

**FACTORS INFLUENCING STUDENT ENROLMENT IN THE BACHELOR  
OF EDUCATION SCIENCE DEGREE BY DISTANCE  
MODE AT THE UNIVERSITY OF NAIROBI**

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**A Research Project Report in Partial Fulfillment of the Requirement for the  
award of degree of Master of Education in Distance Education of the  
University of Nairobi**

## DECLARATION

This research project report is my original work and has not been presented for any award of a degree in any other university.

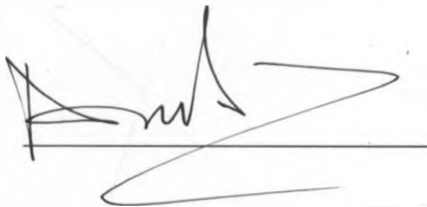


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L45/72743/08

21-11-2012

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



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21/11/12

## **DEDICATION**

This work is dedicated to my husband Peter Mwingirwa for his moral and financial support. My children, daughter Anitah Mwendwa and son Ian Murithi for their patience while I was undertaking my studies.

## **ACKNOWLEDGEMENT**

I wish to acknowledge the support of all the people who in one way or the other made this work successful. First, I wish to thank my supervisor, Prof. David Macharia, for his continuous support and guidance throughout the formulation and compilation of this work. My deep appreciation also goes to my peers and friends for their constructive ideas and assistance in various ways. Last but not least, to my family whose enduring support has enabled me complete this work in time. I am greatly indebted.

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## **LIST OF ABBREVIATIONS/ACRONYMS**

CEES	College of Education and External Studies
F.E.S	Faculty of Education Studies
MOEST	Ministry of Education Science and Technology
N.D.P	National Development Plan
SPSS	Statistical package of social sciences
T.S.C	Teacher Service Commission
U.K.	United Kingdom
UNESCO	United Nations Educational Scientific and Cultural Organization
UNISA	University of South Africa
UON	University of Nairobi

## ABSTRACT

Distance Education is not a new concept. In the late 1800s, at the University of Chicago, the first major correspondence program in the United States was established in which the teacher and learner were at different locations. Before that time, particularly in preindustrial Europe, education had been available primarily to males in higher levels of society. The most effective form of instruction in those days was to bring students together in one place and one time to learn from one of the masters. That form of traditional education remains the main model today. The early efforts of educators like William Rainey Harper in 1890 to establish alternatives were laughed at. The field of distance education has changed dramatically in the last decade. Distance education, structured learning in which the student and instructor are separated by place, and sometimes by time, is currently the fastest growing form of domestic and international education. What was once considered a special form of education using nontraditional delivery systems is now becoming an important concept in mainstream education. The purpose of this study was to establish the factors that influence enrolment into distance education program at the University of Nairobi's Bachelor of Science Education degree. The study focused on how cost of the program, quality of the program, flexibility of the program and learners expectations influence the decision of students to enroll in distance learning education undergraduate program at the University of Nairobi. The study employed descriptive research design and used questionnaires. Data was analyzed qualitatively and quantitatively. The study established that the fees charged for the B.Ed (Science) program, coupled with the flexible mode of payment and inclusion of learning materials in the overall fees have made the cost affordable. The quality of the program, its flexibility that made it possible for the students to combine study and work, and the availability of various learner support services have all influenced the students to choose this particular program among many that are available in the country. The students' expectations after the acquisition of the degree that included promotion, higher pay and the prestige associated with such an achievement also influenced the decision to enroll into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi. The students are certain on the quality of programs they aspire for as the study found and this expectation should be sustained by the university management. The TSC and The Ministry of Higher education should encourage their employees to benefit from the program by offering incentives such as the limited study leave that the students may require and also recognition of the achievement through promotion, higher pay among others. The current study focused on The University of Nairobi, further research is needed in other universities in the country. Furthermore other programs apart from B. Ed science could also be investigated. A study to investigate how the students finance their studies is also necessary.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Education is the cornerstone of economic and social development. It has contributed a great deal to the national development of both less and more industrialized countries. According to Blaug (1963), education furnishes the economy with required skills that are directly employed in productive process and getting a favorable and stimulating potential workforce. The International Conference on Education for All held in Jomtein, Thailand in 1990 and then World Education Forum held in Dakar Senegal in 2000, recommended that every country should address the needs of its citizens, design and implement appropriate educational programs to meet the identified needs (Education Management Reports 2005). The United National Educational Scientific and Cultural Organization (UNESCO) see education as a human right that should be provided as a basic need and developing countries have responded positively to this call (UNESCO 1960).

There is a high positive relationship between education and development. Schultz (1961) was concerned with the investment, political, social and economic organization that is needed to enlarge the freedom and dignity of men. Development could be of no meaning if man is not liberated to pursue whatever meaningful gain including the right to further education. Education is therefore quite significant.

It is with this reason that there has been prolific expansion of university education to train high-level manpower of a country (Hughes 1988). Benefits that accrue from University education include wider career and employment opportunities; better salaries and allowances, enhanced job mobility, enhanced investments opportunities as well as better retirements (Kamau, 1991). Education decision makers all over the world are faced with growing demand for education such that there has been disequilibrium between demand and budget allocation. The challenge arises on how to cope with demand (Hughes 1988).

Distance education is a concept that covers the learning-teaching activities in the cognitive and/or psycho-motor and affective domains of an individual learner and a supporting organization. It is characterized by non-contiguous communication and

can be carried out anywhere and at any time, which makes it attractive to adults with professional and social commitments (Holmberg, 1989). It is in this context that distance education has been found to be very useful due to its ability to service large numbers of students at an affordable cost without constraints of space and time. Primarily distance studies serves those who cannot for one reason or another make use of classroom teaching and above all adults with jobs and family commitments. The most outstanding characteristics of distance education are the physical distance between the student and the teacher. The students organize their timetable according to the time at their disposal.

Distance education is increasingly becoming global and popular as economic forces encourage and new technologies facilitate its spread. Examples of some of the dedicated institutions in other parts of the world are Mega Universities such as United Kingdom Open University, University of South Africa (UNISA), Indira Gandhi National Open University and the Tanzanian Open University (Commonwealth of Learning 2001, Dodds 1991).

The continent of Africa has a long history of distance education at the university level. There has been an integrated system where conventional program together with distance education exists side by side. This has been observed in universities in Kenya, Nigeria, South Africa and Tanzania. In Africa, distance education is now spreading in many countries including Botswana, Lesotho, Namibia and Swaziland. The establishment of distance education in Kenya can be traced to the post-independent Commission of Education in 1964 under the chairmanship of Professor Simeon Ominde. The commission was set up to look into the whole of Kenya's educational system and has influenced and guided national policy for education since independence (Kinyanjui 1992).

When University of Nairobi launched Bachelor of Education (B.Ed ) program in the late 1980's there were some 19,300 teachers in secondary schools of whom 8,600 were not educated beyond A- level (Perraton, 2000). It provided graduate status, justifying increased pay to students who worked through it and passed. It had 3,000 applications and 600 students were accepted .The course was mainly taught through print based with some audiocassettes and compulsory residential sessions (Odumbe

1988). The number of other private and public universities in Kenya has increased and has started distance education studies to accommodate more university qualifiers. Most of the distance learning in Kenya would fall under the dual mode type of institutions whereby the institutions handle both residential and distance learning programs.

The School of Continuing and Distance Education offers many programs at various levels both on part-time face to face basis and through the distance education mode, which include Bachelors of Education( Arts), Bachelors of Education (science), Post Graduate Diploma in Education (PGDE) in the Department of Educational Studies. In the Department of Distance Studies the programs include; Post Graduate Diploma in Adult Education and Community Development, Master of Distance Education while in the Department of Extra-Mural Studies the programs include; Master in Project Planning and Management, Post Graduate Diploma in Project Planning and Management and Post-Graduate Diploma in Human Resources Management. Residential program is under the faculty of Education. To date, the School of Continuing and Distant Education has continued to enroll distance students.

