to enter into higher educational levels.

Table 27 Ability of the education system to provide reliable education to enable learner enter higher education levels.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very high extent	1	3.4	3.4	3.4
High extent	1	3.4	3.4	6.9
Neutral	4	13.8	13.8	20.7
Low extent	16	55.2	55.2	75.9
Very low extent	2	24.1	24.1	100.0
Total	29	100.0	100.0	

Table 28. Ability of the education system to provide relevant education for successful entry into the job market.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very high extent	2	6.9	6.9	6.9
High extent	4	13.8	13.8	20.7
Neutral	7	24.1	24.1	44.8
Low extent	14	48.3	48.3	93.1
Very low extent	2	6.9	6.9	100.0
Total	29	100.0	100.0	

Table 28 indicates the parent feelings as to how much the education system in Kenya has been able to provide an education capable of enrolling the learner in successful employment. Only 20.7% perceived that the Kenyan secondary education system provides an education that can enable the learner gain successful entry into the job market. A majority of parents (55.2%) perceived that the Kenyan secondary education system does not enable the learner to gain successful entry into the job market.

Table 29: Ability of the education system to provide reliable education to enable learner retained in the work place.

	Frequency	Percent	Valid Percent	Cumulative Percent
High extent	10	34.5	34.5	34.5
Neutral	7	24.1	24.1	58.6
Low extent	9	31.0	31.0	89.6
Very low extent	3	10.3	10.3	100.0
Total	29	100.0	100.0	

Table 30: Ability of the education system to provide reliable education to equip learner with skills for self-employment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very high extent	3	10.3	10.3	10.3
High extent	2	6.9	6.9	17.2
Neutral	3	10.3	10.3	27.6
Low extent	5	17.2	17.2	44.8
Very low extent	16	55.2	55.2	100.0
Total	29	100.0	100.0	

Table 29 indicates that the parents largely perceived that the Kenyan education system did not provide an education capable to retain the learner in the job market; 34.3% perceived to a low and a very low extent that the Kenyan education provided an education capable to retain the learner in the work place. 24.1% remained neutral with only 34.5% perceiving this to a high this to a high extent.

On the contrary, 72.4% perceived largely to a low extent that the Kenyan education system provided an education to enable the learner venture into self-employment. Table 30 shows that only 17.2 % perceived the Kenyan education system was capable of providing the learner with skills to venture into self-employment.



#### 4.3.0 Factors in respondent's environment that influenced their perception of the Kenyan secondary education system.

In the following section the research aimed at finding out factors in the parents' environment that may have contributed to their perception of the two education systems in question.

Table 31: Sources of knowledge about opportunities for form five in Uganda.

	Frequency	Percent	Valid Percent	Cumulative Percent
Relative	8	27.6	27.6	27.6
Friend	6	20.7	20.7	48.3
Work mate	7	24.1	24.1	72.4
Child	2	6.90	6.9	79.3
Electronic and/ or Print Media.	6	20.7	20.7	100.0
Total	29	100.0	100.0	

Table 31 shows that the parents had varied sources of information as to the availability of chances for higher secondary education in Uganda. For some, the sources were more than one, an indication that the Ugandan secondary education has been subjected to a lot of publicity, more so positive word of mouth.

Table 32; Trend of enrolment of Kenyan students to Ugandan secondary education system.

	Frequency	Percent	Valid Percent	Cumulative Percent
Upward	28	96.6	100.0	100.0
Missing System	1	3.4		
Total	29	100.0		

When asked to comment on the current trend of enrolling Kenyan students in the Ugandan secondary education, 96.6% of parents perceived this as an upward trend. 3.4% failed to respond to this element. This means that this is a generally upward trend as indicated in Table 32 above.

Table 33. Likely outcome of enrolling students into Ugandan secondary education system

	Frequency	Percent	Valid Percent	Cumulative Percent
Join University in Uganda	22	75.9	84.6	84.6
Join university in Kenya	3	10.3	11.5	96.2
Find employment worldwide.	1	3.4	3.8	100.0
Total	26	89.7	100.0	
Missing system	3	10.3		
Total	29	100.0		

Table 33 summarizes the parents' objective of enrolling the children into the Ugandan secondary education system. Many (84.6) targeted to have their children enrolled into the Ugandan universities, with only 11.5% aiming to return their children into Kenya to join the university in Uganda. 10.3% of respondents failed to state their perception on this element.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS.**

#### **5.1.0 SUMMARY**

The study revealed that the trend in the enrolling of Kenyan students into Uganda for secondary education is mainly in forms five and six and this is on the increase. Most of the parents enrolling their children to Uganda do so at form five level (93.1% of the respondents suggested so). It was also evident that the aim of most parents is to enable their children join university in Uganda. The parents perceived that the Kenyan education system was unfair to exclude their children from joining the local universities by having a higher university entry requirement.

