FACTORS INFLUENCING PRIMARY SCHOOL TEACHERS' ENROLMENT IN HIGHER EDUCATION INSTITUTIONS THROUGH DISTANCE EDUCATION MODE: THE CASE OF PRIMARY SCHOOL TEACHERS IN KAKAMEGA SOUTH DISTRICT, KENYA

BY

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF DISTANCE EDUCATION,

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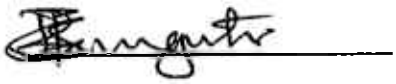
2011

DECLARATION

This project report is my original work and has not been presented for an award of a degree, diploma or certificate in any university.



12th August 2011.

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

17th. August 2011

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DEDICATION

I dedicate this work to my family members, namely, my wife Rachel, and my children; Esther, Duncan, Michael, Erwin and Eugene who contributed immensely by giving me the peace of mind to work.

ABSTRACT

The research problem addressed in this project was factors influencing primary school teachers' enrolment in higher education institutions through distance education mode: the case of primary school teachers in Kakamega South District, Kenya. In spite of the available opportunity and the enormous gains that accrue from education and training at a higher level, primary school teachers did not enroll in large numbers for university education. The researcher set out to examine the major factors that influence primary school teachers' enrolment in higher education with a view to promoting distance education among practicing primary school teachers.

The objectives of the study were to: find out the influence of socio-cultural environment on enrolment in higher education, determine the extent to which the teachers' economic conditions influence enrolment in higher education, establish the influence of teachers' demographic factors on enrolment in higher education; and determine how the institutional operations influence teachers' enrolment in higher education.

The research design employed was descriptive survey, where respondents were subjected to a questionnaire which had open and closed ended questions. The target population was 628 serving primary school teachers, from which a sample size of 189 comprising 95 male and 94 female teachers was extracted.

Sampling procedure entailed assigning numbers 1 to 12 on pieces of paper for choice of schools in the North Division and numbers 1 to 11 for choice of schools in the South Division. The schools were then picked at random up to a total of 23. The teachers in the selected schools were the respondents to whom the questionnaire was issued.

The research instrument used to collect data was structured questionnaire with mainly closed-ended questions and an open- ended question. It was divided into two sections; A and B with section A containing general information on the respondents and section B containing information on the factors influencing enrolment.

Data collection procedures involved the respondents filling sections A and B on the questionnaire by responding to statements that related to the factors under study by indicating

whether they strongly disagreed, disagreed, agreed or strongly agreed. At the end of the questionnaire the respondents were asked to give any other information they considered relevant and important to this study.

After collecting data, the filled questionnaires were sorted out and classified according to age, gender, level of training and working experience of the respondents. Data was then tallied and collated. The categorized data was organized and analyzed by use of descriptive statistics with the assistance of computer technology software programme, Statistical Package for Social Sciences (SPSS). The study analyzed factors that influence enrolment, mainly; socio-culture, economic, personal demographic characteristics and institutional operations. It was informed by the literature review and guided by a conceptual framework which indicated the relationship between variables. The information was presented in tables using frequencies and percentages. It was then interpreted and conclusions made.

The research findings indicated that three of the four factors in this study; economic, teachers' personal demographic characteristics and institutional operations influenced teachers enrollment to a great extent, whereas socio - cultural factors did not have much influence. Other factors relating to employer of teachers (TSC) such as leave and sponsorship were also found to be important in influencing teachers' enrolment.

It was therefore recommended that; teachers be given adequate time by the employer to study, Distance Education should be made affordable through subsidies and loans from Higher Education Loans Board (HELB),and information on Distance Education should be available and accessible to all the teachers in primary schools.

For further research it was suggested it would be necessary to: research into the Teachers Service Commission's policy and its effect on higher education and training for its employees (teachers) at Primary level and to carry out frequent researches on technological developments and innovation and how they affect employment of teachers at primary school level.

ACKNOWLEDGEMENT

I wish to thank God for giving me good heath to undertake this study. I also wish to thank a number of people who contributed immensely to the development of this project. First of all I thank the Chairman of the Department of Distance Education, Prof. Macharia, for encouraging the entire class to complete the course; my Director, Mr. Owate Norman Wambayi, for encouraging me to finish the work in good time; my supervisor, Dr. Joyce Mbwesa for literally reading through this work and advising on the corrections to be made. I am indebted to Juliana Munialo, lecturer in the Department of Distance Studies for her invaluable comments and corrections; my dear friends, Nengo, Ooko, Juliana and Olodo whose words of wisdom and advice on this course gave me the impetus to forge ahead with the work; not to forget Lydia Asiko for formatting the entire project and working tirelessly to ensure that the document was good; I wish to thank my wife, Rachel Omari Sunguti, Sister- in- law, Josephine Marende and Mr. & Mrs. Joseph Ominde for the moral, financial support and words of encouragement during this project undertaking. The initial typing of this work was done by my son, Dancan Sunguti Oyulla, whom also thank very much. Last but not least, I acknowledge Mrs. Jane Ominde of the DEO's Office, Kakamega South District, for facilitating and ensuring that the questionnaires were accurately filled and all were collected in good time for the analysis to commence.

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ABBREVIATIONS AND ACRONYMS

AOU	Arab Open University
B.Ed	Bachelor of Education Degree
DE	Distance Education
DEO	District Education Officer
DL	Distance Learning
EFA	Education for All
ICT	Information Communication Technology
IGNOU	Indira Gandhi Open University
JAB	Joint Admissions Board
MDGs	Millennium Development Goals
P1	Primary Grade one
SPSS	Statistical Package for Social Sciences
TSC -	Teachers Service Commission
UFPE	Universal Free Primary Education
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UoN	University of Nairobi

CHAPTER ONE:

INTRODUCTION

1.1 Background of the study

Generally, distance education can be defined as institution–based formal education where the learning group is separated from its teachers in space or time or both time and space. The interactive telecommunication systems are used to connect learners, resources and the instructor, (Gakuu 2006) quoting Kay and Rumble (1991). Further, distance education is a planned and systematic activity which comprises the choice, didactic preparation and presentation of teaching materials as well as the supervision and support of students learning which is achieved by bridging the physical distance between the learner and the teacher by means of at least one appropriate medium (Schlosser and Simonson 2002).

There is need to raise the skills of our teachers who were trained in middle level colleges (Primary Teachers Training colleges). Dakar Conference revealed that the world needs better teachers and more teachers, and in addition that there were still more than 100 million children out of school. The children need more teachers as the world moves towards the 2015 target of education for all. We need to raise the skills of the existing 60 million teachers, many of whom are untrained and unqualified (UNESCO 2001). There are above 880 million illiterate adults in the world (UNESCO 2002) who have been deprived access to education, because they are required to be present in the four walls of a conventional classroom before they can gain access to quality education. Each day, the futility of this arrangement becomes clearer to most educational planners as the unfolding fact shows that the knowledge based society of the twenty-first century demands more effective methods of dissemination of Information/Knowledge. It is

obvious that due to limitations in resources; both human and financial, the traditional conventional approach of teaching in classrooms can no longer satisfy the snowballing population of a country like Nigeria, which has estimated population of 120 million people (Common Country Assessment, 2001) and an average annual population growth rate of 2.3% (Mabogunje 1999). Clearly a realistic alternative is long overdue, and this is what has necessitated the introduction of Distance Learning Model otherwise referred to as Distance Education.

Teachers need more opportunities than ever before to go on learning throughout their careers. One of the ways of strengthening the teaching profession is to use distance education or open and distance learning (UNESCO, 2001).

Continuing professional development enables teachers to extend existing knowledge and skills and develop new ones. Some of these take the form of long structured courses leading to formal qualifications (diplomas or bachelors or masters degrees). Distance Education has played a significance role in enhancing skills for teachers as is given in the following three examples.