Student enrolment in the B.Ed (science) by Distance and e-Learning (ODEL) has continued to grow from 185 students enrolled in 2004/5 academic year to a total of 565 students enrolled in the program by 2011/2012. The statistics or enrolment by gender are indicated in Table 1.1

**Table 1.1: University of Nairobi B.Ed (Science) by distance and e-learning.**

Year	No. of students enrolled		
	Male	Female	Total
2004/05	139	46	185
2005/06	181	60	241
2006/07	210	66	276
2007/08	239	74	313
2008/09	257	81	338
2009/10	306	87	393
2010/11	357	98	455
2011/12	447	118	565

*Source: UoN Admissions Office*

From Table 1.1, it can be seen that there has been students enrolling each year. As it can be deduced from the table, enrolment rates have been on the rise from 2004/05 up to 2011/2012. This therefore prompts the researcher in this proposal to investigate the factors influencing student enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi

**1.2 Statement of the Problem**

In Kenya, the number of students pursuing courses at public universities has grown tremendously and the universities have become more vibrant and more people can now pursue University Education (Daily Nation, Oct 13<sup>th</sup> 2003). Student enrolment has been a process for years that enable students get opportunities of learning at higher levels. The profile of undergraduate and graduate students is shifting and changing technology has altered the way in which prospective students research and choose a program (Merante, Huddleton, & Drexel, 2006).

There has been little research informing marketing and admissions on the factors that influence students, especially those already in employment, in their decisions to enroll in an undergraduate program. The majority of research studies and college choice models focus on graduate students (Hossler & Gallagher, 1987; Hossler, Schmi, & Vesper, 1999; Long, 2003) and do not provide any sense of how undergraduate students go about the undergraduate study choice early in their decision process. In addition, the changing

profile of university students makes effective recruitment and retention of cohorts of multiple generations challenging for institutions.

The problem is to establish how a university informs and modifies its marketing and admissions enrolment management strategies and processes to better serve the diverse needs of today's multigenerational university students while meeting their fiscal responsibilities and fulfilling their educational mission. Insights into how students make decisions about attending undergraduate and graduate school would be valuable to institutional policymakers and institutional leadership struggling to do more with fewer resources. This study therefore purposed to identify factors influencing student enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi.

### **1.3 Purpose of the Study**

The purpose of the study was to identify factors influencing student enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi.

### **1.4 Objectives of the Study**

The study focused on the following objectives.

- i. To establish how cost of the program influences student enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi
- ii. To establish how the quality of the program influences student enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi
- iii. To investigate how the flexibility of the program influences student enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi
- iv. To establish how students' expectations influence their enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi

## **1.5 Research Questions**

The study sought to answer the following questions:

- i. How does cost of the program influence enrolment into Bachelor of Education (Science) degree by distance mode at the University of Nairobi?
- ii. How does quality of the program influence enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi?
- iii. How does flexibility of the program influence enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi?
- iv. How do students' expectations influence enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi?

## **1.6 Significance of the Study**

The study may be significant to researchers who wish to conduct a similar study. It will also add a body of knowledge to the University of Nairobi on to the existing literature on enrolment issues. The recommendations may help the University of Nairobi planners to make decisions on ways to predict their enrolment patterns in order to match their resources with enrolments. Findings may also be relevant in establishing what factors can or cannot influence as they relate to a student's decision to inquire, apply, and or enroll into the undergraduate studies programs at the University of Nairobi. The study may be significant to the Teachers Service Commission to enhance opportunities for teacher promotion. The study would as well be significant to the Government of Kenya through the Higher Education Loans Board (H.E.L.B) to consider the possibilities of extending loan to distance education learners.

## **1.7 Limitations of the Study**

As the information was collected during a busy residential session, time for students was a constraining factor. Finances to travel to the field and to also consult with the supervisor were a limitation. However, students were cooperative and also the researcher exploited the supervisor various duty visits to Meru which is the researcher's home area.



### 1.8 Delimitation of the Study

The research study was limited to B.Ed (Science) students learning through the distance learning mode at the University of Nairobi in the School of Distance and Continuing Education who were currently in session (2011/2012 academic year) comprising of all the students in all the years (Year I – Year IV).

### 1.9 Basic assumptions of the study

The study assumed that the respondents would answer questions presented and that they would provide truthful and honest responses to the items in the study.

### 1.10 Definition of Significant Terms

**Bachelor of Education External degree program:** First degree in Education offered to students through distance studies and which is supported by learner support services that include study materials in all subjects, limited residential face to face sessions during school vacations and also in the regional centres.

**Cost of the program-** the cost of the program to the students and also their ability to access loans from HELB and grants from CDF and other such funds. Affordable tuition fees, availability of loan and grants facilities to students (HELB, CDF) and flexible tuition payments

**Flexibility of the program** – The convenience of access of where the program is being offered. This takes into account the commuting distance, the platform on which the program is offered e.g. online course offerings and courses offered at a time that fits into the learner's schedule, courses offered at students' convenience, availability of learner support services, availability of study guides

**Learner's Expectations** – What students expect at the end of the training including better pay and promotion and prestige of achievement and acknowledgement.

**Quality of the program** - Program attributes or characteristics including features like program duration, academic reputation and total number of credits required to complete the whole DL program. Academic reputation of university and the program,

program acceptance by employers, course combinations and variety also constitute the quality of the program

**Student Enrolment:** refers to students registering and completing the B.Ed (Science) degree program in a given cycle at the University of Nairobi.

### **1.11 Organization of the Study**

The study is organized into five chapters. Chapter One, which is introduction comprises of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, and finally definition of significant terms.

Chapter Two contains the literature review, which comprises the introduction and areas under which the literature was reviewed. The conceptual framework and summary of literature review is also highlighted.

Chapter Three in which the research methodology is presented under the following sub-headings; introduction, research design, target population, sample and sampling techniques, research instruments, instrument reliability and validity, data collection procedure, operation definition of variables, and data analysis and presentation.

Chapter Four presents the study findings. The chapter presents the analysis, presentation and interpretation of the findings.

Chapter Five gives a summary of the main findings, discussion of the results, conclusion, recommendations and suggestions for areas of further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews available literature on factors influencing students' enrolment in distance education programs from global, Africa and local perspectives. It also presents various theories on distance education and motivation. Finally it presents a conceptual framework.

#### **2.2 Theoretical review**

Distance Education as a Global Movement has developed very differently in the United States from the way it has in the rest of the world. Current international issues regarding the development of distance learning will be discussed at greater length later in this chapter, but it is important to recognize here the role that many countries have played in the history of distance education and its corollaries, distance and open learning. The establishment of the British Open University in the United Kingdom in 1969 marked the beginning of the use of technology to supplement print based instruction through well designed courses. Learning materials were delivered on a large scale to students in three programs namely; undergraduates, postgraduates and associate students. Although course materials were primarily print based, they were supported by a variety of technologies.

##### **2.2.1 Theory of transactional distance**

Transactional distance refers to the theory of cognitive space between instructors and learners in an educational setting, especially in distance education formulated by Michael Moore (1993). Moore's theory was originally part of a theory of independent learning developed in 1972, which appeared in the Handbook of Adult Education as "transactional distance" in 1980. According to Moore, transactional distance is "a psychological and communication space to be crossed, a space of potential misunderstanding between the inputs of instructor and those of the learner". If learning outcomes in any distance education course are to be maximized, transactional distance needs to be minimized or shortened. There are three key interactive components that have to work together to shorten the transactional distance and provide for a meaningful learning experience: dialogue or interaction between

learners and teachers, structure of the instructional programs, autonomy, or the degree of self-directedness of the learner .

In distance education, students and instructors experience a sense of separation that is caused by more than the simple physical distance between students and instructors. Transactional distance is “a psychological and communications gap, a space of potential misunderstanding between the inputs of instructor and those of the learner” created in part by the physical distance inherent to online learning (Moore, 1993). A large transactional distance—such as that between geographically dispersed learners and instructors in an asynchronous, text-based, online learning environment—may contribute to students’ feelings of isolation and disconnectedness, which can lead to reduced levels of motivation and engagement and, consequently, attrition.

The transaction that we call distance education occurs between teachers and learners in an environment having the special characteristic of separation of teachers from learners. It is a distance of understandings and perceptions that might lead to a communication gap or a psychological space of potential misunderstandings between people. When designing distance learning experiences, instructors must consider two variables that affect transactional distance: structure and dialogue. Structure refers to the flexibility or rigidity of the instructional methods and strategies used in an distance learning experience. Dialogue refers to the interaction between the instructor and learner during a distance learning experience.

