

**FACTORS INFLUENCING ENROLMENT OF STUDENTS IN THE BACHELOR
OF EDUCATION (ARTS) BY DISTANCE STUDIES AT THE UNIVERSITY OF
NAIROBI**

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

2012

DECLARATION

Candidate

This Project Report is my original work and has not been presented for examination in this or any other university.

Mulatya Jonathan Kioko  10-08-2012

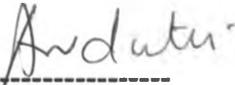
Signature

Date

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Supervisor

This Project Report has been submitted with my approval as university supervisor.

Prof. David Macharia EBS  10-08-12

Signature

Date

Departement of Distance Studies,

University of Nairobi

DEDICATION

To my wife Mercy, my sons Mulatya and Kitili and daughter Kavithe.

ACKNOWLEDGEMENT

I wish to acknowledge my supervisor, Prof. David Macharia for his invaluable assistance and cordial directions without which I couldn't have successfully accomplished this research. My gratitude also goes to the entire department of Distance Studies for their positive criticism during my proposal defence that was an eye opener for me into the field of research. I also wish to express my sincere thanks to acting chairperson Department of Distance Education, Madam Ann Ndiritu for her assistance during the period when my supervisor was absent.

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ABBREVIATIONS AND ACRONYMS

DE	Distance education
DL	Distance learning
ICT	Information Communication Technology
JCODE	Journal of Continuing and Open Distance Education
MS	Microsoft
UNESCO	United Nations Environmental Social and Cultural Organization

ABSTRACT

The aim of this study was to investigate the factors that influence the enrolment in B. Ed (Arts) programme in distance learning at the University of Nairobi. Distance learning is often described as the formalized learning received while the student is on a location outside the university campus. Both the teacher and student are expected to have minimal physical contact, but much reliance on electronic communication and independent studying. The study investigated the flexibility of distance learning, affordability of the programme, personal development and continuity of education after the programme factor. The researcher employed descriptive survey design in which both qualitative and quantitative data were obtained. The target population of the study were the Bachelor of Education (Arts) by distance learning students in the University of Nairobi that were continuing with their studies in the year 2012. Data collection was done by use of structured questionnaires. Analysis of data was done using descriptive statistics for quantitative data while qualitative information was analysed thematically according to the objectives and presented in form of averages, range and percentages and presented in tables using the Statistical Package for Social Sciences (SPSS) version 17. The results indicated that flexibility of distance education increased the enrolment rates, affordability was also widely considered by potential distance learners before they joined. The effect on their personal development was also a factor that contributed as well as the provision for continuity after completing B.Ed (Arts). The researcher recommends that the University of Nairobi make fees payments more flexible, the government should also enhance affordability by giving loans to distance learners through Higher Education Loans Board.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Distance learning is often described as the formalized learning received while the student is on a location outside the university campus. Both the teacher and student are expected to have minimal physical contact, but much reliance on electronic communication and independent studying (Brunner, 2005). Distance learning as defined by Oladeji (2000) is an educational programme designed for those who could not, may be for family, financial or some other reasons, attend existing educational institutions to acquire learning without necessarily becoming regular students of such institutions. He stressed that distance education is considered as a branch of adult education where the clientele may comprise of those who have no exposure of any kind to formal education, or those who dropped out of the formal school system and those who wish to supplement their formal education.

Distance learning usually refers to open learning applied to situations in which there is a geographical expiration between the learner and the leaning institution. The focus is on the needs of the individual students and is more learner-cantered. The learner chooses the place of study, time and pace of learning. Distance learning is particularly beneficial to the students as they could learn from their chosen locations which could be thousand miles away (Omogbhe, 2011).

Ololube (2006) asserted that distance learning has become more popular in recent times because it is cost saving for universities to reduce the number of residential and full-time students. However, distance learning normally should demand much use of library resources, audio-visual media and information and communication technology. These are essential for communicating with a large group of people especially in distance locations. They also make for interactive sessions with groups and individual students. On the other hand, the learners also need to read all kinds of texts and information materials when they are not in school. This is to prepare them for the course content and examinations. Thus, the students need to use libraries and information centres for reading and for information search (Ololube, 2006).

Promoting the development of a knowledge society through open and distance education is one of the tactics increasingly adopted in recent times by governments around the world who want to encourage economic development at the local, state and national levels. Researchers (Howell, Williams & Lindsay, 2003) have shown that distance education programs in particular are growing in importance as centres for the development of knowledge. This has led several countries, notably those in the west to develop strategies to encourage this effort aimed at providing people who do not have the opportunity to attend conventional institutions of higher learning (Ololube, 2006; Ifinedo & Ololube, 2007).

Distance education, also called open or distance learning, is a form of education in which there is normally a separation between teachers and learners. Thus, it incorporates the printed and written word, the telephone, computer conferencing or teleconferencing to bridge the physical gap between the instructor and the learner. Distance education provides educational opportunities to those who otherwise would have been denied. Improving the quality of education through the diversification of contents and methods and promoting experimentation, innovation, the diffusion and sharing of information and best practices as well as policy dialogue are UNESCO's strategic objectives in Education (UNESCO, 2005).

The number of adults seeking opportunities for higher education has increased tremendously in the last few decades. Likewise, the number of educational programmes for adults has grown and many more adults are now enrolled in many colleges for various courses. Most educational institutions now have a stated commitment to increasing access of adults to higher education. Many governments are also falling on themselves to stimulate growth in the number of adults taking part in higher education. For instance, in Great Britain, the case for expanding adult participation in higher education was put forward notably by the joint National Advisory Body (NAB) standing committee when it was noted in this committee that: *“Continuing education needs to be fostered not only for its essential role in promoting economic prosperity but also for its contribution to personal development and social progress. It can renew personal confidence, regenerate the human spirit and restore a sense of purpose to peoples' lives through the cultivation of new interests”* (UNESCO, 2002).

Though seen as an alternative way of providing education under circumstances where formal regular education is inaccessible, there is evidence that distance education even where more conventional forms of education are readily available is a more attractive access route for many adults than the conventional face-to-face classroom situation.

For instance, most adult learners are more relaxed learning from friends, newspapers, television and books than in formal groups where ridicule to students with apparent learning difficulties may be a common feature. Indeed learning from and with ones' peers is a cornerstone of adult, higher and continuing education. From this background, obviously, distance education as an effective access route to higher education for adults is not contestable especially when there are not alternatives (Mbwesa, 2008).

For many adults, the inherent flexibility in distance education makes it more attractive and appealing to the learners than the conventional systems of education. The distance mode gives adult learners an opportunity to study when and where they like and at their own pace and will. In addition, the ability to test oneself without exposure to apparent failure and perceived ridicule is one of the attractiveness of distance education for the adult learner.

Norquay (1986) observed that women students at Ryerson Open College in Toronto found learning at a distance a less threatening route to returning to learn than conventional methods: Their delight of being able to take a course without fear of exposing what they perceived as their ignorance was palpable (Norquay, 1986).

Distance education in University of Nairobi dates back to 1985 after In 1983, the Permanent Secretary in the Ministry of higher education wrote to the Chancellor, University of Nairobi communicating the government's decision that the external degree programme be started at the University of Nairobi and the then Kenyatta University College, in response to this direction, the Deans' Committee set up a task force committee to prepare a paper on the establishment of the degree programme at the University. The report was accepted both by the state and the government.

The faculty's legal establishment in the University of Nairobi followed the acceptance of the new statutes governing it by the University Council in September 1985. The first batch of 592 adult students was admitted for a Bachelor of Education degree programme in 1986/1987 academic year. Objectives of the distance learning programmes include providing learning opportunities for those aspiring Kenyans who cannot secure places in the existing internal faculties of the public universities hence provide the much needed high level manpower, provide an opportunity for adults to learn at their own pace as opposed to the conventional systems that ignore the learners' individual differences and provide an opportunity to maximize the use of the limited educational resources both human and material by making University education available beyond the lecture halls (Mbwesa, 2008).

Various challenges are faced by both the institutions in providing this DL as well the learners. Chu (1999), asserts that, one of the challenges facing the development of distance learning systems in Taiwan is that they are developed on a technology basis. The

projects are led by 'technologists' whose main concern is the system's functions rather than filling an educational need using technology. In Papua New Guinea, at the Papua New Guinea University of Technology, socio-economic factors that affect distance education were identified. These included; family environment, attrition and failure rates, tuition fees and learner characteristics (Nyondo & Koigiri, 1998).

In Nigeria, accesses to learning materials by the distance learners was seen as a factor affecting their education with majority having little accesses to library services whether at college or online due to several other factors (Omogbhe, 2011). Kavulya (2004) in his study of distance education in four universities in Kenya opined that some of the students have little or no exposure to library use and this affects their access to library resources. Effective and appropriate services to distance learning communities may differ from, but must be equivalent to those services offered on a traditional Campus.