Firstly, some countries have used distance education to provide a route to initial qualifications for both new entrants to teaching and experienced qualified teachers. The China Television Teachers' College and the National Teachers' Institute in Nigeria have long experience of this approach and have become a recognized and institutionalized part of the regular education system in their countries (Ibid)

Secondly, initial teacher education is no longer seen as enough. Distance education is therefore also being used to raise the skills, deepen understanding and extent the knowledge of teachers' programmes taken either by individuals or by groups of teachers who are encouraged to

participate by their schools or employers. To serve as examples, first, a non–profit television station is taking the lead in supporting school groups in Brazil. In other cases programmes are available for individual teachers who want to improve their skills and their status, often enrolling on an individual basis and at their own expense. Second, Indira Gandhi National Open University (IGNOU) in India has a number of programmes of this kind. Thirdly, the University of South Africa also offers programmes on this basis. (Ibid)

Thirdly, distance education has been used for teachers' career development. As they seek promotion, or aim for the next qualifications level or aspire to become a head teacher or work in a teachers' college or become inspectors, (Quality Assurance and Standards Officer, in Kenya) teachers need to acquire skills. A multinational distance education project in some West African countries has developed a training programme in schools management for head teachers and aspiring heads. (Ibid)

The University of Nairobi initiated a Bachelor of Education (B.Ed, Arts) programme in 1986 to upgrade Secondary one (S1) teacher diploma holders to the degree level. The programme started with an enrolment of 592 students. The second cohort of 1050 students was admitted in 1996 and the third cohort of 480 students admitted in 1999. The flow of students through the B.Ed, Arts degree was very impressive taking into consideration the constraints the students experienced, such as lack of study materials which pushed the anticipated programmed duration from six to almost eight years. In 1994, a total of 251 students (42.54%) out of 592 students graduated from this programme. Another 61 students graduated in 1995, 1996 and 1998, giving an overall completion (graduation) rate of (52.7%), (Kamau 2002), quoting Okumbe 1999. Following the success of the B.Ed (Arts) programme the University started a distance taught, Post Graduate

Diploma in Education (PGDE) in 1999 for degree holders who wished to join the teaching profession.

Primary school teachers are trained initially in teacher training colleges but their advancement to acquire degrees in universities has been hampered in the past by the admission policies of the Joint Admissions Board (JAB). In the past JAB has had requirements which were based on the bed space available in the seven public universities; the pressure on the facilities at the universities has been great to such an extent that many who would have wished to train missed the opportunity altogether. When the Sessional Paper No.1 of 2005 on A Policy Framework on Education Training and Research was operationalised, teachers had a chance to train through the distance education mode. This opened up an opportunity which a number of teachers have utilized. However, not all have seized this opportunity as is evident from the number of teachers in primary schools with P1 certificates.

The enthusiasm witnessed at the inception of these programmes waned with time and more so involving the primary teachers training at degree level. Various reasons have been cited through researches to explain this turn of events with most of them concentrating on the institutions inadequacies. For instance, (Juma 2002) cites lack of funds, lack of understanding of distance education by key players, poor teaching/learning practices, outdated facilities, inadequate resources, inadequate library resources, slow internet connectivity, among others, as challenges facing decision makers in distance education in Kenya. This study, therefore, will investigate the factors that influence primary school teachers' enrolment in higher education through distance education.

1.2 Statement of the Problem

The overall research problem addressed in this project was that despite the opportunity available and the enormous gains that accrue from training at a higher level, primary school teachers did not enroll in large numbers for university education. Studies carried out in some countries in Africa - Malawi, Botswana, Zimbabwe and Nigeria (Kamau 2002) and in Kenya (Juma 2002) showed that institutions lacked capacity, infrastructure and resources. However, teacher training at higher level was of paramount importance. The reasons for the teachers not enrolling in university for training had not been addressed adequately. Galusha 1997, while quoting Knox (1977) observed that developmental – stage orientation of adult life stressed the importance of understanding an individual's contextual situation, that is, the beliefs, the family, work, and community roles; physical condition, personality; and learning interests all affect the adults' ability and willingness to participate in adult education. This research project proposal therefore sought to investigate the factors that influence primary school teachers' enrolment in higher education through distance education.

1.3 Purpose of the Study

This research project was to examine the factors that influence primary school teachers' enrolment in higher education institutions through the distance education.

1.4 Specific Objectives

The objectives of the research project were to:

1) find out the influence of socio – culture environment on enrolment in higher education through distance education;
2) determine the extent to which the teachers' economic conditions influence enrolment in higher educating through distance education;
3) establish the influence of teachers' demographic factors on enrolment in higher education through distance education;
4) determine how the institutional operations influence teachers enrolment in higher education through distance education

1.5 Research Questions

1) How does the teachers' socio–cultural environment influence enrolment in higher education institutions through distance education?

2) What is the influence of teachers' economic conditions on enrolment of teachers in higher education institutions through the distance education?

3) What role does the teachers' demographic factor play in the enrolment in higher education institutions through distance education?

4) To what extent do the programmes in the institutions of higher learning affect teachers' enrolment through distance education?

1.6 Significance of the Study

It was envisaged that this research would assist the teachers' training institutions of higher learning, including the university, to understand the factors they should take into account as they train teachers through distance education (Galusha 1997). While distance education is already a fact of life for most universities around the world and an increasing number of community colleges, knowing and understanding the intrinsic problems and overcoming them and the learner's personal characteristics will be critical to successful implementation of distance ducation programmes on a large scale in future. Researchers would therefore find this study stimulating to carry out further research into the same as per the findings and recommendations and related areas so as to add to the already existing volume of knowledge.

The Teachers Service Commission (TSC) and the private schools and colleges who are the main employers of teachers nationally, should find this study useful because recruitment and promotion of teachers is based on teacher's acquisition of higher qualifications. They should therefore encourage teachers to use the Distance Learning mode to acquire higher level skills for quality teaching.

The research findings would be useful to the Kenya Government through the ministries of Education and Higher Education, Science and Technology as it endeavours to achieve the Millennium Development Goal on Universal Free Primary Education (UFPE) and Education for All (EFA). As the goals are achieved, this research would give the impetus to quality education which starts with teachers attaining higher qualifications.

1.7 Delimitations of the study

The target population in was 628 serving teachers spread in the Kakamega South District, an area covering approximately 143 square kilometers. This vastness of the area made it difficult to access the schools within the time required. The District was located mostly in the interior with poor roads which were impassable due to heavy rains in the area at the time.

1.8 Limitations of the study

The weather was not conducive it led to working for a short time due to the rains. The study was also limited to a district (Kakamega South) therefore the results could not be generalized to the whole country.

1.9 Basic Assumptions

This research project was conducted on the assumption that the respondents were conversant with distance education and that they were frank when giving information.

1.10 Definition of significant terms as used in the study

Affordability: the ability to pay for a good or a service such as training

Conventional Method: a method of teaching and learning where learners gather in a room or in same space and a teacher stands or sits in front of them and teaches.

Cost: the monetary value of a good or a service, the amount of money one pays to acquire a good or for service rendered.

Distance Education: refers to mode of learning where the leaner is separated from the teacher in time and space and students/learners are able to learn without being in physical contact with

the teachers. The interactive telecommunication systems are used to connect learners, resources and the teachers.

Distance Learning: has the same meaning as distance education only that in distance learning the emphasis is on the learner.

Economic factors: the determinants that have to do with wealth and how it is owned by individuals.

Factors: the determinants that cause something to happen e.g. they can cause one to enroll in higher education.

Institutional operations: the way institutions of higher learning run their programs.

Personal Demographic Characteristics: individual attributes and contextual situations, that is, age, peer influence, beliefs, family, work, community and physical conditions that have effect on enrolment in higher education.

Socio-Cultural factors: determinants that are societal in nature and ways of life that can influence decisions such as enrolling in a course.

1.11 Organization of the Study

The project report was organized into a number of chapters, logically following each other, starting with chapter one (Introduction), chapter two (Literature review) chapter three (Research methodology), chapter four (Results), chapter five (Summary of the findings, Discussions, Conclusions and Recommendations) and, finally, References and Appendices.

CHAPTER TWO:

LITERATURE REVIEW

2.1 Introduction

In trying to find out what others have done on this topic through the review of literature, the researcher did not find well documented factors on this topic. They were in stead scattered in form of challenges, barriers, and adult learning in distance education and in some cases, as limitations of distance education in training. Researches available elsewhere in the world have focused on the institutions, including the universities, colleges and the government policies in various countries.

Socially, the researchers have concentrate on the gender issues, focusing on women education. They have documented that there were economic, cultural, social, political and educational constraints on the girls' education. Access to the schooling was affected by urban or rural residence and by social class. Poor and rural women are likely to be illiterate, to have no access to training programmes and higher education (UA Economic and Social Council 1995). Further, it was observed that gender difference in academic achievement was due to the reduced learning opportunities for girls, lack of role models, deficiencies in teachers and support systems for girls to learn.

