FACTORS INFLUENCING ENROLMENT INTO DISTANCE LEARNING PROGRAMES AT THE UNIVERSITY OF NAIROBI: A CASE OF BACHELORS OF EDUCATION STUDENTS IN LAMU COUNTY.

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS IN DISTANCE EDUCATION OF THE UNIVERSITY OF NAIROBI

2013

DECLARATION

This is my original work and has not been presented for the award of a degree in any other University.

Signed.....Date.....2013.....

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L45/62519/2010

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

Signed.....Date.....7th June 2013

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DEDICATION

This work is dedicated to my wife Naomi Waithira and my children Nyambura, Njuguna, and Wanjiku whose support and encouragement has been great. They showed love, patience, co-operation, dedication and understanding during the hard times of my study.

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ABBREVIATIONS AND ACRONYMS

AGM- Annual General Meeting.

ICT- Information Communication Technology

KNUT- Kenya National Union of Teachers.

MDE - Masters in Distance Education.

ODL- Open Distance Learning.

TSC- Teachers Service Commission.

ABSTRACT

Today, demand for higher education has been so high such that face to face learning in the University cannot accommodate the high numbers of student who want higher education through the regular program. The purpose of this study was to investigate the factors influencing enrolment of distance education at the University of Nairobi in Lamu County. The objectives of this study were; to determine the extent to which learner characteristics influence enrolment of distance learning programe, the extent to which physical facilities influence enrolment of distance programe of Lamu county, to what extent do learners support services influence enrolment into distance programes, the extent to which economic factors influence enrolment into distance program and the extent to which economic factors influence enrolment into distance program and the extent to which social cultural factors influence enrolment into distance learning programes in Lamu county. It is hoped that the findings of this study will be useful to the administration of the University of Nairobi to evaluate their activities in terms of leaner support and guide them to formulate and implement policies which will increase enrolment of distance learners. The research used a descriptive research design as it is concerned with finding out factors influencing distance learners. The target population was 200 teachers in the area of study from this population; the researcher sampled 100 Bachelor of education Arts degree students. The data was collected by use of questionnaire for undergraduate students. Qualitative data was analyzed according to the objectives using descriptive statistics to show a comparison between factors, while inferential statistics, specifically, the independent sample t-test was used to determine the relationship between the dependent and the independent variable. Data was then presented in form of table for interpretation. The project findings showed that the number of male who enrolled for distance education was higher than females. Majority of distance learners got information of distance learning through their friends. Majority of distance learners were employed and could not leave their work and family commitment despite the fact that they had challenges of financial constraints. The study recommends that the University should create awareness of distance education to common people by using different means of communication. The university should open a sub-centre in Lamu to bring education close to people. Every year the university should give a report to the government on how distance program has been promoted through its centres like extra murals. There should be an audit which can be used to point our future measure which would be used to address shortfalls. The government should intensify distance program in primary education program in collaboration with the university at the divisional level, to reduce the level of literacy by using technology whereby the students can access information and knowledge from internet.

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CHAPTER ONE
INTRODUCTION

1.1 Background of the study

Distance Education has been in existence for a long time. The upcoming Asian Tigers have proved that the only visible way for a country to develop, is to equip its human resources with the best available knowledge, which would in turn be pooled back into the country. Human capacity is the greatest investment a country can make for its citizens. According to Caleb (1728), distance education at least started as early as 1728, where "an advertisement in the Boston Gazette known as Caleb Phillips", a teacher of the new method of short hand, was seeking students for lessons to be sent weekly.

Development of distance education initially relied on Postal Services in the 19th Century and has been practiced at least since Pitman (1858) taught shorthand in Great Britain through correspondence in the 1840s. The University of London claims to be the first University to offer distance learning degree establishing its External Program in 1858. This Program is now known as the University of London International Programmes and includes Post graduate, Under graduate and Diploma, degrees created by colleges such as the London School of Economics, Royal Holloway and Goldsmiths. The president of the United States of America, William Rainey Harper, first president of the University of Chicago developed the concept of extended education, whereby, the research University had Satellite Colleges of education in the wider Community. In 1892, he also encouraged the concept of correspondence school courses to further promote education an idea that was put into practice by Colombia University. In Australia, the University of Queensland established its Department of Correspondence Studies in 1911.

Wedemeyer (1964) of the University of Wisconsis – Madison is more recently considered significant in promoting methods other than the postal services to deliver distance education in America. From 1964 to 1968, the Carnegie Foundation funded

Wedemeyer's Articulated Instructional Media Projects (AIM), which brought in a variety of communication technologies aimed at providing learning to an off-campus population. According to Moore's (1969), Open University initially relied on radio and television broadcasts for much of its delivery. Athabasca University, Canada's Open University, was created in 1970 and followed a similar though independently developed pattern.

There are now many similar institutions all over the world, often with the name Open University. All "Open Universities" use distance education technologies as delivery methodologies and some have grown to become 'Mega-University' a term used to indicate institution with more than 100,000 students. Coastline Community College known as a college beyond walls was launched in 1976 by Bernard Luskin. It used computer assisted instructions. Coastline college has been a landmark strategic success in helping to establish online distance learning using modern technology for learning.

The development of computers and the internet have made distance learning distribution easier and faster and have given rise to the virtual University, the entire education offerings of which are conducted online. Today, there are many private and public institutions worldwide offering distance education from the certificate to the highest levels of degrees and doctoral programes.

Distance education has been found to be very useful due to its ability to serve a large number of students at an affordable cost, without constraints of space and time, Mbwesa (2008). Primarily, distance studies serve those who cannot for one reason or another make use of classroom teaching and above all working adults who also have family commitment. The main characteristic of distance education is the physical distance between the student and the teacher. The students organize their own home time table on how to study.

Distance education simply refers to the mode of teaching and learning where the learner and teacher are separated from each other in time and space (Moore, 1973), it has two features namely, distance teaching and distance learning. Distance teaching refers to printed instruction materials developed for use by distance learners while distance

learning on the other hand refers to the same process seen from learners perspective (Keegan, 1984).

Distance Education, is now recognized all over the world as the mode of education which helps large numbers of learners to access quality education (Koul and Jenkins, 1990). Through this mode, quality education is made accessible at low costs, to people whose work and family commitment cannot be overlooked. They bar them from attending college on full time basis (Moore et al 1990). It provides opportunities to design flexible curriculum.

Ominde Commission Report (1964), proposed that the government introduces radio and correspondence based distance learning to be implemented by the Ministry of Education in order to meet the high demand for trained and qualified teachers. The commission recommended for an establishment of a correspondence course at the Institute of Adult Education based at the University College of Nairobi. This assisted many untrained teachers to become qualified teachers. The researcher being one of the beneficiaries, (1988 – 1991).

University of Nairobi, through the School of Continuing and Distance Education offers various programes through distance studies. Particularly, Bachelor of Education Arts and Science, Certificates, Diploma and Postgraduate courses. The aim of launching these courses was to provide opportunities for higher education to adults who in their earlier education missed opportunities for University Education. This programme also aimed at enabling Kenyans acquire high level of University education through distance learning and to meet the national needs for qualified graduate teachers to man the secondary schools.

The courses are mainly taught through print based made with some audio cassettes and compulsory residential sessions (Odumbe 1988).

The bachelor of education degree course, through distance learning mode, is planned in such way that it can meet demands of distance learners particularly teachers who cannot leave their work. Residential tutorial sessions are conducted during school holidays that is, in April, August and December.

University of Nairobi opened its doors for distance learners in Lamu, to provide teachers with various courses at Certificate, Diploma, Degree level through distance mode and the numbers have been increasing every year as shown in the Table 1.1. below. According to data obtained from Mombasa Extra Mural Center Coast Region.

Table 1.1: Enrolment of Bachelor of Education External Degree Programe in Lamu County.