The Bachelor of Education (Arts) by distance learning was initiated at the University of Nairobi nearly two decades ago to enable teachers upgrade their skills for improved service delivery. Learners in this programme are expected to finance their education from own resources (Rambo, 2005). Rambo found that, the rising cost of living delays completion of the programme by up to 30%, as resources are diverted to cater for immediate family needs. Data from the School of Continuing and Distance Education (SCDE) and University of Nairobi Enterprises and Services Limited (UNES) for 2006 show that out of a total enrolment of 6,740 learners, only 4,467 (66%) were actively

pursuing the course; implying that about 2,273 (33%) were inactive mainly because of financial constraints.

Ogada (2005) in a study to establish motivational factors determining the enrolment of primary school teachers in the B.Ed. (Arts) the relationship between teachers' decision to enrol in the programme and variables such as years of service, age, gender and responsibilities held were investigated (Ogada, 2005). In his research, he discovered that most primary school teachers enrolled in the programme were those who had taught for a significantly long time and were of ages ranging from 31 to 40 years. In addition, the motivation of primary school teachers in enrolling in distance studies varied with age, responsibilities held and gender. Elderly teachers, for instance, were mostly motivated by the desire to raise their social status compared to their youthful counterparts.

The Bed (Arts) programme by distance learning has shown gradual increase in enrolments since the year 2000. However, a sharp decline was observed in the year 2005 and 2006 (School of Continuing and Distance Education (2010). See Table 1.1

Table 1.1 Enrolment of students in Bed (Arts) distance learning in the University of Nairobi

Academic year	Month	ENROLMENT
2001	April intake	600
2001	December intake	737
2002	April intake	994
2003	December intake	1025
2004	April intake	1550
2004	December intake	1420
2005	August intake	682
2006	April intake	353

Source (School of Continuing and Distance Education (2010, p. 10)

Despite the growing increase in demand for higher education, the trends in enrolment rates in Bed (Arts) programme of the University of Nairobi seem wanting. This study seeks to find out the factors that influence enrolment into the B. Ed (Arts) programme by distance learning in the University of Nairobi.

1.2 Statement of the problem

Various studies have shown that distance education is gaining prominence in the world especially among the adult working class. The Bachelor of Education (Arts) by distance learning was initiated at the University of Nairobi nearly two decades ago to enable teachers upgrade their skills for improved service delivery. Since then, ODL has gained prominence among adult learners with primary school teachers being more attracted to the programme than any other people.

Various studies have shown that the demand for this programme is influenced by a number of factors: age, level of education, status at work place, availability of disposable income, desire for recognition among others. Despite the expansion of the programme through introduction of support services such as extra mural centres a decline in enrolment rates was observed in the University in the years 2005-2006. It is should be noted that these determinants are time bound thus may change with time. This study sought to find out the factors that have influenced the enrolment into B. Ed (Arts) by distance learning in the University of Nairobi.

1.3 Purpose of the study

The researcher sought to determine the factors that influence the enrolment in B. Ed (arts) programme in distance learning at the University of Nairobi.

1.4 Objectives of the study

The study addressed the following objectives:

1. To determine the influence of flexibility in distance education on enrolment in B. Ed (Arts) DL, programme in the University of Nairobi
2. To determine the influence of affordability of distance education on enrolment in B. Ed (Arts) DL, programme in the University of Nairobi
3. To establish the influence of personal development on enrolment in B. Ed (Arts) DL, programme in the University of Nairobi

4. To determine the influence of continuity on enrolment in B. Ed (Arts) DL, programme in the University of Nairobi

1.5 Research questions

The researcher sought to answer the following questions

1. How does flexibility in distance education influence the enrolment in B. Ed (Arts) DL, programme in the University of Nairobi?
2. How does affordability of distance education influence enrolment in B. Ed (Arts) DL, programme in the University of Nairobi?
3. How does personal development influence enrolment in B. Ed (Arts) DL, programme in the University of Nairobi?
4. How does continuity of distance education influence enrolment in B. Ed (Arts) DL, programme in the University of Nairobi?

1.6 Significance of the study

The findings of the project study may have far reaching implication in institute of Open Distance Learning. The findings have given insights into the factors that affect the enrolment rates in distance learning. The study was expected to benefit stakeholders in the university by providing important information on how the enrolment in the programme can be improved which could be used to address the problems thus reaching a larger percentage of the target group. The students in the B. Ed (Arts) Open distance

programme were expected to benefit from the findings in that adoption of the results by the university may elicit some of the problems faced by the learners.

1.7 Limitations of the study

The study was limited to B. Ed (Arts) programme in the University of Nairobi only although other programmes may be affected due to inadequacy of funds for research and available time for research.

1.8 Delimitations of the study

The study was Delimited to University of Nairobi open distance learning B. Ed (Arts) students for those enrolled in years 2008- 2012, although results were generalized to other students in other programmes.

1.9 Assumption of the study

The study was based on the following assumptions:

- i. All respondents were available and willing to participate in the research.
- ii. All respondents were willing to participate honestly by telling the truth.

1.10 Definitions of significant terms

Enrolment: Referred to admission or joining the B. Ed (Arts) by Distance learning in the University of Nairobi

Flexibility: Referred to ability of the programme to be adjusted to suit learners needs and cater for their problems in different ways e.g period of study not fixed to four years, Fess paid per unit, number of units taken per semester not fixed etc

Affordability: Referred to the ability of the learners to pay university fees and cater for other expenses during their time of study due to availability of sources of funds such as bank loans, loans from SACCOs, Higher Education Loans Board (HELB)

Continuity: Referred to provision for advancement of the course within the same university to higher levels i.e. masters and PhD

Personal development: Referred to advancement in grades and positions at work place, living standards or even status quo

1.11 Organization of the study

The study was organized into five chapters:

Chapter One: consisted of Background of the study, Statement of the problem, Purpose of the study, Objectives, Research questions, Significance of the study, Limitations, Delimitations, and Assumptions of the study and Definitions of significant terms.

Chapter Two: is literature reviewed and was composed of the following items: Introduction to the chapter, History of distance education. Factors influencing enrolment in distance learning. Theoretical framework,, Conceptual framework, and Summary.

Chapter Three: research methodology, Research design, Target population, Sample size and sampling techniques, Research instruments, Validity of research instruments, Reliability of research instruments, Data collection and Data analysis techniques

Chapter Four: is organized into: Rate of return of questionnaires, demographic information, and influence of flexibility in distance education on enrolment, influence of affordability of distance education on enrolment, influence of personal development on enrolment and influence of continuity on enrolment.

Chapter Five: presented a summary of the results obtained from the research, discussions of the results, the conclusions that were made from the research findings, recommendations made based on the research findings as well as the suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature on distance learning. The factors that influence enrolment in distance education from global, Africa, Kenya and local perspectives are presented.

2.2 Historical development of distance learning

Distance learning is often described as the formalized learning received while the student is on a location outside the university campus. Both the teacher and student are expected to have minimal physical contact, but much reliance on electronic communication and independent studying. Distance learning as defined by Ololube (2006b) is an educational programme designed for those who could not, may be for family, financial or some other reasons, attend existing educational institutions to acquire learning without necessarily becoming regular students of such institutions. He stressed that distance education is considered as a branch of adult education where the clientele may comprise of those who have no exposure of any kind to formal education, or those who dropped out of the formal school system and those who wish to supplement their formal education.

Distance education, also called open or distance learning, is a form of education in which there is normally a separation between teachers and learners. Thus, it incorporates the printed and written word, the telephone, computer conferencing or teleconferencing to bridge the physical gap between the instructor and the learner. Distance education provides educational opportunities to those who otherwise would have been denied.

Improving the quality of education through the diversification of contents and methods and promoting experimentation, innovation, the diffusion and sharing of information and best practices as well as policy dialogue are UNESCO's strategic objectives in Education (UNESCO, 2005).

Even though the beginnings of distance learning can be traced back to a series of advertisements in the *Boston Globe* in 1728 (Everett and Pershing, 1989), this alternative method of learning has a short history in Kenya. Distance education in Kenya dates back to 1965 when the need for degree courses by distance teaching was first expressed. Many working parties over the years made contributions on the possible structure and operations of the programme as a service department within the University of Nairobi.

In 1983, the Permanent Secretary in the Ministry of higher education wrote to the Chancellor, University of Nairobi communicating the government's decision that the external degree programme be started at the University of Nairobi and the then Kenyatta University College. In response to this direction, the Deans' Committee set up a task force committee to prepare a paper on the establishment of the degree programme at the University. The report was accepted both by the state and the government.

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The factors that influence the enrolment into distance learning programmes vary from learner characteristics such as age, level of education, status in the society, prospects of job promotion among others (Ogada, 2005). Although these may greatly influence the demand and need to join distance learning programmes, the nature of the programmes such as flexibility, affordability, and continuity of the programmes determine the number of willing students that may be able to enrol.