Another crucial concern was the high fees charged in Kenyan educational institutions. Similarly, there was concern among the parents, that there are extra costs in the Kenyan Secondary education systems that are non-existent in the Ugandan system. Cited under this was the famous extra tuition fees

The qualitative data also revealed that, apart from enabling the learner join the university -a chance that is denied them in Kenya due to the high entry requirement- the Ugandan university education cost is lower than the Kenyan private universities that would otherwise be able to admit the learners with a lower entry point. It was further revealed in the qualitative data that the students are able to regain their sense of self worth when they secure chances in the Ugandan universities, an aspect they lost when they were looked at "failures" in the Kenyan secondary education system.. Kenyan students in most Ugandan secondary schools perform better than their Ugandan counter parts. This has generated a lot of positive word of mouth for the Ugandan universities, hence the increase in the flow of Kenyan students into Ugandan secondary education.

#### **5.2. CONCLUSIONS.**

Following the above noted findings, the researcher was in a position to reliably arrive at the following conclusions;

1. There was an upward trend in the enrolment of Kenyan students into Uganda for secondary education and more so for forms five and six.

2. The research revealed that there were varied reasons that caused parents to enroll their children into Uganda for secondary education. The research topic was met with a lot of suspicion due to the varied reasons cited as to why the parents enroll their children to foreign countries for a service that can be found in Kenya. These reasons include drug addiction and general crimes as well as expulsions from schools in Kenya.
3. Majority of parents perceived the Kenyan secondary education as being more expensive (especially the more desired forms five and six) and more crowded in terms of the subjects offered than the Ugandan system. Further, they perceived that the chances for forms five and six were fewer as compared to those of in Uganda.
4. Majority of parents perceived that there is a lot of political interference in the Kenyan secondary education, an aspect, and if absent, would enhance proper management of the schools.
5. The parents felt that Kenyan secondary education system was sure to sieve off many students by the high university entry requirement, and when offering employment, those with high, those with higher grades are considered first.

### **5.3. RECOMMENDATIONS.**

The following recommendations are suggested;

1. That education marketers need to devise ways of stepping up education marketing in Kenya, especially so in the Kenyan secondary education system, which was of interest to this study. The study revealed that there was a lot of publicity on Ugandan education systems than there on the Kenyan one, which has largely contributed to the ever-increasing enrolment of Kenyan students into Uganda for secondary education. This would also help the much-decried brain drain that Kenya as a country is currently experiencing.
2. There is need to expand the available spaces for "A", as it evident that quite a number of parents prefer this system. This would not only cater for those left out by the high university entry requirement, but it would also to create employment.

3. That the government should strive to reduce political interference in schools. This interference infringes on the school's governors' ability to run the schools well.
4. That the government should strive to step up her subsidies on education ,to ease the parents' burden, hence enabling them to effectively contribute to nation building than running up and down seeking places for forms five and six for their children in Uganda
5. There is need fore the country to establish the number of Kenyan students enrolled in the Ugandan education system (and in other countries) at all levels, as this data is non-existent.
6. Owing to the fact that the research topic was met with a lot of suspicion, there is need for the government to find out why parents enrolled their children into the Uganda secondary education system, for an education similar to that in the country.

#### **5.4. LIMITATIONS OF THE STUDY.**

The study encountered a lot of limitations;

1. The research topic was met with a lot of suspicion from among the target population of study, hence causing delay in the completion of the study. The source of the consolidated list from which the sample of study was drawn, faced this limitation, fearing, that the trust bestowed on the institution by the parents would be betrayed.
2. Some respondents were also not convinced of the purpose of the study, hence withheld some information. .Due to this it was difficult for the researcher to locate the respondents easily.
3. There was no readily available data of all Kenyan parents, who have enrolled their children in Uganda fore secondary education.
4. The financial implication also paused as a problem to the researcher.

#### **5.5. SUGGESTIONS FOR FURTHER RESEARCH**

The study gives insight to stakeholders in the education sector in the country to look for ways of improving education in the country, to be able curb the ever-increasing brain drain.