Year	Male	Female	Total
2003	1	_	1
2004	11	4	15
2005	2	7	9
2006	3	2	5
2007	_	1	1
2008	4	_	4
2009	3	_	3
2010	1	_	1
2011	_	1	1
Total	**25**	**15**	**40**

The data obtained from Mombasa Extra Mural Centre- 2012

1.2 Statement of the Problem

The number of students pursuing courses at public universities and colleges has grown and the universities and tertiary colleges have become more vibrant and more people can pursue University Education. The high demand for higher education has been so high that universities cannot accommodate all students who want higher education through regular programe (Higher Education bulletin, 2006).

Economic dynamism has changed such that many senior (elderly) people are going back to class, to further their education and skills. This is a major challenge of the university education since the high enrolment cannot match the existing facilities and teaching staff.

In Kenya, there has been a high demand for second chance education by the working class. Distance education is cheaper compared to conventional mode. It can cater for a big household, as they will be reading and doing other things at the same time (Koringura 2004). As a result many individuals who desire higher education end up joining distance learning, since most of them are working and cannot leave their work stations, and have family commitments.

In this regard, the researcher sought to fill the gap in knowledge by establishing factors that are influencing of enrolment of distance learners in Lamu County. Since there hasn't been regular pattern of students joining University of Nairobi.

1.3 Purpose of the study

The purpose of the study was to investigate the factors influencing enrolment of Distance Learners at the University of Nairobi a case, of Lamu county.

1.4 Objectives of the study

The study focused on the following objectives.

i. To determine the extent to which learners characteristics influence enrolment into Distance learning programes.
ii. To determine the extent to which physical facilities influence enrolment into distance learning programes
iii. To establish the extent to which learners support influence enrolment into distance learning programes
iv. To assess extent to which economic factors influence enrolment into distance learning programes
v. To assess extent to which social-cultural factors influence enrolment into distance learning programes

1.5 Research questions

In order to achieve the stated objectives, the research was guided by the following research questions:-

1. To what extent do learners' characteristics, influence enrolment into distance learning programes
2. To what extent do physical facilities influence enrolment into distance learning programes?
3. To what extent are learners' support services affect enrolment into distance learning programes
4. How do economic factors influence the enrolment into distance learning programes
5. To what extent does social-cultural factor influence enrolment into distance learning programes

1.6 Significance of the study

The findings of this research shall be used by the administration of the University of Nairobi to evaluate their activities in terms of learners' support and guide them in formulating and implementing policies which will increase the number of distance learners enrolling for external degree course.

The findings of this research shall be used to come up with informed decision in the area of recruitment of distance learners.

1.7 Limitations of the study

The researcher created confidence to control the fear of respondent. This was because out of fear they could choose to give socially accepted responses. Also due to time and resource constraints, the researcher might be unable to reach some respondents face to face because they live quite far away from the mainland. It takes about six hours to travel on the Indian Ocean by normal boat from Lamu Island to Faza, Kizingitini, Pate, Kiunga Island to reach there. Sometimes the Ocean is usually very rough especially in the months of June and July when monsoon winds blow from South East to North West.

1.8 Delimitations of the Study

The research study was limited to the distance learners particularly Bachelor of Education Arts (B.Ed) of the University of Nairobi in Lamu County. This research was conducted on students who were and are currently in the programe and not all external students who had gone through the programe. The study was limited to Lamu County and not other regions in the country.

1.9 Assumptions of the study

The study was based on the assumptions that the respondents would provide true and honest responses to the questionnaire and interview items during the study.

1.10 Definition of Significant Terms

Distance Education: This is a form of study in which the learner is separated from tutor in time and space. There is a two-way communication, which is established through feedback on assignments, correspondence, print materials and occasional face-face sessions.

Enrolment: refers to the number of registered students in a given cycle regardless of age or gender.

Learners Support Services: This refers to the cognitive, affective and systematic support provided through tutoring, modern information communication technology (ICT), Counseling and administrative support.

Learners Characteristics: This refers to those attributes that vary within a demographic study group, such as age, sexual preference and type of household. They are also defined as facts about the make up of a population. Collect information such as income, number of people in house hold, birth dates, death dates, occupation and religion and so on.

1.11 Organization of the study

This study is organized in five sections. The first section, which is introduction, contains information on the background of the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study, limitation of the study, delimitations of the study, basic assumption of the study, definition of terms and abbreviations.

Chapter two contains Literature review. It covers introduction, discussion, areas pertaining to distance education in the world and in Kenya, importance of distance education, factors affecting enrolment of distance learners. Chapter three describes the procedures and strategies used to carry out the design, which includes research design, target population, sampling technique, data collection, validity and data analysis. Chapter four describes the procedures used to collect the data from the field through research instruments and the data analysis procedures used to arrive at the answers to the research questions. Chapter five contains the summary of the findings, discussions and recommendation.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This section discusses areas pertaining to distance education in the world, distance education in Kenya and factors influencing student's enrolment and the conceptual framework for the study.

2.2 Distance Education

According to Keegan (1986), he defines distance education as "The quasi-permanent separation of a teacher and a learner throughout the length of the learning process; the influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services; the use of technical media- print, audio or computer to unite teacher and learner and carry the content of the course; the provision of two way communication so that the student may benefit from or even invite dialogue and the quasi- permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups with the possibility of occasional meetings, for both didactic and socialization purposes" (Keegan 1986:38).

Thorpe (1987) and Evans (1994) have noted that most adult distance learners study part-time and need to balance a range of responsibilities. This leads to rise to conflicting commitments in which study assumes a lower priority than family and work commitments, particularly when unforeseen events intervene. Lack of finance also influences the success of adult learners because ODL studies will often lead into a reduced income and additional burden of fees and expenses to the distance learners. This is a big challenge to low income workers especially, single parent families, thereby affecting their performance.

Keegan (1990) summarizes the known definition of distance education in five points which are;

The separation of teacher and learner which distinguishes it from face to face.

The influence of educational organization which distinguishes it from private study.

The use of technical media usually unites a teacher and learner and carries the educational content.

The provision of two – way communication so that the student may benefit from or even initiate dialogue.

The possibility of occasional meetings for both didactic and socialization purposes and the participation in an industrialization form of education, which if accepted, contains the genus of radical separation of distance Education from other forms within the Education spectrum (Keegan 1990:38).

Williams (2002) define distance education as "Learning occurring in different place from teaching in which the instructor and the students are separated. It requires special techniques in course design, instructional techniques and different types of technology (such as printed materials, Video material and Online material etc) to provide contact between instructor and student to enhance two way communication."

Distance Education has become paramount as an alternative method of course delivery being used by tertiary colleges and Universities as they expand access to higher Education at both the National and International level. Its hallmark is that technology is used to bridge the instructional gap (Wills 1993) between the instructor and students who are removed from direct immediate physical contact (Hassen plug and Harnish, 1998).Through avenues such as distance education, individuals are able to improve their social and economic well being as well as to raise their Educational attainment level. In U.S geographic regions where the student population is widely distributed, public as well as political interest in distance Education is especially high (Sherry 1996). The same holds true for various foreign countries as well; for instance, because of their remoteness away from conventional Universities in Australia, many Australia students have decided to obtain their Education through distance education (Williams shasma 1988 in sheets 1992)

In essence, the impracticability of attending a conventional institutional, scheduling conflict and preference for the distance Education system itself is what motivates students to choose distance Education courses. Distance education appears to be in a unique position to serve diverse learners who cannot or will not participate in the traditional classroom setting.