2.3 Programme flexibility

Distance learners have characteristics which Akintayo and Bunza (2000) listed as adults with professional responsibilities (jobs), social responsibilities (families), study part time, limited formal education or are a long time away from formal education, highly and intrinsically motivated and who are interested in practical results for career, occupation or life style. Sacchanand (2002) reported that distance students' characteristics are different from students in traditional universities. Their characteristics were listed as: adult learners, mature, employed, have family responsibilities, higher motivation and are

willing to take responsibility for their own education. Others include: clear cut goals, self-directed, study on independent basis, learn in a variety of ways, take control over their learning and often experience a feeling of isolation and remoteness from other students. As such these learners join programmes that allow them carry on with other duties and responsibilities both at work and family/society level.

The demand for university education has increased since the 1950s as response to meet socio-economic and technological advancement (United Nations Educational, Scientific and Cultural Organization [UNESCO], 1998). Due to this, traditional universities are rapidly transforming themselves from single to multiple mode systems in terms of governance, organizational structure and operational activities, to cope with the rising demand for higher education through Distance Learning (DL) programs. The programs enable people in full-time or part-time employment to acquire university degrees in the most flexible and cost-effective manner. By doing so, DL programs address the weaknesses of mainstream education systems to cater for increasing popular demand for university education (UNESCO, 2002). Still, the flexibility of its delivery modes enables instructors to handle large groups of learners scattered in wide geographic areas (UNESCO, 1998).

Distance learning is characterized by support services. Simpson (2000) defined a learner support system as all activities beyond the production and delivery of course materials that assist in the progress of students in their studies. These include the academic support which deals with supporting students with the cognitive, intellectual and knowledge

issues of specific courses or sets of courses. There is also the support of students in the effective and organisational aspects of their studies.

A vital ingredient in the support system is that the students have ready access to learning resources and means of communication that not only facilitate the array of educational activities but also provide the broad exposure to various other guidance and advisories (Phillips et al., 1998).

The support system is imperative in order to facilitate the learning needs distance learners, more so because of their distinct characteristics. The majorities of them spend most of their time at home and are isolated. They also come from diverse backgrounds, economically, socially and educationally and inevitably, possess a multitude of family and household responsibilities. The support system provided must therefore take into account women's requirements that can minimise the negative effects of isolation and the lack of regular personal contact. The support system must also be accessible to all students once the access is gained to ensure equalities in the learning outcomes regardless of gender (Hipp, 1997).

Many studies have been conducted to investigate how these support services benefit the students academically. Studies on the effects of tutorial services (Amundsen & Bernard, 1989; Naylor et al., 1990; Morgan & Morris, 1994; Stevenson & Sander, 1998), video conferencing sessions (Robson, 1996; Konx, 1997; Daud et al., 2000) and the use of ICT (Zhang 1998; Navarro & Shoemaker, 2000) vis-a-vis the students' achievements have shown that such services result in positive learning outcomes.

However, how and to what extent these services affect distance education learners are not fully understood. The importance of the regional centres (Kember & Dekkers, 1987; Cole & Coats, 1989) and the role of the faculty members (Olcott & Wright, 1995) in the students' academic achievements have also been investigated. Kember & Dekker (1987), for instance, suggested that the regional centres are a valuable academic support which facilitates remediation problems with study materials through the provision of tutorials by lecturers, study group meetings and resources such as the library, the computer centre and the accessibility to audio-visual materials and equipment.

In Papua New Guinea University of Technology, the programmes on offer are mainly print-based. Computer Laboratories were being set up at selected places. At these centres, the internet will be used in delivering some of the distance education programmes. The new set up with computer laboratories is being referred to as the I-College – short for internet college. This was established in attempt to reach all the students in provision of learning resources. Despite this, Nyondo (2003) notes that all these centres are in big cities and none in rural areas where the majority of the population reside.

The population distribution in Papua New Guinea is 15.4% urban based and 84.6% rural based (National Statistical Office, 2001) thus reaching students in rural areas has always been a trial.

The author notes that all programmes were run entirely by part-time staff, although some of them are Papua New Guinea University of Technology staff from other relevant departments. The part-timers were paid on hourly rate for their work while each centre

had a coordinator who facilitates the appointment of tutors and is also responsible for all administration activities at the centre. Lack of full-time staff also means that it is not always possible to have timely revision of courses or introduce new ones. The reliance on part-timers also means that student support is also limited to certain working hours of the day only. A well-designed Learner Support System is a must for effective learning by (distance) students (Nyondo, 2002).

In the University of Nairobi, various support services have been put across in order to enhance flexibility of the system. Of these the most important are the extra mural centres. The Faculty of External Studies (FES) has several regional study centres covering the eight provinces of Kenya. These are: Nairobi Extra Mural study Centre central located at the Main Campus of the University. Mombasa Extra Mural Center, Kisumu. Nyeri, Nakuru, Kakamega, Meru etc. These study centres are part of the support systems for the adult learners who may find themselves isolated in some rural setting.

The purpose of the study centres is to provide opportunities for fellow students and tutors to meet and to have access to various study-support facilities. The study centres are also a distribution point for course materials and student assignments (Mbwesa, 2008).

2.4 Affordability of the programme

The Government of Kenya (GoK) has consistently directed public resources to establish and expand facilities; sustain human resource as well as improve accessibility and quality of university education. Besides, efforts have been made to encourage the private sector

and other development partners to invest in the provision of university education to enhance accessibility to those in need of higher academic qualifications (Republic of Kenya, 2002).

According to Musyoka (1998) inadequacy of financial support to the higher education sub sector is one of the challenges, with which the wider education sector grapples with even though enhancing equitable access to university education remains a key development agenda. Although HELB was established to further higher education, limited financial support from the exchequer makes it difficult to provide assistance to learners outside regular academic programmes.

Even though HELB is mandated to finance university education in Kenya, it does not have any financing scheme targeting distance learners. In addition, DL has not received adequate attention from other stakeholders in higher education. As a result, distance learners struggle to meet the costs of tuition, accommodation, transport and learning materials. HELB gives priority to needy Kenyan citizens pursuing university education in public or private chartered universities. HELB's full potential has been undermined by several challenges, which include the rising demand for funding that has outstripped available resources; graduate unemployment, which hampers the recovery of past loans, and declining budgetary allocations. In view of this, HELB has not been able to expand its scope to cover learners in parallel and DL programs (Odundo & Njeru, 2005; UoN, 2005).

As such distance learners are left to look for their own alternative methods of financing their education. Rambo (Year) in his study on financing distance learning in Kenya found that: affordability of the B. Ed (Arts) by distance learning was statistically associated with learners' gender, total number of dependants, average income and highest education level. He also found that learners financed distance learning through loans from commercial banks; personal savings; donations; support from family members and bursaries. Others included proceeds from disposal of assets; dividends from stocks as well as fundraisers. Loans from SACCO societies and commercial banks were the formal sources of funding.

Impediments to effective participation in the DL, included meagre incomes, inadequate time to engage in Income-generating Activities (IGAs), high cost of residential fees; and inadequacy of learning materials. In addressing the issues, learners adopted a number of coping mechanisms such as disposing of properties, suspending personal development projects, venturing into IGAs such as operating nursery schools, grocery shops, cyber cafes, welding workshops and farming among others. On its part, the University allowed learners to take up the optimal number of units they could afford, creating provision for special papers; linked up with other institutions such as African Virtual University (AVU) to source for cost-effective learning materials. The University also engaged in IGAs including facilitation of seminars and training. Further findings showed that B. Ed (Arts) by distance learning was relatively more cost efficient than the regular mode. This arose from effective cost management practices and distance learning methodologies adopted.

2.5 Personal development

Demand for education is determined by a number of factors of which some are social and psychological factors, such as; level of disposable income, recognition, reduction in family size and acquisition of a higher standard of living. According to Anderson (1967), the most important psychological reason, which affects the demand for education, is the *peristatiltic process*. He added that this is a process in which parents are eager to let their children acquire a higher education level than they themselves reached.

Psacharopoulos (1994) went further and established that disposable income greatly affects the demand for primary, secondary and higher education. If the family disposable income increases, demand for education increases because tuition fees, books, uniform and stationery will be afforded (Wanjala & Otieno, 2010). They also noted that individuals enrolled in courses such as B. Ed (Arts) by distance learning mode due to private rates of return. These may include increased income, modernization, employment, prestige and status.

According to Maslow's (1954), there are five factors related to peoples' needs that motivate people to work. The five needs are: Physiological; safety or security needs; social affiliation needs; esteem needs and self-actualization. In their study on Bed (Arts) in distance learning in the University of Nairobi Wanjala and Otieno (2010) observed that Teachers who have satisfied all these needs become competent in their profession. Thus, they are promoted and earn higher incomes.