2.2 Social - Cultural Factors

In their research, Ogiegbaen and Uwameiye (2005) focused on parents and how they influence their children's choice of a course of study in the universities and prospective students who aspire to higher education. While researching on Technical education in Malaysia on barriers to participation of women in Technical Education and the role of distance education, Karen (1995),

observed that the barriers were of different kinds and included cultural aspects. Common patterns emerge across countries despite widely different circumstances. They reflect the cultural and cross cultural social norms and traditions by which the subservient status of women is maintained. While quoting (Evans and King 1991) the researcher noted that in some societies these were "almost inseparable obstacles to women's participation in education".

Attitudinal barriers within the social realm were other factors worth noting. These are perceived differences in male and female roles and capabilities inculcated through socialization in the home and family, reinforced through schooling, vocational/career guidance services, experiences in work place, peer pressure and through absence of female role models. Enormous motivation, self - confidence and self - esteem is in itself a major barrier and one which every successful initiative in the field has found it essential to address directly and specifically (Ibid).

The socio – cultural factors especially those attitudinal ones which involve the gender have far reaching effect. The rules /norms which are formulated and executed by men have little to do with education in general. This scenario results in women lagging behind men in development. This study intended to show whether this was true of teachers in the area of study and how the situation could be reversed.

The researcher also mentioned situational factors which she noted as the barriers faced generally by women in attending courses. They include family commitments, lack of partner support, financial, lining in rural/isolated areas. Fees requirements are major barriers. In some cases women do not have independent control of resources; they are dependent on male partners who are unsupportive. Women who do not have their own source of income are also, on average,

lower paid than their counter parts. Poverty is a major situational factor in many regions, including India and Pakistan (Ibid).

Situational factors aside, Hare (2007) while carrying out survey of ICT and Education in Africa: Somalia country, noted that the nomadic nature of communities in some parts of African, notably Somalia is one of the biggest challenges for educational experts. It has been difficult to retain children in schools due to this lifestyle and by extension a challenge to introduce ICT in education. Gender equity, war and community disparity are among the factors that have worried against education of girls.

Somalia has had no government since the removal of President Siad Barre, in 1991. The country was ravaged by war and the more recent dreaded Somali pirates who wreck havoc in the Indian Ocean. The country needs peace more than anything else. The little element of education in the country could not sustain distance education because the infrastructure was lacking and the nomadic lifestyle of the Somali people was a problem.

As far as educational background is concerned, Karen (1995), while contributing to the role of qualification as one of the barriers to participation of women in technical education observed the following, that there is a belief that "women by nature are technologically ignorant and unable to absorb scientific and technological information to acquire technical skills". This, she commented, is unfortunate belief as in many countries as many women as men achieve general proficiency in mathematics and science, but remains grossly underrepresented in science and technology subjects at higher levels. Examples where women have excelled include in the Caribbean where they attain higher levels of literacy and numeric than men.

The author hoped that this trend could be reversed to achieve equality in education among men and women as enshrined in the UN convention on Education for All. This study hoped to find out how much equality had been achieved so far in distance education in as far as teachers are concerned.

In other countries social, cultural and economic conditions conspire to encourage early termination of the education of girls. In India, Africa and Pacific cultures, it is argued that the effects of cultural sanctions on women's education are most marked. Low level of general education as reports of Commonwealth secretariat (1988) indicates major barriers. In the Middle East and North Africa, by contrast, higher proportions of women are found in science and engineering courses at university level than in many western countries (Ibid).

2.3 Economic Factors.

According to Kamau (2007) for many countries today, teacher education as a hallmark of change is driven by the need to make lifelong learning a reality for the majority. The need to retrain teachers is linked to the problem of demand and supply of qualified teachers. Countries such as Botswana, Malawi, Nigeria and Kenya have put together distance education in - service teacher upgrading programmes not just to meet the demand but also to improve the academic and professional qualification of teachers. In other cases individual teachers join upgrading programmes at their own cost to improve their qualification for career progression.

In a brief case study on challenges of implementing Distance Education in Uganda (Basaza et al, 2010), the researchers reveal that like in many African countries, one of the factors is the cost of higher education. The comparatively high cost of post secondary education is a barrier to those

who want to enroll. They note that access to tuition loan systems is minimal; thus potential students and their parents have limited access to extra funds. Even government institutions admit students prominently on private sponsorship. Tuition fees, books, educational supplies and living expenses must be paid by parents and students. They also note that, only about 5%of the working population has permanent paid employment (Uganda Bureau of Statistics 2009), the median monthly wage is US$18 (US $24 for male and US $10 for female employees) (Uganda Bureau of Statistics 2009). Consequently it is easier for Ugandan families to save US $500 for one year of distance education than to save $2000 for one year of traditional, on–campus instruction.

While commenting on what influences adult learners to participate in distance education, O'Lawrence (2007) observed that adult learners are attracted to distance programs because they receive total support from their employers - tuition is paid, employees receive pay increases and promotions, and the majority of employers support the immediate transfer of learning from the classroom to workplace. So what influences adult learners to participate in distance education are incentives from their various employers and the suitable programs offered through distance education.

In a study carried out on factors that influence learners' perceptions on affordability of the distance learning program at the University of Nairobi: (Rambo and Odundo 2000) the researchers observed that the Bachelor of Education (Arts), by Distance Learning at the University of Nairobi (UoN) provides a cost effective opportunity for individuals already in employment to access university Education. However, financing the program remains a challenge to over two thirds of the learners. The study found that the perceived affordability of distance learning was statistically associated with the total number of dependants, level of

income, educational attainment and gender. The study recommends the need to establish a financing scheme for the distance learners, base financial support on significant learners attributes and develop an effective system to verify learners' attributes to ensure effective allocation of resources (Ibid).

The economic factors are mainly based on affordability of distance education. They reflect on the widespread poverty in the developing countries. If education is taken as a social good, the various governments are under obligation to provide this good to their citizens. Many governments are training some of their employees through sponsorship to institutions of higher learning both internally and in a broad. Some allow their employees to join distance education programmes and go for weekend and evening classes. This study attempted to show how affordability factor (Economic) influenced enrolment in higher education among the teachers. It was hoped that some measures could be put in place to counter the adverse effects.

2.4 Personal Demographic Factors

In a research similar to this, carried out on factors influencing post secondary enrolment behaviors of urban Agricultural Education Students, the researcher indicated that the students pointed out that parents and/ or guardians had the most influence on their decisions to enroll in a post secondary education program of Agriculture. Students also reported an interest in Agriculture, personal factors and job opportunities as the events and experiences that must influenced their decisions to enroll. Students who did not enroll cited a lack of interest and personal factors as the primary reasons (Esters 2007).

Bharaths (2007) while researching on women in higher education in India points out clearly the factors that influence women success and failure in higher education. For success she lists the following factors: the merit basis of education system permits female to excel; Prejudice against women education has been reduced; Women expectations for education based employment are high; some higher education courses provide scholarship for women; female students have been provided with residential facilities in some areas.

For failure she notes the following: female students have difficulties in access to transport facilities; sexual harassment as well as occasional violence hinders female student completion of higher education; marriages in many cases lead to early withdrawal; gender stereotyping inhibits completion of student studies and financial constraints can cause withdrawal from the education stream (Ibid)

These were mostly socio – cultural factors that were addressed in this paper. It hoped to find out how they influence teachers' enrolment in higher education in Kenya and how the issues could be addressed.

While handling demographics as factors contributing to student's success, Galusha (1997) notes that Distance Learning is a student centered learning; thus knowing the characteristics and demographics of the distance learner helps in understanding the potential barriers to learning. Additionally, knowledge about student characteristics and motivators helps in understanding those who are likely to participate in the distance education and conversely, why others choose not to participate. Student motivation has a powerful effect on the enrolment, attribution and completion rates, regardless of institutional setting. While quoting (Knowles 1980) the

researcher explains that learner behaviour is influenced by a combination of the learner's needs plus the learner's situation and personal characteristics. Knowing these personal characteristics is an important aspect of planning distance learning courseware and strategies.

Knox (1997) development stage orientation of adult life stresses the importance of understanding individual's contextual situation that is, beliefs, and the family, work and community roles, physical condition. Personality and learning interests all affect the adult ability and willingness to enroll and participate in distance education. Although no single factors appears to cause non - enrollment and non - participation, individual students characteristics and life circumstance appear to have the greatest impact on non- participation.

