

**INSTITUTIONAL FACTORS INFLUENCING THE PROVISION OF
QUALITY EDUCATION IN PUBLIC UNIVERSITIES IN KENYA: A
CASE OF FACULTY OF ARTS, UNIVERSITY OF NAIROBI, KENYA**

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**A Research Project Submitted in Partial fulfillment for the Requirement for
the Award of the Degree of Master of Education in Corporate Governance in
Education**

UNIVERSITY OF NAIROBI

2016

DECLARATION

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

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DEDICATION

This research project is dedicated to my mother Joyce Tom Kuja.

ACKNOWLEDGEMENTS

My most sincere gratitude is directed to the almighty God for my life, good health, guidance and providence that saw me overcome many challenges throughout my entire course. Such an accomplishment would not have been brought to reality had it not been a concerted effort of prominent personalities, whose priceless contribution I wish to acknowledge.

I am deeply indebted to my supervisors Dr. Jeremiah Kalai-Chairman, Department of Educational Administration and Planning in School of Education and Dr. Ursulla Okoth who despite their busy schedule found time to read through my work. Their mentorship was paramount in giving a well-rounded experience throughout my study and completion of this project. Their commitment inspired and encouraged me. I would also like to thank the lecturers in the Department of Educational Administration and Planning of the University of Nairobi especially Dr. Mari Nelson and Prof. Akala for their input, valuable discussions and accessibility during this project. I am also thankful to my mother Joyce Tom Kuja for her encouragement and moral support throughout this project and my late dad Tom Onyango Kuja.

I am equally appreciative and grateful to the Dean, Faculty of Arts, PhD candidates, Masters and Bachelors students from the Faculty of Arts in the College of Humanities and Social Sciences of The University of Nairobi who participated in the study and provided primary data.

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ABBREVIATIONS AND ACRONYMS

AfriQA	African Quality Assurance Network
ATICS	African Tertiary Institutions Connectivity Survey
CHE	Commission for Higher Education
COL	Commonwealth of Learning
CUE	Commission for University Education
E.P	Educational Processes
GDP	Gross Domestic Product
ICT	Information and Communication Technology
NAAC	National Assessment and accreditation council
NACOSTI	National Commission of Science, Technology and Innovation
OECD	Organization for Economic Cooperation and Development
FoA	Faculty of Arts
UNICEF	United Nation Children’s Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
USAID	United States Agency for International Development

ABSTRACT

Higher education plays a key role in training qualified individuals who are capable of implementing new technologies and using innovative methods to establish more efficient enterprises and institutions and thus allocate resources more effectively to enhance quality education. University of Nairobi has been ranked through webometrics ranking of world universities 2016 as 6th out of 1448 universities in Africa and one of the main criteria used is webometric that to extend reflects the quality of education offered at the university. The study analyzed institutional factors influencing provision of quality education in public universities in Kenya: case of Faculty of Arts, University of Nairobi, Kenya. The objective of the study were to determine the extent to which student-lecture ratio, internet access, availability of teaching and learning resources and adequacy of physical facilities influence the provision of quality education in public Universities in Kenya. The indicators of quality in Universities were pass rates, number of PhD's and Masters students' admitted and graduating, ongoing and completed research, seminars organized and attended as well as research and publication. The research employed descriptive survey design and was built on Human Capital Theory. The target population for this study was 8774 that included, 7502 undergraduate students, 1230 master of Arts students, 41 PhD students and the Dean Faculty of Arts. The sample consisted 4 PhD student, 123 Masters Students and 750 Bachelors students and 76.4%. Simple random sampling and purposive sampling used to get respondents. A reliability coefficient of 0.8 was realized. Questionnaires, interview and observation schedules were used for data collection. Descriptive statistical analysis on quantitative data used results presented using frequency tables, bar graphs, percentages and pie charts. The study concluded that institutional factors influence the provision of quality of education. On the first objective the study concluded that the availability of lecturers for individualized learning, attendance and course content coverage affect the provision of quality education. On the second objective, internet accessibility at the various places affect the performance of the course work hence affecting quality of education. The study also concluded that availability of teaching learning resources and their adequacy influence the provision of quality education. As a result of this the study it recommends that the Faculty of Arts ought to add the teaching staff to increase the lecturer student ratio so as to ensure that the students get an individualized and personalized tutorials, there is need to add more computer laboratories because many students use them to access internet, add internet ports in the lecture rooms to enhance connectivity even when the wireless connectivity is limited, library materials also need to be customized to ensure that even student with disability can access all electronic materials with ease, lecture halls should be fitted with better furniture, public address system, projectors (electronic equipment that facilitate projection by lecturers) smart boards, proper lighting and hostels need to be increased and the existing ones need renovation. There is also need for more classroom space, offices and tutorial space. This will help promote the quality of service provided by the Faculty and university at large.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is the basis to fostering efforts to enhance productivity, competitive economic growth, innovation and performance across social and economic sectors. As a capital good, education is used to develop human resources that is the pillar to production of other goods and services resulting into social and economic transformation of the society (Olaniyan & Okemakinde, 2008). In particular, higher education plays a key role in training qualified individuals who are capable of implementing new technologies and using innovative methods to establish more efficient enterprises and institutions and thus allocate resources more effectively (World Bank, 2010). Bloom, Canning, and Chan (2006), established that University education stock would raise the long-run steady-state by generating a total increase of 0.63 percentage points in Africa's GDP in the first year. Montenegro and Patrinos (2013) cited in USAID (2014) on rates of both private and society returns to schooling around the world shows that the returns are highest globally at the tertiary level with a world average of 16.8 percent, while primary and secondary returns are at 10.3 percent and 6.9 percent, respectively. Further, it is important to note that, India's leap onto the world economic stage has been attributed to its decade-long successful effort to provide highly-quality, technically oriented tertiary and university education to a significant number of its citizens (Bloom, Canning and Chan, 2006).

The ability of education to play this role rests on the quality and quantity dimensions of an education system (Olaniyan & Okemakinde, 2008) However, rapid expansion and change in university education system, through adoption and application of different modes of learning presents both opportunities and risks in ensuring quality education in Universities (Chacha, 2005). It has therefore become necessary given huge public and private investment in University education, to urgently evaluate how effectively this investment is being utilized by examining the quality of educational infrastructure, the cadre of qualified tutors, the quality of teaching and learning resources and other resources in place (UNESCO, 2005).