In most cases distance Education students are older than traditional students with the average age being more than 25 years old and they are more likely to be females than males. They tend to have families and job responsibilities that prohibit them from attending traditional classes – being employed full- time while attending college on part – time basis, and they are often time disadvantaged by geographic remoteness, generally living in rural areas (Ashby 2002, Halsne and Galta 2002, Smith 2001, Galliard 1997 Guernsey 1998). Further they are more likely to be married and higher incomes (Ashby 2002) Gillard (1997) also notes that distance education students are mature. Have a higher level of motivation, and do not require instructors to constantly remind them to meet deadlines. They are disciplined they establish regular study schedules, and they set aside time on a regular basis in order to successfully accomplish their tasks

In Kenya, University of Nairobi, Faculty of External Studies, offers Bachelors of Education (Arts) and Science degree to teachers who uplift their knowledge skills while at work. Students are provided with study materials in prints media, CD or audio cassettes. This leads to promotion of teachers and upgrading by the employer Teachers Service Commission (TSC), Post Graduate Courses are also offered like post graduate Diploma in Education, and also Master in Distance Education among others. This mode of study through distance has favoured many workers. (University of Nairobi Calendar 2011)

2.3 Factors influencing enrolment in to Distance Education Programes

Enrolment refers to the number of registered students in a given circle regardless of age or gender. Demand for higher Education has been great in public and private

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Universities. Enrolment refers to the total University population registered in a country yearly.

Over the past years student enrollment has been a process that enables students get opportunities of learning in Kenya at different levels (Muthama, 2007). According to economic survey of Kenya (2004) in 1999 724, 758 students enrolled for secondary education and by 2003 there were 86,290 students in public Universities, 41,766 students enrolled in 1999 and by 2003 enrollment had risen to 88,017 an increase of 38.9% percent.

Different writers have identified factors that contribute to enrolment in distance Education Hormberg (1990) and Keegan (1994) have identified factors of high enrolment as convenience, flexibility and adaptability of this mode as it suits the learners. Those who cannot for one reason or another make use of classroom teaching and above all adults with profession (or jobs) and family commitments.

In her thesis Kithome (2004) on woman's transformation through distance learning in Kenya, Bachelor of education in distance learning external degree students found that most women joined university to study to upgrade their grades despite the barriers in role expectation, opposition from husbands and in- laws, financial issues, and geographical location.

Distance Education has become paramount as an alternative method of course delivery being used by tertiary colleges and Universities as they expand access to higher Education at both the National and International level. Its hallmark is that technology is used to bridge the instructional gap (Wills 1993) between the instructor and students who are removed from direct immediate physical contact (Hassen plug and Harnish, 1998).Through avenues such as distance education, individuals are able to improve their social and economic well being as well as to raising their Educational attainment level. In U.S geographic regions where the student population is widely distributed, public as well as political interest in distance Education is especially high (Sherry 1996). The same

holds true for various foreign countries as well; for instance, because of their remoteness away from conventional Universities in Australian, many Australian students have decided to obtain their Education through distance education (Williams Shasma 1988 in sheets 1992)

2.3.1 Personal Characteristics

Learner's characteristics are defined as the personal circumstances of the learners that may affect his/her studies. Academic performance is defined as the grade attained by learners in University Examination consisting of course work and semester examination. According to Holmberg (1989), says that adult with families, jobs and various commitments discontinue due to the pressure of duties, work and commitment, travel and illness, lack of time and similar circumstances.

One main factor affecting provision of distance education to the majority population that drops out of the formal system are students ability to afford fees, home environment, community attitude, attitude to education and other social factors. In Lamu County ,cases of high unemployment do not regard education as a priority. They look at their children who never made it to National High School or tertiary institution levels as failures who floundered their chances. Due to poor performance in National Examinations in this area, entry behavior of University affect distance learners because some of them don't attain minimum qualification for admission to University of Nairobi External Degree Programe. This is according to Educational Report from District Education Officer, Lamu (2007)

2.3.2 Physical Facilities Available for Distance Learners

Physical facilities refer to availability of buildings, land, offices, lecture halls which can be accessed by students.

According to International Institute for Education Planning: - http://www.unesco.orgliiep. Physical plants (also known as physical facilities) for Education include Land, Building and furniture. It also includes physical facilities for teaching spaces and for ancillary room. Although a considerable amount of experiences has been accumulated since 1970

by architects, engineers, furniture designers, educators and those dealing with the cost aspect of different types of educational plant in terms of per student costs much of the experience has not been summarized for educational planners.

Within an educational system, the costs for physical facilities are second to those for teacher salaries. To justify the large expenses of new construction and furniture and their maintenance, repair, re-modeling and replacement, educational planners ensure that the physical facilities are cost-effective. With reference from website

http://www.unesco.orgliiep

Planners take account of the needs of the consumers in the conception and design of building, the physical facilities can be positively support education. Catering for the needs of individual learners involves taking into account the educational objective being pursued and is to be pursued in the future. Planners also need to control cost by using indicators of cost per student place. With reference from website

http://www.unesco.orgliiep

Capital investments in education, account for the second largest share of the education budget. Expenditure for land purchase, building construction, furnishing and maintenance of all the above, typically account for 10 to 20 percent of educational expenditure. Financial planners need to be attuned to the cost-effectiveness of these expenditures and to find ways in which to raise funds.

The essence of education is learning. Teachers, textbooks, educational technology, physical facilities and administration, all leads to expanding and accelerating learning. The physical facilities component of this support system, is viewed as both friends by planners. Some argue that handsome and well-equipped buildings send a message of political support for education. Others express consternation over high cost of the physical facilities components which siphon resources away from teacher salaries and learning materials. Ngechu, (2010).

Lamu County is considered as one of the remote counties in the country and government employees such as teachers, civil servants, police, armed forces and others, are paid 30

percent of their salaries as hardship allowance. In this regard, there is no single Tertiary College or University, whereby learners can access higher education through distance learning from the University of Nairobi, Bachelor of Education External Degree learners face challenges such as physical facilities in education. The nearest Extra Mural Centre is in Mombasa which is more than 350 kilometers. They cannot access lecture halls, libraries and administration office. Sometimes to access university information through other people, is a problem. It is only through distance learners who are resource persons to others in terms of sharing University experiences. In this area people meet lecturers when they come to advise during teaching practice. On other occasion's university team is invited to attend Teachers' Annual General Meetings or during the price giving day for best performers in National examinations such as KCPE or KCSE. With reference from District Educational Officer Lamu (2009)

Distance learners depend on the print materials or cassettes obtained from the University for their Course. Due to high technology nowadays students can access information through the internet or exchange ideas through face book

2.3.3 Learners' Support Services

Learners' support services are the services which assist in the retention of students in education, they include counseling, guidance and orientation of the students.

Bowa (2008) in his thesis he highlights other factors which contribute to the enrolment of students in the parallel degree programe. These include learners support services provided by the university. Learners support can be defined as follows.

Learners support services are defined as the cognitive, affective and systematic support provided through tutoring, modern information communication technology (ICT) counseling and administrative support.

Learners characteristic are defined as the personal circumstances of the learner that may affect his /her studies.

Academic performance is defined as the grades attained by a learner in the university examination, consisting of course work and semester examination. The problem of the study is that enrollment of external degree students of the University of Nairobi continue to be low in spite of the poor learner support service provided to learners in Lamu County.

According to Holmberg (1989), states that adults with families, jobs and various commitments discontinue due to the pressure of duties, work commitment, travel, and illness, lack of time and similar circumstances.

Finance is another factor which influences enrolment of distance learners. Lack of finance influence the success of adult learners because open distance learning (ODL) will often lead into a reduced income and additional burden of fees and expenses to distance learners. This is a big challenge to low income workers and single parent families. Thorpe (1987) and Evans (1994). Lamu County is among areas in Kenya which have been classified as hardship areas. Distance learners in this area are civil servants and teachers whose income is low and the standard of living is very high. Prices of essential commodities like flour, sugar and paraffin is usually very high due to transportation problem. These goods are obtained from Mombasa which is approximately three hundred and fifty kilometers away. That leads to low enrolment in Distance Education.

2.3.4 Economic Factors Influencing Enrolment of Distance Learning

University of Nairobi through the Department of Distance Studies, introduced Bachelor of Education External Degree programe. The main aim was to cater for the large population of citizens particularly teachers who were unable to gain access to college and other Tertiary Institutions. Thus Department of Distance Studies was established.