Understanding the learners, their needs and motivation is important. This is what this study all about, and in particular, understands the learner in the rural environment where exposure and competition are low.

While quoting Knapper 1988, the researcher (Galusha 1997) observes that distance learners are more likely to have insecurities about learning. These insecurities are founded on personal and school related issues such as financial costs of study, disruption of family life perceived irrelevance of their studies and lack of support from employers. These pressures often result in higher drop-out rates than traditional students.

On feed back or contact with the teachers the researcher observes that because there is no daily or weekly face to face contact with the teachers, students may have trouble in self evaluation. Citing Kegan (1986), the researcher believes that the separation of student and teacher imposed by distance removes a vital link of communication between these two parties.

Lack of support services such as providing tutors, academic planners and technical assistance have their toll on students' performance and hence discouraging them to enroll. The isolation that results from the distance learning process can complicate the learning process for adult students (Ibid). While quoting Oaks (1996), the author notes that planners from Washington State University (WSU) note that "success services are significant part of the budgeted costs of the program". They also believe that success in attracting, serving and retaining students will hinge more on excellent students support services than on any technology issues (Oaks, 1996).

While quoting (Wood 1996), the author also says that the feelings of alienation and isolation reported by distance students needs some consideration. The "distance' aspect of distance learning takes away much of the social interactions that would be present in traditional learning environments. It may lead to feelings of inadequate and insecurity and lack of confidence in their own abilities.

These observations though correct were made quite a while ago (25years by Keegan and 15 years by Oaks and Wood). The situation has since improved with the developments in technology. Learners in distance education can now study comfortably in their homes and place of work without feeling isolated from the rest of family members or work- mates. This study sought to find out if there were other factors that influenced enrolment that can be handled differently.

The researcher dwelt at length on the lack of student training, particularly in reference to technology such as computers and the internet. It is apparent that technology can influence enrolment in higher education in either way. Many adult students are not well versed in the uses

of technology such as computers and the internet. Using electronic medium in distance learning can be inadvertently exclude students who lack computer or writing skills. These skills are required if computer technology is used. Students will typically be offered volumes of electronic based information. Using this information will be a problem for some non-technical students. They must be taught how to manage not only their study time but the materials presented as well. If students are undertaking distance courses that require knowledge of computers, then the students must be taught at minimum, fundamentals of operating the systems of choice of the distance - taught course. If distance learning is to be successful technical barriers must be made a non issue. The concern for computer "illiteracy" as pointed out here and earlier in this study was real. It was the concern of this research project to find out how widespread it was in rural areas and if it had influence in enrolment of teachers in higher education.

2.5 Programmes at the Institutions of Higher Learning

In their article, Scott et al (2003) provides decision markers with 32 trends that affect distance learning and thus enable them to plan accordingly. The trends cover wide areas but important among them are such areas as student enrolment, faculty members, academics, technology, the economy and distance learning. They observe that while identifying trend does not offer solutions to distance learning challenges, decision makers will benefit by careful considering each trend as it affects institution and goals.

Therefore, on student/enrolment trends, they noted that the current higher education infrastructure cannot accommodate the growing college - aged population and enrolments making more distance education programmes necessary. In other words as much as students,

would like to enroll in the conventional based institutions, the trends show that it cannot be sustained as facilities are strained. When quoting (Reeve & Perlich 2002 p.3) they observed that with the growth in college aged population and enrolments and the need for lifelong learning for adults, many institutions acknowledge that within a decade there will be more students than facilities can accommodate (Ibid).

The growth in college enrolment is still an issue in Kenya and many other developing countries. In November, 2003 an Education Conference was held in Nairobi, in which issues on enrolment in higher education in the conventional based institutions were discussed. This resulted into the Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research. In this framework distance education is emphasized as a means of easing pressure on the infrastructure in the conventional institutions. The result is to admit more students through distance education mode. This research emphasized and sought to assess factors that could influence enrolment and how to manage them so as to achieve the goals of distance education.

As regards faculty trends, Scott et al observed that traditional faculty roles are shifting. This is in bid to improve and make the universities more suited to distance education. For instance, Scott et al quotes Riffee 2003, p.1, Roberson, 2002 and Scagnoli 2001) as saying that the roles of faculty members in distance education instructions must plan ahead, be highly organized and communicate with learners in new ways. They need to be accessible to students and work in teams when appropriate. Distance faculty members must be experts in maintaining communication because there is increased demand for students' interaction in distance learning. The author laid emphasis on faculty communication because a distance learner requires

interaction which is facilitated by communication. Where communication is lacking enrolment tends to be low and vice versa. The universities are keen on this in distance education.

Scott et al also noted that initial teacher education is no longer seen as enough. Distance education is therefore also being used to raise the skills, deepen understanding and extend the knowledge of teachers' programmes which are taken either by individuals or by groups of teachers who are encouraged to participate by their schools or their employers. For example a non- profit television station is taking the lead on supporting schools in Brazil. In other cases programmes are available for individual teachers who want to improve their skills and their status, often enrolling on an individual basis, and at their own expense. Indira Gandhi National Open University in India has a number of programmes of this kind. The University of South Africa also offers programmes on this basis.

However, the findings of the 32 trends were based on few selected countries like India, Brazil and Nigeria. These countries established distance education much earlier than others in South Asia, Latin America and Sub – Saharan Africa. Given the need for training, unemployment and the need for promotion in places of work, employers and Governments are sending their workers for training to acquire skills for work performance using distance education. It is for this reason of skill upgrading that this study seeks to find out if there are any factors that influence teachers in enrolling for higher education and if they could be generalized to other areas if found positive.

Distance education has been used for teachers' career development. As they seek promotion, or aim for the next qualification level or aspire to become head teachers, or work in a teachers' college or become an inspector, teachers need to acquire skills. A multinational distance

education project in West Africa has developed a training program in school management for head teachers and aspiring heads (Ibid).

In a paper on factors influencing the acceptance of distance learning: a case of Arab Open University in Kuwait (Salah Al-Fadhli 2009) that focused on the relationship between institutional factors and the intension of undergraduate students to withdraw from or complete their distance education courses in Arab open University (AOU) the study seemed to suggest that the intension to stay in the Arab Open University distance learning (DL) programmes depended critically on the quality instructors and the variety of technology used to support and deliver those DL programmes.

Problems or an impediment to the development of distance education in the Arab region as cited by the research paper indicates the following as major setback to DL. One is that traditional distance instructional media are still used broadly at open universities most delivery systems at the Arab Open Universities are via printed materials and the majority of these printed materials are developed by the existing traditional Universities. For teachers to enroll in higher education through the distance education mode there must be a true difference between the DL and the conventional education (Ibid).

The second one is that the bulk of part - time instructors is borrowed from traditional Universities. Besides, they are not trained to conduct classes of distance higher education, and their attitudes towards distance education are not much different from the rest of people who look at distance education as a second class form of education. Where such attitudes exist as is the cases with Arab Open Universities, students, who include teachers do not enroll in large

numbers. They instead enroll in higher education through the conventional education mode (Ibid)

It may be appreciated that distance education is relatively 'new' in Arab Countries and training of teachers to develop programmes and instructions will take some time. In the meantime, as it is the case in the developing countries, some elements of the conventional mode of teaching will still be used because technology is not fully developed. It is for this reason that the role of technology and programmes in the institutions and how they influence enrolment are being assessed in this paper.

In a recent issue of distance learning administration Beaudoin (2003) stressed the importance of institutional leaders to be informed and enlightened enough to risk fundamental questions that could well influence their institutions future viability. Examples of questions include the following: how many faculties will be needed in ten years? Will the notion of classrooms survive? Will the teachers and students need to meet in campus anymore? Can the organization decision makers respond to new competition?

Karen E (1995) in paper on 'Barriers to participation of women in Technological Education and the role of distance education' observed the following on institutional barriers. "Institutional barriers are the ways in which institutions make their programmes available. Significant general barriers which apply to women are well documented and include: fixed hours; substantial attendance requirements; lock step approach to curriculum makes missed lessons hard to catch up on; lack of child care facilities".

These are exacerbated in the case of entry to technical and technological studies by: lack of female teachers/assumptions and attributes of male teachers: inflexible selection and entry

requirement: male oriented language and male images in technology materials: instrument pedagogies and curriculum orientation content which ignores the social context of technology.