The word “quality” has been derived from the Latin word *qualis*, meaning, “what kind of”. With a wide variety of meanings and connotations attached to it, quality is a difficult and elusive term to define, having thus been referred to as a “slippery concept” (Pfeffer and Coote, 1991 cited in NAAC & COL, 2006). As such it has been defined with different perspectives and orientations, according to the person, the measures applied and the context within which it is considered. Chua (2004) defines quality in the context of education as the Input–Process–Output (IPO) framework in which ‘Input’ refers to the entry requirements, ‘Process’ refers to the teaching and learning process, and ‘Output’ refers to the in this case refers to the undergraduate pass rates, seminars organized and attended, ongoing and completed research work as well as publications done, number of PhD and masters students enrolled and graduated. Inputs such as teaching staff, physical

facilities and teaching-learning resource including ICT facilities are necessary for completeness of the definition

The student/faculty ratio has implications not only for the cost of education, but also for the quality (OECD, 1995). In developed countries like United Kingdom (UK), lecturer student ratio is used in accrediting university programmes and courses, a significant basis of raising tuition fees, an indicator on the level of investment in education and a selling point to those choosing institutions of tertiary education (court, 2012). Internet revolution has shifted the focus of ICT in education to its impact on online activities: use of Internet, use of educative online platform, digital devices, use of blogs and wikis among others. Information and communication technology (ICT) constitutes an input in the student learning process that should help produce better learning output by making it possible for students to access book and journals, carry out assignment online, make references, stay in touch with lecturers throughout the learning periods (Fuchs and Woessman, 2004; Etim, 2006).

Physical facilities influence the students' use of institutional resources and therefore institutions of learning must ensure their adequate supply if quality education is to be ensured (Oyedum & Nwalo, 2011). According to Omotayo (2008), carrying out lecturing, research work, seminars, workshop and other practical assignment will be properly done if the physical facilities are adequate. Therefore, for universities to provide quality learning and research process, they

are expected to provide adequate lecturer room, library space, chairs, tables, and lighting system.

Ugwuanyi, Eze and Obi (2013) define teaching-learning resources as basic requirements that aid and facilitate effective teaching and learning comprising of audio and visual teaching technology resources such as projectors, smart boards, white boards or blackboards, office and student computer systems. The University of Nairobi has a student population of 68,000 and 10,000 among these are from the faculty of arts and serviced by a staff of 254 fulltime and 180 part-time lecturers whose ranks range from 17 professors, 37 associate professors, 44 senior lecturers, 105 lecturers, 12 assistant lecturers, 180 part time lecturers, 31 tutorial fellows, 7 visiting lecturers and 1 graduate assistant. The University through its strategic plan is committed on recruiting academic staff by reviewing and implementing policy on doctoral training, providing modern and adequate equipment for teaching and learning, develop libraries to improve learning and quality of research through information and communication Technology by establishing and equipping computer laboratories for students and staff. These efforts are aimed at ensuring quality of the programmes and graduates produced by the university (arts.uonbi.ac.ke).

Each year, the faculty, through Kenya Universities and College placement Services (KUCCPS) admits nearly 900 government-sponsored students to its regular programs and about 1,200 students to self-sponsored the fourteen department; Geography, History, Linguistics, Kiswahili, Literature,

communication skills and studies, philosophy, political science, psychology, sociology, France, Confucius Institute, Korean Studies, Library and Information science. (arts.uonbi.ac.ke).

Table 1.1 shows student admissions and Completion for bachelors' degree in the Faculty of Arts, 2009-2014

Table 1.1 Student admissions and Completion for bachelors' degree in the Faculty of Arts, 2009-2014 (Source: Faculty of Arts Annual Reports, 2009-2014)

Yr. of Adm.	No. Adm.	Yr. of Grad.	1 st Class Honors		2 nd Class Upper		2 nd Class Lower		Pass		Total
			f	%	f	%	f	%	f	%	
2010	2234	2014	17	1.4	803	67.0	335	28.8	43	3.5	1198
2009	2189	2013	24	1.9	962	75.7	237	18.6	47	3.7	1270
2008	2123	2012	24	1.9	917	68.7	357	26.8	36	2.7	1334
2007	2177	2011	34	2.7	905	71.7	323	26.6	0	0.0	1262
2006	2168	2010	29	2.6	754	68.9	310	28.3	2	0.2	1095
2005	2105	2009	23	2.3	651	65.5	327	32.6	1	0.1	1002

From Table 1.1 it's evident that the completion rate is low. This means that not all bachelors' degree students admitted graduates at the end of their study.

Table 1.2 shows number of Diploma, Post-graduate diploma, Masters and Doctorate students that graduated from the Faculty of Arts between 2009 and 2014.

Table 1.2 Number of Diploma, Post-graduate diploma, Masters and Doctorate students that graduated from the Faculty of Arts, 2009-2014. (Source: Faculty of Arts Annual Reports, 2009-2014)

Programme/ Year	Diploma	Post-Graduate Dip.	Masters	Doctorate
2014	112	76	221	13
2013	147	14	205	10
2012	188	28	202	10
2011	216	2	126	6
2010	187	39	160	5
2009	214	2	105	10
	1064	161	1019	54

From the Table 1.2, 1064 diploma students, 161 postgraduate, 1019 masters, 54 doctorate candidates graduated from the Faculty of Arts between 2009-2014.

The faculty of Arts has a total of fourteen departments. However, annual report in the Faculty of Arts (2014) and departmental strategic plans (2014-2018) highlights key drawbacks as overstretched facilities, furniture and equipment, strain on the available staff, inadequate bed space, stretched library and computer facilities, congested lecture theatres, un-staggered academic calendar as well as inadequate inter-departmental and inter-faculty programs.(arts.uonbi.ac.ke).

What remains unclear however is the extent and magnitude of institutional factors and how these challenges compromise the quality of education given limited documentation and research that exists.

1.2 Statement of the problem

Literature of funding University education in Kenya confirms that public funding is inadequate (Republic of Kenya, 2012). This is likely to affect the input-output relationships and reduce the quality of University output in terms of teaching, research and provision of services critical to the economy.

