

**FACTORS INFLUENCING ENROLMENT OF WOMEN IN DISTANCE
LEARNING EDUCATION PROGRAMMES AT UNIVERSITY OF NAIROBI
A CASE OF MASABA NORTH DISTRICT**

BY

FLORENCE MAGOMA

UNIVERSITY OF NAIROBI
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NAIROBI

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER
OF DISTANCE EDUCATION, UNIVERSITY OF NAIROBI**

2012

DECLARATION

I declare that this research project report is my own original work and has not been presented to any other institution for an award.

Signature *Florence Magoma* Date *16/8/2012*

FLORENCE MAGOMA

REGISTRATION NUMBER L45/72772/2009

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

Signature *Juliana Munialo* Date: *16/8/2012*

JULIANA MUNIALO

LECTURER

Department of Distance studies,

University of Nairobi

DEDICATION

This research study is dedicated to my late father Magoma Kotini Ayiera who despite the cultures surrounded a rural- based African never showed any preference to educate his sons over his daughters. To my husband; Nelson Gichaba and Children; Maureen, Calvin, Christine, Beldin and Griffins Magoma for their encouragement and support they gave me during my studies.

ABSTRACT

The purpose of this study was to investigate the factors influencing enrolment women in Distance Learning Education programmes at the University of Nairobi from Masaba North District. The objectives of the study were to explore socio-economic, political, personal and cultural factors that influence the enrolment of women in distance education programmes. The background of the study focused on global issues, regional issues, and finally local issues related to the topic. The statement of the problem looked at how Distance Education has been used to empower women think deeply about themselves and make sense of their experiences and consider strategies for redefining their relationship with men in ways which will change the distribution of power and oppression to one of equality and respect and gaps to be filled. A descriptive survey and a face to face interview guides were used to obtain the information. The target population comprised of 200 women who were either enrolled or completed distance education programmes in the UoN. The sample size comprised of 144 adult women from Masaba North District. The researcher used snowball and purposive sampling procedures to identify the subjects of the study. Data pertaining to enrolment of women in Distance education programmes at UON was gathered by use of questionnaires. To enhance the validity, the researcher had the instruments appraised by the supervisor and the comments made were adhered to. The reliability of the instruments was done by conducting a pretest to assess the clarity of the instruments and those found to be inappropriate for measuring variable were modified or discarded. The data was analyzed using percentages, frequencies and tables. The analyses of the research findings revealed that majority of the respondents were adult women who are employed, though faced with a number of challenges that hinder their studies. The study recommended ways of overcoming these constraints and urged the government and other stake holders in the department of Distance studies to implement the recommendations for the development of Distance education. In an effort to fill in the education gaps more suggestions for further research were given to contribute to a body of researched knowledge on the area in question for example, why most men don't support their wives to acquire more knowledge through distance education. To be specific there is an urgent need to educate women to improve the quality of life of the families and the nation as a whole.

ACKNOWLEDGEMENT

I would like to thank all those who guided and supported me in coming up with this research project report especially my husband whose patient love enabled me to complete this work.

I am deeply indebted to my supervisor Juliana Munialo from the University of Nairobi whose help, stimulating suggestions and encouragement helped me in all the time of research and writing this project report.

Great thanks and appreciation to my colleagues from the Department of Distance Studies for all their help, support, interest and valuable hints.

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ABBREVIATIONS AND ACRONYMS

| | | |
|----------------|---|--------------------------------------------------------------------------|
| DLM | - | Distance Learning Mode |
| DTUs | - | Distance Teaching Universities. |
| D.W.E.F | - | Darker World Education Forum |
| EFA | - | Education for all |
| FeU | - | Femunirsitat |
| ICTs | - | Information and Communication Technologies. |
| M.D.GS | - | Millennium Development Goals |
| ODL | - | Open and Distance Learning |
| TIQET | - | Totally Integrated Quality Education and Training. |
| UNESCO | - | United Nations Educational, Scientific and Cultural Organization. |
| UON | - | University Of Nairobi |

CHAPTER ONE

INTRODUCTION

1.1. Background information to the study

Distance education traces its origins to mid-19th century Europe and the United States of America. The pioneers of distance education used the best technology of their day, the postal system, to open educational opportunities to people who wanted to learn but were not able to attend conventional schools. People who most benefited from such correspondence education included those with physical disabilities, women who were not allowed to enroll in educational institutions open only to men, people who had jobs during normal school hours, and those who lived in remote regions where schools did not exist. An Englishman, Isaac Pitman, is credited as an early pioneer. He began teaching shorthand by correspondence in Bath, England in 1840. Students were instructed to copy short passages of the Bible and return them for grading via the new penny post system. Since then, there has been a high enrollment of women students in distance learning courses. Due to expansion of avenues of educational provision through conventional system of education which led to higher teacher- student ratio and limited facilities, distance education is seen as an alternative to offer access to education which is in great demand especially by women because of its flexibility.

For centuries, the concepts of girls and women to issues of education have been met with a lot of resistance for a long time in history globally. During Jean Jacques Rousseau's time (1712-1779), he believed that women were created to entertain and take care of men and his theories were concerned with promoting the interest of men. To him, women were

dependent, declined to learn, silly and should be given little opportunity of independence, (Spender 1983). He also argued that men have bowed to pressure, to open up institutions and subject to women but still control them. Women also believe that they have their areas of specialization and other territories are reserved for men and they enter at their own risks (Spender 1983).

Stanworth (1983) suggests the outcome of schooling in terms of sexual distributions of attainment. We also know that girls may follow a similar curriculum with boys and yet emerge from school with implicit understanding that world is a man's world in which women take a second place. It is with this perception that Chege and Sifuna (2006) argued that there is a general misplaced perception that girls have to be socialized to be wives, homemakers, dependants and secretaries, while boys are to be husbands, breadwinner, defenders and pilots. It is argued that a boy has to be exposed to a different curriculum that is different from the one for the girl. The gender gap that exists is as a result of stereotypes in both the society and the school.

In Kenya, just like in many developing countries there is a present trend in gender inequality not only in education but also in labor market, political leadership and social-economic spheres. According to Chege and Sifuna (2006) most remarkable expression of ignorance and resistance to gender in Kenya were displayed during the fourth world conference in Beijing in 1995. This was when issues on gender and education for girls and women were discussed, only to receive unwelcome remarks from colleagues in academia. During the Beijing conference, issues on girls and women's education were met with a lot

of resistance from politicians, academia, the clergy and the community at large. Some people reacted and retorted saying that “not another woman talk again! What do they want to say this time; there are more serious issues to focus on.”(Daily Nation 15th February 1998)

Chege and Sifuna (2006) state that female discrimination in Kenya in the field of education and other areas developed during the colonial period. This was seen in the type of education, which was offered to women, which prepared them to be wives, mothers and housekeepers. Women have had less access to formal education than men since the colonial era. This gives women more impetus to want to learn than men.