The Department of Distance studies offers various courses such Certificate in Guidance and Counseling, Certificate in Community Development and Adult Education. It also offers Diploma in the above areas, Project Management Bachelor of Education Arts and Science, Masters in Distance Education among others. With reference to the University of Nairobi Calendar (2008)

The students came from various backgrounds. The main factors affecting the provision of distance education to the majority of the student population that drops out of the formal systems are students ability to afford fees, home environment, community attitude to education and other social factors.

Koigiri (1998) reports that only five percent of the student leaving Provincial High School in Papua New Guinea, gain places in National High School and Tertiary Institutions. If appropriate courses to be done at a distance were developed and delivered through appropriate media, there would be no shortage of customers as the potential pool of intake is very large.

Wako J. (1998) said. "The higher education sector needs to shift its focus from the traditional site-based learning to take distance education to the people". This means that instead of students coming to centralized learning institutions, educational services they would be using distance learning materials. There are several factors that affect distance education in Lamu County which include the following:-

Home and study environment: - The majority of distance learners live in rural communities where the best of contact is the postal system. Due to lack of power and poor network, students in some areas like Kiunga, Faza Islands, Mpeketoni cannot access internet.

Attrition and failure rates: - There are various reasons why students drop out of their course. Some reasons involve lack of finance to pay fees. Majority of them are teachers and due to family commitment and extended family who depend on them, they end up in dropping out. Gakuu, (2002)

In general, distance education should be promoted and supported as the universities in the country cannot cope with the demand. Establishment of a branch by the University of Nairobi in Lamu County, will assist distance learners within the area to access university services.

2.3.5 Social- Cultural factors Influencing Enrolment of Distance Learners

Though human needs are limited in number, the methods of satisfying these needs are innumerable and vary from culture to culture. It is important to distinguish between needs and satisfiers. The way a community satisfies the fundamental human needs is the basis of its culture. Cultural change occurs as a community finds different ways of satisfying its needs. They may be through contact with other cultures, through economic or technological development, through recession or migration from one place to another. Isolated culture may remain the same for many, but today most cultural practices are dynamic due to social-cultural interaction from various groups of different cultural background and ethnicity.

Attitudes are considered to be very important in relation to schooling and to life in general. They determine one's behaviour either in actions or in words. They provide cues to personality and to one's needs which are important in understanding the formation of relationship (Evans 1972).

Home and the wider society in general all have a part to play in the inculcation of attitudes. Attitude possessed by individual will determine ones behaviour tendencies and help him/her to excel or not to excel in his/her performance of daily tasks. The attitudes will influence one's social interaction and degree of social adjustment.

Attitudes are defined in various ways as follows:-

Oskamp (1977) defines attitudes as learnt predispositions to respond in a consistent, favorable or unfavorable manner with respect to a given object.

Jahoda and Warren (1966) define attitude as mental dispositions of the human individual to act for or against a definite object.

Summers (1970) identifies four areas of agreement on the concept of attitudes

Attitude is a predisposition to respond to an object rather than actual behaviour towards such an object. Attitude is persistent over time and to change it requires substantial pressure. Attitudes produce consistency in overt behaviour. Attitude has a directional quality

They consist of three components which are cognitive, effective and behavioral components. (Triandis 1971).

Finally attitudes are learnt through the principles of learning that include: - conditioning, reinforcement and generalizations. They are learnt and maintained in relation to the functions they serve (Staats and Staats 1958, Kellman 1967, Allport 1969, Fishbein and Ajzen 1975).

Having sighted the above definitions of attitudes, enrolment of distance learners in Lamu County is being affected. People from this region consist of farmers, fishermen, traders and Pastoralists. Being a remote area the illiteracy level is very high. Some people have negative attitudes towards learning, Distance learners who are mainly adults, are discouraged by their fellow friends who mock them by use of local language "umetupabao" or "umepoteza network" literally translated "you have lost timber" or "you have lost your network". This means that they are no longer responsible persons within their family. With reference from District Education Officer, Lamu (2007)

Thierry Verhelst (2002) defines culture as "the sum total of the original solutions that a group of human beings invent to adapt to their natural and social environment." Thus cultural means every aspect of life; know-how, technical knowledge, customs, food, dress, religious mentality values, languages symbols – social-political and economical behaviour indigenous methods of taking decisions and economic relations and so on.

English poet and essayist Matthew Arnold (1822 – 1888) used the word "culture" to refer on ideal of individual human refinement of "the best that has been thought and said in the world". This concept of culture is comparable to the German concept of Building "…. Culture being a pursuit of our total perfection by means of getting to know, on all the matters which most concern us, the best which has been thought and said in the world." The three components of culture include language, customs and land. These components are found in everyday life. The most interesting fact about culture is that everyone has a culture of their own.

In view of the above explanation Lamu County is known all over the world as a cultural center, whereby different people from all over the world come to witness and celebrate and learn about culture of Lamu people. This event is held in November of every year. Press men from different media for example Nation Television Network, Citizen, Kenya Broadcasting Corporation, Kenya Television Network come and set their operations in Lamu Island to show viewers different cultural practices found in Lamu.

Due to the cultural practices and religion, enrolment of distance learners is affected in one way or another. In Lamu County, majority of indigenous people are Muslims. They advocate for religious studies rather than normal regular education. They say in Kiswahili "Heri elimu ya dini kuliko elimu ya dunia". Better to learn religions education rather than learning earthly education. Although there is awakening of formal education this has not yet kicked off as expected.

2.4 Theoretical Framework

The theoretical framework for this study will be derived from the systems theory of organization. Theories of interaction and communication development by Holmberg (1988 Pg 115) assist emerged as part of the intellectual ferment following views for the distance study course and its non-contiguous communication style as instrument of a conversation like interaction between the students on the one hand and the tutor counselor of the supporting organization administering the study on the others.

The systems theory is an alternative to the classical and neo-classical organization theories. Theories of Autonomy and Independence which emphasises that distance education organization should ideally give students maximum independence with regard to choice of aims, objective study methods and learning activities, study space and progression and evaluation (Moore 1983). The only weakness in this is that students should be given maximum independence with regard to choice of learning activities. The student is separated from the tutor by space and time, this leads to a complete isolation especially in places whereby a student cannot access internet, poor network and there is no tertiary college or university therefore this can lead to drop out. The system theory is

basically concerned with the problem of didactic conversation, Holmberg (1988) views the distance study course and its non-instruments of a conversation and interaction in Lamu County, people were not aware of external degree programe and other courses which take place at the Nairobi Main Campus or Kikuyu Campus. It was through interaction and conversation with the University of Nairobi when they visited Lamu on 8th June 2002. Sixteen students enrolled for guidance and counseling certificate in Mpeketoni Lamu. After their graduation ceremony held on 13th January 2003, the number of students enrolled for guidance and counseling increased.One student joined Bachelor of Education degree Arts through the Department of education faculty of distance studies in April 2003 intake. The number of students joining Bachelor of Education Arts increased during the April 2004 intake. This shows that more frequent university team visited Lamu County, the higher the enrolment of distance learners increased and communication from University Administration.

2.5 Conceptual Framework

Distance education gives students a second chance to join a university. This comes as a result of those students joining the university for the first time for various reasons. Distance education is characterized by very few contact hours between learners and lecturers as well as between learners and learners themselves. This is therefore imperative that effective communication channels and learners support service are devised by the University that would assist the students access to materials and resources, guidance and consultation with tutors, student – student collaboration for group work and other discussions. One important alternative for a person to advance in higher education, gain knowledge while still working and catering for family commitments is through distance education. The research seeks to establish the factors that influence the enrolment of distance learners. The factors shall be grouped into personal characteristics, physical facilities, economic factors and social-cultural factors related to enrolment. The factors are deemed to influence discussions among students' consultation and other important communication between the learners including access to learning resources.