### **2.2.2 Theories of Independence and Autonomy**

Wedemeyer, a professor from the University of Wisconsin, offers the *American Theory of Independent Study* that considers the independence of the student as the essence of distance education (Keegan 1986). This theory was reflected in Wedemeyer's preference for the term "independent study" for distance education at the college or university level. He was critical of contemporary patterns of higher education, believing that outdated concepts of learning and teaching were being employed. Wedemeyer felt that these concepts failed to utilize modern technologies in ways that could alter an institution. He set forth a system of distance education that includes ten characteristics which emphasize learner independence and the adoption of technology as a way of implementing it. According to Wedemeyer, the system

should be capable of operating from any place where there are students---even only one student-----whether or not there are teachers at the same place, at the same time. The theory places greater responsibility for learning on the student; Free faculty members from custodial-type duties so that more time can be given to truly educational tasks. The theory also offers students and adults wider choices (more opportunities) in courses, formats, and methodologies and use, as appropriate, all the teaching media and methods proven effective. The theory also emphasizes on mix and combine media and methods so that each subject or unit within a subject is taught in the best way known and cause the redesign and development of courses to fit into an articulated media program, preserve and enhance opportunities for adaptation to individual differences, evaluate student achievement simply, not by raising barriers regarding the place, rate, method, or sequence of student study; and permit students to start, stop, and learn at their own pace.

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Wedemeyer proposed the separation of teaching from learning as a way to break education's "space-time barriers." He suggested six characteristics of independent study systems: the student and teacher are separated, the normal processes of teaching and learning are carried out in writing or through some other medium, teaching is individualized, learning takes place through the student's activity, learning is made convenient for the student in the student's own environment, the learner takes responsibility for the pace of learning, with freedom to start and stop at any time.

Wedemeyer noted four common elements of every teaching-learning situation: a teacher, a learner or learners, a communications system or mode, and something to be taught or learned. He proposed a reorganization of these elements that would accommodate physical space and allow for greater learner freedom. Wedemeyer believed that the development of the student-teacher relationship was key to the success of distance education. Wedemeyer's approach is a classical and American application of correspondence study to distance education.

In his turn, Moore (1994) formulated in the early 1970s the *European Theory of Independent Study* which is a classification method for distance education programs. Shaped in part by Moore's adult education and university extension experience, it

examines two variables in educational programs: the amount of learner autonomy and the distance between teacher and learner.

For Moore, distance education is composed of two elements, each of which can be measured. The first element is the provision for two-way communication (dialog); some systems or programs offer greater amounts of two-way communication than others. The second element is the extent to which a program is responsive to the needs of the individual learner (structure); some programs are very structured while others are more responsive to the needs and goals of the individual student.

In the second part of his theory, Moore addresses learner autonomy. He notes that in traditional school settings learners are very dependent on teachers for guidance and that in most programs, conventional and distance, the teacher is active while the student is passive. In distance education, there is a gap between teacher and student, so the student must accept a high degree of responsibility for the conduct of the learning program. The autonomous learner needs little help from the teacher, who may be more of a respondent than a director. Some adult learners, however, require help in formulating their learning objectives, identifying sources of information, and measuring objectives.

Moore classifies distance education programs as "autonomous" (learner-determined) or "non-autonomous" (teacher-determined) and gauges the degree of autonomy accorded the learner by answering the following three questions: Is the selection of learning objectives in the program the responsibility of the learner or the teacher (autonomy in setting objectives)? Is the selection and use of resource persons---of bodies and other media-- decision of the learner or the teacher (autonomy in methods of study)? Are the decisions about the method of evaluation and criteria to be used made by the learner or the teacher (autonomy in evaluation)? For Moore, the answers to these questions determine the type of distance learning program. This information can be used to categorize the program and even provide direction as to how the program functions.

### 2.2.3 Distance Education in Kenya

In Kenya, there were two brands of education that existed, the traditional African education and the western type of education. Traditional African education had been in existence even before the coming of Europeans in mid nineteenth 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 existence were taught at various stages of development (Eshiwani, 1993). The western education emerged in the mid nineteenth century facilitated by missionaries whose aim was to spread western culture in Africa and also the word of God. This type of education that combined Christianity and western civilization did not relate or consider positive values of Africans traditional education, which brought confusion in the minds of Africans (Eshiwani, 1993).

In 1911 the colonial government established the Ministry of Education in Kenya and introduced three categories of schools, meant for the Whites, Asian and African children respectively offering different curricula. In Kenya, the segregation that existed was immediately abolished after independence (Eshiwani, 1993). After independence in 1963, many job opportunities left by the expatriates were available and there was a great need for educated persons. The restricted expansion of secondary and tertiary levels of education was removed, paving way of expansion of secondary and tertiary education (TIQET Education reports, 1999). The ever-expanding high school enrolment and demand for better quality manpower increased the urgency for creation of more facilities for higher education (Odumbe, 1988).

Makerere College in 1950's was the only institution providing University Education for the whole of East Africa. In 1953, the first Department of Extra Mural Studies was founded by Makerere College; the first resident lecturer/tutor for Kenya was appointed in 1963 and given responsibilities of organizing the Extra Mural Department under the University College of Nairobi (Kamau, 1985). In the same year, the College of Social Studies, Kikuyu, which was an independent center for residential adult education since 1961, was absorbed into the University College Nairobi (Ominde, 1964). Within the framework of adult education, opportunities already existed for the exceptional mature student to proceed from the lowest to the highest educational levels through the Mature Age Entry scheme. A student with

outstanding ability and application could , in principle, get as far as obtaining a Certificate of Social Studies (Adult Studies), even though he may have left school at a primary level.

The establishment of distance education in Kenya came after the Kenya Education Commission in 1963 under the chairmanship of Simeon Ominde. Ominde (1963) proposed that the government introduce radio and correspondence based distance learning to be implemented by the Ministry of Education in order to meet the high demand for trained and qualified teachers. The commission recommended for an establishment of a correspondence course unit at the Institute of Adult Studies, which was based at the University College of Nairobi in 1967.

In 1967, the Correspondence Course Unit was founded to offer radio and correspondence whose immediate responsibility was the upgrading of primary school teachers. Recommendations for the establishment of External Degree Program in the country to train high-level manpower were made by the Kenya Education Commission (Republic of Kenya, 1964). Later, in 1976, a feasibility study was conducted by the Open University team from United Kingdom with overseas assistance under the chairmanship of Dr. Lindsey Young who submitted a recommendation that suggested that even a program could be established under the Institute of Adult Studies, now College of Education and External Studies (Munnell and Farhes, 1976)

In 1983, the Institute of Adult Studies was accorded college status and became the College of Adult and distance Education following the recommendation of the inspection and visitation committee, which established six colleges of the University of Nairobi. The government decided that an external degree program could be started at the University of Nairobi and the then Kenyatta University College (Odumbe 1985). In 1985 September, the government accepted the recommendation of the University Council.

Kenya Educational Commission of 1965 came at a time when there was need and a growing demand of degree courses by distance teaching. The demand was further aggravated by the rapid population increase in the country and especially the



increased number of harambee secondary schools. According to Odumbe (1995) the increased secondary schools attracted the number of applicants who met university requirements but could not be absorbed by the only University in the country, thus College of Education and External Studies (CEES) was mandated to offer Bachelor of Education (BED) programs through both residential and distance learning methods.

#### **2.2.4 The B.Ed (Science) by External Studies at the University of Nairobi (enrolment and completion rates)**

In 1986, the Bachelor of Education in the external degree program was launched. A student in the program is supposed to take two subjects taught in secondary school with an addition of other core educational courses plus a supervised teaching practice. Learners attend residential session over the holidays for classes and examinations. The students' enrolment rates have continued to increase over the years (U.O.N, FES statistics, 2007).

Kenyan private and public Universities are offering as many courses as possible and with a good student enrolments coupled with foreign universities offering distance studies, the student population is soon overtaking the regular ones. Most of these distance-learning programs in Kenya would fall under the dual mode type of institutions where by the institutions handle both residential and distance learning.

Today College of Education and External Studies (CEES) is a dual mode college where conventional and distance education programs take place. The School of Continuing and Distance Education (SCDE) administers several certificate, diploma, first degrees and masters programs all at a distance with limited face-to-face offerings. Residential programs are under the School of Education which houses both at undergraduate and post graduate levels courses both at its Kikuyu Campus and also under the school-based mode. Through all these programs the College has grown significantly in terms of student enrolment, academic and non-academic staff and in terms of physical facilities since the UON was inaugurated as a National University in 1970. The demand for higher education will continue to increase with the provision of free primary education (FPE) and possibly the tuition free for secondary school promised by the President of Kenya on 1st May 2007.