Murhead B (2005) quoting Sarba (1998) observed that "the success of distance education to a great degree will depend on the quality of educational institutions to personalize the teaching and learning process. Students should be given the chance to assess their comfort with the level of structure while learning at a distance and decide to what extent they need direct contact with the instructor (P.1)".

Muirhead (2005) also notes as a factor influencing a student joining distance education in terms of a major advantages that students appreciates and enjoy learning process to a greater degree when they have the opportunity to freely share with their instructor and colleagues. He quotes Milheim (1995) who cites six major benefits to interactive learning: increased student interest: higher cognitive processing: development of co-operative learning skills: teacher involvement: curriculum integration and teacher/student collaboration (p. 227). He further observed that positive affirmation of student work is very important for the student teacher relationship in distance learning. Instructions can promote greater online participation by affirming their students' abilities and knowledge. He also noted that adult learners appreciate being recognized for their accomplishment and online classes offer numerous opportunities for instructors to affirm quality work (Ibid P.31).

The recognition in terms of handling of adult students' work has been embraced as many universities and colleges have students publications in their libraries. The University of Nairobi, for instance, has students' publications; dissertations, thesis and projects in the libraries at the Main and Kikuyu Campuses and are easily accessed by anyone who needs them. Since distance

education is essentially adult- learner based, the factors under discussion in this study is about adult education to a great extend. It is therefore seeking to promote adult learning by assessing the factors which influence enrolment.

2.6 Conceptual Framework

One of the ways in which teachers have managed to acquire higher education and training is through enrolling in distance education, especially where accessing it through the conventional method has been hard. However, there were factors that influenced the enrolment as shown by the conceptual framework, figure 1. The independent variables included socio-cultural, economic, personal demographic and institutional operations, whereas the dependent variable is enrolment in higher education. These factors were explained in the following account.

2.6.1 Socio-Cultural Factors

These were the larger scale forces within cultures that affected thoughts, feelings and behaviours of individuals. Such factors included:-

2.6.1.1 Cultural Change

It is a public policy term which emphasizes the influence of cultural capital – knowledge, experience and or connections one has had through the course of their life that enables them to succeed more so than someone from a poor background (Bourdieu and Passeron 1973) on individual and community behaviour. Culture change stresses the importance of understanding the social and cultural context of people's lives in determining their behaviour. This includes the influence of families and significantly other organizations, communities and neighbourhoods. It

also argues that the cultural and environmental context in which people make decisions guides the behavioural intentions they adopt in regard to particular decisions, which may include enrolling in higher education.

2.6.1.2 Ethnic Group

This is a human population whose members identify with each other usually on the basis of a presumed common genealogy or ancestry (Smith 1986). Recognition by others as a separate ethnic group, and a specific name for the group, also contributes to defining it. Ethnic groups are usually united by certain common cultural, behaviour, linguistic and ritualistic or religious traits. The area where the study was carried out being largely rural, the researcher expected social factors to play important role in influencing enrolment in higher education.

2.6.2 Economic Factors

The researcher was interested in finding out how the availability of resources influenced enrolment in the area of study. Such economic consideration included the following:-

2.6.2.1 Family income

Sources of family income included salary/wages earned by teachers, their family members and from other sources. This Constituency (Ikolomani) was ranked last in the economic (Poverty Index) of well being among the constituencies in the then greater Kakamega District (now Kakamega County) in 2007.

2.2.2.2 Income from other activities

These activities included farming, transport business ("matatus"), operating shops and salons. These private activities kept teachers busy (as they are income generating) in rural areas such as where this research was conducted and could influence enrolment in higher education.

2.6.3 Personal Demographic Characteristics

2.6.3.1 Gender

Significant results of factors influencing the decision to enroll in higher education through distance education were found in examining the gender of student (for this study the gender of the teacher). Although both academic and social integration (factors) are significant for men and women, academic factors have played a greater influence for men whereas for women social factors have a substantially larger effect regardless of academic discipline (Ethington and Smart, 1986). This was considered to be true of the area of study. The study was to reveal whether there were fewer women than men who were educated to a higher level or not; perhaps the major "duty" of the women was to perform social roles like looking after children and to attend to social issues in the village and home.

2.6.3.2 Age and Enrolment Status

There were a number of significant results to consider when examining age of students in terms of enrolment in higher education. Regardless of the discipline, older students were more likely to be employed and pursue their graduate degrees through distance education and thus were more influenced by factors that allow them to study on part- time basis. Such factors included institutional location (being closer home), availability of evening and weekend classes, flexible

programme requirements and being able to continue working full time (Killio 1995). Younger students were influenced by the factors that allowed them to study on full- time basis.

2.6.4 Programmes at the Institutions of Higher Learning

Operations at institutions of higher learning were significant in influencing enrolment. They included the following.

2.2.4.1 Use of ICT (Technology)

In distance education the teacher is separated from the learner in space, time and psychologically. The gap created is filled by the use of technology to deliver the content to the students. Many of the students (teachers included) were not computer literate and therefore were not able to study the materials sent to them through the e-mail and they in turn could not browse the internet for information. Most of the teachers teaching in rural areas including the area of this research were not computer compliant, and in addition as it was a typical Kenyan rural area, there was no electricity supply. This computer "illiteracy" discouraged enrolment but where the students were endowed with skills in computer they enrolled in large numbers, other factors remaining constant.

2.6.4.2 Male dominated programmes

Some programmes in institutions of higher learning are more suited to men than women. Programmes involving science, engineering and technology were not favourable for majority of women, therefore where higher education involves more of these programmes; women were no likely to enroll in large numbers.

2.6.4.3 Cost of instructions and programmes

These were costs involved in running programmes in institutions. The cost centers involved included preparing learning materials, travelling, hiring of the media to be used and administration. These costs influenced enrolment in higher education.