1. There is room to research causes of this brain drain at the university level.
2. Research could also be extended to find out reasons for the brain drain to other parts of the world.
3. The research could be furthered on by education marketers to find out what and how they should stress on in their venture market education as a not for profit sector.
4. The persons who carry out service delivery (the management, the teachers and the support staff) to establish what to improve on to enable the consumers to fully appreciate their services' delivery could also use it.

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## Appendix I

Letter of introduction

Wabuyabo Brigitte M.

Department of Business Administration

P.O.Box 30197(00100) Nairobi

Dear Sir/ Madam,

RE: RESEARCH PROJECT.

I am a postgraduate student at the University of Nairobi, undertaking a research project as part of requirement of Masters in Business Administration. The topic of my research is "A Comparative Assessment of Kenyan Parents' Perception of the Kenyan and Ugandan Secondary Education Systems Using the Service Marketing Framework."

I am therefore, looking parents whose children have currently enrolled or have had their children enrolled in the past 1-3 years ago into the Ugandan Education system. Kindly fill in the attached questionnaire. Any information provided will be treated in confidence and used solely for academic purposes. Neither your name nor that of your child's institution will be mentioned in the final report. A copy of the research findings will be made available to you upon request

Your co-operation will greatly be appreciated. Thanking you in advance,

Yours sincerely,

Wabuyabo Brigitte, M (Student).

(E-mail-brigitte2005wab@yahoo.com. Tel;0720572380)

## Appendix II

### Questionnaire.

#### Section A. (Demographic data of the respondent.)

Below are questions regarding you as the respondent, as well as about the child(ren) enrolled in Uganda for secondary education. Please tick one of the answers as is appropriate.

1. Name of the respondent (optional) \_\_\_\_\_

2. Sex ‘

(a) Male  (b) Female

3. Respondent’s education level

a) None  (b) Primary level  (c) Secondary level

(d) College level  (e) University

4. Employment status.

(a) Self  (b) Private sector  (c) Public sector  (d) Unemployed

5. Relationship to student enrolled in Ugandan secondary education system.

(a) Son/Daughter  (b) Nephew/Niece  (c) Brother/Sister

(d) Grandson /granddaughter

(e) Any other (specify) \_\_\_\_\_

6. Mode of sponsorship for the student.

(a) Self  (b) Government scholarship  (c) Bursary

7. Level student joined secondary school in Uganda.

(a) At form one

(b) Between form two and four

(c) Form five.

8. Sex of student

(a) Male  (b) Female

9. Name of institution the student is enrolled in \_\_\_\_\_

## **Section B**

9. The following statements are about secondary education in Kenya in comparison to the Ugandan secondary education system. Please indicate to what extent you agree or disagree with each of them. Use the grid below to insert the appropriate number in the brackets..

Very Large Extent= 1      Large Extent=2

Neither Large Nor Small Extent= 3      Small Extent= 34

Very Small Extent=5.

### **THE PRODUCT. (Education offered.)**

- a)Subjects offered are many-----[1]    [2]    [3]    [4]    [5]  
b) Duration of the system is longer-----[1]    [2]    [3]    [4]    [5]  
c)University entry requirement is higher----[1]    [2]    [3]    [4]    [5]

### **THE PRICE.**

- d)Fees charged is higher-----[1]    [2]    [3]    [4]    [5]  
e)Other charges, other than  
school fees are also higher----- [1]    [2]    [3]    [4]    [5]

### **THE PLACE.(Accessibility of places for secondary education)**

- f)The places available for second-  
ary school education are fewer-----[1]    [2]    [3]    [4]    [5]  
g)The places available for second-  
ary school education are farther-----[1]    [2]    [3]    [4]    [5]

### **PHYSICAL FACILITIES**

- g)Facilities are fewer and/ or older-----[1]    [2]    [3]    [4]    [5]  
h)School surrounding is less  
suited for learning-----[1]    [2]    [3]    [4]    [5]  
i)Teaching-learning materials a  
less adequate-----[1]    [2]    [3]    [4]    [5]  
j)Level of technology in  
schools is lower-----[1]    [2]    [3]    [4]    [5]

### THE PEOPLE

- k) Level of qualification of teachers is lower-----[1] [2] [3] [4] [5]
- l) Level of qualification of school management team is lower-----[1] [2] [3] [4] [5]
- m) Reputation of school management is poorer-----[1] [2] [3] [4] [5]
- n) Political interference in school affairs is higher-----[1] [2] [3] [4] [5]

### PROMOTION

- o) Information on the school is limited---[1] [2] [3] [4] [5]

### PROCESS

- p) Methods and/or style of teaching are less suitable-----[1] [2] [3] [4] [5]
- q) Language used is harder to understand---[1] [2] [3] [4] [5]

10. To what extent do you think that the Kenya Secondary Education has achieved in relation to the following factors? Use the grid below to answer this.