Once the income is received from existing income and all household expenditure is met, the teachers remain with disposable income, which enables them to meet the cost of further education through effective demand for the B. Ed (Arts) Programme by Distance Learning mode of the University of Nairobi.

Ogada (2005) sought to establish motivational factors determining the enrolment of primary school teachers in the B. Ed. (Arts) Programme by Distance Learning mode of the University of Nairobi. He investigated the relationship between teachers' decision to enrol in the programme and variables such as years of service, age, gender and responsibilities held. In his research, he discovered that most primary school teachers enrolled in the programme were those who had taught for a significantly long time and were of ages ranging from 31 to 40 years.

In addition, the motivation of primary school teachers in enrolling in distance studies varied with age, responsibilities held and gender. Elderly teachers, for instance, were mostly motivated by the desire to raise their social status compared to their youthful counterparts.

2.6 Educational continuity

Factors influencing the demand for education in a given country are varied. They could be economic, such as the price of education, the level of disposable income as well as expected financial returns. They could also be socio-psychological, such as acquisition of higher standards of living, recognition or the peristaltic process as Anderson (1969) found out. The target population for the B. Ed (arts) by distance learning who are mainly

primary school teachers who have at least a P1 certificate. As pointed out by Wanjala and Otieno (2005), those teachers who have achieved certain status may want to go back to school to further their education either for status acquisition in the society. In such a case many of them may want to advance beyond bachelor's degree to Masters and even PhD. Others may wish to change carriers thus the demand for a course that could enable them proceed beyond the B. Ed (Arts).

2.7 Theoretical Framework

This study used the open social system theory developed by Ludwig Von Bertalanffy in 1956. Maslow (1969) defined a system as a collection of interrelated parts that form a whole. An open system like a University is one that interacts with the environment in which it relies for essential inputs and for the discharge of their outputs (Okumbe, 2001). A social system involves two classes of independent yet interactive phenomena. The first class consists of the institution, its roles and expectations that are in line with the goals of the system.

The second class consists of the individuals inhabiting the system with their personalities and dispositions. The fundamental function of the Distance education is to provide opportunities for education to those who cannot attend the traditional university programmes but are motivated to further their education while still continuing with their daily activities in life. The university is an institution that acts as a centre for knowledge dispensation through research. Various variables interact in order to bring out the expected outcome. These are the student, teaching/learning resources as well as the socio-economic characteristics that provide the necessary environment.

2.8 Conceptual framework

This study sought to determine the factors that affect the enrolment in B. Ed (Arts) by distance learning programme in the University of Nairobi. The factors were the independent variables while the enrolment in B. Ed (Arts) by distance learning was the dependent variable.

Independent variables

Moderating variables

Dependent Variable

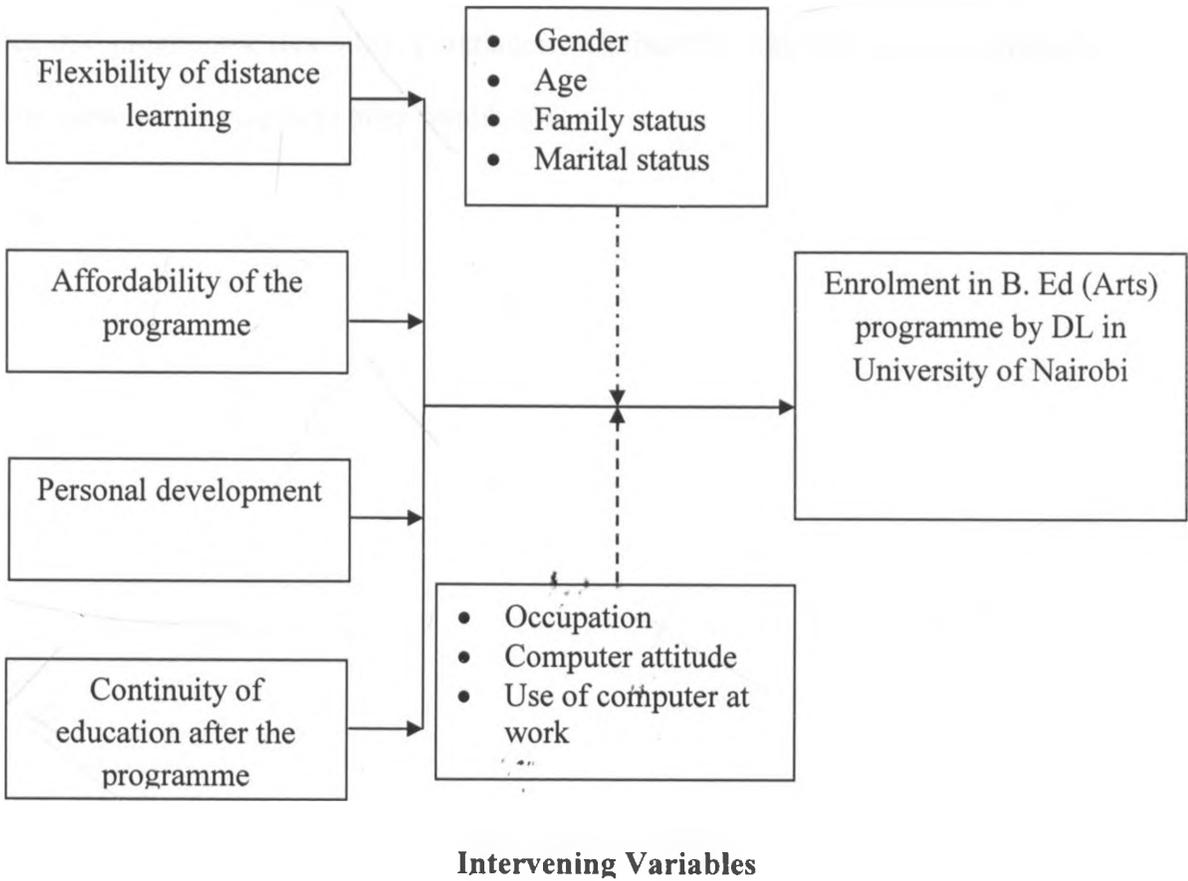


Figure 1: Conceptual framework

The conceptual framework shows the interrelationship between the factors that affect the enrolment in B. Ed (Arts) by distance learning. Other factors that have been found to affect distance learning enrolment are personal characteristics such as age, family status, occupation and other commitments such as nature of work.

2.9 Summary of literature review

The chapter has critically reviewed literature on factors that influence enrolment into distance education in global, Africa, Kenya and the local perspective. The factors are grouped into programme flexibility, programme affordability, continuity and programme effect on personal development after completion.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of research methods that were used for the study. The chapter gives details of the research design, target population, sampling techniques and sample size, data collection procedures, research instruments validity and reliability, data analysis techniques and presentation. A table of operationalisation of variables is also presented.

3.2 Research Design

The study was conducted using descriptive survey design. The researcher tried to establish that which had already taken place after the independent variables had already caused an effect on the dependent variable. The study adopted a cross sectional survey approach designed to investigate how the various factors influence enrolment in University of Nairobi B. Ed (Arts) DL programme. According to Orodho (2005) a survey is useful in gathering information by interviewing or administering questionnaires to a sample of individuals to obtain data useful in evaluating present particulars which have not controlled or manipulated the situation. According to Luck and Reuben (1992) in Orodho (2005), descriptive survey is appropriate as more focus is an answer to one question given by all respondents than an answer to all questions given by an individual. The survey obtained views from the B. Ed (Arts) distance learning programme for the cohorts 2008-2012.

3.3 Target population

Mugenda and Mugenda (1999) defined target population as a group of interest from which the individual participants or objects for measurement are taken. Target population is the entire group to whom the results of the study would be generalized. The target population was the four thousand and twenty eight B. Ed (Arts) by distance learning students who are enrolled in the programme in the year 2012.

3.4 Sample size and sampling techniques

Although researchers want to gather information about the characteristics of populations, they usually study a smaller group (a sample) carefully drawn from the population and then use the findings from the sample to make inferences about the population (Ary et al., 2006). Sampling is the process of selecting the subject or cases to be included in the study as representative of the target population (Mugenda & Mugenda, 1999). The study used stratified and random sampling techniques. According to Bartelett, Kortlik & Higgins (2001) the acceptable sample size for continuous scale can be calculated using the formula:

$$n_o = \frac{[(t)^2 \times s^2]}{d^2} \quad 3.1$$

Where 't' is the calculated value for the selected alpha (0.05) which according to Cochran (1977) should be 1.96 for population sizes above 120.