Different factors influence women in Masaba District, who are currently undergoing distance learning. Christine (2000) argues that apart from factors such as distance health or employment there are factors which influence women’s access and participation to education. They are held responsible for raising children and taking care of their homes and families. At the University of Nairobi 60% of the distant learners are adult women who are employed or in business. They are enrolled in various courses offered in the department of distance studies. (Daily Nation, March 15th 2008).

Education helps women claim their rights and realize their potential in the economic, political and social arenas. It is also the single most powerful way to lift people out of poverty. It should be an intrinsic part of any strategy to address the gender-based discrimination against women that remains prevalent in many societies.

The research therefore explores the factors influencing enrolment of Women in Distance Education programs at the University of Nairobi.

1.2. Statement of the Problem

Gender inequality in education is extreme. Women are less likely to access school, remain in school or to achieve in education. There were two brands of education that have existed in Kenya: The traditional African education and African type of education. Eshwani (1993) point out that traditional African had been in existence even before the coming of Europeans mid in the 19th century and its main goal was to train the youth through various levels of initiations in order to fit into their respective societies as useful members. Skills knowledge and values relevant to their various stages of development were learnt. With the coming of missionaries, western education emerged, whose aim was to spread western culture and Christianity to Africans. They were taught how to read and write so that they can be used to help in the missionary in their endeavors. The University of Nairobi has offered distance education since 1986 when the 1st group of 100 students was admitted to the Bachelor of education (Arts) course from all the regions of Kenya (Odumbe and Kamau, 1992). Since then, the student population has risen gradually to over 10,000. A new program of master of distance education (Arts) has also been introduced with the 1st group of students being admitted in 2007. Distance education enabled women to achieve economic empowerment in terms of new jobs and increased salaries.

The empowerment will also help them to think deeply about themselves, make sense of their experience and consider strategies for redefining their relationship with men in ways which will change the distribution of power and oppression to one of equality and respect. It is for this reason that Freire (2003) and Mezirow (2005) see learning as a “Liberating force” which should give women a chance to reinterpret themselves critically Kithome (2004). This research study therefore focuses on the factors influencing Enrolment of Women in distance education programs from Masaba North District at the University of Nairobi.

1.3. Purpose of the Study

The purpose of the study was to investigate the factors influencing the Enrolment of women in Distance Education programs at the University of Nairobi from Masaba North District.

1.4. Objectives of the Study

The study was guided by the following objectives:

- i. To investigate the socio-economic factors that influence women enrolment in distance education programmes at the University of Nairobi from Masaba North District.
- ii. To identify political factors that influence women enrolment in District Education programmes at the University of Nairobi from Masaba North District.
- iii. To investigate the personal factors that influence women enrolment in District Education programmes at the University of Nairobi from Masaba North District.

- iv. To investigate cultural factors that influence women enrolment in Distance Education programmes at the University of Nairobi from Masaba North District.

1.5. Research Questions

The research sought to answer the following questions:

- i. What socio-economic factors influence enrolment of women in distance education programmes at the University of Nairobi from Masaba North District?
- ii. What political factors influence women enrolment at the University of Nairobi from Masaba North District?
- iii. What personal factors influence women enrolment in District Education programs at University of Nairobi from Masaba North District?
- iv. What cultural factors influence women enrolment in District Education programs at the University of Nairobi from Masaba North District?

1.6. Significance of the Study

The findings of this study are important as they have implications to distance education as a mode of delivery. They also have practical applications for distance education practitioners and policy makers. By seeking to find out the factors influencing enrolment of women in Masaba North district in distance learning education programmes, this study will contribute to the body of researched knowledge on the subject. This will help in efforts to formulate theoretical explanations that will guide practice in this sector of Open and Distance Education. It will also provide direction for further research on the subject matter in Kenya and beyond. The specific areas that the study will influence are to

persuade and enlighten women to join distance education and encourage those continuing, to embrace it to completion and also assist the University of Nairobi management officials to assess the participation of women distant learners in the programmes they are offering in comparison to their male counter parts. It will help the institution create women friendly learning environment by offering learner support services in order to reduce drop- out rates. The other area is to facilitate the government to implement policies meant to enhance gender parity in education in order to realize MDGs and vision 2030 which are:-Equal educational opportunities to all its citizens, Education and employment for the disadvantaged groups of people in Kenya, Equal employment opportunities for both men and women in Kenya.

1.7. Delimitations of the Study

Due to the large number of potential respondents in the study population, the population involved in the current study focused only on women distance learners from Masaba North District who have enrolled and those who have gone through the University Distance Education Mode in diploma, Bachelors degree and masters' degree programmes at the University of Nairobi. Masaba North District is located to the East of Kisii county and border Nyamira District to the west and Kisii District to the South. The target population was limited to 144.

1.8. Limitations of the Study

Some information might not have been availed to the researcher because some learners could have felt that in studying the topic one could encroach into their personal matters

and the respondent may not have felt comfortable to provide full details. Most learners were mature students engaged in various activities and a few could not have spared time for the researcher to gather much information from them. The researcher did not access all the distance education learners at the University of Nairobi because they are found in different parts of the district. Financial constraints hindered the researcher from reaching all the distance learners in their study centres

1.9. Basic Assumption of the Study

The following are the basic assumptions of the study.

That all the respondents will give accurate responses to the questionnaires

That all women enrolled in distance education programmes from Masaba North District possess similar characteristics.

1.10. Definition of key terms as used in the study

Attitude: A favorable or response towards an individual situation or objects.

Adult: An adult is a person who is 18 years and above.

Affirmative Action: Refers to taking steps to end discrimination and prevent recurrence and opening up opportunities too long denied to qualified women in variety.

Distance education: All arrangements for providing instruction through print/electronic communication media to persons engaged in planned learning in a place and time different from that of the instructors

Enrolment: Refers to the number of students who have registered to pursue a programme.

Feminine: Refers to those aspects associated with femaleness.

Gender: Refers to the social relationship between man and woman, practice.

Masculine: Refers to those aspects associated with maleness.

Motivation: Refers to term used to describe those processes intuitive and rationed by which people seek to satisfy the basic drives perceived needs and personal goals, which trigger human behavior.

Patriarchy: Refers to a society system or country that is ruled or controlled by men.

Participation: Refers to taking part in an event or an activity.

Skills: Refers to the understanding and activities possessed by job applicant.

Subversive Education: Refers to education, which is likely to destroy or damage a government or political system by attacking it secretly or indirectly.

1.11. Organization of the Study

The study is organized into five chapters. Chapter one deals with background information to the study, statement of the problem, significance of the study , limitations of the study, delimitation of the study, basic assumptions and significant terms.

Chapter two contains the literature review which is made up of introduction which shows the areas which the literature was reviewed. These areas include; social economic factors, political factors, personal factors and cultural factors and any other related literature.

Chapter Three contains the research methodology presented under the following sub headings: introduction, research design, and target population, sampling techniques, research instrument, data collection procedures and data analysis procedures.