Very High Extent= 1; High Extent=2; Neutral=3;

Low Extent=4; Very Low Extent=5.

- a) Provision of quality education -----[1] [2] [3] [4] [5]
- b) Provision of reliable to enable learner enter higher educational levels.-----[1] [2] [3] [4] [5]
- c) Provision of relevant of education for successful entry into the job market-----[1] [2] [3] [4] [5]
- d) Provision of reliable education to enable learner be retained in the work place----[1] [2] [3] [4] [5]

e) Provision of reliable education to equip

learner with skills for self employment---[1] [2] [3] [4] [5]

### SECTION C

In this section, the researcher aims to establish if factors in the respondents' environment influence their perception towards the Kenyan secondary education system.

11. How did you get to know about opportunity of secondary education in Uganda?

- a) A relative-----[ ]      b) A friend-----[ ]  
c) A workmate-----[ ]      d) My child-----[ ]  
e) Electronic or print media-----[ ]

12. How many children have enrolled in Ugandan education?

- a) One-Two-----[ ]      b) Three-Four-----[ ]  
c) More than Four-----[ ]

13. Describe the trend of the enrolment of Kenyan students into the institution your child is enrolled. (Tick one as is appropriate)

- a) Upward-----[ ]      b) Constant-----[ ]  
c) Downward-----[ ]

14. Briefly explain what you think are the reasons for your answer in (13) above.

---

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15. What do you think is the likely out come of your enrolling your child in Uganda for secondary education? (Tick one from the one from the list below.)

- a) Get employment in Uganda-----[ ]  
b) Join a university in Uganda-----[ ]  
c) Join a university in Kenya-----[ ]  
d) Employment anywhere in the world-----[ ]  
e) Get employment in Kenya-----[ ]





### Appendix III

The list of respondents was obtained from the Ugandan High Commission's Education office. It comprises the parents registered to have enrolled their children into Uganda for form Five in the academic year 2004-2005.

#### LIST OF RESPONDENTS

NAME	SEX	OCCUPATION
1. Josephine Pere	Female	Civil Servant
2. David Mulu	Male	"
3. Raymond Kiprotich	Male	Private Sector
4. Mohammed Mustafa	Male	Civil Servant
<b>5. Sammy Were</b>	<b>Male</b>	"
6. Pamela Akinyi	Female	"
<b>7. Josephine Salat</b>	<b>Female</b>	"
8. David Muturi	Male	"
9. Ngarachu Alex	Male	"
10. Nyamwara Simon	Male	Private Sector
11. Mdzomba Hawkins	Male	Civil Servant
12. Ahmed Kanyare	Male	Business
<b>13. Ruguru Agnes</b>	<b>Female</b>	"
<b>14. Mwendu Paul Wendy</b>	<b>Male</b>	<b>Private</b>
15. Lydia Wanjue	Female	Business
16. Sylvia Kagwanja	Female	Civil Servant
17. Mwaniki Kirika	Male	Business
18. Sophie Nture	Female	Civil Servant
19. Boniface Nderitu	Male	Business
20. Bedan Kiunjuri	Male	"
21. Simon Ngumbi	Male	Civil Servant
22. Antony Kareu	Male	Business

23. Wandoe Elizabeth	Female	Civil Servant.
24. Florence Marangu	Female	Civil Servant
25. Rukiya Said	Female	Business
26. Henry Shiluli	Male	Civil Servant
27. Alfred Ntiwa	Male	Private Sector
28. Getrude Mwangi	Female	Business
29. Joyce Oyuga	Female	Civil Servant
30. Cyprian Kanake		“
31. Rose Miya	Female	“
32. Waga Agnes	Female	“
33. Agatha Ruingu	Female	Business
34. Bonaya Hugo	Male	“
<b>35. Erastus Marete</b>	<b>Male</b>	<b>Civil Servant</b>
<b>36. Rosemary Wairimu</b>	<b>Female</b>	<b>“ /Business</b>
<b>37. Bernard Kasema</b>	<b>Male</b>	<b>Private</b>
38. Paul Maria Njeru	Male	Business
39. Charles Njuguna	Male	Business
40. Jovin Salala	Male	Private
41. Lawrence Mwangi	Male	Civil /Business
42. Francis Kamande	Male	Private
43. Fred Maina	Male	Business
44. Racaël Wangu	Female	Civil Servant
45. Grace W. Njuguna	Male	“
46. Rose Wambui	Female	“
47. Lucas Sirere	Male	Private Business
48. James Muchiri	Male	Private/Business
49. Alphas Maxwell	Male	Civil Servant
<b>50. Timothy Osaka</b>	<b>Male</b>	<b>“</b>
51. Lucy Nyambura	Female	“
52. Amos Hezekia	Male	“