S is the estimate of standard deviation given by number of points in the scale/number of standard deviations (No. of points in the primary scale -1) = 5/4=1.25

' d ' is the acceptable margin of error estimated from for the mean being estimated given by number of points in the primary scale multiplied by acceptable margin of error for continuous scale (3%). This gave a sample size of 277. Since the sample size obtained was greater than 5% of total population, the minimum sample size according to Bartelett, Kortlik & Higgins (2001) is obtained from the equation:

$$n = \frac{n_o}{\left(1 + \frac{1}{n_o} / \text{total population}\right)} \quad 3.2$$

Where n is the minimum sample size, n_o is acceptable sample size from which the minimum population of 260.

3.5 Data Collection Procedures and Research Instruments

The research instruments (questionnaires) were structured and self administering by the respondents. The researcher held arranged sessions with all the different groups of respondents during which the questionnaires were filled and collected.

3.6 Validity of research instruments

The study adopted content validity which was used to indicate whether the test items represented the content that the instruments were designed to measure (Ary et al., 2006). To ensure validity, the instruments used in the study were discussed by experts in the Department of Distance Studies with my supervisor.

3.7 Pilot Study

Prior to the commencement of the data collection, a pilot study was carried out to pre-test the research instruments and determine their reliability. This was done by administering the questionnaires to a group of 30 students in the B. ED (Arts) by Distance Learning in the University of Nairobi who were not involved in the final study.

3.8 Reliability of research instruments

The researcher used the internal consistency of the items to determine the reliability of the questionnaires (Cronbach & Azuma, 1962). The instruments were pre-tested with a sample of B. Ed (Arts) students of Distance Learning programme of the University of Nairobi which were not included in the final study. The researcher used the results of the pilot study to calculate Cronbach's Coefficient alpha with the aid of Statistical Package for Social Sciences (SPSS). The questionnaire was found to have a Cronbach's alpha value of 0.844 which is greater than 0.70 suggesting an acceptable level of internal consistency (Cronbach & Azuma, 1962) thus the questionnaire was deemed adequately reliable for use with the population.

3.9 Methods of Data analysis

Descriptive statistics was used to analyze data obtained from the study. Qualitative and quantitative analytical methods were applied. The data was described using frequencies, means, and percentages. The analysis techniques are summarized in Table 3.1

Table 3.1 Operationalization of variables

Objective	Independent Variables	Indicators	Measurement	Measurement scale	Types of analysis	Analysis tools
1. To determine the influence of flexibility in distance education on enrolment in B. Ed (Arts) DL, programme in the University of Nairobi	Flexibility	<ul style="list-style-type: none"> • Course duration • Registration modes • Teaching & learning methods • Resource availability 	<ul style="list-style-type: none"> • Number of sessions for whole course • Number of units per session (minimum and maximum) • Modes of teaching & learning. Frequency of use of Lecture, individual assignments, group assignments, discussions) • Frequency of access to: Library, Internet materials and online University library services and Extra mural centre 	Interval &, nominal	Descriptive analysis (measures of central tendency, Measures of dispersion)	Mean, frequencies, percentage, range
2. To find out the influence of affordability of distance education on enrolment in B. Ed (Arts) DL, programme in the University of Nairobi	Affordability	<ul style="list-style-type: none"> • Amount of fees • Other levies • Loans from banks • Loans from SACCOs • Personal business • Salary 	<ul style="list-style-type: none"> • Tuition Fees per semester (minimum and maximum) in KES • Other charges paid per semester (minimum and maximum) in KES • Amount of Loans from banks • Amount Loans from HELB • Amount loans from SACCOs • Amount obtained from business • Amount from salary 	Nominal & interval	Descriptive analysis (measures of central tendency and measures of dispersion)	Mean, Percentage, range

3. To establish the influence of personal development on enrolment in B. Ed (Arts) DL, programme in the University of Nairobi	Personal development	<ul style="list-style-type: none"> • Job promotion • Career development • Societal recognition 	<ul style="list-style-type: none"> • Current grade • Expected grade after completion • Current responsibility e.g. senior teacher • Expected responsibility after completion e.g. principal • Current status e.g. common man • Expected status e.g. opinion leader, consultant etc 	Nominal & interval	Descriptive analysis (measures of central tendency)	Mean, Percentage
4. To determine the influence of continuity on enrolment in B. Ed (Arts) DL, programme in the University of Nairobi	Continuity	<ul style="list-style-type: none"> • Willingness to advance beyond 1st degree 	<ul style="list-style-type: none"> • Number willing to advance to masters • Number willing to advance to PhD • Number willing to pursue education • Number willing to change career 	Nominal & interval	Descriptive analysis (measures of central tendency)	Mean and Percentage

Qualitative data obtained from the open ended questions were analysed thematically according to the objectives while quantitative data obtained from the Likert Scale items were analysed by summing up the scores awarded by all respondents and converting the scores into percentages for comparison and presented in frequency tables.

3.10 Summary of chapter three

The chapter has presented the research design, target population, sampling techniques and sample size. It also presented data collection procedure, data collection instruments, validity and reliability of the research instruments, data analysis techniques and a table of operationalisation of variables.

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter consists of the data analysis, presentation in form of tables and interpretation of the findings. The chapter is organized into: Rate of return of questionnaires, demographic information, and influence of flexibility in distance education on enrolment, influence of affordability of distance education on enrolment, influence of personal development on enrolment and influence of continuity on enrolment.

4.2 Questionnaires Return Rate

This refers to the percentage proportion of the total number of questionnaires that were issued that was dully filled and returned. It was calculated as number of dully filled questionnaires returned divided by total number of questionnaires issued. The researcher issued a total 260 questionnaire which were all returned since the researcher requested the respondents to fill the questionnaires during arranged sessions and collected them immediately after the session which was above 85% return rate that is recommended (Ary et al. 2006).

4.3 Demographic Information

This referred to the individual characteristics of the learners that differentiated the learners from one another. They included: gender, age, education level, and year of study, type of employment, marital status, university fees payer and ability to pay University fees promptly.

The sample consisted of 135 (52.9%) female students and 120 (47.8%) male distance learners.

The ages of the respondents ranged from 23 years to 46 years with a mean age of 34.9 years

showing that B. Ed (Arts) was mainly composed of adults. An investigation on the employment status showed that a vast majority, 246 (96.5%) were teachers employed by the government (Teachers Service Commission) (TSC) while only 9 (3.5%) were teachers that had not been employed by TSC while all respondents were teachers. In addition all the employed teachers 246 (96.5%) showed that they paid their own university fees while those who were not employed were young learners who had just finished form four, were not trained teachers and their university fees was paid by their parents.

4.4 Influence of Flexibility in Distance Education on Enrolment

The learners were required to identify different aspects in which DL was flexible. These included: number of units per semester, amount of fees paid per semester, teaching/learning methods, and modes of accessing learning resources. The results indicated that the minimum number of semesters in which one expected to complete his/her study ranged from 6 to 12. This indicates that there was no designated period that one should take to complete. An investigation on the units done in per semester showed that the minimum number of units that had been done by ranged from 3 to 9 while the maximum number ranged from 6 to 12. This implies that the number of units that one could do per semester is not also fixed but can vary from one person to the other and from time to time indicating flexibility in terms of curriculum implementation.

Another aspect of flexibility that was investigated was the teaching/learning methods. The learners were required to indicate how frequently they felt certain teaching methods were practiced by their lecturers. The results are summarised in Table 4.1

Teaching/Learning Methods

The learners were requested to rate various flexibility aspects of distance learning and how it influenced their enrolment into the programme on a five point Likert scale with choices not at all (0), rarely (1), sometimes (2), frequently (3) and very frequently (4). The frequency of use of a particular teaching/learning method was calculated as the sum of the scores awarded by the learners and the percentage frequency obtained as a fraction of the total sum of scores for all the rated teaching/learning methods. The results are summarised in Table 4.1

Table 4.1 Frequency of Use of Different Teaching Methods

Method	Score	Percentage
Lecture	781	32.9%
Home Assignments	749	31.6%
Group Assignments	422	17.7%
Class Assignments	422	17.7%
Total	2374	100.0%

Lecture method was the most frequently used with 32.9% while home assignments were second frequent with a percentage of 31.6%. Group assignments and class discussion were less frequent with 17.7% probably due to the fact that distance learners have short contact period with each other presumably during extra mural centre coordination meetings. The results show flexibility in terms of teaching methods.