The Government of Kenya in its capacity has ensured that the quality of education in public Universities in Kenya is fully achieved (Republic of Kenya, 2012). To effect, the government has hired and paid salaries for qualified lecturers to teach in the public universities, provision of resources/materials as well building of infrastructures in public universities with goal of achieving quality education in these institutions. In addition, the establishment of Commission for University Education(CUE) (formerly CHE in 1985 by an act of parliament), University Act CAP 210B as a body corporate to make better provision for the advancement and quality assurance of university education in Kenya for connected purposes (CHE, 2012). CUE is mandated to accredit, regulate, inspect, promote, set standards and assure quality and relevance of university programs. (University Act, 2012). Despite these efforts by the Kenyan government, there has been inadequate teaching staff, little research funds availed, inadequate teaching-learning materials, lack of enough libraries and working spaces as well as inadequate ICT

infrastructure. This has been caused by the fact that there has been limited financial resource. Public Universities are reportedly carrying out a number of revenue diversification initiatives to supplement government funds. It is therefore arguable that government funding even in the University of Nairobi is still not enough and this leads to inadequate staff, teaching/learning resources, infrastructure (lecture rooms, tutorial and office space), hence lack of financial resources remains a key challenge to effective delivery of its programs (arts.uonbi.ac.ke). However what is not clear is the extent to institutional factors (academic staff/lecturer-student ratio, physical facilities, teaching-learning resources and ICT infrastructure/internet access) have influenced quality of education offered. With limited studies available, this study intends to fill this gap by investigating institutional factors that influence the provision of quality education in the Faculty of Arts, University of Nairobi.

1.3 The Purpose of the Study

The purpose of this study was to investigate institutional factors influencing the provision of quality education in public universities: A case of Faculty of Arts, University of Nairobi, Kenya

1.4 Objectives of the study

The study targeted to achieving the following objectives:

- i. To assess how lecturer-student ratio influence provision of quality education in public universities in Kenya.

- ii. To examine how internet access level influence provision of quality education in public universities in Kenya.
- iii. To assess how the availability of teaching-learning resources influence provision of quality education in public universities in Kenya.
- iv. To analyze how the adequacy of physical facilities influence provision of quality education in public universities in Kenya.

1.5 Research questions

The following questions guided the study:

- i. How does lecturer-student ratio influence provision of quality education in public universities in Kenya?
- ii. To what extent does internet access influence provision of quality education in public universities in Kenya?
- iii. How does availability of teaching-learning resources influence provision of quality education in public universities in Kenya?
- iv. How do provision of physical facilities influence quality education in public universities in Kenya?

1.6 Significance of the study

The findings of this study ought to help to identify gaps help the Faculty of arts management and administrators to identify the extent of institutional gaps. Policy makers (at institutional level and ministry level) and among stakeholders (such as Commission for University Education) ought to use the findings to re-examine the existing policies on provision of quality university education in relation to

educational inputs. This seeks to pinpoint areas that may need the attention of University council, Senate as well as future researchers in order to ensure production of quality, employable graduates.

1.7 Limitations of the study

The respondents' availability particularly academic staff due to their busy schedules was challenge. However, the researcher sought appointment in advance from the academic staff and collect data within campus session in order to access students more particularly masters and PhD students. Similarly, the fear to provide information especially on inadequacies of capacities which seems like discrediting the institution will be handled by researcher assuring confidentiality and anonymity of the respondents and that data is to be used for academic purposes only.

1.8 Delimitation of the study

The study was confined to the experiences of Faculty of Arts, University of Nairobi. Only the dean-Faculty of arts, PhD, Masters and Bachelors of Arts students participated in the study. Similarly, the study focused on adequacy of academic staff, connectivity of ICT infrastructure, availability of teaching and learning resources and physical facilities. Even though there were other institutional factors influencing quality at the Faculty of Arts, they were not explicitly examined by the study.

1.9 Basic assumptions of the study

The researcher based the study on the following assumptions:

- i. That the Faculty of Arts has programs that are approved by the Commission for University Education (CUE).
- ii. That the students admitted in the Faculty of Arts met minimum qualifications.

1.10 Definition of significant terms

Academic staff/faculty member refers to the teaching staff at the university and the Faculty of Arts, University of Nairobi.

Information Communication Technology (ICT) refers to diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information within the education institution.

Institutional factors refers to inputs in the teaching learning process, which determine the quality of output or outcomes of an education system such as academic staff, connectivity of ICTs, teaching learning resources and physical facilities.

Physical facilities means any structure intended to be used for lecturing or like lecture rooms and lecture theatres, staff offices, research areas, seminar rooms, libraries and or students residences, communal and social services areas such as places of worship, kitchen, dining, common rooms, recreational facilities.

Quality refers to the standard or the degree of excellence of education as measured against pass rates, seminars organized/attended, ongoing/completed

research, employability of graduates, growth in research and publication, increased income among other variables.

Quality education refers to ability of education system (input-process-output) to provide standardized learner experience as indicated by quality of student scholarly work, their employability and ability to contribute to economic development through provision of adequate institutional capacities.

1.11 Organization of the study

This study has five chapters. Chapter one include introduction and background to study, statement of the problem, purpose of the study, objective of the study, research questions, limitations of the study, delimitation of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two contains a review of literature which includes the following sub-headings; concept of quality education, quality assurance in higher education in Kenya, the role of quality education on development, influence of lecturer-student ratio on quality of education, internet accessibility on provision of quality education, quality education and teaching learning resources, relevance of physical facilities on provision of quality of education. It also includes theoretical framework, conceptual framework and a summary of the literature review. Chapter three covers the research methodology which includes; research design, target population, sample size and sampling techniques, instrument validity, instrument reliability, data collection procedure, data analysis techniques and consideration for ethical issues. Chapter four covers findings and discussion. Chapter five covers data presentation and summary of the study, conclusions and recommendations for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This section reviews literature on the following areas; concept of quality education, quality assurance in higher education in Kenya, contribution of quality education on development, influence of lecturer student ratio on quality of education, the role of internet access on provision of quality education, relationship between quality education and teaching learning resources, relevance of physical facilities on provision of quality education. In addition, the section provides summary of the literature review, theoretical framework and conceptual framework of the study.

2.2. Concept of quality in education in public Universities

The word “quality” has been derived from the Latin word *qualis*, meaning, “what kind of”. With a wide variety of meanings and connotations attached to it, quality is a difficult and elusive term to define, having thus been referred to as a “slippery concept” (Pfeffer & Coote, 1991 cited in NAAC & COL, 2006). As such it has been defined with different perspectives and orientations, according to the person, the measures applied and the context within which it is considered. Chua (2004) defines quality in the context of education as the Input–Process–Output (IPO) framework in which ‘Input’ refers to the entry requirements, ‘Process’ refers to the teaching and learning process, and ‘Output’ refers to the employability and academic standings. Inputs such as teaching staff, physical facilities and teaching-learning resource including ICT facilities are necessary for completeness of the

definition. Whereas concept of quality remains amorphous and contextual, in higher education, it has widely been used to mean educational system (input-process-output) being such that it ensures students achieve their goals and thereby satisfies the needs of the society and help in national development (NAAC &COL, 2006). Chitty's three concepts of schooling summarize quality education as schooling for human fulfillment, schooling as preparation for the world of work and schooling for social progress or change.