The factors shall be the independent variables while enrolment of the students in distance education will be the dependent variable. The relationship between the factors and enrolment can be seen in Figure 1

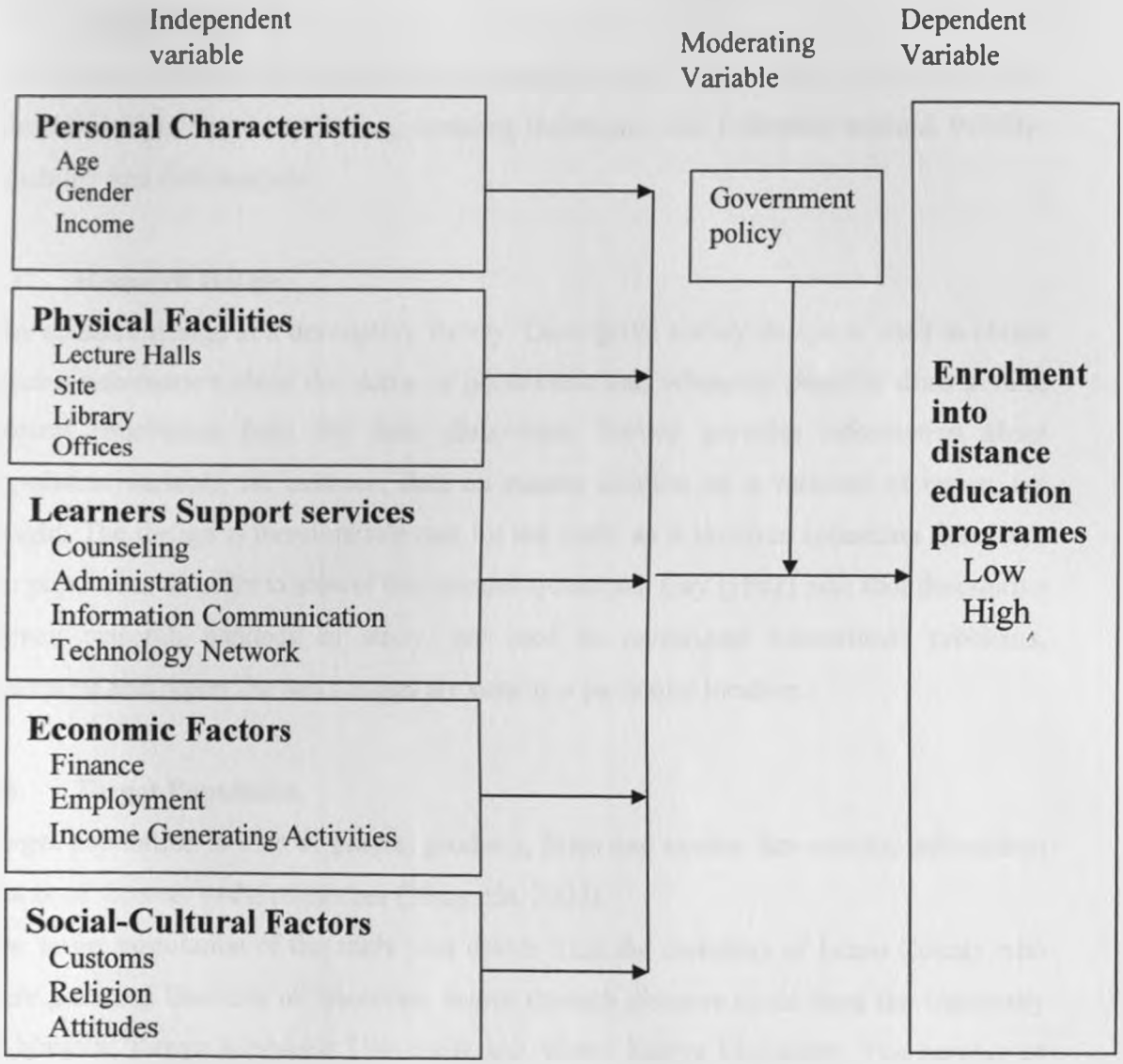

Figure 1: Conceptual framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures and strategies used in the study. This includes the research design, target population, sampling technique; data collection method, validity, reliability and data analysis.

3.2 Research Design

The research design is a descriptive survey. Descriptive survey design is used to obtain precise information about the status of phenomena and whenever possible draw a valid general conclusion from the facts discovered. Survey provides information about population variable, for instance, data on student opinion on a varieties of issues, are sought. The design is therefore relevant for the study as it involves collecting data from the population in order to answer the research questions. Gay (1992) note that descriptive survey research methods of study, are used to investigate educational problems, determine and report the ways things are done in a particular location.

3.3 Target Population

Target population is a set of people, products, firms and market that contain information that is of interest to the researcher (Mugenda, 2003).

The target population of the study was drawn from the members of Lamu County who were pursuing Bachelor of Education degree through distance mode from the University of Nairobi, Kenya Methodist University and Mount Kenya University. The number of these students was 200. These three universities are among the oldest public and private universities in Kenya and are chartered. They are the only ones which have attracted distance learners in Lamu County.

3.4 Sample Size and Sampling Technique

Sampling is the procedure a researcher uses to gather people, places, or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the

entire group (Tromph and Kombo, 2006). Webster (1985) defines sampling as a set of respondents (people) selected from a larger population for the purpose of survey. The sample consisted of 100 respondents drawn from teachers, who are pursuing bachelor of education degree through distance learning.

The purposive sampling, a non-probability technique was considered appropriate in the sampling of few respondents considered very resourceful in the study. The method was used to the respondents who play key responsibilities and hold valuable information considered relevant to the distance learning.

Random sampling, a probability technique, was considered appropriate in the sampling of 200 distance learners pursuing bachelor of education degree in Lamu County. The sample size was determined using a non-mathematical or convenience method, where the sample is determined at the discretion of the researcher (Korthari, 2009)

3.5 Data Collection Instruments

Data collection instrument used in this study was a questionnaire. A questionnaire was designed and administered to distance learners in Bachelor of Education degree Programe in Lamu County.

3.6 Data Collection Procedure.

The researcher gave out questionnaires to the respondents. The questionnaires were sent by email, Post Office and hand delivery. They contained clear instructions on how to answer the questions and requested for mailed responses. The researcher gathered part of the respondents in one place at one time and gave the oral or written instructions to fill out the questionnaire.

The advantage of using questionnaire was that the respondent got enough time to think about the answer and therefore gave correct answer. The questionnaire targeted Bachelor of Education degree students, distance learners of the University of Nairobi.

3.7 Validity of the instrument

Validity is the degree to which a test measures what it is intended to measure. Validity allows the test to measure intended domains of indication or content of a particular

concept. Validity therefore has to do with how accurately the data obtained in the study represents the variables used in the study. A pre-testing (pilot study) was conducted in the sampled schools which were not among the sampled schools that were used for study. Reasons behind the pre-testing were to assess the clarity of instrument items so that those found to be inadequate in measuring the variable either to be discarded or modified to improve the quality of the research instruments, thus increasing their validity.

The researcher also sought assistance of research experts, experienced graduates and experienced supervisors in order to help improve validity of the instruments.

3.8 Reliability of the instrument

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is meant. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. In this research, the split half technique was used to test reliability of the instrument. The advantage of this method required one testing session and this eliminates chance errors.

Rescoe (1969) states that the split-half method during the pre-test can be used to establish the internal consistency (Coefficient of the test). This involves splitting the instrument in to two; one half of even numbered items and other of odd numbered items. The correlated result provides the internal consistency of one half, that is, the degree to which the two halves of the test are equivalent or consistence in terms of items.

The coefficient is obtained through the Pearson Product Moment formula. To obtain the full reliability of the instruments, the Spearman Brown Prophecy Formula was used.

$$\text{Reliability of entire test R2} = \frac{2(\text{reliability of 0.5test})(r)}{1 + (\text{reliability of 0.05 test})r}$$

A reliability of 0.97 was obtained hence the instrument was deemed sufficient for the study to be concluded

3.9 Data Analysis

Data collected was both qualitative and quantitative and was generated from the field questionnaires. First, the raw data was edited to help detect errors and omissions. Besides, editing was done to ensure that data collected was accurate and consistent with other data gathered for easy coding and analysis. Next, editing data was coded. This involved assigning numerals to answers got so that responses were put into a limited number of categories. Coding enabled the researcher to reduce several responses to a small number of categories containing critical information required for analysis. Lastly coded responses were prepared for computer analysis.