Modes of Accessing Teaching /Learning Resources

These referred to the different ways in which learners could use to obtain learning resources such as books and other reference materials. The learners were requested to rate different ways that they used in accessing learning resources on a five point Likert scale with the choices Not at all (0), rarely (1), sometimes (2), frequently (3) and very frequently (4). The total score was obtained by summing up the cores awarded by all the respondents to a particular mode and converted to percentage of the total score for all the methods. The results are presented in Table 4.2

Table 4.2 Modes of accessing Learning resources

Mode of access	Score	Percentage
University Library	389	20.3%
Internet	526	27.4%
Online University Library	453	23.6%
Extra Mural Centre	549	28.6%
Total	1917	100.0%

The most common means of accessing learning resources was from the extra mural centre (28.6%) followed closely by internet (27.4%), online library services (23.6%) while University library was the least common with (20.3%). This implies that the university offered different ways of accessing learning resources to DL students thus flexibility in access to learning materials. The influence of flexibility on enrolment was determined by rating different flexibility aspects of DL as by the scores awarded by the distance learners. The results are summarised in Table 4.3

Table 4.3 Rating of Flexibility Factors on Effect on Enrolment Rates

Flexibility Aspect	Score	Percentage
Flexibility in Enrolment dates	452	16.6%
Flexibility in Completion dates	278	10.2%
Flexibility in Fees payment	273	10.0%
Flexibility in number of units per semester	312	11.4%
Flexibility in examination schedules	541	19.9%
Flexibility in teaching/learning methods	479	17.6%
Flexibility in modes of access to learning resources	390	14.3%
Total	2725	100.0%

The results indicated that learners valued all aspects of flexibility with the highest score being 19.9% for flexibility in examination schedules and the least being flexibility in fees payment (10.0%).

4.5 Influence of Affordability of Distance Education on Enrolment

This refers to the factors related to fees payment for DL that makes it affordable by many. The study investigated fees payments in a given semester, the sources of funds that were used to get money for University fees by the learners and the percentage rating of the factors that were considered by the learners before they joined the DL B. Ed (Arts) programme in the University of Nairobi.

The researcher investigated the amount of fees payable per semester, the lowest and highest amount that was ever paid per semester for tuition and the lowest and highest amount that was ever paid for any other levies apart from tuition. The results are summarised in Table 4.4

Table 4.4 Distribution of Fess Payment by DL learners in KShs

Statistical Measure	Fees per semester	Highest tuition per semester	Lowest Tuition per semester	Highest other charges per semester	Lowest Other Charges per semester
Mean	80197.7	41832.9	29769.2	8750	4550.5
Minimum	34,000	1050	21000	2100	1650
Maximum	100000	61000	60000	16250	10200
Range	66000	59950	39000	14150	8550

The table indicates that there were serious variations in the amount of money that any learner had paid in a given semester. This is denoted by the range in the values: total fees per semester 66,000/-, highest tuition per semester 59950/-, lowest amount of tuition 39000/-, highest other charges per semester 14150/- and lowest other charges per semester 8550/-

Sources of Fees

The study further sought to find out the sources of money that were available for the learners for payment of University fees. This was investigated by finding out the amount of money each had obtained from a given source. The findings are presented in Table 4.5

Table 4.5 Amount of Fees Obtained from Different Sources

Statistical Measure	Commercial Banks	HELB	SACCOs	Personal Business	Salary
Mean	28000	7566.7	56666.7	20533.3	21400
Range	200000	59500	350000	98000	100000
Minimum	0	0	0	0	0
Maximum	200000	59500	350000	98000	100000

The results showed that the highest preferred financier or source of fees were teachers SACCOs with a mean of 56666/- followed by commercial banks (28000/-), personal business (20533/-), Salary (21400/-) and 7566 from HELB.

Rating of Affordability Factors on Enrolment

The learners were requested to rate some identified affordability factors on a five point Likert Scale as to how much they considered them before enrolling in the programme. The findings are displayed in Table 4.6

Table 4.6 Rating of Affordability Factors on Effect on Enrolment

Affordability Factor	Score	Percentage
Ability to Enroll any Vacation one has money	571	22.9%
Ability to register for the number of Units one can afford	554	22.2%
Amount of Fees charged is Reasonable	343	13.8%
One can Defer studies and resume when Money is available	587	23.6%
Availability of loans for University Fees	435	17.5%
Total	2490	100.0%

The results show that most valued reason that drives eligible learners to join the programme was the fact that one could defer studies when fees was not available join when funds are found (23.6%), the chance to enrol any vacation when he/she has starting money for fees was second (22.9%), the ability to register for a given number of units in a semester that one can afford that time was second (22.2%), availability of loans for school fees (17.5%) while reasonable amount of fees charged was least influential factor (13.8%).

4.6 Influence of Personal Development on Enrolment

This refers to individual advancement in terms of job grade, opportunities for other jobs, status quo as well as in teaching as a career/profession. The learners were required to indicate whether personal development was one of the reasons as to why they joined B. Ed (Arts) in University of Nairobi. The results showed that all the 260 respondents (100%) considered their personal development as key factor that led to their enrolment in the programme. The respondents were also required to rate various aspects of personal development according to the influence they had in their enrolment. The findings are presented in Table 4.7

Table 4.7 Percentage Rating of Influence of Personal Development Factors on Enrolment

Personal Development Factor	Score	Percentage
Salary enhancement	663	16.0%
Career development	732	17.7%
Critical thinking	735	17.7%
Promotion at work	551	13.3%
Improve status Quo	711	17.1%
Access to better opportunities	754	18.2%
Total	4146	100%

The results indicate that most respondents were concerned with getting better opportunities from the programme (18.2%), while career development and enhancement of critical thinking was ranked second with 17.7%. Improvement of status quo in the society had 17.1%, salary enhancement 16.0% while promotion at work had least influence (13.3%).

4.7 Influence of Continuity on Enrolment

This refers to the creation for opportunities to advance in education beyond the B. Ed (Arts) after completion of the programme. The Distance Education learners were asked to state whether they were willing to proceed with education beyond the B. Ed (Arts) degree. A vast majority showed that they had the intentions of continuing with education after attaining a Bachelor's Degree in Education Arts 243 (95.3%). The learners were also required to rate some perceived opportunities for educational continuation in terms of how they felt the factors influenced their enrolment in B .Ed (Arts). The results are displayed in Table 4.8

Table 4.8 Percentage Rating of Influence of Continuity Factors on Enrolment

Factor	Score	Percentage
Opportunity for advancement in field of education	676	24.8%
Opportunity for career change	594	21.8%
Opportunity for professional change	651	23.9%
Opportunity for studies in Many disciplines	803	29.5%
Total	2724	100.0%

The fact B. Ed (Arts) gave opportunities for advancing in Education in many disciplines was found to be the most influential of the continuity factors (29.5%), opportunity to advance in fields of education (24.8%), opportunity for professional change (23.9%), while opportunity for career change was least influential (21.8%).

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the results obtained from the research, discussions of the results, the conclusions that were made from the research findings, recommendations made based on the research findings as well as the suggestions for further studies.

5.2 Summary of findings

The findings of the study have been summarised into four: the influence of flexibility, influence of affordability, influence of personal development and influence of continuity on enrolment of students in B. Ed (Arts) by distance learning of the University of Nairobi.

5.2.1 Influence of Flexibility in Distance Education on Enrolment

Distance learning was found to be flexible in many ways: number of units per semester, amount of fees paid per semester, teaching/learning methods, and modes of accessing learning resources. The results indicated the minimum number of semesters in which one expected to complete his/her study ranged from 6 to 12. This indicates that there was no designated period that one should take to complete. An investigation on the units done in per semester showed that the minimum number of units that had been done by ranged from 8 to 9 while the maximum number ranged from 6 to 12. Four teaching/learning methods were found to be practised at different frequencies; lecture 32.9%, home assignments 31.6% while group assignments and class assignments had 17.7% each.

There were also various modes used by students in accessing teaching/learning resources. These included obtaining the materials from extra mural centres (28.6%), internet 27.4%, online university library services (23.6%) and University Library 20.3%.

About the influence of various aspects of DL on enrolment the learners felt that flexibility in examination schedules was the most influential (19.9%), followed by flexibility in teaching/learning methods (17.6%), flexibility in enrolment dates (16.6%), flexibility in modes of accessing learning resources (14.3%), number of units done per semester (11.4%), flexibility in completion dates (10.2%) and last ranked was flexibility in fees payments.

5.2.2 Influence of Affordability in Distance Education on Enrolment

The study investigated fees payments in a given semester, the sources of funds that were used to get money for University fees by the learners. The results showed that the minimum and maximum tuition fees amount paid by the learners varied with range of 39,000/- and 59,250/- respectively while other levies had range of 8,550/- and 14,150/- for minimum and maximum respectively. The amount fees paid per semester also varied with a range of 66,000/-. Learners identified different sources of finances that they used for payment of the University fees. The most preferred were teacher Savings and Credit Cooperative (SACCO) societies with an average amount given to learners being 56,667/-, personal businesses (20533/-), personal salary (21,400/), commercial banks 28,000/- and Higher Education Loans Board (HELB) 7566/-.

The affordability factors were rated on their influence on the learners decision to enrol as follows: deferment of studies when fees was not available join when funds are found (23.6%), the chance to enrol any vacation when he/she has starting money for fees was second (22.9%), the ability to register for a given number of units in a semester that one can afford that time was

second (22.2%), availability of loans for school fees (17.5%) while reasonable amount of fees charged was least influential factor (13.8%).