53.Rosalia Mwiti	Female	“
54.Williamson Kanyakati	Male	“ /Business
55.Stephen Kamenju	Male	Private
56.Lisa Muthoni	Female	Private
57.Mwangangi Kitheka	Male	Civil Servant
58.Alexander Kiiru	Male	“
59.Julieta Wandia	Female	“
60.Jane Njeri	Female	Business
61.Fredrick Musyimi	Male	Pastoral work
62.Philip Kabuthi	Male	Civil Servant
63.Cecilia Wandii	Female	“
64.Calister Nyambancy	Female	“
65.Beatrice Mutile	Female	Private
66.Stephen Ngumbau	Male	Civil nServant
<b>67.Agostino Wachira</b>	<b>Male</b>	<b>“ /Business</b>
68.Robert Kangethe	Male	Civil Servant
69.Grace Gathoni	Female	“
70.Stephen Ngumbau	Male	“
71. Miria Kusa	Female	Civil Servant.
<b>72.Nancy Barasa</b>	<b>Female</b>	<b>“ /Business</b>
<b>73.Virginia Wanjiru</b>	<b>Female</b>	<b>Business</b>
74.John Kamau	Male	Private
75.Muchirir James	Male	Business
76.Joseph Wambugu	Male	Civil Servant
77.Nancy Bore	Female	“
78.Maurice Arodi	Male	“
<b>79.Patrick Nyutu</b>	<b>Male</b>	<b>“</b>
80.Kinyanjui Kibe	Male	Private
81.Peter Godfrey	Male	Civil Servant
82.Nicholas Daniel	Male	Private Sector

83.Eva Wanjiru	Female	Business
84.Agnes Nyambura	Female	Civil Servant
85.Mutungu Michael	Male	Civil Servant
86.Willy Mugo	Male	Business
87.Charles Muthama	Male	Private
88.Esther Njoki	Female	Business
89.Peter Mathenge	Male	Civil Servant
90.Webby Mbogo	Male	Private Sector
<b>91.Carol Ouma</b>	<b>Female</b>	<b>Civil Servant</b>
<b>92.John Wanyama</b>	<b>Male</b>	“
93.Juliana Atandi	Female	“
94.Teresia Wairimu	Female	“ / Business
95. Peter Nganga	Male	Business
<b>96.Rufus Hunja</b>	<b>Male</b>	<b>Private Sector</b>
97.Elizabeth Gatugi	Female	Civil Servant
<b>98.Clementina Otieno</b>	<b>Female</b>	“
<b>99.Njuguna Rosemary</b>	<b>Female</b>	“
100.Eliud Ajode Gaya	Male	“
101.P.K. Oleperio	Male	“
102.Monika Muthoni	Female	Business
103.Staffanl Mwamburi	Male	Civil Servant
104.George Stephen Ngure	Male	“ / Business
<b>105.Ruth Mbesa Mogaka</b>	<b>Female</b>	<b>Private</b>
<b>106.Johnson Mbuthia</b>	<b>Male</b>	<b>Civil Servant</b>
<b>107.Peterson Mborogo</b>	<b>Male</b>	“
108.Humphery Gichuhi	Male	Private Sector
109.John Kiiru Kyambi	Male	Civil Servant
110.Sakaya N. Nambwa	Male	“ /Business
111.Kanambiu Kabore	Male	Civil Servant
112.David Kamku Kariuki	Male	Business

113.Australia Wandera	Female	Civil Servant
<b>114.Nathan Kipsegei</b>	<b>Male</b>	“
115.Ahmed Islam	Male	“
<b>116.Virginia Wambui</b>	<b>Female</b>	<b>Private</b>
117.Gasmiro Mananyu	Male	Civil Servant
118. Charles Mathangani	Male	Civil Servant.
119.John Gachigi Njure	Male	“
120. Michael Ondutu.	Male	“

Parents in bold face are some of the respondents.