3.10 Operational definition of variables

Objective	Variable	Indicators	Measurement	Scale
To determine the extent to which learners characteristic influence environment of distance learning program	Learners Characterstics	Age, gender, academic qualification, professional qualification	Age of learner Gender	Nominal Ordinal
To determine the extent to which physical facilities influence enrolment of distance learner in Lamu county	Physical facilities –	Lecturer Halls Offices library	No. of Halls No. of Offices	Ordinal
To establish the extent to which learners support services influence enrolment into distance learning programe	Learners support service	- Counseling - Library - Administrators	Number of counseling sessions	Ordinal
To assess extent to which economic factors influence enrolment into distance programe	Economic factors	-loans -Funds	-No. of scholarships - amount of laon	Ordinal
To assess extent to which social-cultural factors influencing enrolment into distance learning programe	Socio-Cultural factors	-religion -language	-Types of religion -language	Nominal

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter describes the procedures used to collect the data from the field through research instruments and the data analysis procedures used to arrive at the answers to the research questions of the study.

4.2 Questionnaire Return Rate

One hundred questionnaires were distributed to the respondents and were returned as follows:- fifty four males and forty six females which bought to a total of hundred percent.

Table 4.1 Questionnaire Return Rate

Gender	Sample	Percentage
Male	54	54%
Female	46	46%
Total	100	100%

4.3 General Characteristic of Respondents

General Characteristic of respondents were related to gender which indicated that the number of males who joined Bachelor of Education Degree, was a bit higher than the females i.e. male 54% and females 46%. Both male and female were likely to have equal chances at distant learning. Also respondent revealed that majority were married the age bracket ranged between 31 and 49 years. This indicates that the majorities of distance learners' are adults employed and have family commitments. Therefore, the only achievement in education advancement was through distance education.

4.3.1 Gender of respondents

The sample selected for the survey was composed of fifty four (54) male and forty six (46) female. The total sample ultimately was 100 respondents. The highest enrolment was

that of the male though not by far indicating that both male and female were likely to have equal chances at distance learning.

Table 4.2 Gender of respondents

Gender	Number	Percentage (%)
Male	54	54
Female	46	46
TOTAL	**100**	**100**

The table reveals that although the number of respondent indicates that number of males was higher than the number of females it was not all that big. Difference because out of 100 represents 54 were males and 46 were females a difference of 8.

4.3.2 Marital status of respondents

The following table indicates that majority of respondents who joined distance learning programe were adults who were married, few single parents and very few widowed.

Table 4.3: Marital Status of Respondents

Marital Status	Number	Percentage (%)
Married	74	74
Single	22	22
Widowed	4	4
TOTAL	**100**	**100**

Out of the 100 respondents, seventy four (74) were married, twenty two (22) were single and four (4) happened to be widowed. The highest number of those enroled was those in marriage; this is an indication that regardless of the responsibilities that come with marriage, distance learning has made it possible for most people to carry on with learning.

4.3.3 Academic Qualification of the respondents

In the 100 respondents studied; four (4) had attained A-level, forty eight (48) had attained O-level, twenty six (26) had attained a Diploma and twelve (12) had attained a degree qualifications.

Table 4.4 Academic Qualifications of the respondents

Academic Qualification	Number	Percentage (%)
A-level	4	4
O-level	48	48
Diploma	26	26
Degree	12	12
TOTAL	**100**	**100**

Most of those enrolled (48%) had attained O-level with a smaller percentage (4%) being those who had attained A-level.

4.3.4 Age of the Respondents

Of the sample studied twenty two respondents (22%) were below 30 years, thirty two respondents (32%) lied between 31 and 40 years, forty two respondents (42%) were between 41 and 49 years and only four respondents (4%) were 50 years and above.

Table 4.5 Age of the Respondents

Age bracket	Number of respondents	Percentage (%)
Below 30 years	22	22
Between 31 and 40 years	32	32
Between 41 and 49 years	42	42
Above 50 years	4	4
TOTAL	**100**	**100**

The average enrolment of the sample to the distance learning programes indicated that most of those (74%) enrolled was between 31 years and 49 years.

4.6 Professional Qualification of the respondents

The sample studied indicated that 10% (10 respondents) were Diploma holders, 38% (38 respondents) were graduates and 52% (52 respondents) were P1 holders.

Table 4.6 Professional Qualification of the respondents

Professional Qualification	Number of respondents	Percentage (%)
Diploma	10	10
P1	52	52
Graduate	38	38
TOTAL	**100**	**100**

The data indicated that most of those holding P1 certificates saw it necessary to further their studies and the distance learning programe has taken proper care of that fact.

4.3.6 Major Motivator for distance learners

Out of the 100 respondents, four (4) said that they had been encouraged by their parents to study for the degree, fourteen (14) had been encouraged by their husbands, six (6) by their wives, fifty eight (58) by their friends and eighteen (18) by others like advertisements and personal motivation.

Table 4.7 Major Motivator for distance learners

Major Motivator	Number	Percentage (%)
Parents	4	4
Husband	14	14
Wife	6	6
Friend	58	58
Others	18	18
TOTAL	**100**	**100**

Most of those studying for the degree (58%) had enrolled due to encouragement from friends. Out of the 100 respondents, four (4) said that they had been encouraged by their parents to study for the degree, fourteen (14) had been encouraged by their husbands, six (6) by their wives, fifty eight (58) by their friends and eighteen (18) by others like advertisements and personal motivation.

4.4 The influence of physical facilities on enrolment for distance learners

In the 100 respondents studied, none said that physical facilities were many or enough. However, most (68%), 68 respondents said that physical facilities were not available and (32%), 32 respondents said that the physical facilities were few.

Table 4.8 The influence of physical facilities on enrolment of distance learners.

Rating	Number of Respondents	Percentage (%)
Very Many	0	0
Enough	0	0
Few	32	32
Not Available	68	68
TOTAL	**100**	**100**

4.5 The influence of learners support services on enrolment of distance learners

Most of the respondents, seventy four (74) indicated that support to them was not available with twenty (20) respondents saying that support was seldom available while the remaining six (6) of the hundred respondents said that support was sometimes given to them. None of the respondents said that support was always available.

Table 4.9. The influence of learners support services on enrolment of distance learners

Learners Support	Number of Respondents	Percentage (%)
Always Available	0	0
Sometimes Available	6	6
Seldom	20	20
Not Available	74	74
TOTAL	**100**	**100**

4.6 Availability of Financial Resources for distance learners

None of the respondents said that the financial resources were always available (0%). Of the hundred respondents, four (4) said that sometimes the financial resources were available (4%), sixteen (16) of the respondents said that the resources were seldom available (16%) and eighty (80) respondents said that the financial resources were not available (80%)

Table 4.10 Availability of Financial Resources for distance learners

Financial Resources	Number of Respondents	Percentage (%)
Always Available	0	0
Sometimes Available	4	4
Seldom Available	16	16
Not Available	80	80
TOTAL	**100**	**100**

4.7 The influence of economic factors on enrolment of distance learners

Several economic factors were cited to influence the funding for distance learning and seventy (70) respondents out of the 100 studied said that employment was a major source of funding for pursuing distance learning. Next in line was farming with eighteen (18) respondents stating farming as a source of funding for the distance learning. Four (4)

respondents stated that fishing was a source of funding and eight (8) respondents cited government funding as one of the financiers for the distance learning.