The rest of this chapter will review the literature on the key independent variables that influence enrolment of students into the Bachelor of Education at the University of Nairobi, namely cost of the program, quality of the program, flexibility of the program and learners' expectation after completion

### **2.3 Cost of the B.Ed science program**

Education is a private investment and therefore it entails the efforts and the commitment by the individual and his or her family to meet the direct and indirect cost as a mechanism of harvesting a wide range of tangible and intangible benefits of education in future. It is important to note that private rates of return are the benefits which occur to the individual and his family as a result of acquiring particular level of education. In this regard, the individual's family foregoes the services which would be offered by the individual (opportunity costs) so that he goes through an education system to enable him acquire knowledge and skills (Psacharopolous 1985). Distance education learners forego particular chances for the sake of pursuing education. These include foregoing purchase of particular land, building a house, business undertakings and family attachments in order to pay school fees. This means they accept and commit them in pursuing scholarships, accepting stress and that added challenge.

Financial aid was becoming a strong determinant; not so much the dollar amount, but the fact that it was offered to some students applying to colleges (Kinzie et al., 2004). An objective methodology for assessing a family's ability to pay for college was developed and became known as a needs analysis. This development, along with the passage of the National Defense Education Act in 1958 (Coomes, 2000), created a need for financial aid offices within universities and colleges. Congress passed the Higher Education Act (HEA) in 1965 that authorized federal grants and guaranteed subsidized student loan programs. The GI bill, federal and state financial aid, and the baby boom generation kept enrolments high. "By 1970, college enrolments had swollen to over 8 million students, an increase of 120 percent over the number enrolled in 1960" (Coomes, 2000, p. 10). That trend did not continue in the late 1970s when the number of high school graduates began to decline and the last of the Boomer generation was 18 years old in 1980.

According to the Higher Education Bulletin (2006, Sept issue) high cost of education in Kenya is among other issues driving more and more students outside Kenya. Makerere and Kampala International University both in Uganda in the recent past have seen a 50% rise in student admission from Kenya. It further says that the national University of Rwanda admitted a majority of the 5,000 Kenyans who enrolled in their universities.

Cost of education is a major factor that influences enrolment. Educational costs are different varieties namely, explicit cost which are involved in the actual expenditure in a particular project. This may include books, salaries, fee, boarding expenses or accommodation. Joint costs are those, which are associated with two or more activities. Explicit costs in education are the hidden costs, which is the opportunity costs. The level of disposable income of the people will therefore back demand for distance education.

Leslie and Brinkman (1988) examined the role of student financial aid in three decisions students make: 1) the decision whether to enroll in college or not (access); 2) what institution to attend (choice); and 3) whether to continue their enrolment from one year to the next (persistence). Their key conclusions were that financial aid, and in particular grants, had a positive effect on both access and persistence, and encouraged students to enroll in more expensive institutions. They also found that financial aid had the largest influence on the decisions of low-income students (largely because at the time the research they reviewed was conducted, most financial aid was targeted on lower-income students).

## **2.4 Quality of the program**

Motivators of distance education identified by research studies conducted in the US include the instructor and the supplementary material available (Rasmussen, 1993). Maleney (1987) found that the most important factor in choosing to attend graduate school was the desire to learn and the most important reason for choosing a particular institution was related to the academic department and its reputation. In the study, Maleney identifies a theme predominant in the undergraduate literature related to student choice, the importance of gathering information about prospective students.

According to Kinzie et al. (2004), academic reputation, parents' educational background, student gender, and socioeconomic status influenced undergraduate college choice in the 1950s. In the 1960s through the mid 1970s, researchers could see differences in the undergraduate choice patterns among influential factors and between students and parents were starting to emerge.

The Wall Street Journal (Srivastava, 2008) reported a study that asked 4,060 students and company employees to rank executive MBA programs. The rankings shed some light on how they chose a MBA program. The top factor that emerged was reputation with 78% of students saying they considered their school because of distinguished faculty. Cost and location were unimportant when it came to selecting a program. These varied conclusions among researchers who explored the graduate decision-making process suggest that there is little conclusive evidence of the factors influencing students' decision process to attend graduate school. The studies do support that specific marketing intelligence and how to apply it within enrolment management strategy remains an opportunity for colleges and universities.

## **2.5 Flexibility of the program**

MacBrayne (1995) found that rural American students were encouraged by the location of the institution offering the course and their interest in the course content. Students at Christopher Newport University in Virginia reported a preference for online media and the development of online skills in addition to reduced travel expenses and reduced travel time as their most frequent reasons for taking online courses (Rasmussen, 1993; Ridley *et al.*, 1997). Melany (1987) noted that older students were more likely to apply because they had friends at the school or because of the location.

In a study to identify factors influencing students decision to chose a college Kinzie et al (2004), identified factors influential to college choice which included external factors including location and proximity to home. Although there are many advantages to the distance learning system, there are some drawbacks. For example, transportation to the site where the courses are offered and transferability of hours post graduation are potential problems with distance learning program (Reiss & Follo, 1993).

## 2.6 Learner Expectation after Completion

According to Hamrick and Hossler (1996), “status attainment models describe how variables interact with one another as students make decisions about which college to attend” (p. 181). Sociological models consider the linkages between an individual’s family background and education choice behavior (dictated by societal and family norms). For instance, behavioral variables such as grade point average interact with background variables such as family members who have attended college or friends to influence students about their choice or educational aspirations. Sociological models assume that behavioral variables interact with background variables (Hamrick & Hossler, 1996), but do not take into consideration the role of the institution or any external actions of the university that may influence college choice.

Maleney (1987) showed that different groups of individuals have different reasons for attending graduate school and for selecting an institution. “Part-time students were more likely to report wanting an advanced degree for professional reasons and for personal satisfaction, while full-time students were more likely to note that their field requires individuals to have advanced degrees to become professionals” (p. 253)

In a study of major graduate research universities, researchers Anderson and Swazey (1998) asked 2,000 doctoral students how important certain factors were to their decision to attend graduate school. Similar to Maleney’s findings, over 75% of respondents stated that a desire for knowledge in the field of study was important. About 66% reported wanting to do research, 23% desired advancement, 16% desired a job that paid well, and 13% was changing career fields. This study on a doctoral population and for research universities is not entirely applicable to this study, which studies undergraduate level program, but does provide reference to influential factors of undergraduate study choice.

Undergraduate students reasons for choosing a college may be to further their careers, achieve a personal goal (Cardon & Rogers, 2002), or simply fulfil a desire to learn (Maleney, 1987). The undergraduate student seeks an overall experience that has an educational component. The graduate student seeks the education component to integrate into their overall experience. Cardon and Rogers (2002) found that personal goals and desires were the top factors that positively influenced technology education teachers

to enrol in master's level graduate programs. University location was second highest for the master's students; students with a doctoral degree rated geographical location as a barrier that impacted their decisions. However, a limitation for application to this study is that the sample consisted of graduates who completed their master's or doctoral programs and does not provide any data on the decision process leading to enrolment. This study seeks to fill this gap.

Kithome (2004) in her thesis on women's transformation through distance learning in Kenya B.E.D external degree students found that most women joined University to study to upgrade their grades despite the barriers in role expectation, opposition from husband and in-laws, financial issues and geographical locations.

2.7 Conceptual framework

Figure 2.1 presents the conceptual framework on which the study is based.