CONCEPTUAL FRAMEWORK

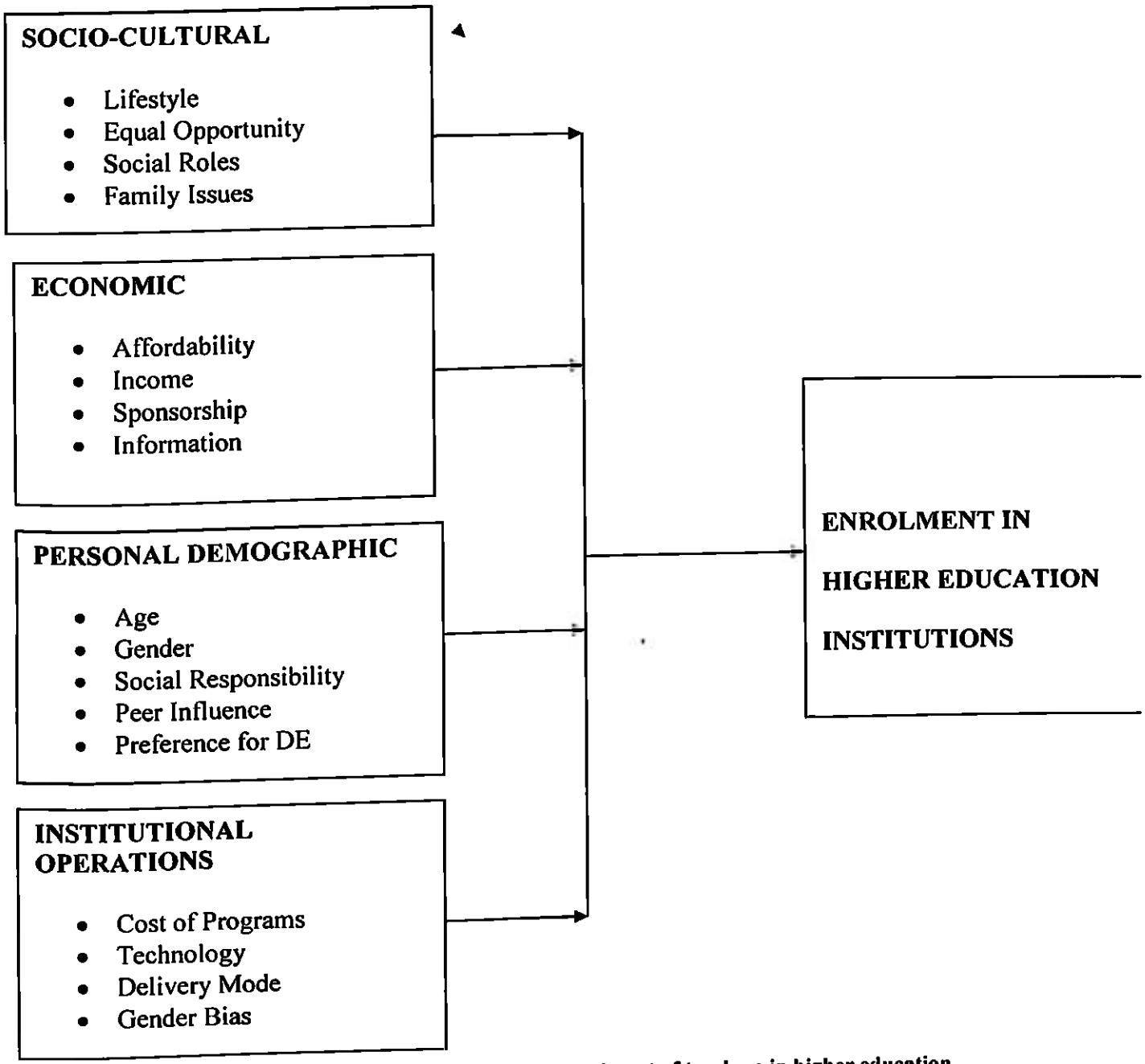

Figure 1: Conceptual framework on factors influencing enrolment of teachers in higher education

2.7 Summary

The review of the related literature has expounded on the meaning of distance education and given the perspective of how other people/scholars have viewed the factors that influence enrolment in it. On socio-cultural factors for instance, many countries in South East Asia still regard education for girls and women as second to that of men. It shows clearly that low levels of general education are experienced in the Middle East and North Africa but by contrast women are found in science and engineering courses at the university level in many Western countries. The review cites cost of higher education as a challenge in implementing distance education in many African counties. Economic barriers are mainly based on affordability of distance education. The barrier is a reflection of the widespread poverty in developing countries. The review also cited personal factors and lack of interest as important factors influencing enrolment in any programme. Knowing about the learner and understanding their needs was important in distance education. It cited bias and prejudice against girls and women as discouraging them to enrolment in higher education. On programmes at the institution of higher learning, the review emphasized communication with the learner. Where communication was lacking enrolment tended to be low and vice versa. Finally, the review observes that institutional barriers are the ways in which institutions make their programmes available and suit everybody.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the different methods that were employed by the researcher to collect data and information in the research process. It also shows the different sources of data that was employed by the researcher in the study.

3.2 Research Design

The researcher used descriptive survey design. According to Malhotra (1996), a descriptive study has its objective as a description of something in regards to who, what, where and how of a phenomenon, which was the concern of the current study. The researcher used the descriptive survey method to collect information from respondents because the project was mainly qualitative. The information was recorded and findings reported using figures and tables.

3.3 Target Population

The target population was 628 teachers spread in 75 schools (12 in the North Division and 11 in South Division) in an area which represented a typical rural characteristic in Kenya.

3.4 Sample, sample size and sampling procedures

Because of the bigger widely dispersed research population of 628 teachers in the District, a sample size of 190 teachers (30.3% of the target population) was selected. A stratified sampling technique was used, where teachers were divided into two categories; those with higher qualifications (diploma and above) and those with only P1 certificate, after which a simple random sampling method was applied. Random sampling involved choosing elementary units in

such a way that each unit in the population had an equal chance of being selected. The sampling procedure entailed assigning numbers 1 to 12 on pieces of paper for choice of schools in the North Division and numbers 1 to 11 for choice of schools in the South Division. The schools were then picked at random up to a total of 23. The teachers in the selected schools were the respondents to whom the questionnaire was issued. This method allowed the researcher to study all those persons who were conveniently available during the data collection period.

3.5 Research instrument

To collect data, a structured questionnaire with mainly closed- ended questions and one loaded open- ended question was used. The questionnaire was simple to administer, reliable, had fixed responses especially the closed ended questions, which reduced variability and coding in preparation for analysis and interpretation of data.

The questionnaire was divided into two sections; A and B. Section A contained general information on the respondent which included age, sex, level of training, teaching experience and the mode of training (for those with diploma or degree). Section B contained information on the factors influencing enrolment (the factors under investigation).

3.6 Data Collection

The respondents were asked to respond to sections A and B on the questionnaire. In section A they filled in their personal data and in section B they responded to statements that related to the factors under study by indicating whether they strongly disagreed, disagreed, agreed or strongly

agreed. At the end of the questionnaire the respondents were asked to give any other information they considered relevant and important to this study.

3.7 Validity of the Instrument

The type of validity used in this study was criterion- related. Validity is the degree to which results obtained from the data actually represents the phenomenon under study, (Mugenda and Mugenda 1999) which in this study was the enrolment in higher education through the distance education.

3.8 Reliability of the instrument

In this project proposal the internal consistency technique was used to determine the reliability of the data collection instrument. This is where internal consistency of data is obtained from scores of subjects. In this approach, (Mugenda and Mugenda 1999) a score obtained in one item is correlated with scores obtained from other items in the instrument. Cronbach's Coefficient Alpha is then computed to determine how items correlate among themselves. The Cronbach's Alpha splits the questions on the instrument in every possible way and computes correlation for all of them. The closer the correlation coefficient will be towards one, the higher the reliability estimate of the data collection instrument.

3.9 Data Analysis Procedures

The questionnaires were first checked for completeness and edited where necessary. Thereafter they were sorted out in accordance with the similarity of response given to different statements. Given that the study was descriptive in nature; descriptive statistics were used to analyze the data

obtained. The data was analyzed using frequency distribution tables and conclusions arrived at using the analyzed information from the frequency tables.

3.10 Summary

The chapter looked at mainly the procedures of collecting data which entailed the population from which data was collected, sample size, sampling procedures and data collection instrument. It emphasized on the validity and reliability of the data collection instrument and procedure of data analysis which gives information for interpretation.

CHAPTER FOUR:

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The overall research problem addressed in this study was that despite the available opportunity and the enormous gains that accrue from education and training at a higher level, primary school teachers do not enroll in large numbers for university education. The researcher examined the major factors that influenced primary school teachers' enrolment in higher education through the distance education. This chapter contains the analysis and interpretation of the data that was collected from the sampled subjects. The chapter was discussed under the following sections: questionnaire returns rate; contextual characteristics of the respondents (personal data); analysis of variables which influence enrolment of primary school teachers for higher education by distance education.

4.1.1 Questionnaire return rate

One questionnaire entitled, "Factors influencing enrolment of primary school teachers in higher education through Distance Education in Kenya" targeting serving primary school teachers was used as the main instrument in the collection of data. It was administered to 189 primary school teachers in the sampled Kakamega South District. All the targeted 189 questionnaires were duly filled and returned. This was 100% return rate because the instrument was personally administered to teachers who were on duty at their workplace.

4.1.2 Contextual Characteristics of the Respondents

The study sought views from 189 respondents with a wide range of demographic characteristics. These characteristics were summarized and presented in this section.

4.1.2.1 Sex of the respondents

Table 4.1 shows the distribution of respondents according to their sex.

Table 4.1 Sex of the Respondents

Sex	Frequency	Percentage
Male	95	50.3
Female	94	49.7
Total	189	100.0

From the (Table 4.1) there was equal distribution of male and female respondents. The significance of this is that data was collected from equal proportion of male and female teachers and the views were not lop-sided.

4.1.2.2 Age brackets of the Respondents

Table 4.2 shows the age of the respondents at the time of the study.

Table 4.2: Age brackets of the respondents

Age bracket	Frequency	Percentage
20 -29 years	35	18.5
30 -39 years	55	29.1
40 -49 years	58	30.7
50 -59 years	41	21.6
Total	189	100.3

From the data on age brackets contained in table 4.2, most respondents were aged between 30 and 49 years as they constituted 59.8% of the age of the respondents and were, therefore, deemed to be most eligible to enroll and pursue higher education.

4.1.2.3 Highest level of education attained by the respondents

The respondents' level of training as at the time of the study was as shown in table 4.3.

Table 4.3: highest level of education attained by the respondents

Level	Frequency	Percentage
P1	159	84.1
Diploma	19	10.1
Bachelors Degree	11	5.8
Total	189	100.0

From the (Table 4.3), most respondents (84.1%) had attained a P1 Certificate. Those who had attained higher qualification (diploma and degree were a paltry 10.1% and 5. 8 % respectively. Those with higher qualifications had trained earlier as P1 teachers in Primary Teacher Training Colleges.