Table 4.11The influence of economic factors on enrolment of distance learners

Economic Factor	Number of Respondents	Percentage
Employment	70	70
Farming	18	18
Fishing	4	4
Government Funding	8	8
TOTAL	**100**	**100**

4.8 The influence of social-cultural factors on enrolment of distance learners

Social cultural factors were also found to influence enrolment of distance learning. Attitude was cited by fifty (50) respondents as the most prevalent factor that affected enrollment. Lack of information was stated by twenty five (25) respondents, fifteen (15) respondents said culture affected enrollment, five (5) respondents said traditional norms affected enrollment for distance learning and five (5) respondents cited religious reasons as a factor that influenced the enrollment into the distance learning programes.

Table 4.12 The influence of social-cultural factors on enrolment of distance learners

Social Cultural Factor	Number of Respondents	Percentage (%)
Attitude	50	50
Culture	15	15
Traditional Norms	5	5
Religious Reasons	5	5
Lack of Information	25	25
TOTAL	**100**	**100**

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From the above table, it revealed that social cultural factors influence enrolment of distance programe. Attitude was the key factor about fifty percent (50%) of respondents had negative attitude towards distance programe.

This came as a result that was no tertiary college or university within this area. Distance programe was in initial stage, culture traditional norms, religious reason and lack of information could hinder some learners in joining distance learning programe.

Summary

The findings of this study revealed that learners' characteristics, physical facilities, learner support services, economic activities and the social-cultural factors influenced the enrolment of distance learners in Lamu County.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMEDATIONS

5.1 Introduction

This chapter is divided into three parts. In the first part, the summary of the study findings is given. This summary is organized according to variables under study. These variables include factors of distance education in relation to personal characteristics, physical facilities, learners support services, economic factors and social-cultural factors in relation to enrolment of distance education.

Thereafter, a discussion is given on the findings of the research study. This discussion is followed by the recommendations and suggestions for future research.

The main objectives of the study were to find out the following:

To determine the extent to which personal characteristics of respondents influence enrolment into bachelor of education degree. To determine the extent to which physical facilities influence enrollment. To establish the extent to which learners support influence enrolment of distance education in Lamu County. To assess extent to which economic factors influencing enrolment of distance learners of the university of Nairobi, Lamu County. To assess the extent to which social-cultural factors influence enrolment of distance education in Lamu County.

5.2 Summary of the research findings

Given below is a summary of the research findings of the study:

The study revealed that enrolment of males was higher than the females who enroled for distance education. Majority of the respondents were married and ranges between forty years and fifty years. Majority of respondents pursuing bachelor of education degree were O-levels followed by diploma and minority were A- level leavers. Majority who joined the programe were trained teachers especially P1 certificate and a few diploma holders. Majority who joined programe got information from friends, through advertisement and from family members like husbands and wives. In this county distance learners lacked physical facilities like building, text books learners support services were

not available. Learners faced financial problems although government through constituency development fund (CDF) granted bursary to distance learning.

5.3 Discussion of findings

The findings in this study show that Distance Education continues to persist in Lamu County. This came as a result of the extent to which learners characteristics influenced enrolment of distance learning programe. The majority of the respondents were adults who were married and employed and found distance education to be their best option because they could not leave their jobs and family commitments and join full time university programe. Many of them were teachers who had attained Primary Teacher Certificate (P1) and Diploma. Distance education created an opportunity for education advancement and led them to gain more skills in their area of specialization. This created motivation. Their employers Teachers Service Commission recognized their certificates and were promoted and this resulted in salary and allowance increase. Other people saw the need for Distance Education and were attracted to join the programe. Majority of respondents were the age bracket of between 41 and 49 years. Distance education does not have age limit as an entry requirement to join the University. There was no barrier as far as age is concerned. This leads to majority ending up in joining distance education. The study also revealed that friends and relatives encouraged majority to join distance education. A lot of awareness about distance education was known through friends and relatives who had joined the degree course through distance mode.

Physical facilities for education refer to land, building and furniture, lecture halls, white board, administrative offices among others. The study revealed that majority of respondents reported Lamu County has no tertiary college or university within. Just only a house situated in Lamu Island property of the University of Nairobi which is not utilized although it has a sign board written University of Nairobi, Chuo house.

There is need for universities to extend their services to Lamu County by opening more Extra Mural centres to bring education closer to people.

Learners support services provided by the university, are those support services that affect the cognitive, effective and systematic support provided through tutoring, modern

information communication technology (ICT), counseling and administrative support. Out of one hundred respondents, seventy four which is seventy four percent, reported that learners' support services are not available in Lamu County, while twenty respondents out of one hundred responded reported that learner support services were seldom available. Learners support services sometimes take place when lectures come for teaching practice since regional meetings are not available in Lamu County. Due to learner support services, the pattern of distance learners who joined Bachelor of Education degree has been in consistent sometimes high or low. Learners support services are very vital to distance learners since they are separated from the tutor by space and time. Learners support service can lead to retention of students and cases of dropout can be minimized and more will be influenced to join distance education.

It was also reported that distance learners are faced by many challenges which include economic factors. Most of the respondents indicated that the Government or university does not provide funds in forms of loans or bursary to distance learners. They depend on earnings from employment, farming or fishing activities. This created a big burden to finance distance learners. The reason was that majority are married and are responsible for family upkeep like education, food, health and shelter. Their earnings are not adequate to carter for distance education. Although some had managed, it was through thick and thin. They had to struggle to make ends meet in order to finance distance education.

Many respondents participating in the study revealed that the traditional roles of women in the community were many times affecting distance learners in participating in education. Some of these traditional roles include, taking care of children, preparing food, fetching water and firewood and also contributing towards family development like education of relatives, food and clothing. Due to financial constraint, majority of female could not afford to join distance education.

The respondents also revealed that in some religions like Islam to some extent, advocates for religious studies rather than formal education because religion shapes individuals by

being morally upright than formal education or Distance Education which does not address some issues such as the dress code.

5.4 Conclusion of the study

Distance education played a very important role in uplifting the standards of education to the majority who could not have a second chance to further their education due to work and family commitment, it has made many to access affordable higher education. It has created a conducive atmosphere for disadvantaged to join institution of higher learning. As it was revealed through the study, that learners characteristics: influenced enrolment of distance learning programe, majority were adults, married and who had family commitments. It was not possible for them to join conventional mode of learning. Although physical facilities were not available, this was a factor which influenced enrolment of distance learning in Lamu County.

It was the only option where learners could access education. Learners support services influenced enrolment into distance learning programe. Learners lack support services on on counseling. The economic factor was very vital it influenced enrolment of distance learning programe. Majority of respondents were employed although their earning was a meager salary. The area people engage themselves in farming and fishing to improve their economic activities and these are some factors which also influenced enrolment into distance learning programe in Lamu County. Majority are Muslims who do not advocate for formal education learning, and the emphasize is on religious education, and this discourages women in joining formal learning education.

It was just recently after few distance learners got promotion. This led to the change of attitude on distance learning, who embarked on distance education programmes.

5.5 Recommendations:

The following recommendations have been based on the findings and observations made from the study.

The university should create awareness of distance education to common people in Lamu County by using different means of communication.

The university should open a sub-center in Lamu Island to make use of their physical facility. Every year the university should be required to give a report to the government on how distance education has been promoted through its centers like Extra Murals. This should be like a kind of audit which can also be used to point out future measures which would address shortfalls.

The government should consider financing distance learners through loans from higher education loans board to ease the burden of looking for education fee. This will lead to maintaining the distance learners and encouraging more to join the program and therefore reduce drop out. There is need for awareness campaigns targeting the community, parents, administrators, teachers and students. This should be done through public barazas, seminars, and annual general meetings for teachers in their savings and credit societies (SACCOS), annual general meetings for Kenya National Union of Teachers (KNUT) at county levels. Education day is held in every county to award best performers in national examination like KSCE (Kenya Secondary Certificate Examination) and Kenya Certificate of Primary Education (KCPE).

The government should intensify distance primary education program in collaboration with the university at the divisional level to reduce the level of illiteracy. This can be done through technology whereby the students can access information and knowledge from the internet.