Higher education in Kenya like the rest of the world, has witnessed continuous and rising demand and particularly the university system. Among other ways, public universities responded to this development by mounting privately sponsored programs, taking over middle level colleges, establishment of satellite campuses, distance learning programs, evening programs and establishment of new universities (Owuor, 2012). Commission for Higher Education (CHE) was established in 1985 by an Act of Parliament, Universities Act CAP 210B as a body corporate, to make better provisions for the advancement and quality assurance of university education in Kenya and for connected purposes (CHE, 2012). However, CHE mandate were highly limited to private universities a fact that saw an enactment of Universities Act, No. 42 of 2012, to establish Commission for University Education (CUE) as the successor to the Commission for Higher Education that has mandate over both public and private universities in Kenya.

The CUE is mandated (with among other roles) to accredit, regulate, inspect, promote, set standards and assure quality and relevance of university programs (university Act, 2012). A university needs to prove its capacity in terms of human resource and physical infrastructure for accreditation. However, universities remain autonomous in carrying out internal day to day mandates and in award of degrees. The Commission is also a full member of International Network of Quality Assurance Agencies for Higher Education (INQAAHE) and African Quality Assurance Network (AfriQAN). This ensures there is comparability of the quality of university education among the member countries regionally and globally (CUE, 2013). Harbison (1973) argues that the wealth of nations depend on their capacity to develop their human resources and not so much on their physical resources. He argues that —if a country is unable to develop skills and knowledge of its citizens and to make use of them effectively in the national economy it will be unable to develop anything else. Education provides a route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, the foundation of social equality, equal wealth distribution, and the spearhead of political socialization and cultural diversity (Pscharopolous, 1988). Countries with high literacy rates among men and women have lower levels of fertility, lower infant and maternal mortality and longer life expectancy (Otiato, 2009). It is from this background that an assumption of existence of a causal relationship between provision of quality education and socio-economic development emanates.

2.3. Influence of lecturer student ratio on quality of education

Many administrators believe that the lower the ratio between students and lecturer/faculty, the greater the learning and personal development that will occur. In United Kingdom (UK), lecturer student ratio has been used for over half a century to benchmark, or as a broad guideline in terms of input quality when accrediting university courses. The increase in faculty student ratio indicates a sign of increasing quality (Roy & Jamison, 1976). U.S. News surveyed nearly 1,800 colleges and universities for 2013 survey of undergraduate programs which established that at the 19 National Liberal Arts Colleges with the lowest student-to-faculty ratios in fall of 2012, there was an average 7.6 students to every faculty member. This allowed small classes for student interaction with professors and fellow students making it frustratingly difficult to avoid class discussions and skip class unnoticed.

2.4. Internet accessibility on provision of quality education

Since the Internet revolution, more focus in relation to ICT is on the impact of online activities: use of Internet, use of educative online platforms, digital devices, use of blogs and wikis among others. Chifwepa (2003) discovered a high use of Internet by the staff of the University of Zambia where 35 out of 37 staff made use of Internet. Their major motivation for such use is convenience (82.91%); usefulness (80.05%); free access to information and software (71.4%); and ease of use (68.6%). Jagdoro (2004) through his research on universities in Nigeria established that 45.2% of postgraduate students access the Internet at the

cyber café in the university where only 8.2% use the library Internet facilities. While Bao (1998) found out that only 10% of his respondents at the Seton Hall University do not use the Internet, 40.2 percent of students and researchers use it on daily basis, 38.3% on weekly basis and 10.7 percent on monthly basis. World Bank sponsored African Tertiary Institutions Connectivity survey (ATICS, 2004) established that Internet connectivity in universities in Africa was too little, too expensive and poorly managed.

2.5. Teaching Learning Resources and Quality Education

Young people are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they understand (Bolton, 1988 & Mbirithi, 2013). As an integral component of learning process, adequacy and availability of instructional materials is important. In his study, Bett (2006) found out that quality of education has direct relevance to availability or lack of instructional materials and noted that curriculum cannot be easily implemented without instructional materials. Through their study on teacher training institutions in Bungoma, Likoko, Mutsotso and Nasongo (2013) established that, teaching learning resources were higher in higher performing educational institutions than in low performing ones and that there is a significant difference in instructional resource availability in the higher performing educational institutions and low performing ones. These findings also indicate that most institutions faced with challenges such as lack of adequate facilities like libraries and inadequate instructional materials tend to have a negative effect on

the quality of graduates. As such teaching learning resources form vital component of institutional inputs that are necessary for quality education.

2.6. Relevance of physical facilities on provision of quality education

Institutional facilities have direct effect on learning and performance of students. In all levels of learning including higher education institutions, availability of physical facilities like classrooms, desks, chairs among others had positive relationship to quality of education. Availability of these facilities creates conducive learning environment hence enabling students to perform well (Earthman, 2006). A study carried out by Organization for economic cooperation and development (OECD, 2011) titled ‘Well-being at school: does infrastructure matter?’ focused on structures, safety of buildings, integration of ICT in the buildings, and physical comfort of the building. It was established that, there is a stark contrast in satisfaction levels between students attending schools with good quality infrastructure as compared with those in schools with poor infrastructure.

2.7. Summary of the literature review

Harbison, (1973), argues that the wealth of a nation depends on their capacity to develop their human resource and not so much on their physical resources. The student faculty ratio has implications not only for the cost of education, but also for quality of education itself.(OECD, 1995). On the other hand, internet constitutes an input in the student learning process that should help produce better learning output by making it possible for students to access books and journals,

carry out assignments online, make references and stay in touch with lecturers throughout the learning periods. (Fuchs & Woessman, 2004; Etim, 2006). Teaching-Learning resources are basic requirement that aids and facilitates effective teaching and learning comprising audio and visual teaching technology, resources like projectors, smart boards, office and students' computer systems. (Ugwuanyi, Eze & Obi (2013). With limited studies available, this study intends to fill this gap by analyzing institutional factors influencing the provision of quality education in the Faculty of Arts, University of Nairobi.