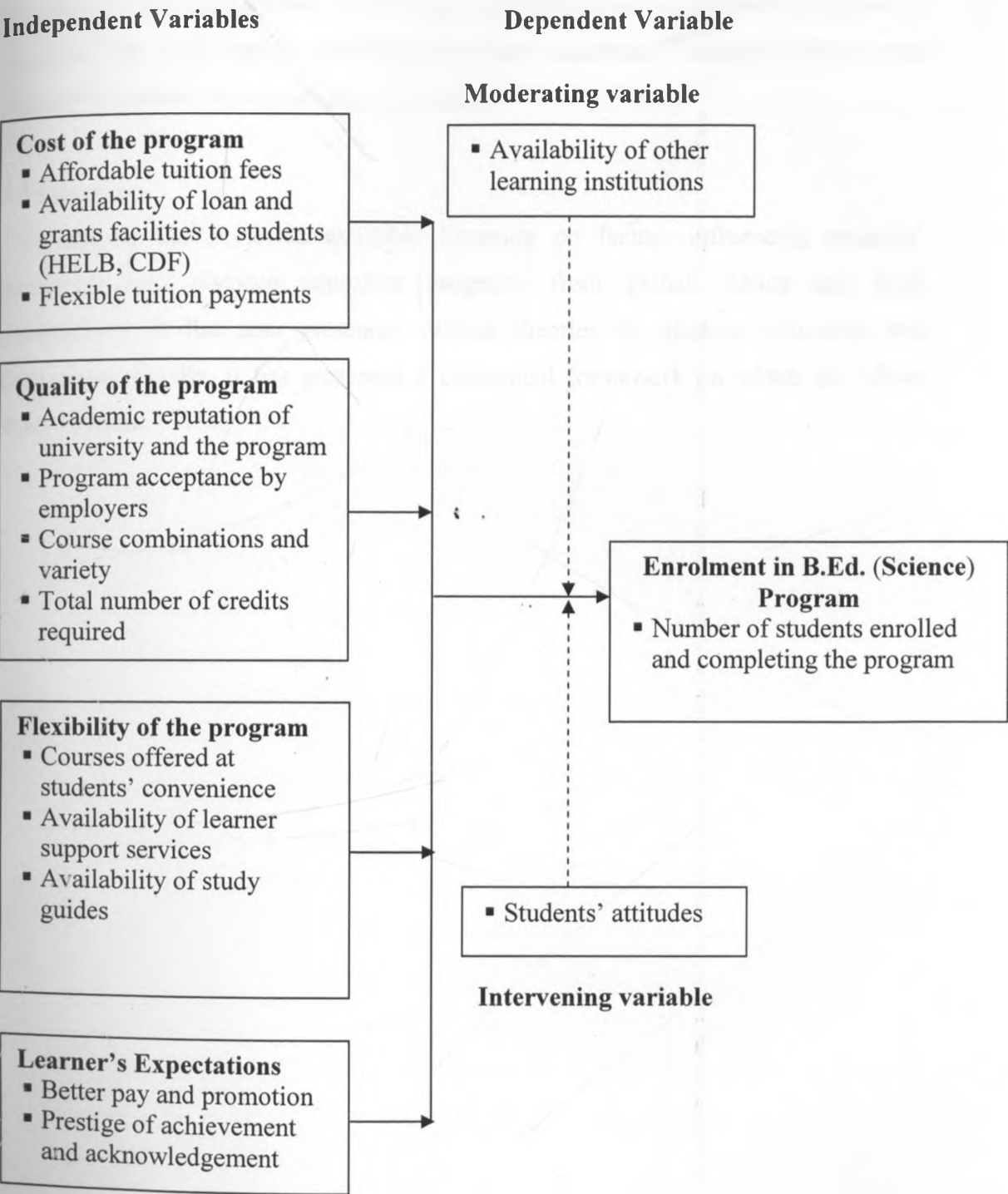


Figure 1: Conceptual framework

Figure 1 presents the conceptual framework on which the study is based. It has four independent variables, namely, cost of the program, quality of the program, flexibility

of the program and learners' expectations. Student's attitudes may also influence their decision to enroll into the program. However, this does not investigate the influence of the students' on enrolment into B.Ed education. The availability of other learning institutions offer competition to UoN and may influence the enrolment decision of students. The study seeks to establish how these independent variables influence the dependent variable, that is, student enrolment.

## **2.5 Summary**

This chapter has reviewed available literature on factors influencing students' enrolment into distance education programs from global, Africa and local perspectives. It has also presented various theories on distance education and motivation. Finally, it has presented a conceptual framework on which the whole study is based.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the method used in carrying out the study. The areas discussed include: research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedure and data analysis techniques. It also presents the operationalization table.

#### **3.2 Research Design**

In this research descriptive survey design was employed. Survey research is a technique where detailed information concerning social phenomena is collected by posing questions to respondents such that it becomes possible to find explanation of social phenomena in question (Jacobs and Razarich 1996). According to Ray (1998), findings of a survey research help researchers to explain social phenomena with confidence and authenticity. Descriptive research gives this study the opportunity to use both quantitative and qualitative data in order to find data and characteristics about the population or phenomenon that is being studied. This design was used because the researcher's intention was to give a description of the influence of cost, quality, flexibility and expectations of the learners in the enrolment into B.Ed. (Science) in the University of Nairobi.

#### **3.3 Target Population**

The target population according to Borg and Gall (1989) is defined as the number of people, events or objects from which a research wishes to generalize the findings. The target population of study consisted of students undergoing Bachelor of Education (Science) under the external degrees program of the University of Nairobi. The University of Nairobi has registered approximately 1751 students undergoing Bachelor of Education (Science) under the external degrees program, as shown in Table 3.1.

**Table 3.1: Target population**

Year	No. of students enrolled		
	Male	Female	Total
2008/09 (4 <sup>th</sup> Year)	257	81	338
2009/10 (3 <sup>rd</sup> Year)	306	87	393
2010/11(2 <sup>nd</sup> Year)	357	98	455
2011/12 (1 <sup>st</sup> Year)	447	118	565
<b>Total</b>	<b>1367</b>	<b>384</b>	<b>1751</b>

Source: UoN Admissions Office

**3.4 Sample size and Sampling Procedure**

According to Borg and Gall (1996) sampling refers to the process of selecting a sample from a defined population with the intent that the sample accurately represents that population. A sample is a smaller group of the large population selected for study, which is thought to be a representation of a large population. The study population is 1751 students. The study used the formulae shown below to calculate the sample size.

$$n = \frac{N}{1+N(e)^2}$$

Where

- n = Sample
- N = Target population
- e = Error to be accepted (0.05)

Using the aforementioned formulae, the study sample size was 326 students as shown below.

$$\begin{aligned} n &= \frac{1751}{1+1751*0.05^2} \\ &= \frac{1751}{1+1751*0.0025} \\ &= \frac{1751}{5.3775} \\ &= 325.616 \\ &= 326 \end{aligned}$$

Sampling refers to selecting a given number of subjects from a definite population as a representative of that population (Best & Khan, 2004). The researcher used stratified random sampling to select the sample respondents from different years, that is, first; second, third and fourth years were sampled. Stratified random sampling was used to cover significant number of both male and female respondents.

### **3.5 Research Instruments**

Data for the research was gathered through the use of questionnaires. Questionnaires are efficient in quantities analysis (Saunders, 2000). The study used one questionnaire for the students, which comprised of two main parts divided into six sections. Part I comprised of student profile and part II outlined factors influencing student enrolment into Bachelor of Education Science undergraduate degree programs. The questionnaire had both open ended and closed questions to encourage the respondents to give in-depth information.

### **3.6 Validity and reliability**

Patton (2002) argues that reliability and validity are two factors, which any qualitative researcher should be concerned about while designing a study, analyzing results and judging the quality of the study.

#### **3.6.1 Validity of Instruments**

Validity refers to the quality of a data-gathering instrument or procedure that enables it to measure what it is intended to measure (Best and Khan, 1993). Validation of the data was done using content validity. In this study, content validity was achieved by discussing the instrument with subject experts particularly my supervisor.

#### **3.6.2 Reliability of the Instruments**

This is the degree to which instruments scores are free from measurement error (Kathuri, 1993). Further retesting was done repeatedly to find out whether the advance instruments produced similar results. An instrument with the same positive results after retesting repeatedly is said to be reliable. According to Roscoe (1975) the split half method is used to establish the co-efficient of internal consistency. The two sets of scores were correlated by using the Pearson product moment correlation co-efficient ( $r$ ). This is a measure of internal consistency, which is, how closely related a

set of items are as a group. A reliability coefficient of 0.70 or higher is considered "acceptable" in most social science research situations. Pre-testing with a small number of similar students was done. The test was divided into halves. The researcher assigned odd numbered items to one half of the test and even numbered items to the other. A correlation of scores between the two halves was obtained by using the Pearson r formula.

### **3.7 Data Collection Procedure**

The researcher personally administered the research instrument for both pilot (pretest) study and the main study. The research questionnaire was physically distributed to students to give their responses and collected when dully completed. The respondents were assured confidentiality by the researcher in dealing with their responses before the administration of questionnaires.

### **3.8 Data Analysis Techniques**

The researcher was guided by the objectives of the research to obtain data from the collected data. The data analysis started by editing the completed questionnaires to identify those items wrongly responded by spelling mistakes in the responses and blank spaces that may have be left unfilled. Data was analyzed both quantitatively and qualitatively. Descriptive statistics was used to analyze data. Qualitative data was evaluated, classified into logical thematic categories based on the objectives and then coded. The analysis of the structured items was done by using the Statistical Package for Social Sciences (SPSS). Collected data was analyzed using descriptive statistics. This helped to measure the various variables of the study. The analyzed data was then presented using frequency tables. Conclusions were drawn from the analyzed data, leading to recommendations and suggestions for further study.