Chapter four covers a data analysis, presentation and interpretation of the research findings. Chapter five contains summary of the findings, discussions, conclusions and recommendations based on the research findings.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The literature review focuses on finding out what the various theories and previous findings reveal with regard to the research problem being investigated. The literature is reviewed under the following guidelines: socio-economic factors, political factors, personal factors and cultural factors.

2.2. Socio-Economic factors

The colonial capitalist economy was designed around racial and gender ideologies of oppression and exploitation of African women than their male counterparts. The male curriculum was designed to give them wage employment that dismantled traditional division of labour between men and women. Family traditional roles for men were pushed to urban centers to seek for wage employment while women were left at home looking after children and family property. Korang'ura (2000) states that in 1911 the government established ministry of Education in Kenya and introduced three categories of schools. There were schools belonging to whites, Asians and Africans. The education commission (1999) as cited by Korang'ura (2004) recommended that the most urgent priority was to ensure access to and improve quality of education for girls and women and to remove every obstacle that hampers their active participation so as to actively contribute in improving the country's economy. All gender stereotyping in education should be eliminated.

2.3. Political factors

In order for women to enroll in Distance education programmes, it may involve gender policy and issues at international level, national and institution level.

According to Prummer (2000) she suggested that distance education policy makers should provide a framework for women students which will limit risks and maximize the opportunities.

Chege and Sifuna (2006) highlighted the purpose of policies and they stated that the purpose of policies is to guide action towards some identified practical goals. Policies lose meaning when they remain unimplemented. In contemporary education theory and practice, feminist thought provides invaluable direction on gender policies that seek to enhance inclusiveness and equality in education so that it does not discriminate against girls and women or any minority group.

Chege and Sifuna (2006) however, state that there has been more rhetoric in implementing policies to redress the imbalance in girls and women participation in education than the effects of policy action. Clearly, Kenya seems to lag behind in the area of implementing policies meant to enhance gender parity, compared with other partner states in the East African community. Prummer C, (2006) suggests that distance teaching universities (DTUs) needs to institute an active policy of providing facilities for social learning and for promoting connectedness among its students, such as compulsory frequent tutorials, summer schools or telephone conferences as well as space and encouragement for voluntary study groups and easy access to study centers, to other students and to the tutor.

Women friendly perspective in a distance teaching system requires a provision of interactive elements which would allow students to meet and to learn together and to share their experience both studying at a distance and of the ways their personal and professional lives interact with their studies.

2.4. Personal factors

Prummer (2000) argues that, with respect to the academic staff, gender sensitive, staff recruitments policy should be put in place to improve on women friendly perspectives which requires the presence of women lectures and active equal opportunity programs.

Affirmative action should be undertaken to increase women academic staff and this will increase participation of women in distance Education Institutions. It is for this reason that Prummer (2000) states that the environment that women distance students experience in their studies is shaped by the visibility and importance of women working in the distance institution itself.

Smith (1998) stated that communities have long relied upon women to perform domestic tasks, nurture men, rare children, care for the sick and elderly, visit the poor and maintain kin ties. When women think about devoting energy to other pursuits, including those which are personal and private, the society notices selfishness and excessive individualism with fresh interests. Autonomy and liberty as well as certain kind of creativity and self expressions are almost impossible without privacy, so establishing its place in women life is a primary task of any bid for equality.

Affirmative action permits taking positive steps and to end discrimination and prevent recurrence and open up opportunities long denied to qualified women and minorities. These actions can take the form of expanding opportunity for women and minorities in employment, education and business as indicated in the new constitution of Kenya (2010). Affirmative action is not meant to lower standards of admissions, but rather designed to pro-actively address gender imbalances in the system. (AERC Workshop 1995)

Wangara (2010) define promotion as the advancement of a worker to a better job in terms of more skills, responsibilities, status and remuneration. He further describes a well defined promotion policy in education management as one that should have a well established system on the job and off- the job training programs aimed at providing employees with the necessary skills for their promotion.

According to Okumbe (1999), on-the-job training, is training employees various aspects of their jobs while at the same time actually performing those tasks. On-the-job, training methods include apprenticeship, job rotation, mentoring and understudy. The off-the-job training is training methods when workers undergo outside their environment. They include courses or classes, role-playing sensitivity conference training and special meetings. On-the-job training which is of interest in this study aims at providing employee or business people with skills necessary their promotion. Distance education has been used for teacher's career development as they seek promotion, aim for the next qualification level, aspire to become a head teacher, work in a teachers college, or become an inspector.

Distance education has enabled teachers to acquire new skills. A multi-national distance education project in West Africa has developed a training programme in school management for head teachers and aspiring heads [UNESCO report 2002]. Kithome (2005) argues that distance education enables women to achieve economic empowerment in terms of promotions, new jobs and increased salaries. Prummer (2005) also stated that there are larger numbers of women who study in preparation for (re-)entering the labor market after a period of being full-time housewives and mothers.

2.5. Cultural factors

Culturally, in African context men tend to be more accepted to the society as a decision maker than women folks. Sex role stereotypes accept a woman's first responsibility to be her children and her husband. Were (1983) argues that according to African culture, a woman was not supposed to be aggressive in pursuing education. Koring'ura (2004) argues that the social- cultural factors that have militated against modernity are the ones reflecting the old division of labour and equal training opportunities which require that women conform in what are considered suitable feminine work, occupation, attitudes, education and religion, where as men conform to acceptable roles in the society.

According to Mbighuni (1991) as cited by Kirong'ura (2004) show how cultural factors, community factors and community attitude to education of women have been the factors mentioned in a good number of studies. In a study commissioned by the United Nations on the status and the role of women in Eastern Africa, it was argued that the attitude of parents on girls education has not kept pace with modernity.

Chege and Sifuna (2006) States that women's participation in formal education reflects their economic position and related factors in society. They argue that although the enrolment rates of boys and girls in primary schools have leveled off in some regions, girls' chances of reaching the higher level of education are considerably less than those of boys. When money is scarce, parents prefer to invest in their sons' education to higher level because of the anticipated economic returns. Parents worry about wasting money on education for girls who are likely to get pregnant or get married before completing their schooling. Once girls get married, they become part of another family and parental investment is lost.

It is from this view point that Kithome (2004) argues that her sisters were not sent to school because there were gendered attitudes towards education. Girl's education was considered not profitable, with the society arguing that since they got married, the benefits of their education will be enjoyed by other people's husbands. The parents therefore may not perceive the value of education for girls and also because of social – cultural perceptions about the role of women in the society.

Traditionally, families preferred educating sons to daughters because of perceived long term economic security which is more likely guaranteed by the sons. This is especially so among the poor families. Ansere (1978) as cited by Kimani (2005) argues that in Kenya and in many other African countries until recently parents gave priority to the education for boys compared to that of girls where education resources were inadequate or where a choice had to be made. This is because in many African communities the primary

function of a woman was seen to bear and rear children and carry out household chores. Smock (1977) highlights that one of the problems facing women education is that where families are poor and cannot afford school fees for one child, preference is usually given to boys. Where a husband and wife are offered an opportunity, then the husband is given preference to the detriment of the wife.