2.8. Theoretical framework

Theoretical framework for this study is based on the Human Capital Theory developed by Schultz in 1960. According to this theory, education and training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime capacity to produce (Becker, 1994). Shultz postulates that human capital is similar to "physical means of production", one can invest in human capital (via education and training) and one's outputs depend partly on the rate of return on the human capital one owns. In order to have productive citizenry (educational output) postulated in human capital theory, quality of education is paramount. However, quality education largely depends on level of investment in institutional capacities such human resources, physical facilities and infrastructure which the study seeks to analyze.

2.9. Conceptual framework

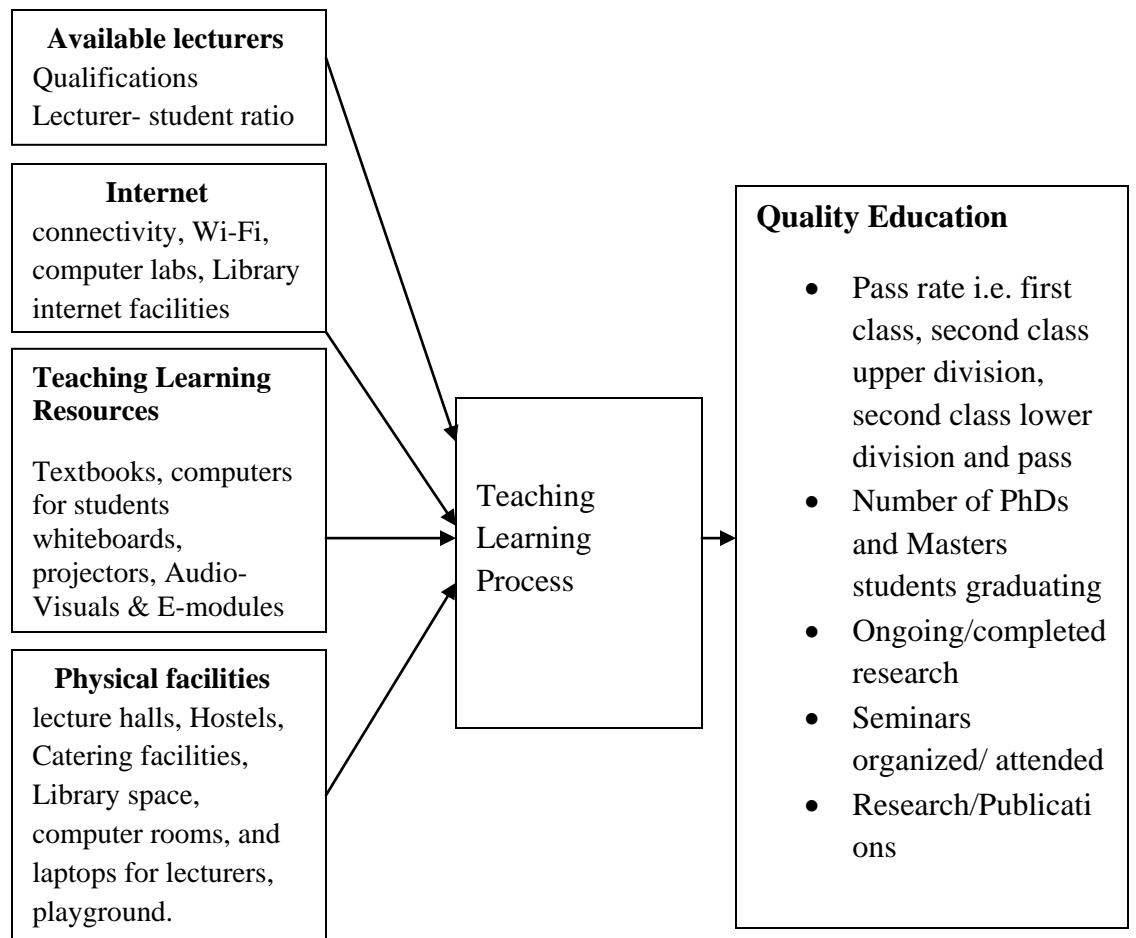


Figure 2.1 Relationship between institutional factors and quality in public Universities in Kenya education.

In Figure 2.1, higher education systems have input sub-system, a process sub-system and an output sub-system. The inputs into the system are human resources (both student and teachers/lecturers), teaching learning resources, ICT infrastructure and physical resources (such as lecture rooms, hostels, offices, computer laboratories among others). With adequate supply of the inputs, teaching learning process becomes more efficient.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This section focused on research design, target population, sample size and sampling procedures, instrument validity and reliability, research instruments, data collection and procedures, data analysis techniques and consideration of ethical issues.

3.2. Research design

According to Kothari (2013), a research design refers to the conceptual structure within which the research will be conducted. This study applied descriptive survey design. The study aimed at collecting information from respondents on their opinion in relation to institutional based factors on the provision of quality education in public universities in Kenya. Therefore, descriptive survey design was appropriate since according to (Orodho & Kombo, 2002) it allowed the researcher to collect information by interviewing or administering questionnaire to the sample of individuals especially when seeking out opinions of people about something and for collecting generalizable information from any human population. Further, descriptive survey design was suitable since it deals with both quantitative and qualitative data which the instruments in this study intended to gather.

3.3. Target population

According to Kothari (2013), target population refers to all items or collection of elements under consideration in any field of inquiry. The target population

constituted of 8772 students in the categories of: PhD candidates 41, Master of Arts 1,230, Bachelor of Arts, 7502 and the dean Faculty of Arts. Therefore a total of 8774 respondents form target population (FoA annual report, 2014).

3.4. Sample size and sampling procedures

According Lapin (1987), sample size refers to collection of observation representing only a portion of the population. 10% of the accessible population is enough and has proved true even today (Gay, 1992; Mugenda & Mugenda 1999 and Kasomo, 2006). As such 4 PhD candidates, 123 master's students and 750 bachelor's students formed student sample and was randomly selected. Dean Faculty of Arts was purposively picked as head of the Faculty and will be deemed to be in possession of basic information to be sort by the researcher.

3.5. Research instruments

The researcher used interview schedule, structured questionnaires and observation schedule to collect data from administrators and students. As indicated by Mitei (2002), descriptive data are typically collected through interviews, questionnaires and observations.

Questionnaires were used to collect data from respondents on, lecturer-student ratio, internet access, availability of teaching learning resources, and adequacy of physical facilities. Questionnaires were preferred in this study because respondents of the study were assumed to be literate and quite able to answer questions asked adequately. Kothari (2004) terms the questionnaire as the most

appropriate instrument due to its ability a large amount of information in a quick span of time.