### 3.9 Operational definition of variables

Operational definition of variables is operationalizing or operationally defining a concept to render it measurable. It is done by looking at the behavioural dimensions, indicators, facets or properties denoted by the concept, translated into observable and measurable elements to develop an index of the concepts. Measures can be objective or subjective.

**Table 3.2: Operationalization of the variables**

Research Objectives	Variables	Indicator	Measurement	Level of scale	Data collection	Approach of analysis	Type of analysis	Level of analysis
To establish how cost of the program influences the students enrolment into the Bachelor of Education Science degree by distance mode at the University of Nairobi	<b><u>Independent</u></b> Cost of the program	<ul style="list-style-type: none"> <li>▪ Tuition</li> <li>▪ Availability of financial aid</li> <li>▪ Flexible tuition</li> <li>▪ Time</li> <li>▪ Access to materials for learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ How much tuition is paid</li> <li>▪ Payment terms (e.g. installments)</li> <li>▪ Availability of loan facilities to distance learning students (HELB)</li> <li>▪ Flexible tuition payments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nominal</li> <li>▪ Interval scale</li> <li>▪ Ordinal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secondary data sources</li> <li>▪ Interview/questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>▪ Qualitative</li> <li>▪ Quantitative</li> </ul>	Non-parametric	Descriptive
To establish how the quality of the program	<b><u>Independent</u></b> Quality of the program	<ul style="list-style-type: none"> <li>▪ Program attribute</li> <li>▪ Program quality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choice of majors</li> <li>▪ Choice of electives</li> <li>▪ Frequency of course offerings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nominal</li> <li>▪ Interval scale</li> <li>▪ Ordinal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secondary data sources</li> <li>▪ Interview/questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>▪ Qualitative</li> <li>▪ Quantitative</li> </ul>	Non-parametric	Descriptive

influences student enrolment into the Bachelor of Education Science degree by distance mode at the University of Nairobi		<ul style="list-style-type: none"> <li>▪ Program duration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Credit transfer</li> <li>▪ Academic reputation</li> <li>▪ University accreditation</li> <li>▪ Program accreditation by employers and Council of Higher Ed (CHE)</li> <li>▪ Coverage of syllabus</li> <li>▪ LSS</li> </ul>					
To investigate how the flexibility of the program influences student enrolment into the Bachelor of Education Science degree by distance mode at the University of Nairobi	<b><u>Independent</u></b> Flexibility of the program	<ul style="list-style-type: none"> <li>▪ Location of the university</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commuting distance</li> <li>▪ Online course offerings</li> <li>▪ Courses offered at time that fit my schedule</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nominal</li> <li>▪ Ordinal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secondary data sources</li> <li>▪ Interview/questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>▪ Qualitative</li> <li>▪ Quantitative</li> </ul>	Non-parametric	Descriptive

To establish how students' expectations influence their enrolment into the Bachelor of Education Science degree by distance mode at the University of Nairobi	<b><u>Independent</u></b> Students Expectation	<ul style="list-style-type: none"> <li>▪ Promotion</li> <li>▪ Better pay</li> <li>▪ Prestige of achievement</li> <li>▪ Acknowledgement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reasons for enrolment</li> <li>▪ Meeting GPA requirements</li> <li>▪ Meeting work experience</li> <li>▪ Handling academic rigor</li> <li>▪ Balancing work and school</li> <li>▪ Boss prompting</li> <li>▪ Mentor prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nominal</li> <li>▪ Ordinal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interview/questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>▪ Qualitative</li> <li>▪ Quantitative</li> </ul>	Non-parametric	Descriptive
	<b><u>Dependent</u></b> Student enrolment	<ul style="list-style-type: none"> <li>▪ Student numbers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of students enrolled into the DE program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interval scale</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secondary data sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quantitative</li> </ul>	Non-parametric	Descriptive

### **3.10 Summary**

This chapter describes the method to be used in carrying out the study. The research design section describes data collection procedures. The data collection instrument section describes how the instrument was developed, identifies the key constructs to be measured, and discusses the research questions. The Sample section describes the participants and their selection, the pilot test, and the survey administration plan. The final section is the data analysis, which describes the plan to prepare, analyze, and interpret the data.



## CHAPTER FOUR

### PRESENTATION, DATA ANALYSIS AND INTERPRETATION

#### 4.1. Introduction

This chapter presents the analysis of data collected from the fielded items in the study questionnaires. The findings were analyzed and presented in the form of frequency tables, numerical values and percentages. The data is also briefly interpreted.

#### 4.2 Questionnaire Return Rate

Table 4.1 presents response rates from the 326 identified respondents.

**Table 4.1: Response Rate**

Respondents	Frequency	Percentage
Responded	320	98
Non response	6	2
<b>Total</b>	<b>326</b>	<b>100</b>

As Table: 4.1 shows, there was a high response rate of 98%.

#### 4.3 Demographic Factors

This section presents demographic details of the respondents that include gender, marital status, age, and length of service as teachers. Tables 4.1 to 4.7 present these details.

Table 4.2 presents the gender of respondents

**Table: 4.2 Respondents Gender**

Gender	Frequency	Percent
Male	199	62
Female	121	38
<b>Total</b>	<b>320</b>	<b>100</b>

According to Table 4.2, 38% of the respondents were female while 62% were male.

Table 4.3 is the presentation of respondents' Marital Status

**Table 4.3: Respondents Marital Status**

Marital Status	Frequency	Percent
Married	145	45
Single	175	55
<b>Total</b>	<b>320</b>	<b>100</b>

As indicated in Table 4.3, 45% of the respondents were married with 55% reported to being single in status.

Table 4.4 is the presentation of the age of respondents

**Table 4.4: Respondents Age**

Age	Frequency	Percent
Less than 30 yrs	161	50
31-40 yrs	159	50
<b>Total</b>	<b>320</b>	<b>100</b>

According to Table 4.4, the students in the B.Ed. program at the University of Nairobi are young. A whole 50% was under 30 years of age and the rest between 31 and 40 years old.

Table 4.5 is the presentation of respondents' years in the profession

**Table 4.5: Respondents' Years in the Profession**

Years in the Profession	Frequency	Percentage
Less than 5 yrs	187	58.4
6-10 yrs	88	27.5
11-15 yrs	45	14.1
<b>Total</b>	<b>320</b>	<b>100.0</b>

As shown in Table 4.5, and perhaps as would be expected noting their youthful status in Table 4.4, over 85% of the respondents had served as teachers for less than 10 years, with a whole 50% of them having no more than 5 years of service.

Table 4.6 is the presentation of respondents' highest professional qualifications

**Table 4.6: Respondents' highest level of Professional Qualification**

Profession	Frequency	Percentage
Non-professional teacher	8	3
Primary teacher P1	279	87
Graduate teacher	33	10
<b>Total</b>	<b>320</b>	<b>100</b>

According to Table 4.6, 87% of the respondents had a P1 as their highest level Professional Qualification, thus qualifying them for enrolment into the BEd degree.

Table 4.7 is the presentation of respondents' Employers

**Table 4.7: Respondents Employers**

Employer	Frequency	Percentage
TSC	247	77.2
B.O.G	42	13.1
Self employed	31	9.7
<b>Total</b>	<b>320</b>	<b>100.0</b>

From Table 4.7, and as expected, it is observed that majority in the program (77%) were TSC employees.

#### 4.4 Influence of Cost of the Program on Students' Enrolment for the B.Ed (Science) degree

This section addresses the influence of cost of the program on students' enrolment for the B.Ed (Science) degree. It covers mode of fee payment, inclusion of learning materials in the fees and extra cost during residential session. Table 4.8, is the presentation of respondents' mode of fee payment

The respondents were asked how they paid the 400,000/ full cost of the program. Their responses appear on Table 4.8

**Table: 4.8 Respondents mode of Fee Payment**

Mode of payment	Frequency	Percentage
Payment by installment	320	100.0
Payment in full	0.00	0.0
<b>Total</b>	<b>320</b>	<b>100.0</b>

Table 4.8 shows that all respondents paid their fees by installments thus making the program affordable to the students even with their quite low primary school teachers' pay.

Table 4.9 is the presentation of respondents' inclusion of instructional material on Respondents fees

**Table 4.9: Inclusion of instructional material on Respondents fees**

Response	Frequency	Percentage
Yes	238	74.4
No	82	25.6
<b>Total</b>	<b>320</b>	<b>100.0</b>

According to Table 4.9 Which presents responses on whether the tuition fee paid by the students include costs of learning and instruction materials, shows that majority said that the fees included costs of learning and instruction materials.