Lele (1993) as cited by Atambo (2003) further asserts that women bear the brunt of educational discrimination in the face of parental poverty. She concludes that equal opportunities for both males and females is non-existence. Women from such background may find it difficult to pay all the necessary college levies on time and this may lead to absenteeism from time to time going out of college to look for funds or it may lead to drop out all the same.

Most of the pastoralists communities in Eastern Africa have preferred to keep girls out of school due to the many benefits expected from them. According to the study commissioned by the United Nations on the status and the role of women in Eastern Africa, girls were subjected to a series of initiations, which culminated to betrothal ceremonies. Because of sexual divisions of labour, system of bride wealth and marriage, girls were often denied education even in households wealthy enough to support schooling. Girls were valued as objects of exchange and the customs of charging fines for adultery or pregnancy of unmarried women. It is with this view point that Mbilingi and Mbighuni (1991) cited by Koring'ura (2000) points out that in many areas, parents feared to send their daughters to school for fear of the loss of income or they sent them at an

early age and withdrew them at puberty age and marry them off after undergoing initiation. Furthermore, school girls were considered less submissive and obedient, more resistant to local patriarchal system and more promiscuous. Their schooling was not seen as raising their bride wealth, but instead lowered their exchange value.

According to the Republic of Kenya Report of (1999) girls' participation in school was a serious problem due to social cultural practices which militated against education for girls, the issue of security and safety and the long distance between homes and schools. Religious issues especially among the Muslims may contribute to low female participation in schools. Many parents worry about the effect of Western education on their girls. This is because education makes people to be liberated and empowers them to question certain retrogressive cultural and religious practices. According to Muslims, Western education would have negative influence on their girls. Educated girls they feel, cannot have happy marriages. In addition, there are some communities where girls are forced to live school to get married as to bring in dowry or because of fear of unwanted pregnancies. Chege and Sifuna (2006) points out that religion and especially Islam is associated with low female enrolment in schools.

Kirkup (1995): Burge (1997) as cited by Primmer C (2000) argues that gender differences do exist and they affect the ways in which women and men can enroll in distance education. They add that the persisting and eurocentrism which either ignores these differences or sets the male experience as the norm to which women have to adopt, limits to the benefits which women can derive from the educational opportunities offered through open and distance learning.

2.6. Information Communication Technologies

In recent years, education has witnessed the rapid development of computer network, dramatic improvement in the processing power of personal computers and striking advancement in magnetic storage technology. The developments have made a computer a dynamic force in distance education, providing a new and interactive means of overcoming time and distance to reach the learners (Omwenga et al 2006).

The idea that teaching and learning can successfully take place through electronic communication between teachers and students widely separated by space and time is a concept that has inspired both hope and dismay, excitement and fear, (Hellman. 2000). According to Baath, (1982), reports on the results of some preliminary research in the use of computers compared to traditional correspondence study courses. He found out that online computers study students started submitting assignments to a greater extent, completed courses to greater extent, adopted more favorable attitudes towards the courses and completed courses in a shorter time (Omwenga 2006).

According to the research carried out by Hiltz (1988) as cited by Omwenga (2006), several students reported about the value of being able to access the computer at times when the course work did not conflict with other family responsibilities .This convenience allowed the students to devote full attention to academic work without being distracted by other family concerns.

For rural women to participate in distance education there must be interactive technology. The Journal of open and distant leaning (2008) suggests that the need for ICTs enables learning to be cognizant of the aspect and suggest interventions to increase female

participation in open and distance learning to enable them move towards gender equality. The role of ICTs in addressing global development agenda including the key millennium development goals in promoting gender equality and empowering women is being increasingly recognized. Okech (2006) argues that distance education has heavily depended on print materials. The ODL institutions should integrate ICTs in their programmes, this is because of widespread use of ICTs in various other sectors of the society

2.7. Conceptual Framework

Below is a framework of the correlates of factors influencing high enrolment and participation of women in distance education. The model focuses on the determinants on enrolments and participation of women in Distance Education. The variables considered are; flexibility, entry behavior, reduced costs, financial stability, government policies, career development and gender discrimination. Each variable is thought to influence women's enrolment and participation in distance education at the University of Nairobi.