Interviews provided interactive environment and enables a researcher to cover the phenomenon under investigation in great depth (Mwanje, 2001). Therefore, interview schedule was used to collect data from the Faculty dean and as a follow up on information given in questionnaires to seek more clarifications. In carrying out observation checklist the researcher moved around lecture halls, libraries, hostels, dining halls and in the computer laboratories with an aim of observing and recording the condition of physical facilities, teaching-learning resources and the learning environment to establish the conditions and adequacy of university learning resources.

3.6. Validity of Instruments

Instrument validity refers to the extent to which an instrument measures what it is supposed to. According to (Mugenda & Mugenda, 2009), the usual procedure in assessing validity of a measure is to use professional or expert in particular field. As such the researcher sought instrument validation from supervisors and professionals within the department.

3.7. Reliability of Instrument

Reliability is the measure of the degree to which research adds consistent results or data after repeated trials (Mugenda & Mugenda, 2009). In this case, reliability was measured by split-half method to establish the coefficient of internal consistency of the questionnaires. According to Gay (1992) this method involved

splitting the statements (items) of a test into two halves (odd and even numbered items). Then, the odd numbered and even numbered items were placed in two subtests and the scores of the two sub-tests are computed for each individual and correlated using the Pearson's Product Moment Correlation Coefficient formula. Given "r" as coefficient to be obtained, then;

$$r = r_{xy} = \frac{\sum_{i=1}^n (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_{i=1}^n (x_i - \bar{x})^2} \sqrt{\sum_{i=1}^n (y_i - \bar{y})^2}}$$

Where:

- n, x, y ; Are number of items in each data set, first set and second set respectively.

$$\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i \quad (\text{This is the sample mean; the term for y is similar})$$

The obtained value however represents reliability of only half of the test. To obtain the reliability of the whole test, the Spearman Brown prophecy formula will be applied.

Predicted reliability, $\rho_{xx'}^*$ is estimated as:

$$\rho_{xx'}^* = \frac{N \rho_{xx'}}{1 + (N - 1) \rho_{xx'}}$$

Where N is the number of "tests" combined and $\rho_{xx'}^*$ is the reliability of the current "tests".

Pearson's Product Moment Correlation Coefficient provides an estimate of half-test reliability and therefore Spearman Brown Prophecy formula is applied to

adjust the half-test reliability to full-test reliability. From the results, a co-efficient of 0.8 was realized and according to Gay (1992), a desired reliability of 0.7 is acceptable. Thus the study instruments were very reliable

3.8. Data collection procedures

A letter of introduction was obtained from department which was then taken to National Commission of Science, Technology and Innovation (NACOSTI) for research permit. Courtesy call was made to county director of education, university management, principal College of Humanities and Social Sciences, dean Faculty of Arts, and departmental heads under the Faculty of Arts. The aim of a courtesy call was to inform of intended research and to get approval of the same. Structured questionnaires were administered to respondents and collected by the researcher the same day. Interview schedule was administered to dean, Faculty of Arts and responses recorded by the researcher.

In carrying out observation, the researcher moved around lecture halls, libraries, hostels, dining halls and in the computer laboratories with aim of observing and recording the condition of physical facilities, teaching-learning resources and the learning environment to establish the conditions and adequacy of university learning resources.

3.9. Data analysis techniques

The process of data analysis involved several stages namely; data clean up and explanation. Data clean-up involved editing, sorting and tabulation in order to detect any anomalies on the responses. The data was then be coded and checked

for any errors and omissions (Kothari, 2004). Responses in the questionnaires were be tabulated, coded and processed by use of a computer Statistical package on social science (SPSS) for data analysis. The responses from the open-ended questions were listed then reported by descriptive narrative. Data was then presented by use of tables, pie-charts and bar graphs where appropriate and finally making inference about the whole population.

3.10. Ethical Considerations

The researcher sought the consent of respondents to participate. They were also informed of their freedom to withdraw from the study. The researcher reassured respondents of anonymity and that the data was to be used for the study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the findings from the data collected in relation to this study. With the need to explore the specific objectives upon which this study is pegged upon, the chapter explores the interrogative aspects that pertains the main objective and the specific objectives of the study. The findings are expressed in forms of tables, charts and graphs.

4.2 Questionnaire and interview schedule return rate

Table 4.1 shows the frequency and percentage of the rate of returns of questionnaires and interview schedule as administered by the researcher.

Table 4.1 Questionnaire and interview schedule return rate

Category of respondent	Sampled population	Returned	Percentage
Bachelors' degree students	750	573	76.4%
Masters' degree students	123	123	100%
PhD students	4	4	100%
Faculty of Arts dean	1	1	100%
Total	878	701	

From the Table 4.1, it is evident that the return rate for the questionnaires was very commendable. Out of a total sample of 750 students undertaking bachelors' courses, 573 questionnaires were dully filled and returned, representing 76.4%.

There was 100% return rate for questionnaires administered to masters' students. This shows response rate was favorable according to Mugenda and Mugenda (2003) in which they assert that 50 percent response rate is adequate, 60 percent is good and above 70 percent is rated as very well. The interview schedule used for the Dean was also returned and factored in the analysis.

4.3 Demographic information of Students

The study sought to find out the socio-demographic data of the students so as to understand the dynamics in terms of gender representation, age of students, the level of education as well as the year of study. Socio-demographic information allows the researcher to have an insight into the demographic and social information of students as well as map on to the larger population.

Gender of students

The need for finding out the gender of students was motivated by the desire to have an insight into the gender parity of gender distribution of students in the Faculty of Art, University of Nairobi.