4.1.2.4 Mode of training for the respondents with higher qualifications

Table 4.4 shows the mode of training used for the respondents who had trained at a higher level (had acquired diploma and bachelors degree in education).

Table 4.4: Mode of training for respondents with higher qualification

Mode of Training	Frequency	Percentage
Distance Education	22	73.3
Conventional	08	26.7
Total	30	100.0

The number of the respondents who had acquired higher qualifications was thirty (30) and of this, twenty two (22) which is 73.3%, went through distance education, and eight (8) which is 26.7% used conventional method. This showed that those who trained at these two levels preferred distance education as a mode of training and that it was a popular method.

4.1.2.5 Working experience of the respondents

In this study the respondents were serving teachers with various working (teaching) experience as shown in table 4.5.

Table 4.5: Working experience of the respondents

Years of Teaching	Frequency	Percentage
1 – 10 years	87	46.0
11 – 20 years	38	20.1
21 – 30 years	56	29.6
31 – 40 years	08	4.3
Total	189	100.0

Most respondents (66.1%) had between 1 and 20 years of service and therefore were most eligible to pursue higher education, other factors remaining constant. Although those who had working experience of between 21and 30 years represented a significant number (56%), they may not be eligible to enroll in higher education institutions because most of were close to the retirement age.

4.2 Influence of factors on enrolment in higher education institutions

4.2.1 Influence of Socio–Culture environment on enrolment in higher education

Table 4.6 shows the responses in respect of socio-cultural factors. They constituted lifestyles, equal opportunity, social roles and family issues.

Table 4.6: Socio-Cultural Factors

	Lifestyle		Equal Opportunity		Social Roles		Family Issues	
Response	f	%	f	%	f	%	f	%
Strongly Disagree	43	23%	10	5%	39	21%	22	12%
Disagree	50	26%	26	14%	72	38%	43	23%
Agree	61	32%	76	40%	54	29%	65	34%
Strongly Agree	36	19%	78	41%	25	13%	60	32%

The respondents' view as reflected in table 4.6 showed that only family issues (66%) affected enrolment. It was also shown that most of them (81%) agreed that there was equal opportunity between men and women on enrolment in higher education. Lifestyle least influenced enrolment into higher education institutions. From this table, it could be deduced that Socio- cultural factors were not significant in influencing teachers' enrolment in higher education.

4.2.2 The extent to which teachers' economic conditions influenced enrolment in higher education

The data of the respondents on economic factors were given by table 4.7. Economic factors comprised affordability, income, sponsorship and information on distance education.

Table 4.7: Economic Factors

	Affordability		Income		Sponsorship		Information	
Response	f	%	f	%	f	%	f	%
Strongly Disagree	9	5%	8	4%	129	68%	41	22%
Disagree	11	6%	9	5%	46	24%	60	32%
Agree	53	28%	55	29%	2	1%	70	37%
Strongly Agree	116	61%	117	62%	12	6%	17	9%

From the table (4.7), 89% of the respondents observed that the cost of higher education (affordability) was prohibitive to their enrolment, 91% indicated that their incomes were low, 92% disagreed that the district had enough resources to sponsor them for higher education while 101% disagreed that availability of information on distance education was responsible for enrolment in higher education. Therefore, economic factors influenced the teachers' enrolment in higher education institutions in the district to a large extent.

4.2.3 Influence of teachers' demographic factors on enrolment in higher education

Data on demographic factors were as presented on table 4.8. Demographic factors took into account age, gender, social responsibilities, peer influence and preference for distance education.

Table 4.8: Personal Demographic Factors

	Age		Gender		Social Responsibilities		Peer Influence		Preference for Distance Education	
Response	f	%	f	%	f	%	f	%	f	%
Strongly Disagree	19	10%	64	34%	24	13%	6	3%	28	15%
Disagree	25	13%	61	32%	35	19%	27	14%	30	16%
Agree	86	46%	37	20%	80	42%	80	42%	81	43%
Strongly Agree	59	31%	27	14%	49	26%	75	40%	50	26%

From the table (4.8) it was observed that teachers' personal demographic factors had great influence on enrolment in higher education; the table indicated that age (77%) where many respondents preferred to go for studies when still young, peer influence (82%), and preference for distance education (69%) had strong influence on enrolment in higher education. However, gender and social responsibilities had little influence.

4.2.4: Influence of institutional operations on teachers' enrolment in higher education

The data presented in table 4.9 were the views of the respondents on the institutional operations as a factor. The factor comprised cost of programmes, use of technology, delivery mode and gender bias.

Table 4.9: Institutional Operations

	Cost of programmes		Technology		Delivery Mode		Gender Bias	
Response	f	%	f	%	f	%	f	%
Strongly Disagree	9	5%	65	34%	16	8%	84	44%
Disagree	9	5%	54	29%	46	24%	74	39%
Agree	75	40%	39	21%	96	51%	10	5%
Strongly Agree	92	49%	21	11%	28	15%	19	10%

The respondents' views on institutional operations influence enrolment in higher education to a large extent as was shown in table 4.9 through cost of programmes at institutions of higher learning (89%),lack of computer skills and the delivery mode. The table also shows that gender of the respondent did not influence enrolment.

4.2.5 Other factors and observations made by the respondents

Other than the four factors as cited in the foregoing tables and texts, the respondents made their own observations as shown in table 4.10.

Table 4.10: Other factors influencing enrolment

Factor	Frequency (%)
Availability of courses	7
Study leave issues	15
Employer issues	13
Lack of time	3
Courses taking too long	4
Cost	40
Lack of information on DE	11
Technological issues	7
Total	100

Availability of courses/programmes, study leave issues , other employer issues , lack of time and courses taking too long were indicated in table 4.5 as significant in influencing enrolment in higher education.

4.3 Summary

From the data that was analyzed, presented and interpreted, it was deduced that the factors that influenced enrollment of primary school teachers into higher education were; economic, teachers' personal demographic characteristics and the operations at the institutions of higher learning. It was also concluded that socio-cultural factors did not have influence on teachers'

enrolment in higher education. It was further observed that other than the four factors considered in the study, there were others which were employer (TSC) and Ministry (of Education and Higher Education) related.

CHAPTER FIVE:

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented summary of findings, discussions, conclusions and recommendations.

It was quite evident that many teachers had not attempted to engage themselves in higher education studies. Out of the sampled 189 P1 respondents, only 30 had gone through diploma and degree courses. This was a mere 15.9% of the sample. The rest of the P1s (84.1%) were yet to hone their skills in higher education.

5.2 Summary of Findings

The purpose of this study was to examine the factors that influence primary school teachers' enrolment in higher education institutions through the distance education, the case of primary school teachers in Kakamega South District, in Kenya. Four research questions were then formulated to guide the study. The first question was on how the socio-cultural environment influenced enrolment in higher education through distance education; the second one was on how economic conditions influenced teachers' enrollment in higher education through distance education; the third question sought to find out if the teachers' demographic factors played any role in the enrolment in higher education through distance education; and the fourth one was on the extent to which the programmes in institutions of higher learning influenced teachers' enrolment in higher education through distance education.

The researcher used the descriptive survey design method. The target population was 628 teachers from which a sample of 190 teachers was drawn. A questionnaire with open and closed ended questions was used to collect data and out of the 190 questionnaires sent out, 189 were returned, coded and the data analyzed using a computer software programme, Statistical Package for Social Sciences (SPSS). The results were presented in tables using frequencies and percentages.

The findings revealed that economic factors influence enrolment to a high extent. This was manifested in many of them not being able to afford to pay because their incomes were low and there was no sponsorship from the Government, the District or Constituency. The other factor was the teachers' personal demography, under which age, peer and mode of study were covered. The results revealed that age of the teachers was important, as many of them preferred to enroll for higher studies when they were young; the peer influence was also important in that many teachers waited to see if those graduating with higher certificates benefited in terms of salary or status while in school; the mode of training contributes to the decision to enroll or otherwise by many teachers. In this study many of them preferred distance education as opposed to conventional method; the other factor was the institutional operations which considered the cost of programmes and technology used, the cost of programmes at the institution of higher learning was high beyond the reach of many teachers; the technology used in the institutions, mainly computer, was important because distance education used it to bridge the space between the instructor and the learner. The problem was that many teachers were not computer compliant, therefore were limited to some extent. Besides the above mentioned factors, there were others that were brought up. They included; cost, low salaries, courses being too expensive, lack of

information on available courses, poorly structured study leave by the TSC, lack of technical capacity and computers, lack of time to study and the age to undertake studies.