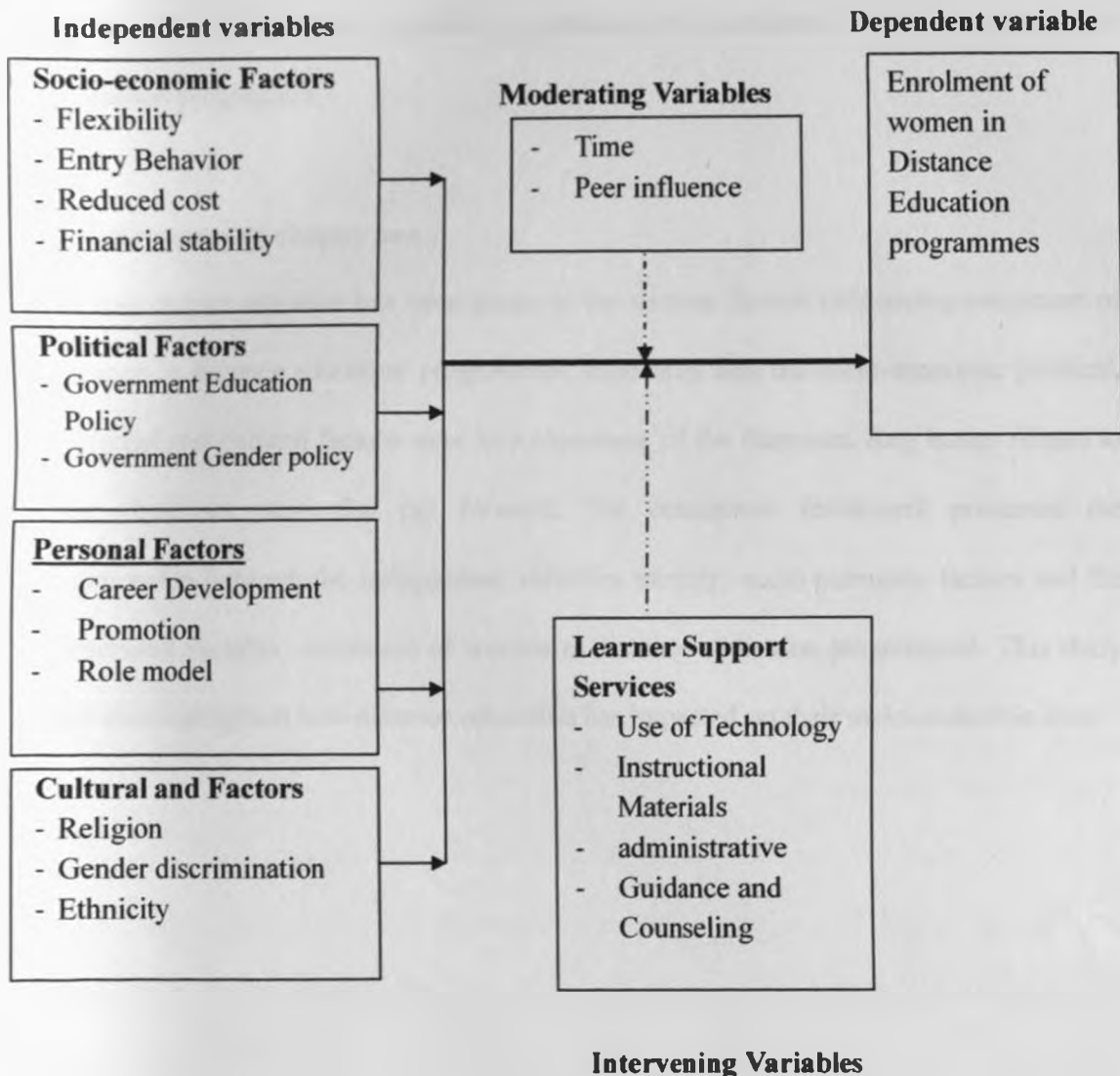


Figure 1: Conceptual Framework

The conceptual framework clearly showed that the independent variables for example the social-economic factors, political factors, personal factors and cultural factors directly influencing the enrolment of women in distance education programmes. These factors predicted and determined the enrollment of women in distance education. The learner support services such as use of technology, administrative, guidance and counseling did

facilitate the independent variables to influence the enrolment of women in distance education programme.

2.8. Summary of chapter two

In this chapter attention has been given to the various factors influencing enrolment of women in distance education programmes, especially was the socio-economic political, personal and cultural factors were key objectives of the literature. Key issues related to the objectives were also put forward. The conceptual framework presented the relationship between the independent variables namely; socio-economic factors and the dependent variable, enrolment of women in distance education programmes. This study has also highlighted how distance education has impacted on their socio-economic lives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals with the description of the methods to be used in carrying out the research study. It is organized under the following subsections; research design, target population, sampling procedure and sample size, research instrument, instrument validity, reliability of the instrument, data collection procedures and data analysis techniques.

3.2. Research Design

A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research. It is conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari 2003). In this research study, the researcher used descriptive survey. This type of survey was appropriate for this study since it provides a great deal of information which is accurate Kerlinger (1978). The descriptive survey describes the state of affairs, as it exists at present. The researcher will have no control over the variable but one can only report what happened or what is happening. Kerlinger (1969) states that descriptive survey is not only restricted to fact finding but also may offer recount in the formulation of important principles of knowledge and solution to significant problems. Mugenda and Mugenda (2003) describe design research as a process of collecting data in order to answer questions concerning current status. Research design refers to the way as is planned and conducted, the procedures and techniques used to answer the research problem. A research design is meant to enhance

the validity of research findings by controlling potential source of bias (McMillan and Schumacher, 1984).

3.3. Target Population

The population is defined as all the members of the real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg, and Gall 1989). The target population for this study is comprised of adult women students, who have enrolled and those who have gone through distance education programmes namely, Diploma in adult and community development, Bachelor of education and Masters in distance education at University of Nairobi from Masaba North District in the School of Continuing and Distance Education at the University of Nairobi. Total population is 200.

3.4. Sample Size and Sampling Procedures

A sample size is the number that represents the entire population. This sample size depends on the total population. (Mugenda and Mugenda 2003). Sampling is the method of selecting subjects in a way that the individual selected represents the large group from which they were selected, (Mugenda and Mugenda 2003). The researcher used snowball sampling where the initial subjects with the desired characteristics were identified using purposive sampling techniques that allowed the researcher to use cases that have the required information with respect to the objectives of her study where cases of subjects were handpicked because they possessed the required characteristics. The few identified subjects initially assisted in identifying others whom they knew had the required

characteristics until the researcher got the number of cases she required.(Mugenda and Mugenda 2003).

Snowball sampling method is useful when population that possesses the characteristics under investigation is not well known and there is need to find the subjects.(Mugenda and Mugenda 2003).

Table 3.1: Sampling Frame

| Programmes | Total population | Sample size | Frequency % |
|------------------------------------------------------|-------------------------|--------------------|--------------------|
| Diploma In Adult Education And Community Development | 120 | 90 | 75 |
| Bachelor Of Education (Arts) | 77 | 51 | 64 |
| Masters In Distance Education | 3 | 3 | 100 |
| Total | 200 | 144 | 72 |

Source: Kisii extramural centre

3.5. Research Instrument

Data pertaining to enrolment of women in distance education at UON was gathered by use of questionnaires, interviewing and focus group discussion.

The questionnaires were administered to the current women students in Distance Learning programmes. Interview guide and focus group discussion was applied to those women students who completed their courses from UoN through distance learning mode. Since distance learning students are scattered in different parts of the Masaba North

District, the snowball sampling method was used to gather them together for interviewing and focus group discussion.

3.6. Pilot Study

The pilot study questionnaire were administered to the following; women students who have enrolled or have completed ODL in diploma of Adult Education & Community development, Bachelor of education (Arts), Masters in distance education.

3.7. Validity of the research Instruments

The validity of an instrument represents the degree to which a test measures what it purports to measure (Borg and Gall 1983). Therefore a questionnaire, an interview guide and focus group discussion are said to be valid when they actually measure the intended parameters. To enhance the validity the researcher had the research instrument appraised by the supervisor and the comments made were adhered to. The pre-test was conducted by administering a questionnaire, interviews and focus group discussion. Musila (1988) stated that about ten cases which represent the largest population in all major respects can be used in a pre-test. Hence a choice of the ten participants will be appropriate for study and care will be taken to make sure that participants will not undertake the actual research study. The purpose for the pre-test was to assess the clarity of the instrument items and those found to be inappropriate for measuring the variables were modified or discarded. The instrument was be carefully analyzed after completion and valuable criticisms received from respondents were used to improve the validity of the instrument.

3.8. Reliability of the Instruments

Sharelson (1981) states that an instrument is reliable when it can measure a variable accurately and consistently obtain the same results under the same condition. In the first place, the pilot study was conducted as stated earlier and the split half technique was used with all odd numbered items in one sub-set and even numbers items in another sub-set. The score of all the odd numbers and the even numbers items of the respondents were computed separately and correlation of the score from the two groups of items for the entire subject was computed. The reliability of the instruments was tested by giving the questionnaire to the supervisor who checked and verified.

3.9. Data Collection Procedures

The first step was to liaise with the Dean the school of continuing Distance Education who processed a document that facilitated the consent to conduct the study.

The researcher visited Kisii extra mural centre where the research was to be conducted and presented a questionnaire to the resident lecturer. Since the distance learning students are scattered in different parts of Kenya the questionnaires was posted to the respondents using the contacts that the researcher had already got by snowball method. The researcher also contacted the respondents through the cell phone for focus group discussion.

3.10. Data Analysis Techniques

The data collected was checked to ensure completeness, accuracy and uniformity. The data was coded according to reasons given for enrolment of women in distance education programmes. The descriptive statistic method was used to compute percentages, mean,

frequency distribution and graphs which made it easy to interpret and give out the meaning. The data analyzed was then presented using frequency distribution tables and narrative form.