Figure 4.1 shows gender of students in various levels of education

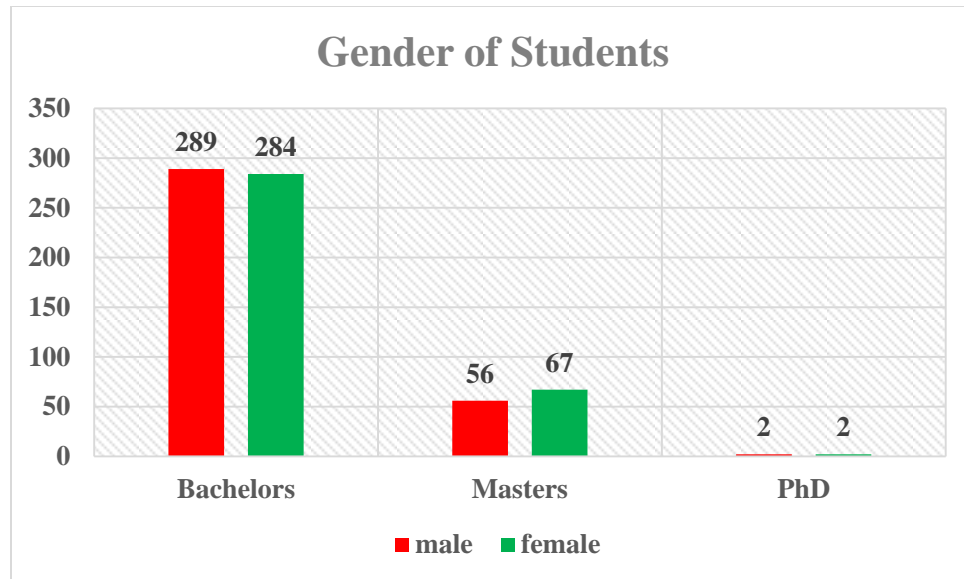


Figure 4.1 Genders of Students

From figure 4.1, among the bachelors students, the male students were 289 (50.4%) while the female students were 284 (49.6%). Male masters students were 56 (45.5%) while female were 67 (54.5%). There were 2 female and 2 males for PhD students representing 50% each. The females seem to have been admitted more for postgraduate studies which seem to be as a result of affirmative action and changing cultural narratives on girl child education.

Age of Students

The study sought to find out the age at which students are in the different levels of education as well as the age at transition from one level of education to another. Figure 4.2 shows the age brackets of students at different levels of education in the Faculty of Arts.

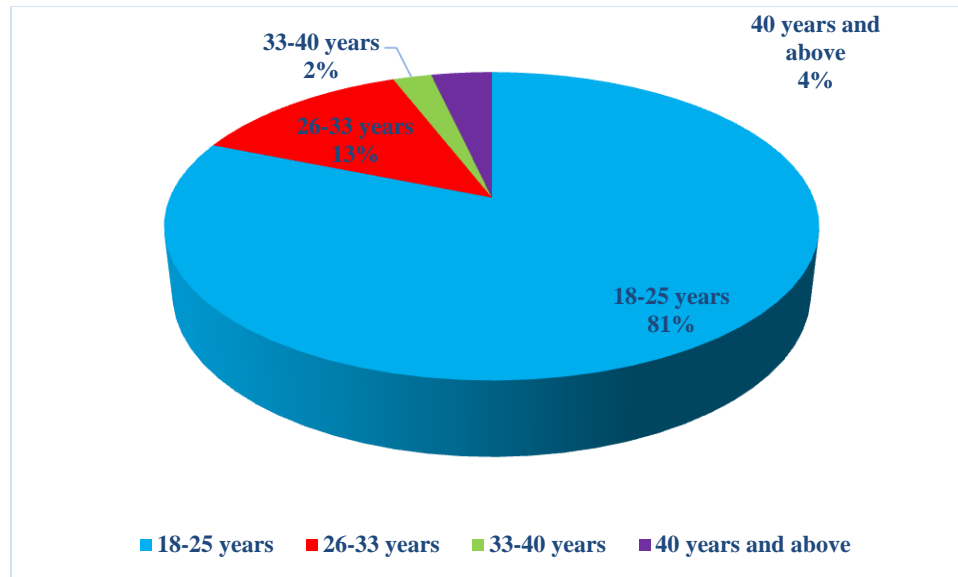


Figure 4.2 Age of Students

From the data collected, it is evident that majority of the students were aged between 18 years and 25 years as this is the age bracket of most of the Bachelors students who are also the majority in the Faculty of Arts. This is attributed to large intake the Faculty of Arts admits every year. This is represented by 81 percent of the total valid sample size. Students aged between 33 and 40 years were the least, being only 2 percent of the total valid sample size. Those who were between the ages of 26 and 33 years were 13 percent while those above 40 years were 4%.

Level of education of Students

The study sought to find out levels of education of students which was an important factor as it is used by the study to categorize and interrogate the influence of certain factors on the standards and quality of education at the

different levels of study. Table 4.2 shows students at different levels of education in the Faculty of Arts.

Table 4.2 Students' Level of Education

Degree type	Number	Percentage
Bachelors' degree	573	81.8%
Masters' degree	123	17.6%
PhD	4	0.6%
Total	700	100%

From the figure 4.1, it is true to say that most of the students who participated in this study were taking Bachelors degree courses in the Faculty of Arts. A total of 573 students, that is 81.8 percent of the total valid sample size, were enrolled in Bachelors courses. This number is attributed to a large intake of Bachelors students every year compared to other two levels. Among the computed respondents, 123 students were undertaking Masters degree courses. This is 17.6 percent of the total valid sample size while those taking PhD courses in the Faculty of Arts were 4, being 0.6 percent representative of the total valid sample size.

Students' academic year of study

The study sought to categorize the students in their respective years of study. This was to analyze the fair distribution of the students across the years of study. Figure 4.3 shows students' academic years of study.

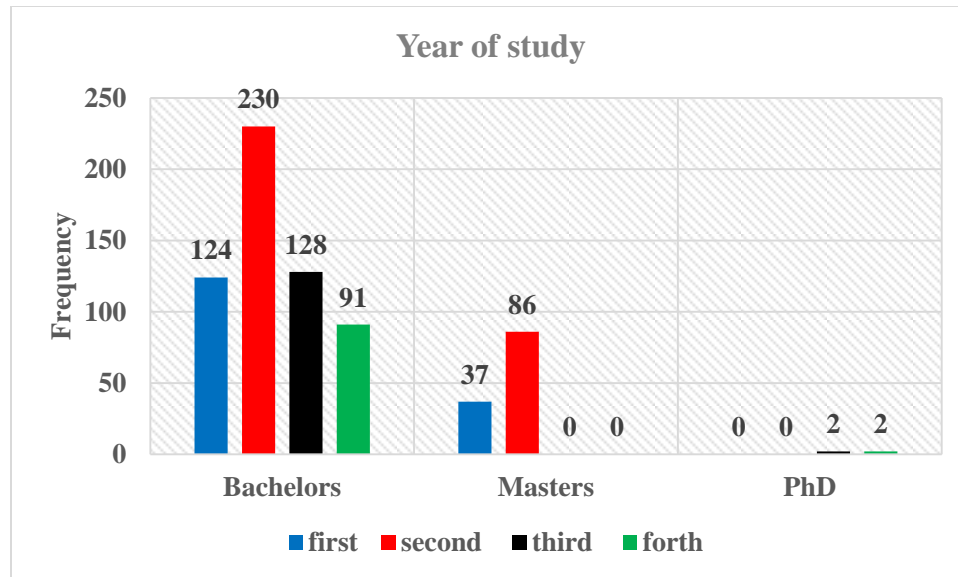


Figure 4.3 Students' academic year of study

After analysis of the data collected, the researcher found out that most Bachelors degree students who participated in this study were in their second year of study. This is represented by a total of 230 students, being 39 percent of the total valid sample of Bachelors degree students. There were 91 students who were in their fourth year, being 16 percent representative of the total valid sample of Bachelors degree students. First year bachelors degree students were 124 (22%) while second year Bachelors degree students were 128 (23%). For Masters Degree, there were 86 students in second year, being 70 percent of the total valid sample size for Masters Degree students. Those in first year were 37, representing 30 percent.