5.6 Suggestions for future research.

Based on the results obtained and the recommendations made, further research need to be done on

Factors influencing enrolment of distance learners on other universities in Lamu County

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APPENDICES

APPENDIX I: Letter of Introduction to Respondents

University of Nairobi
Dept of Distance Studies
P.O Box 92
Kikuyu

13th June 2011

Dear Respondent,

RE: LETTER OF INTRODUCTION TO RESPONDENT

I am postgraduate student in the University of Nairobi pursuing a master in distance education (MDE). I am conducting a study on the **Factors influencing enrolment of distance education of university of Nairobi. A case of Bachelors of Education students in Lamu County, Kenya.**

I hereby request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge.

The attached questionnaires are defined for this research purpose only. Therefore, the responses shall be absolutely confidential. Please note that you need not to write your name or the name of your institution.

Thank you in advance for your co-operation.

Yours sincerely,

Francis Njuguna

MDE student - University of Nairobi.

APPENDIX II: Questionnaire for Distance Learners

Questionnaire to determine demographic Characters of the respondent, age, gender and academic qualification

Direction: - Please indicate the appropriate response to each question given by putting a tick

1. Gender

   Male ☐

   Female ☐

2. Marital Status

   Married ☐

   Single ☐

   Others (Specify) _____

3. Age bracket

   Less than 30 years ☐

   31 – 40 years ☐

   41– 49 years ☐

   50 years and above ☐

4. Academic qualification

   A Level ☐

   O level ☐

   Diploma

   Others (Specify) ☐ _____

5. Professional qualification

   Non professional teacher ☐

   Diploma or S1 ☐

   Primary or P1 ☐

Others (Specify) _____

6 Who encouraged you to study for a Degree through external degree programme?

Parents ☐

Husband ☐

Wife ☐

Friend ☐

Others (Specify) _____

Direction:- Please write your rating on the space before each option which corresponds to your best choice in terms of availability of physical facilities in Lamu County.

Respond mode rating Description

Very Many	(4)	Very Satisfactory
Enough	(3)	Satisfactory
Few	(2)	Fair
Not available	(1)	Poor

Availability of physical facilities

1. _____ Text books
2. _____ Lecture hall
3. _____ White Board
4. _____ Chairs
5. _____ Tables
6. _____ Audio Visual Aids e.g. Television
7. _____ Library
8. _____ Play ground/Sports
9. _____ Building/Offices
10. _____ Laboratories
11. _____ University Transport (Bus)
12. _____ Trucks Van and Stationary

Direction: - Please use the rating guide provided below with reference to the learners support by the University of Nairobi. Kindly write your scoring on the space provided before option.

Respond mode rating Description

Always Available	(4)	Very Satisfactory
Sometimes Available	(3)	Satisfactory
Seldom	(2)	Fair
Not available	(1)	Poor

Availability of human resources

1. _____ Qualified and Complete administration
2. _____ Trained Lecturers
3. _____ University Bursar
4. _____ Registrar
5. _____ Support Staff
6. _____ Qualified Counselors

Availability of Financial Resources

Are there loan available for the following?

1. _____Tuition
2. _____Accommodation
3. _____ Educational Resources
4. _____Research Work

Direction: - Please write your preferred option on the space provided before each item. Kindly use the rating guide below.

Respond mode rating Description

Strongly Agree	(4)	you agree with no doubt
Agree	(3)	you agree with some doubt
Disagree	(2)	you disagree with some doubt
Strongly Disagree (1)		you disagree with no doubt at all

Do the following economic factors finance your University Education?

1. _____ Farming activities
2. _____ Fishing activities
3. _____ Employment
4. _____ Government Funding

Questionnaire to assess extent to which social –cultural factors influence enrolment of distance learners

Direction: - Please write your preferred option on the space provided before each item. Kindly use the rating guide below.

Respond mode rating description	
Strongly agree	(4) you agree with no doubt
Agree	(3) you agree with some doubt
Disagree	(2) you disagree with some doubt
Strongly disagree	(1) you disagree with no doubt at all

Do the following social – cultural factors affect your colleagues in joining University Education?

1. _____ Religious activities
2. _____ Attitude
3. _____ Culture
4. _____ Traditional Norms
5. _____ Lack of Information.

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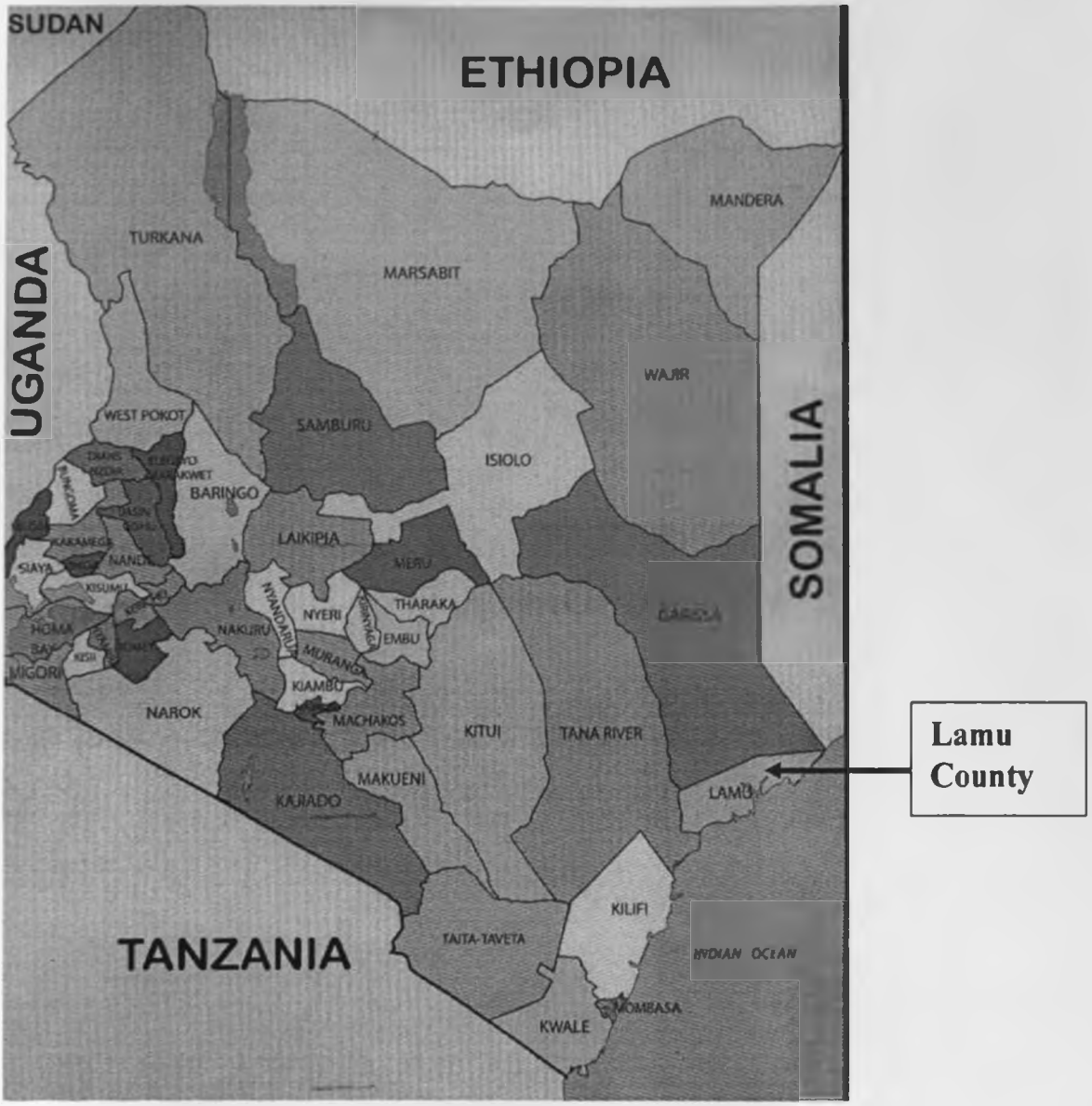
APPENDIX III

Map of Kenya Counties