3.11. Summary of Chapter Three

In this chapter researcher has given the methods used to collect data. They are organized under the following sub sections, the research design which is a conceptual structure within which the researcher is conducted. In this research the researcher used both qualitative methods. The target population which comprised of 200 adult women distance learners from Masaba North. The sample and sampling procedures used the research instruments and the validity of the instrument and the data collection procedures and data analysis techniques used to ensure completeness accuracy and uniformity of data collected.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

This chapter presents the analysis of research findings gathered after using the procedures as discussed in the previous chapter. The data was coded to necessitate entry into the computer. This was necessary as it was to bring out the characteristics of the data to facilitate description, interpretation and the generalization from the study.

4.2. Questionnaire return rate

This table describes the number of questionnaire s targeted and the number got as shown in table 4.1

Table 4.1: Questionnaire return rate

| Target | Frequency | Percentage |
|------------|-----------|------------|
| Returned | 144 | 72 |
| Unreturned | 56 | 28 |
| Total | 200 | 100 |

The target population was 200. Out of the 200 only 144(72%) filled the questionnaires, 56(28%) did not fill the questionnaires. For my research I used the sample size of 144 respondents. The return rate is 72.0%. This is not 100% because 56(fifty six) questionnaires were not returned. These are insignificant compared to their returned number. The questionnaires were unfilled by the time of collection.

4.3 Questionnaire Review

4.3.1 Demographic information of respondents

The respondents were asked to indicate their age ranging from 18 years, 18-30 years, 30-40 years and above 40 years as indicated in table 4.2.

Table 4.2: The age group of the respondents

| Age | Frequency | Percentage |
|---------------|------------|------------|
| 18 years | 0 | 0 |
| 18-30yrs | 23 | 16 |
| 30-40yrs | 46 | 32 |
| Over 40 years | 75 | 52 |
| Total | 144 | 100 |

As shown in the Table 4.2, majority of the respondents taking Distance Learning as a mode of study were over 40 years of age as represented by 52 %. Only 32 % were aged between 30 – 40 years old and 16% were between 18-30yrs, further still the young(18 years) had no representation, this shows that's Distance Learning is the preferred mode of study by middle aged, working class women who have family responsibilities and so are influenced by the socio-economic factors.

4.3.2 Marital status of the respondents

The researcher wanted to know whether the respondents were married, single or separated as indicated in table 4.3.

Table 4.3: Marital Status of the respondents

| Marital status | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| Married | 138 | 96 |
| Single | 6 | 4 |
| Separated | 0 | 0 |
| Total | 144 | 100 |

In the table 4.3, it clearly indicates that 138 (96%) of women who are married often opt for Distance learning as a mode of study compared to so as to enable them juggle between their family life and attain education as well. While 6 (4%) respondents are single and none representing 0% were separated.

4.3.3. Sponsorship of college education of the respondents

The researcher wanted to know whether the respondents were sponsored by their spouses, government or they paid their fee by themselves as shown in table 4.4.

Table 4.4: Sponsorship of College Education of the respondents

| Contributor | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Self | 132 | 92 |
| Spouse | 11 | 8 |
| Government Sponsor | 0 | 0 |
| Scholarship | 0 | 0 |
| Total | 144 | 100 |

132 (92%) of the respondents catered for their own college tuition, only 11 (8 %) were sponsored by their spouses. This gives a clear indication that majority of women in distance education programmes are those in employment who could afford to pay for their studies.

4.3.4 Education background of the respondents

The respondents were asked to state the highest level of education completed before they joined the distance education learning programmes as indicated in table 4.5.

Table 4.5 Education Background of the respondents

| Level of Education | Frequency | Percentage |
|---------------------------|------------------|-------------------|
| O Level | 23 | 16 |
| A level | 0 | 0 |
| Certificate (P1) | 40 | 28 |
| Diploma | 35 | 24 |
| Bachelors Degree | 46 | 32 |
| Total | 144 | 100 |

46 (32%) respondents have attained a bachelors degree most of whom studied through DL mode, diploma level noted 35 (24%) respondents, certificate level (P1) noted 40 (28%), O level noted 23 (6%), while there was non representation in A level (KACE) . This percentage is a representative of those influenced by entry behavior factors as distance education is open to all.

4.3.5 Lapse between secondary/tertiary College and DL programme

The researcher wanted to know how many years the respondents took after secondary /tertiary college before joining programmes as indicated in table 4.6.

Table 4.6: Lapse between secondary/tertiary College and DL programme

| Time Lapse in Yrs | Frequency | Percentage |
|--------------------------|------------------|-------------------|
| 0-5 | 46 | 32 |
| 6-10 | 46 | 32 |
| 11-20 | 52 | 36 |
| 21 – above | 0 | 0 |
| Total | 144 | 100 |

As shown in the Table 4.6, 36% of the respondents joined the Distance Education programmes in the University of Nairobi between 11 and 20 Years after secondary or tertiary college, while 32% joined distance education programmes between 0-5 years and 32% joined distance education programmes between 6-10 years after secondary and tertiary college. This is a clear indication that the respondents had taken other added responsibilities thus taking a long time to continue with learning through distance learning.

4.3.6 Employment Status of the respondents

The researcher wanted to know the employment status of the respondents as indicated in table 4.7, whether they were self employed, unemployed or employed so as to be economically able to cater for their education

Table 4.7: Employment Status of the respondents

| Employment status | Frequency | Percentage |
|-------------------|------------|------------|
| Employed | 144 | 100 |
| Self Employed | 0 | 0 |
| Unemployed | 0 | 0 |
| Total | 144 | 100 |

Self employed and unemployed had 0 representation which clearly indicates that employed women who are represented by 100% are economically equipped to pursue higher education and usually opt for distance education programmes to advance their career.

4.3.7 Income supplement of the respondents

The respondents were asked whether they had any other sources of income which helped them to economically supplement their studies as indicated in table 4.8.

Table 4.8 Income Supplement of respondents

| Supplemented income | Frequency | Percentage |
|---------------------|------------|------------|
| Yes | 69 | 48 |
| No | 75 | 52 |
| Total | 144 | 100 |

All the respondents contacted were Employed women of whom 48 % supplemented their income mostly with small scale farming.

4.3.8 Socio-economic Factors

The respondents were asked to state the socio-economic factors that influenced them to join the distance education learning programmes as indicated in table 4.9.

Table 4.9: Socio-economic Factors of the respondents

| Socio-economic Factors | Frequency | Percentage |
|------------------------|-----------|------------|
| Attain gender equality | 40 | 28 |
| Low cost | 60 | 42 |
| Peer Influence | 100 | 69 |
| Relatives Influence | 6 | 4 |
| Spouse influence | 23 | 16 |

As shown in the table 4.9, under socio-economic factors 100 (69%) of the respondents were influenced by their peers to join distance learning education, 60 (42%) also stated that low cost and influence them, 40 (28%) were influence by the zeal to attain gender equality, 23 (16%) were influenced by their spouses and 6 (4%) were influence by their relative. Peer influence and low cost were strong factors of influence on their decision to take distance learning programmes.