5.2.3 Influence of Personal Development on Enrolment

The learners were required to indicate whether personal development was one of the reasons as to why they joined B. Ed (Arts) in University of Nairobi. All the learners (100%) indicated that they chose the programme to assist them in their personal development. The different aspects of personal development that influenced the learners' decision to enrol in the programme were rated by the learners with getting better opportunities from the programme being first with (18.2%), while career development and enhancement of critical thinking was ranked second with 17.7%. Improvement of status quo in the society had 17.1%, salary enhancement 16.0% while promotion at work had least influence (13.3%).

5.2.4 Influence of Continuity on Enrolment

The Distance Education learners stated whether they were willing to proceed with education beyond the B. Ed (Arts) degree. A vast majority showed that they had the intentions of continuing with education after attaining a Bachelor's Degree in Education Arts, 243 (95.3%). Opportunities for advancing in Education in many disciplines was found to be the most influential of the continuity factors (29.5%), opportunity to advance in fields of education (24.8%), opportunity for professional change (23.9%), while opportunity for career change was least influential (21.8%).

5.3 Results Discussion

Flexibility

Distance learning was found to be flexible in many ways. Firstly, the amount of fees paid by the students per semester was found to vary. This could be attributed to the fact that fees was paid per unit thus the number of units taken in given semester determined the amount of tuition fees paid in that semester. Similarly, one can pay all the levies at once thus or some were broken into semesters making it friendlier for the students since they chose what to pay and when. The results indicated that one could register for as few as 3 units per semester or as many as 9 indicating that also the period that one could take in completing his/her study was not fixed but determined by oneself.

The teaching/learning methods were also found to vary. Lecture method was found to be most common (32.9%). This was due to the fact that learners had short time within the university in which they were supposed to be taught and also to do their examinations. Being the easiest method of delivery of content when there is time shortage this was highly practised by lecturers during contact hours. Home assignments were also common (31.6%). Due to inadequacy of teaching time for distance learning, content to be covered is not able to be taught within the few weeks when all students are in the university. As such, lecturers give assignments to the learners that they could research and do during their own free time and submit for marking.

This also allowed these learners humble time for their revision and to do their university work alongside their work since majority were teachers and had families to take care of. Group assignments and class assignments were also given but rarely (17.7%). This could be because learners could only meet during vacation for these discussions as they came from different parts of the country. Group discussions were also not very much possible unless when there are

meetings at the extra mural centres which was also occasional. These varieties of teaching methods gave the distance learners opportunities for discussions with peers, long periods of study and doing assignments which is deemed conducive for distance learners since they are mainly mature men and women who study alongside work and family responsibilities. Home assignments particularly allow for slow research, consultation with colleagues and others and to search materials from the internet at one's own conducive time which is encouraging for DL.

Among the flexibility aspects the most considered was examination schedules. DL are not always free from work. They are often burdened with family chores and study at the same time. Fixed examination schedules would thus not be appropriate for them. It was noted that the programme allows learners to register for the number of units they comfortably feel they can take over a given period of time and sit for examinations for these units only. There is also room for deferment if one feels unprepared making it easier. This coupled with flexibility in enrolment dates such that one can enrol during any vacation and attend only those vacations when he/she is free from work made many think that DL was the most appropriate to them. Similar findings were reported by Nyondo, 2002; Kember & Dekker, 1987; Olcott & Wright, 1995; Navarro & Shoemaker, 2000).

Another great challenge for distance learners is access to learning materials such as books, journals and other internet reading materials. The learners felt that since university offered library services at extra mural centres then it was easy for them to obtain reading materials without having the time and financial burden of travelling to the university when out of session.

Affordability

Investigation of payment of fees showed that there were variations in the amount of fees paid each semester by different learners. The minimum and maximum tuition fees amount paid by the learners varied with range of 39,000/- and 59,250/- respectively while other levies had range of 8,550/- and 14,150/- for minimum and maximum respectively. This could be attributed to the fact that there was no fixed number of units that one had to register for in a given semester while tuition fees were paid per unit. This made it easy for one to plan on for fees plan the units and time to take according to his/her ability to pay University fees thus encouraging many to join the programme.

There were also different sources of fees that were cited by the learners among them salary, loans from commercial banks, SACCOs, HELB and personal businesses. Most of these learners, 246 (96.5%) were employed teachers who could obtain loans from different financial institutions for payment of University fees.

The affordability factors were rated on their influence on the learners decision to enrol as follows: deferment of studies when fees was not available and join when funds are found was rated as most influential affordability factor influencing enrolment (23.6%).

This may seem unlikely although true. It should be noted that learners explained that they were afraid of dropping out due to the university fees problems. As such, opportunities to defer studies gave them assurances that they will be able to complete the course. This coupled with flexibility in number of courses and duration of study allows learn at their own pace as required in distance learning. These results concur with the findings of Odundo and Njeru (2005).

Having chances to enrol any vacation when one has starting money for fees was found also influence enrolment by 22.9%. Mainly, distance learners are working people specifically teachers for B. Ed (Arts) who may be parents with other responsibilities as indicated that by their ages. Due to this, majority relied on loans to pay the fees thus they were encouraged to enrol when one was able to obtain a loan for fees payment alongside other family issues. In this situation one valued enrolling any time as there was not fixed time of the year when one had to enrol. This was followed by the opportunity to register for a given number of units in a semester that one can afford at that time, was second (22.2%). Not only fees but also time is factor essential for distance learners who prefer a relaxed learning environment. Learners felt that one who had adequate funds and time could register for more units and finish within a short period time. Secondly, this saved the learners the burden of having to defer studies in order when one does not have adequate money for the semester but to register for a few number of units which one could afford at that time.

This enabled learners to play a good balance between university fees and other financial needs of the family thus making distance learning the most appropriate for the teachers.

Availability of loans for the university fees was found to contribute to a percentage of 17.5%. The amount fees charged by the university in many cases were deemed by the learners to be high for them to rise through their salaries and small businesses. This is confirmed by comparison of the amount of fees raised from salaries and that raised through loans on (21,400/- from salaries and 20533/- from personal business) while loans from SACCOs contributed an average of 56666/- and commercial banks, an average of 28000/-. This clearly shows that majority of the teachers were not able to raise the University fees without getting loans from financial

institutions. Most learners further showed that fees charged was not very reasonable to them presumably owing to their earnings thus they went for loans. Ranked last was the fact that the amount of fees charged was reasonable (13.8%). This could be attributed to the fact that most teachers had access to personal loans that could enable them pay the university fees though unable to rise directly from salaries. These findings reflect what was stated by Musyoka (1998).

Personal Development

This was deemed as a prime reason for joining B. Ed (Arts) by distance learning with 100% of the respondents citing it as one of the factors that they considered in enrolling in the programme. Various aspects of personal development were rated as well. Learners felt that obtaining the degree was an important way of gaining access to better opportunities in job market. This could attribute to the fact some were not employed as TSC teachers and wished to be employed thus they joined the programme.

Secondly, those who had been employed were mainly primary school teachers who would wish to have better chances of either leaving teaching at primary school to secondary level or college level which they deemed a better working environment. Learners also felt a degree gave them more chances of getting better jobs not only as teachers but also in other fields.

Career development was also rated high as a good reason for enrolment in B. Ed (Arts) by distance learning. This meant that they wished to grow as teachers either at their current places of work through grades which would eventually earn them better salaries as well as enhancing their upward mobility in terms of promotions. Gaining knowledge that would help them in critical thinking was also rated highly (17.7%).

The respondents felt that a university degree was a high level of education that could improve their critical thinking capacities making them more recognized and able to analyse situations differently from the way they did with their current level of education. As indicated in research potential distance learners are those adults who for some reasons were unable to attain university education directly from lower levels as due to lack of fees or failure to attain the required university grades for direct intake. They are often highly motivated to learn and improve their knowledge in day to day lives hence although they have jobs they may join the university basically for knowledge acquisition.

A number (17.1%) also indicated that they wanted to improve their status Quo in the society. In the current world it is said that knowledge is power, The trend in Kenya is that many people are advancing in education to higher levels through distance education.

In view of this, the status of one in the society without a university degree seems to be diminishing. This acts as a motivation for many teachers to attain degrees so as to have recognition in the society and consequently be able to participate in decision making at different levels. This could be confirmed by the fact that some of the learners were as old as 50 years but still motivated to go back to school.

Salary enhancement was rated at 16.0%. Grades at work especially for teachers are based on education level with some levels being attained through experience. Such promotion in grades leads to increments in salary thus better living standards. This was seen as a good reason for one to join university for a degree even at old age. However, some teachers may have attained these grades even before becoming graduates thus the effect of attaining the degrees was not very

much on their salaries hence the low rating. Promotion at work into higher positions such as head teachers was also deemed important although lowly rated. This could be attributed to the fact that it was difficult for the head teacher to lead graduates without a degree. Others felt that such promotions are not rewarding enough and therefore thought that this wasn't an important reason.