Table 4.10, is the presentation of respondents' extra costs for the program during residential sessions.

**Table 4.10: Respondents’ responses on extra costs for the program during residential sessions**

Extra Cost	Frequency	Percent
800	71	22.2
1000	45	14.1
1200	26	8.1
2000	25	7.8
3500	23	7.2
4000	57	17.8
6300	2	0.6
8000	40	12.5
10,000	31	9.7
Total	320	100.0

As shown on Table 4.10, the respondents had an extra cost for the program, which is the cost of room and board as well as transport during the three residential sessions in the year, that was generally under 10,000/.\_

**4.5 Influence of Quality of the Program**

This section addresses the influence of Quality of the Program on Students’ Enrolment for the B.Ed (Science). The section presents analysis on perception of University Academic reputation, availability of interactive features in the study material to respondents, availability of lecturers during Residential sessions and Rating of the Services Rendered by Lecturers. Table 4.10, presents findings on respondents’ perception on the reputation of the B.Ed. Science program the University of Nairobi.

**Table: 4.11. Respondents Perception of University Academic Reputation**

Respondents Perception	Frequency	Percent
Excellent	127	39.7
Good	193	60.3
Total	320	100.0

According to Table 4.11, all rated the program as of high reput.

Table 4.12 is the presentation of respondents’ opinion on availability of interactive features in the study materials

**Table 4.12: Availability of Interactive Features in the Study Material to Respondents**

Features of interactivity	Yes	No
Language - simple and clear	92%	8%
Materials that speak directly to the learner	82%	18%
Summaries at the end of each unit	90%	10%
Activities at the end of each unit	90%	10%
Clear graphics and illustrations	79%	21%

In general, the respondents rated very highly the availability of interactivity of specified features within their program.

Table 4.13 is the presentation of respondents’ opinion on availability of lecturers during residential sessions

**Table 4.13: Respondents’ Opinion on Availability of Lecturers during Residential Sessions**

Respondents’ opinion	Frequency	Percentage
Readily available	161	50.3
Come late	71	22.2
Miss class	88	27.5
<b>Total</b>	<b>320</b>	<b>100.0</b>

According to Table 4.13, almost half of the respondents were not satisfied with the availability of lecturers during residential sessions.

Table 4.14 is the presentation of respondents rating of the services rendered by their lecturers.

**Table: 4.14. Respondents’ Rating of the Services Rendered by the Lecturers**

Response	Frequency	Percentage
Fair	161	50.3
Satisfactory	159	49.7
<b>Total</b>	<b>320</b>	<b>100.0</b>

According to Table 4.13, the response on the services rendered to them by the lecturers/ tutors rated 50% as fair and another 50% rated the service as satisfactory.

**4.6 Influence of Flexibility of the Program**

This section presents findings on the influence of the flexibility of the program on students’ enrolment for the B. Ed (Science) course. The section presents analysis on respondents time of attending lectures, normal place of taking study, frequency of accessing the internet and convenience based on the timing of course.

Table 4.15 is the presentation of respondents’ statements on time of attending studies

**Table 4.15: Respondents’ Response on the Time of attending lectures**

Attendance Time	Frequency	Percentage
Holidays	320	100
<b>Total</b>	<b>320</b>	<b>100</b>

According to Table 4.15, all students attended their lectures during holidays (residential sessions), which was convenient to them.

Respondents were requested to indicate the place where they normally undertook their studies on a day to day basis. Table 4.16 presents the findings.

**Table 4.16: Place where respondents undertook their studies on a day to day basis**

Place	Frequency	Percentage
Home	200	62.50
Library	45	14.06
Institution	75	23.44
<b>Total</b>	<b>320</b>	<b>100.0</b>

According to Table 4.16, majority (62.5%) of the distance learners undertook their studies from the comfort of their homes. Other learners undertook their studies in other institutions which were convenient to them.

Table 4.17 is the presentation of respondents’ frequency of accessing the internet

**Table: 4.17. Respondents’ frequency of accessing the internet**

Frequency of Access	Frequency	Percentage
Once a week	111	34.7
Twice a week	57	17.8
Monthly	152	47.5
<b>Total</b>	<b>320</b>	<b>100.0</b>

According to table 4.17 which sought to establish the frequency of accessing the internet, majority 48% said they did it on monthly basis with a further 35% saying they did so once a week.

Table 4.18 is the presentation of respondents’ convenience by the timing of course

**Table: 4.18. Respondents’ convenience by the timing of course**

Response	Frequency	Percentage
Yes	289	90.3
No	31	9.7
<b>Total</b>	<b>320</b>	<b>100.0</b>



According to Table 4.18, a huge majority (90%) of respondents reported that the time the courses are offered fitted in to their time schedules.

**4.7 Influence of Learners Expectation**

This section presents findings on the influence of the Learners Expectation of the program on Students Enrolment for the B.Ed. (Science). Table 4.19 is the presentation of respondents’ expectation in enrolling for the B.Ed

**Table 4.19: Influence of Respondents’ Expectation in Enrolling for the B.Ed (Science) program**

Reason	%True	%False
To raise my salary	53	47
So that I can be promoted	100	0
Boss/supervisor’s prompting	30	70
To change my career.	20	80
Prestige of being a graduate	62	38
Anticipation of losing my job and/or being downsized.	0	100

As per Table 4.19, all the respondents gave differing reasons for joining the course, but all pointed to the need to better oneself and the prestige that goes with it. Table 4.19 is the presentation of respondents’ attitudes on factors influencing their enrolment into the program

**Table: 4.20 Summaries of Respondents Attitudes on Factors Influencing Their Enrolment into the Program**

Responses	SA	A	UD	D	SD	Σf	Σfw	Σfw/Σf
The cost of the program influenced you most in enrolling into the bachelor of education science degree by distance Mode at the university of Nairobi	122 (122x5) 610	94 (94x4) 376	50 (50x3) 150	42 (42x2) 84	4 (4x1) 4	320	1224	3.83
The Quality of the program influenced you most in enrolling into the bachelor of education science degree by distance Mode at the university of Nairobi	97 (97x5) 485	89 (89x4) 356	68 (48x3) 144	54 (54x2) 108	32 (32x1) 32	320	1,125	3.51
The Flexibility of the program influenced you most in enrolling into the bachelor of education science degree by distance Mode at the university of Nairobi	128 (128x5) 640	103 (103x4) 412	52 (52x3) 156	31 (31x2) 62	6 (6x1) 6	320	1,276	3.99
Your Expectations of the program influenced you most in enrolling into the bachelor of education science degree by distance Mode at the university of Nairobi	173 (173x5) 865	109 (109x4) 436	27 (27x3) 81	7 (7x2) 14	4 (4x1) 4	320	1,400	4.38

KEY: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree and SD=Strongly Disagree

Table 4.20 presents a Likert weighted attitude measurement scale. The results show that the cost of the program influenced the respondents’ enrolment into the B.Ed (Science) Program. The weighted response had a scale of 3.83, which shows that the respondents agreed. Therefore, cost of the program had influenced their enrolling. When asked whether quality of the program influenced their enrolment into the B.Ed.(Science) program, the respondents were sure it did ( $\bar{u}$  = 3.51). Asked if the

flexibility of the program influenced their enrolment into the B.Ed. (Science) Degree Program, the response was on a 3.99 point weighted Likert scale. This indicates that they were actually influenced by the flexibility of the program.

Finally, as indicated on the weighted Likert scale, the respondents' personal expectations had overwhelming influence ( $\bar{u} = 4.38$ ) on their enrolment into the B.Ed (Science) degree Program.

#### **4.8 Summary**

This chapter covered data analyses, data presentation and interpretation as collected from the field. Tabular representation of data was used. The data was divided into five sections namely; demographic factor, cost of the program, Quality of the program, Flexibility of the program and Expectations of the program.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the key findings of the study that are then discussed against what is found in literature. From the discussion, a conclusion is reached and recommendations and suggestions for further study offered.

#### **5.2 Summary of major findings**

The findings show that the cost of the program at about 400,000/- was within reach of the majority of the students. The cost was also made affordable due to the flexible mode of payment and also inclusion of learning materials in the fees. The only other cost to the students is the affordable expense during the residential sessions three times a year.

The respondents rated the reputation of the university program as high. This high regard was perhaps due to the availability of materials and other learner support services though they were critical about the availability of and seriousness of lecturers during residential sessions

From the findings, all students did their studies during holidays (residential sessions), which was convenient to them. They also utilized various places for their studies, including various institutions as well as their homes. Majority of respondents also reported that the time the courses are offered fitted in to their time schedules. Concerning frequency of accessing the internet, they said that it was available for their use. All these are indications that the program is flexible to the students.