4.3.9 Political factors

The researcher wanted to know the political factors that influenced the respondents to enroll in distance learning programmes and the findings were recorded in table 4.10.

Table 4.10: Political Factors

| Political Factors | Frequency | Percentage |
|---------------------------|------------------|-------------------|
| Government gender policy | 30 | 21 |
| Kenya Constitution (2010) | 45 | 31 |

Table 4.10 shows that 45 (31%) respondents were influenced by the law on women in the Kenya constitution to join distance learning education programmes compared to 30 (21%) the ones influenced by the Gender Policy.

4.3.10. Personal Factors

The respondents were asked to state the personal factors that influenced them to enroll in distance education programmes and the findings were recorded as shown in table 4.11

Table 4.11: Personal Factors of the respondents

| Personal Factors | Frequency | Percentage |
|-----------------------------------------|------------------|-------------------|
| Attain social and academic satisfaction | 57 | 40 |
| Role model | 60 | 42 |
| Others | 27 | 18 |
| Total | 144 | 100 |

Table 4.11 shows 60 42% of respondents were motivated to take distance learning to become a role model. 40% of the respondents, under personal factors wanted to attain social and academic satisfaction.

4.3.11 Cultural factors

The researcher wanted to know the cultural factors that influence the respondents to enroll in distance education learning programmes and the findings were recorded in table 4.12.

Table 4.12: Cultural Factors of the respondents

| Cultural Factors | Frequency | Percentage |
|-------------------------|------------------|-------------------|
| Cultural traditions | 17 | 12 |

In table 4.11, cultural factors though important, were least influential as established from the findings which noted 12% of the respondents.

4.3.12. Preparedness of the respondents

The researcher wanted to know the respondents were well prepared both academically and otherwise financially before enrolling in the programmes and the findings were recorded in table 4.13.

Table 4.13: Preparedness of the respondents

| | Frequency | Percentage |
|------------|------------------|-------------------|
| Yes | 115 | 80 |
| No | 29 | 20 |
| | 144 | 100 |

115 (80%) of the respondents were well prepared both academically and financially to undertake programmes in distance learning. Only 29 (20%) of the respondents showed a negative response.

4.3.13. Study time target

The respondents were asked whether they had study time target and the findings were recorded in table 4.14.

Table 4.14: Study time Target of the respondents

| | Frequency | Percentage |
|------------|------------------|-------------------|
| Yes | 115 | 80 |
| No | 29 | 20 |
| | 144 | 100 |

115 (80%) of the respondents had set target time to complete the ongoing courses. This was the same percentage who had adequately prepared to undertake the distance education programmes. 29 (20%) of the respondents had not set their target time.

4.3.14. Distance learning knowledge of the respondents

The respondents were asked whether they had any knowledge on distance education programmes at the University of Nairobi and the findings were recorded in table 4.15

Table 4.15: Knowledge on DL Mode

| | Frequency | Percentage |
|------------|------------------|-------------------|
| Yes | 40 | 28 |
| No | 104 | 72 |
| | 144 | 100 |

Majority of the respondents as represented by 104 (72%) didn't have knowledge of the distance learning mode of study prior to joining the programs thus were influenced by friends. Only 40 (28%) of the respondents had good knowledge of the distance learning mode of study.

4.3.15. General factors influencing women enrollment in distance education programmes

University of Nairobi distance learning programmes is a preferred mode of study due to the following factors as gathered from the respondents, these factors were Flexibility, Entry behavior, Low cost compared to conventional mode, the mode is not time bound.

Favorable when one has several other responsibilities e.g. family and work and that the University has many regional centers for learning in country which is quite convenient for adult learners.

4.4. Challenges faced by learners in distance education programmes at UON

Several challenges in the University of Nairobi Distance education programmes were also stated by the respondents, they include; Lack of learner support services, financial constraints, lack of proper knowledge in ICT, lack ICT facilities in the regional centers, having many other added responsibilities, lack of enough study materials, bias and stigmatization from male lecturers and delayed feedback from relevant lecturers.

4.5. Solutions to the Challenges

To improve on the challenges that are faced by distance education women learners recommended the following solutions to the University of Nairobi distance education learning programmes;

Proper learner support services at their learning centres

Provision of learning materials early in advance to enable learners study before the examinations. Provide examination feedback well in advance before sitting for another examination. Provide enough time for learners to study on information communication lessons during face to face interactions.

4.6. Summary of chapter four

In this chapter the researcher analyzed the data collected and coded them according to factors given for enrolment of women in distance education programmes at the University of Nairobi and the descriptive method statistic method was used to computer percentages mean, frequency distribution by use of a calculator which made it easy to interpret the data and the data analyzed was then presented using frequency distribution tables and narrative form.

CHAPTER FIVE:
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND
RECOMMENDATIONS

5.1. Introduction

The purpose of this research was to investigate the factors influencing the enrolment of women in distance learning education programmes at the University of Nairobi from Masaba North. This chapter examines the summary of findings, discussions, conclusion and recommendations of the study. It finally suggests areas of further research.

5.2. Summary of findings

This chapter is based on the findings of the preceding chapters, objectives of the study and the research questions that were to be answered by the study. The study aimed at exploring the socio-economic, political, personal and cultural factors that influence women to enroll in distance education programmes at the University of Nairobi from Masaba North District. On socio-economic factors it was found out that majority of women were influenced by their peers as compared to those who were influenced by low cost, attaining gender equality, relatives and spouses respectively as had been translated to objective one on cross tabulations at table 4.9. The study combined two approaches namely qualitative and quantitative. This chapter is divided into four sections. The first section presents a discussion on the research findings, the second part presents a conclusion, the third contains recommendation and the last gives suggestions for further research.

5.3 Discussion of findings

The first objective of the study was to investigate the socio-economical factors that influence women enrolment in distance education programmes at the University of Nairobi from Masaba North District. The study established that majority of the respondents were influenced by this objective. This implies that socio-economic factors took the highest portion of women who are either enrolled or have completed distance education programmes in UoN.

The second objective was to identify political factors that influence women enrolment in District Education programmes at the University of Nairobi from Masaba North District. Responses showed that an average number of respondents were influenced by this objective as they wanted to compete in the political positions with men as clearly stated in the new constitution (2010) and vision 2030. The third objective of this study was to investigate the personal factors that influence women enrolment in District Education programmes at the University of Nairobi from Masaba North District. The study established that a good number of respondents were guided by this objective as they wanted personal academic satisfaction in their academic careers. The fourth objective of this study was to investigate the cultural factors that influence women enrolment in distance education programmes at the University of Nairobi from Masaba North District. It was established from the results obtained that most women enrolled to remove gender discrimination experienced in the society.