Continuity

This referred to the opportunities for further education after completion of Bachelor's Degree. A vast majority of learners showed that they were motivated to proceed with learning beyond B. Ed (Arts). This could be attributed to the fact that distance learners are usually self motivated learners who sacrifice time and their own money for education. They are mainly people who were willing but lost their chances for university education either due to lack of fees or other reasons. Due to this took distance learning as a golden opportunity for achieving their goals and making their dreams true.

The research investigated the educational continuity that majority would wish to access through distance learning. Among them the most influential was that B. Ed (Arts) opened opportunities for advancing ones education in many disciplines (29.5%) apart from education or that are not even related to education. This implies that many respondents although they were teachers were not contented with their careers or satisfied with their jobs and wished to change careers with time. This could mean that many may have become teachers as a starting point either because they did not have chances for other colleges or were unable to afford the fees. Such learners took first degree as an eye opener for better education in other fields that would see them achieve their dreams.

Others believed that B. Ed (Arts) was a perfect opportunity for them to advance their career and professionalism in teaching to higher levels. It should be noted that majority of these learners were primary school teachers who were already working with the government thus they had already chosen teaching as a career. Due to this they wished to grow professionally and presumably teach at higher levels such as in the colleges and universities which would enable them gain more expertise, better salaries, recognition in the society among others.

Opportunities for career or professional change were also seen as motivators towards the enrolment in the programme. Learners felt that a bachelor's degree would enable them join other degrees or do masters in different fields that such as management, international relations among others which would then allow them diversify into other jobs that were better paying. However, this was not highly rated given that many learners were already employed and trained teachers thus they had chosen teaching as their preferred profession.

5.4 Conclusions

Flexibility of distance learning was a great motivation to joining B. Ed (Arts) by distance learning in the University of Nairobi. Major aspects of flexibility that influenced the enrolment were teaching methods, examination schedules, number of units done per semester and fees payment.

Affordability was found to increase enrolment rates. The aspects that made it affordable were found to be: the spread of fees according to number of units done, opportunities for deferment of studies when money was not available as well as non-fixed enrolment and completion dates that

allowed learners to join when they had money. The accessibility of loans from financial institution also played a key role as most learners were unable to raise university fees without loans. The most preferred loaning bodies were teacher SACCOs and commercial banks.

Personal development was found to be a key factor by all respondents. Learners cited professional development, improvement of status quo, career development, knowledge acquisition as major aspects of personal development that motivated them to join the programme.

The fact that B. Ed (Arts) offered opportunities for advancement in education to masters level and even to PhD in education or other fields was also a motivating factor for those who wanted to change careers or advance in education to higher levels.

5.5 Recommendations

Based on the findings, the researcher recommends that:

The university should strive to make the programme more flexible by allowing learners to register for any number of units that they can afford without fixing the minimum or maximum.

In order to make cheaper the university should not make compulsory for distance learners to attend vacation lectures unless during examination time.

The university should strive to recommend to HELB to give loans to distance learners equally as full time students which are usually at lower interest rates than banks. This will allow many to join as the programmes would become more affordable.

The government should encourage teachers to join the programme by devising a scheme of service that is rewarding when teachers further their education beyond first degree.

5.6 Suggestions for further studies

This study investigated the factors that influence enrolment in B. Ed (Arts) by distance learning in the University of Nairobi, however the study did not address the retention rates and the factors that affect retention and completion rates hence the need for further studies that will focus on these.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi,
Dept of distance studies
P.O Box 30197- 00100,
Nairobi.

Dear Respondent,

I am a post-graduate student in the College of Education and External Studies, Department of Distance Studies, University of Nairobi. As Part of my Masters in Distance Education course, I am required to collect data and write a Project Report on “the factors influencing enrolment into B. Ed (Arts) by distance learning in the University of Nairobi”. I request your cooperation to enable me to collect the requisite data.

I wish to assure you that the information gathered in this exercise is purely for research purposes and will remain confidential.

Yours Faithfully,

Mulatya, J. K

APPENDIX II

QUESTIONNAIRE FOR DISTANCE EDUCATION STUDENTS

Section A: Demographic Information

Please answer the following question by ticking the appropriate choice

1. Indicate your gender

Male	Female
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2. Indicate your age in years

3. What was your highest level of education before you joined your current distance education programme in the University of Nairobi

a) Form 4 b) Certificate c) Diploma d) Bachelqrs degree b) Masters degree

4. Indicate your marital status? Married [], Not Married []

5. State your employment status? BoG teacher [], TSC¹ teacher [], Not employed as at teacher []

6. Who pays your college fees? Self [], Parents [], spouse []

7. Are you able to pay all the college fees in time every semester Yes [] No []

Section B: Flexibility

1. Please show the ways in which you think distance education is flexible in terms of the following:

a) State the number of semesters/vacations you expect it will take you since from the time you started to the time you will complete your B. Ed (Arts) []

b) Indicate the minimum and maximum number of units that you have ever or think you will register for in a semester

Minimum []

Maximum []

c) State how frequently the following methods are used by lecturers in your course by ticking your appropriate choice

Method	Not at all	rarely	sometimes	frequently	Very frequently
Lecture					
Home assignments					
Group assignments					
Class discussion					

d) State how frequently you can access materials through the following methods by ticking your appropriate choice

Resource centre	Not at all	rarely	sometimes	frequently	Very frequently
University Library					
Internet					
Online University library access					
Extra mural centre					

2. Please rate the following characteristics (flexibility options) of Bed (Arts) by distance learning of the University of Nairobi according the way they influenced your enrolment into the programme.

The choices given are not at all (1), Slightly (2), somehow (3), much (2) and Very much (5).

	Factor	1	2	3	4	5
1	The enrolment dates are flexible (any vacation)					
2	The completion dates are flexible (No specified period)					
3	Fees payment is flexible (as per number units you take)					
4	Number of courses taken per session is flexible					
5	Examination schedules are flexible					
6	Teaching/learning methods are flexible					
7	Flexibility in modes of accessing earning resources					

Section C: Affordability

1. Please indicate the ways in which you feel that it has been made affordable to you with reference to the following:

a) Amount payable per year [] KES

b) Amount tuition fees you have ever paid per session

Minimum []

Maximum []

c) Amount of other charges paid per semester

Minimum []

Maximum []

d) Please state the amount of money for your university fees that you have obtained from the following sources

Loan from Banks []

Loan from Higher Education Loans Board []

Loan from SACCOs []

Amount from Personal business []

Amount directly from salary []

- Availability of loans from banks, HELB, SACCOs and other sources

e) Please rate the following characteristics of Bed (Arts) by distance learning the University of Nairobi according the way they influenced your enrolment into the programme. The choices given are not at all (1), Slightly (2), somehow (3), much (2) and Very much (5)

Factor	1	2	3	4	5
1 One can enrol any vacation when he/she has fees					
2 One can register for the number of units he/she can afford in a given session					
3 Amount of fees charged is reasonable					
4 One can defer studies and resume when fees is available					
5 Banks and other financial institutions offer loan facilities that allow easy fees payment					

Section 4: Personal development

1. Do you believe that taking Bed (Arts) by distance learning of the university of Nairobi will enhance your personal development Yes/No
2. If the answer in question 1 above is yes indicate the ways in which you think it will enhance your personal development

3. Please rate the following perceived benefits of enrolling in B. Ed (Arts) by distance

	Factor	1	2	3	4	5
1	It will enhance by salary					
2	It will help me develop career wise as a teacher					
3	It will help open up my mind into critical thinking					
4	Help get promotion at work place					
5	Help improve my status quo					
6	Help gain access to better career opportunities					

learning the University of Nairobi according the way they influenced your enrolment into the programme. The choices given are not at all (1), Slightly (2), somehow (3), much (4) and Very much (5)

Section 5: Continuity

1. Do you wish to advance your education beyond B. Ed (Arts) Yes/No
2. If answer in question 1 above is yes state what you would want to take after finishing B. Ed (Arts) in the University of Nairobi indicating the level you would wish to reach e.g masters, Phd, Post Doctorate etc.

3. Please rate the following perceived educational opportunities after finishing B. Ed (Arts) by distance learning the University of Nairobi according the way they influenced your enrolment into the programme. The choices given are not at all (1), Slightly (2), somehow (3), much (4) and Very much (5)

	Factor	1	2	3	4	5
1	One can advance for masters even PhD in the field					
2	Gives opportunities for someone to change his career					
3	Gives opportunities for one to change his profession at masters or post graduate					
4	Gives opportunities for one to further his/her studies in range of disciplines					

Thanks for your genuine contribution