5.3 Discussion

The findings of this project in respect to the factors that influence enrolment in higher education were that social cultural factors did not have significant influence on enrolment. This was in contrast to the views given in the literature review where in many countries especially in South Asia, the Middle East and North Africa still have low regard for education of girls. They were still bound by their cultural factors which discriminated against girls and women.

On economic factors the findings were that they have a great effect on enrolment. The literature review termed economic factors as a challenge and a barrier to enrolment. In a brief case study on challenges of implementing Distance Education in Uganda (Basaza et al, 2010), the researchers reveal that like in many African countries, one of the factors is the cost of higher education. The comparatively high cost of post secondary education is a barrier to those who want to enroll. They note that access to tuition loan systems is minimal; thus potential students and their parents have limited access to extra funds. Even government institutions admit students prominently on private sponsorship. Tuition fees, books, educational supplies and living expenses must be paid by parents and students. The findings, like in the literature review revealed that affordability, lack of sponsorship from government agencies were responsible for teachers not enrolling in higher education.

When addressing teachers' Personal demographic characteristics, the literature review reckoned that knowledge of the learner and understanding their needs was important in distance education.

The review further noted that personal factors and lack of interest were important in influencing enrolment. This is what the findings came up with when it was shown that age and peer influences were important in decision making by the teachers.

On programmes at the institutions of higher learning the research findings were that the institutional operations which considered the cost of programmes and technology used, the cost of programmes at the institution of higher learning was high beyond the reach of many teachers; the technology used in the institutions, mainly computer, was important because distance education used it to bridge the space between the instructor and the learner but many teachers were not computer compliant. On the same the literature review had cited institutional barriers as the ways in which institutions make their programmes available and suit everybody. This was no forth coming as the cost was beyond the reach of the teachers

5.4 Conclusions

From the findings in 5.2 above, it was concluded that economic factors (that is; affordability, low income and lack of sponsorship) influenced negatively the teachers' enrolment in higher education. It was also concluded that teachers' personal demographic factors (age, gender, social responsibilities, peer influence and preference for distance education) had a negative impact on enrolment in higher education. This was evident in reference to age, where many preferred to go to study when still young; the peer influence had a strong negative effect. However, gender social responsibilities and distance education had positive impact on enrolment as many teachers enrolled in equal numbers, these sub- factors not withstanding. Lastly, the institutional operations (Cost of programmes, Technology, Delivery mode and Gender bias) had both positive

and negative influence on enrolment. Cost of programmes and use of technology in institutions discouraged enrolment in higher education to a great extent, however delivery mode and gender issues, if anything, promoted enrolment to a reasonable degree.

5.5 Recommendations

This research project reveals that primary school teachers are willing to pursue higher education and training if certain conditions can be put right. It is therefore recommended that:

1. Teachers should be given adequate time (through study leave) by the employer (TSC) to concentrate on their studies;
2. Distance Education should be made affordable through subsidies by the employer, Ministry of Education (through loans from HELB) and Constituency Development Fund (CDF);
3. Information on distance education should be available and accessible to all the teachers in primary schools throughout the country

5.6 Suggestions for Further Research

Development of Distance Education (DE) is being enhanced by the rapid infrastructural development in ICT, since it is the key in the delivery of the instructional material to the learner. This is through the Sessional Paper No. 1of 2005 on a Policy Framework for Education Training and Research, the Ministry of Higher Education, Science and Technology has promised to inaugurate Kenya's first open university in 2011, the Ministry of Information and

Communication is in the process of laying the region's fiber optic cable which will fast track internet connectivity, which in turn will boost distance education. Therefore, it will be necessary:

1. to research into the Teachers Service Commission's policy and its effect on higher education and training for its employees (teachers) at Primary level

2. to carry out frequent researches on technological developments and innovation and how they affect employment of teachers at primary school level.

5.7 Summary

This chapter examined at length the summary of the findings which involved the use of research questions and the objectives. It also outlined the procedure followed in carrying out the study. The chapter also discussed the findings of the study and how they compared with the observations in the literature review. Then the conclusions, which outlined how the factors affected enrolment in higher education institutions, were given. The study recommended that teachers be given study leave; that distance education should be affordable and the information on distance education should be available and accessible by all the primary school teachers. The study made suggestions for further research in that there was need to research on the TSC's employment policy and on technological developments and their effects on employment of teachers in primary schools.

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APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Introduction

The purpose of this study is to identify the factors that influence enrolment of primary school teachers in higher education through the distance education mode in Kenya. The purpose of this questionnaire therefore is to seek your opinion on the factors listed. You are requested to read each statement carefully before you complete the questionnaire. Your honesty and accuracy will be highly appreciated.

SECTION A: General Information. Please tick (√) appropriately

1. Sex: Male ( ) Female ( )

2. Age bracket: 20 – 29 years ( ) 30 – 39 years ( )

   40 – 49 years ( ) 50 – 59 years ( )

   60 and above ( )

3. Highest level of education attained:

   a) Certificate - P 1 ( )

   b) Diploma ( )

   c) Bachelors degree ( )

   d) Masters degree ( )

4. What mode of training did you use to obtain the diploma or degree that you have?

   a) Distance Education ( )

   b) Conventional Method ( )

   c) Not applicable ( )

5. Please indicate how long you have been teaching since you qualified as a p1 teacher.

Use the age brackets given below.

a) 1 - 10 years ( )

b) 11 – 20 years ( )

c) 21- 30 years ( )

d) 31- 40 years ( )

e) Over 41 years ( )

SECTION B: Factors influencing primary school teachers' enrolment in higher education through the distance education mode.

The following statements represent factors being investigated. **(Please tick the appropriate number that represents your opinion on each of the statements)**

No.	Factors affecting enrolment in higher education through distance education	I Strongly Disagree (SD)	I Disagree (D)	I Agree (A)	I Strongly Agree (SA)
A Socio – Cultural factors					
A1	The culture (general way of life) in the district does not contribute to enrolment of teachers in higher education.	1	2	3	4
A2	Women and men teachers have equal opportunity of enrolling for higher education, through distance education.	1	2	3	4
A3	The social roles played by teachers in the district consumes most of their time such that there is none left for further studies.	1	2	3	4
A4	Teachers are pre-occupied with family issues which hinder their enrolment in higher education.	1	2	3	4
B Economic Factors					

No.	Factors affecting enrolment in higher education through distance education	I Strongly Disagree (SD)	I Disagree (D)	I Agree (A)	I Strongly Agree (SA)
B1	The cost of higher education is prohibitive; most teachers cannot afford to pay for training.	1	2	3	4
B2	Teacher's total family income cannot sustain the family up - keep and further education.	1	2	3	4
B3	Kakamega South District has enough resources which are being used to sponsor teachers for higher education.	1	2	3	4
B4	Availability of information on distance education accounts for enrolment in higher education of the many teachers in the district.	1	2	3	4
C Personal Demographic Factors					
C1	Teachers prefer enrolling for higher education when they are still young.	1	2	3	4
C2	Distance education is favourable for male than female teachers	1	2	3	4
C3	Social responsibilities hinder women teachers' enrolment in higher education.	1	2	3	4
C4	Teachers are encouraged to enroll in distance education by their peers who have succeeded and graduated.	1	2	3	4
C5	Distance education is preferred because it fills the gaps created by the conventional method (like dropping – out of school for any reason).	1	2	3	4
D Institutional Operations and Programmes					
D1	The operation and administration costs in the institutions of higher learning are high and discourage enrolment.	1	2	3	4
D2	The use of technology boosts enrolment in higher education because teachers have the necessary computer skills.	1	2	3	4
D3	Some of the institutions of higher learning still use conventional methods ignoring the distance education which	1	2	3	4

No.	Factors affecting enrolment in higher education through distance education	I Strongly Disagree (SD)	I Disagree (D)	I Agree (A)	I Strongly Agree (SA)
	discourages enrolment.				
D4	Programmes in distance education favour women teachers.				

Please add any other information that you think is important to this study.

THE END

THANK YOU FOR YOUR CO-OPERATION