Majority of the students expected higher pay, promotion and prestige after the course. All these factors prompted them to join and persevere in the program.

### **5.3 Discussion**

The following section discussed the research findings vis-a-vis relevant literature.

#### **5.3.1 Influence of cost of the program on student enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi**

The study findings are that cost of the program had influence on students enrolling into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi. This is in contradiction with the findings in the Higher Education Bulletin (2006, Sept issue) which established that high cost of education in Kenya was among other issues driving more and more students outside Kenya. The BEd students took their studies in Kenya as they found the cost of the course manageable. The issue of affordability of distance education programs is supported by Holmberg, (1989) who said that distance education has been found to be very useful due to its ability to service large numbers of students at an affordable cost without constraints of space and time.

#### **5.3.2 Influence of quality of the program on student enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi**

The study found that the respondents were sure that quality of the program had influenced them in their enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi. The findings are in agreement with the findings by Maleney (1987) who found that the most important factor in choosing to attend graduate school was the desire to learn and the most important reason for choosing a particular institution was related to the academic department and its reputation. This is also supported by Kinzie et al. (2004), who found that academic reputation of a program, among other factors, influenced undergraduate college choice in the 1950s. The University of Nairobi (UoN) is confirmed as the top ranked University locally according to Webometric Ranking of World universities. UoN is ranked 2nd in East Africa, 17th in Africa and 1,367 worldwide, a massive improvement from previous rankings and the best position ever attained by a local university. This boosts the reputation of the institution and hence is in line with the findings of this study.

### **5.3.3 Influence of flexibility of the program on students' enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi**

The study found that flexibility of the program had a strong influence on students' enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi. The study established that time of attending studies was convenient to the students since they attended their lectures during holiday which fitted well in their time schedule. Furthermore, they conducted their personal studies at their home. Students were sent electronic study materials which they could easily access. These findings are supported by Rasmussen (1993) and Ridley *et al.*, (1997) who found out that, students at Christopher Newport University in Virginia had a preference for online media and the development of online skills in addition to reduced travel expenses and reduced travel time as their most frequent reasons for enrolling into distance learning program.

### **5.3.4. Influence of students' expectations on their enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi**

The study found that, students' expectations on their enrolment into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi was an overwhelming influencing factor. They expected to better themselves and acquire prestigious status after attaining the new degree. These findings are supported by Hamrick and Hossler (1996), who postulated that status attainment models interact with one another as students make decisions about which college to attend. This is also supported by Maleney, 1987) who said that graduate students seek an overall experience that has an educational component. The graduate students seek the education component that integrates into their overall experience. Cardon and Rogers (2002) also found that personal goals and desires were the top factors that positively influenced student enrolment into educational programs.

## **5.4 Conclusion**

The study has established that the fees charged for the B.Ed (Science) program, coupled with the flexible mode of payment and inclusion of learning materials in the overall fees have made the cost affordable. The quality of the program, its flexibility that made it possible for the students to combine study and work, and the availability of various learner support services have all influenced the students to choose this particular program among many that are available in the country. Finally, the students' expectations after the acquisition of the degree that included promotion, higher pay and the prestige associated with such an achievement also influenced the decision to enroll into the Bachelor of Education (Science) degree by distance mode at the University of Nairobi.

## **5.5 Recommendations**

- 1.The University of Nairobi should maintain the policy of flexibility in fees payment for the B.Ed (Science) course to enable those students joining the course complete the course without penalty.
- 2.Higher Education Loan Board (HELB) should extend its loans to distance education students and the TSC should implement a check off system to help the students afford the fees.
- 3.The students are certain on the quality of programs they aspire for as the study found and this expectation should be sustained by the university management.
- 4.The TSC and The Ministry of Higher education should encourage their employees to benefit from the program by offering incentives such as the limited study leave that the students may require and also recognition of the achievement through promotion, higher pay, etc.
- 5.University lecturers should continue taking their work seriously especially during residential sessions as their performance during this contact period was crucial to the success of the program.

## **5.6 Suggestions for Further Study**

The study recommends further study to be undertaken:

1. The current study focused on The University of Nairobi, further research is needed in other universities in the country. Furthermore other programs apart from B. Ed science could also be investigated.
2. A study to investigate how the students finance their studies.



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## APPENDICES

### Appendix I: Letter of Transmittal

University of Nairobi  
Department of Distance Education  
SCDE

Dear Sir/Madam,

I am a post graduate student pursuing a Masters degree in Distance Education. I am conducting a research for my final year project, which is a requirement of the degree program. The research topic is: Factors Influencing Student Enrolment in the Bachelor of Education Science Degree by Distance Mode at the University of Nairobi. I therefore kindly request you to spare a few minutes to fill the questionnaire. The information obtained will be used for the purpose of the study only while your identity will be treated as confidential. Do not write your name anywhere on the questionnaire.

Thank you for your cooperation and assistance.

Yours faithfully,



Ann Gacheri Murithi

## Appendix II: Students' Questionnaire

Please indicate the appropriate response in each question given by putting a tick

### Section I - Students Profile

1) Gender

Female ☐

Male ☐

2) Marital status Single

Married ☐

Single ☐

Others \_\_\_\_\_

3) Age bracket

Less than 30 years ☐

31 – 40 years ☐

41 - 50 years ☐

50 years and above ☐

4) Tick the number of years in the profession

a. Less than 5 years ☐

b. 6 – 10 years ☐

c. 11- 15 years ☐

d. 16 years and above ☐

5) Professional qualification

a) Non-professional teacher ☐

b) Diploma or S1 ☐

c) Primary teacher P1 ☐

d) Other (specify) ☐

6) Employer

a) TSC ☐

b) Public service commission ☐

c) University ☐

d) Others (specify) \_\_\_\_\_

**Section II: Cost of the Program**

1) How do you pay the 400,000 full cost of the program?

By installments

All at once

2) Are learning and instructional materials included in the tuition fee?

Yes

No

3) How much do you pay for the following extra service related to the program?

Cost for the room and board and transport during the three residential sessions.

800-2000

2000-4000

4000-6000

6000-8000

8000-10000

**Section III: Quality of the program**

1) What would you say about Academic reputation of B.Ed. (Science) program in the University of Nairobi?

Excellent

Good

Poor

2) Are these features of interactivity available in the study materials for your course?

Features of interactivity	Yes	No
1. Language simple and clear		
2. Materials that speak directly to the learner		
3. Summaries at the end of each unit		
4. Activities at the end of each unit		
5. Clear graphics and illustrations		

3) Are your lecturers always available during the residential sessions?

Readily available ☐ come late ☐ miss class ☐

4) How do you rate the services rendered to you by your lecturers / tutors?

Very poor ☐  
Poor ☐  
Fair ☐  
Satisfactory ☐  
Excellent ☐

**Section IV: Flexibility of the program**

1) When do you attend your lectures? (You may tick more than one)

Evening ☐ Weekend ☐ Day ☐ Holidays ☐

2) At what place do you normally undertake your studies on a day to day basis?

Home ☐ Library ☐ Institution ☐

3) How often do you access the internet?

Daily ☐ Once a week ☐ twice a week ☐ monthly ☐

4) The time the course is offered fits my schedule

YES ☐  
NO ☐



**Section VI: Learner’s expectations**

1. What motivated you to join the B.Ed distance learning program? (state true or false where applicable to you )

Reason	True	False
Prestige of being a graduate		
To raise my salary		
So that I can be promoted		
Boss/supervisor’s prompting		
To change my career.		
Anticipation of losing my job and/or being downsized.		

UNIVERSITY OF NAIRN  
"DISTANCE EDUCATION"

To what extent do the following factors influence your Enrolment for the B.Ed program?

Responses	SA	A	UD	D	SD	$\Sigma f$	$\Sigma fw$	$\Sigma fw/\Sigma f$
The cost of the program influenced you most in enrolling into the bachelor of education science degree by distance Mode at the university of Nairobi								
The Quality of the program influenced you most in enrolling into the bachelor of education science degree by distance Mode at the university of Nairobi								
The Flexibility of the program influenced you most in enrolling into the bachelor of education science degree by distance Mode at the university of Nairobi								
Your Expectations of the program influenced you most in enrolling into the bachelor of education science degree by distance Mode at the university of Nairobi								

KEY: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree and SD=Strongly Disagree