5.4 Conclusion

Based on the findings of the study the following conclusions were made on the factors influencing enrollment of women in distance education programs at the University of Nairobi. Most women enrolled in distance education programs are working class adults who are influenced by political, socio-economical, cultural and personal factors. The driving force behind enrollment of these women in distance learning program is the need for promotion in terms of job groups which in turn will lead to increment of salary and the desire to gain more knowledge to enhance professionalism in their field of practice. Even though they are faced with financial constrains, the women are were determined to complete the program. Women from Masaba North district are ready to study through distance education programs to catch up with their male counterpart hence eliminate gender inequalities and promote equity.

5.5. Recommendations

Based on the findings of the study the following recommendations were made on the challenges faced by distance learners in their enrollment and completion of the program; The university should train and employ more distance learner instructors or lectures who have specialized in the area of distance learning as they understand the learners' characteristics, a department for learner support should be set aside in every regional center where learners can receive guidance and counseling on academic, administrative, tutorial and personal issues, also the department should put measures to curb the problem of delayed feedback from the respective course lecturers

ICT lessons to be given adequate time during tutorials to equip the learners with the necessary technological skills needed in distance learning programs.

The Government should implement a lending financial policy which is learner friendly to distance learners who are self sponsored e.g. women should be offered more time to pay-back their loans from academic financial institutions e.g. HELB.

The department of distance learning in University of Nairobi should explore more options mostly in technology for delivering instructional materials to learners to avoid delay; they should also prepare instructional materials well in advance and issue the same during registration of courses. Training of ODL instructional material developers should be sensitized more on how to prepare interactive instructional materials for study and the department should equip the Libraries at regional levels with adequate learning materials to enable learners access them with ease.

5.6. Suggestions for further research

In an effort to fill in existing gaps more suggestions for further research to contribute to the body of knowledge, more needs to be done to answer the following questions;

- i. What are the factors that influence the enrollment of men to distance education as a mode of study?
- ii. Why most men don't support their wives to acquire more knowledge through distance education?
- iii. How well can distance education as a mode of study serve the country's minority and disadvantaged groups of people?

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UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION

Telegram: "CEES"
 Telephone: KARURI 32117 & 32021

P.O. Box 30197, NAIROBI
 or P.O. Box 92,
 KIKUYU, Kenya

Our Ref:

28 May 2012

TO WHOM IT MAY CONCERN

RE: FLORENCE MAGOMA – L45/72772/2003

The above named person is a registered student in the School of Continuing and Distance Education, College of Education and External Studies, University of Nairobi where she is pursuing a master's course in Distance Education.

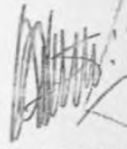
She is currently carrying out a research project entitled:

"Factors influencing enrolment of women in distance Education programmes at the University of Nairobi. A case of Masaba North District"

The student has identified your organization for data collection to understand the practice of distance learning. The information given will be treated with strict confidentiality and will only be used for academic purposes.

Any assistance given to her as she collects data will be appreciated.

Yours faithfully,


MRS. ANNE NDIRITU
AG. CHAIRMAN,
DEPARTMENT OF DISTANCE STUDIES



APPENDIX I

STUDENT INTRODUCTION LETTER TO THE RESPONDENTS

APPENDIX II

RESPONDENT'S QUESTIONNAIRE

Questionnaire for women students enrolled in distance education programmes at the University of Nairobi from Masaba North District.

This questionnaire is part of the research project exploring the enrolment and participation of women in distance education at UON.

It is not a test and hence there are no rights or wrong answers. Please respond to all questions to the best of your knowledge by filling in the blank spaces or 'tick' putting a 'tick' in the space indicated by brackets [] as is appropriate. For complete confidentiality do not enter your name anywhere on the questionnaire.

SECTION A: GENERAL DEMOGRAPHIC INFORMATION

1. Name of the institution where you have enrolled as a student

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2. How old are you? (Please tick as appropriate)

Below 18 years [] 18 – 30 years []

30 – 40 years [] Over 40 years []

a. What is your marital status? (Tick as appropriate)

Married [] Single [] Separated []

b. Apart from your children. How many other dependants do you have? (Please specify the number)

3. Who caters for your college/university fees?

Self []

Sponsor []

Scholarship []

Others (specify)

4. What is the highest level of education you have completed?

Secondary level ('O' Level) []

Secondary ('A' Level) []

Certificate level/P1 []

Diploma level []

University degree []

5. What reasons made you discontinue with education at the level you have mentioned above?

a. Lack of school fees/finances []

b. Pregnancy/married []

c. Employment opportunity []

d. Social – cultural issues e.g. force marriages etc. []

e. Other reasons (Please specify).....

f.

6. What is time lapse between secondary/tertiary College and when you joined the programme? (Please specify)

0-5 years

6-10 years

11-20 years

Over 21 years

[]

[]

[]

[]

SECTION B: Socio-economic Factors

7. a) What is your employment status?

a. Employed []

b. Self Employed []

c. Unemployed []

Others (Please specify)

.....
.....

b If (a) above, do you have any other source of income?

Yes [] No []

(Specify)

8. What socio – economic factors influenced that you to enroll in distance education programmes?

b. Socio-economic factors:

i. Spouse influence []

ii. To attain financial stability []

iii. Attain gender equality []

iv. Others (specify)

.....

SECTION C:

9. What Political factors influenced you to enroll in distance education programme:

i. Gender policy []

ii. Education Policy []

iii. Gender discrimination []

iv. Others

(specify).....

SECTION D:

10. What Personal factors influenced you to enroll in distance education programme

i. Become a role model []

ii. Attain social and academic satisfaction []

iii. Others

(specify).....

SECTION E:

11. What Cultural factors influenced you to enroll in distance education programme

i. Religion []

ii. Cultural traditions []

iii. Others (Specify)

.....

12. Before you embarked on the Bachelor/Masters programme, did you think you were well prepared academically and otherwise (financially) to enroll for ODL programmes.

Yes [] No []

13. Did you have a personal target time to complete this programme?

Yes [] No []

b. Do you think you will achieve your target in time?

Yes [] No []

14. Did you know anything about it earlier?

Yes [] No []

15. Why did you choose distance learning mode? (Please tick where applicable)

a. Flexibility []

b. Convenient []

c. Entry behavior []

d. Low cost compared to conventional mode []

e. Not time bound []

f. Favorable when one has several responsibilities []

g. UoN Regional centers colleges []

h. Courses on offer []

Other reason (Specify).....

16. List down the challenges encountered while undertaking distance learning programmes

- a
- b.....
- c.....
- d.....
- e.....

17. Most of the problem you encountered throughout your education, do you consider these as general to:

- Most students,
- A certain group of students
- To you in particular

18. Were there institutional measures already in place to assist you alleviate these challenges?

Yes No

b) Elaborate and evaluate these efforts

.....
.....

c) How did you cope with these constraints?

.....
.....

d) If you were to start all over again. Would you choose DL as your preferred mode of study?

Yes [] No []

Explain.....
.....

19. What recommendations would you suggest to improve the situation in the institution?

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