There were two students in the fourth year of their PhD courses while a similar number was in third year, being 50 percent each, representation of the total valid sample size for PhD students.

4.4 Lecturer-student ratio

In understanding the position of the objectives of this study, the study ventured to find out the lecturer-student ratio in the Faculty of Arts, University of Nairobi. The analysis was done individually for Bachelors, Masters and PhD students.

Lecturers availability for individualized assistance and tutorials

The study focused on finding out the level of availability of lecturers for individualized assistance and tutorials for students as a means of enhance quality of the learning process for Bachelors students.

Figure 4.4 shows lecturers availability for individualized assistance for Bachelors students.

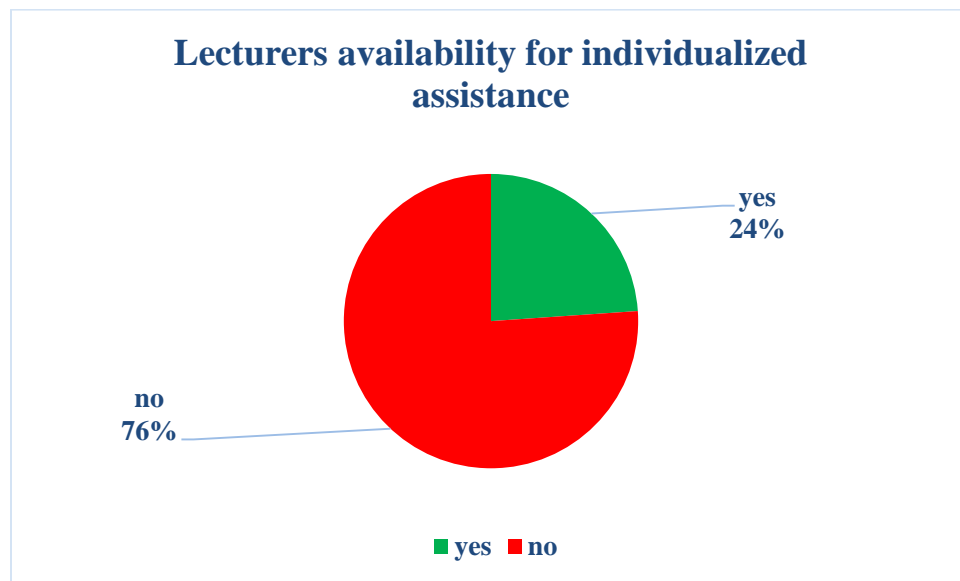


Figure 4.4 Lecturer availability for individualized assistance for Bachelors students

From a total of 573 students, 137 students admitted that lecturers were adequately available for individualized assistance. This represents 24 percent of the cases while a whopping 436 students (76%) cited that lecturers were not available for individualized assistance. This was informed by the fact that the large number of students enrolled in bachelors degree programmes limits the level of individualized assistance by lectures. Roy & Jamison, 1976 indicates that this is a sign of decreasing quality if lecturers are not available for individualized assistance for bachelors degree students.

Lecturer availability for masters students

The study sought to know from masters degree students if lecturers were available for individualized assistance. Figure 4.5 shows lecturers availability for individualized assistance for masters students.

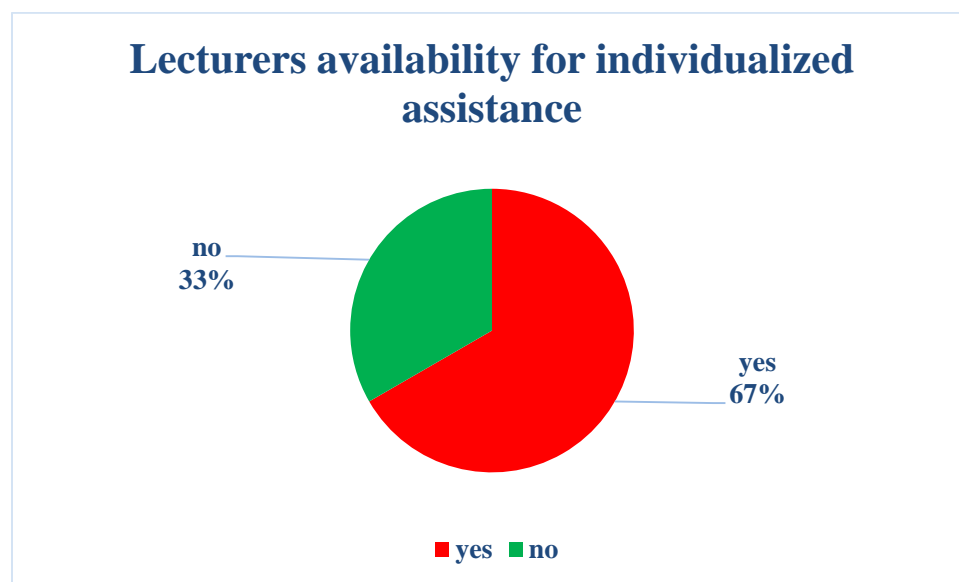


Figure 4.5 Lecturers availability for individualized assistance for masters' students

Masters students also shared in the sentiments regarding lecturer availability. From a total of 123 students, 82 students cited the availability of lecturers for individualized assistance. This is 67 percent representation of the total valid sample size for masters students. A total of 41 students reported that there were no lecturers available for individualized assistance. It is worth noting that there was 100% lecturer availability for individualized assistance for PhD students as all the PhD students gave positive answers. This denotes that there is more effort made towards PhD studies in the Faculty of Arts by the respective lecturers. Lecturer student ratio for postgraduate students varies from 1:1 to about 1:50 to guarantee quality for the postgraduates (Dean, Faculty of Arts) The increase in faculty-student ratio indicates a sign of increasing quality (Roy & Jamison, 1976)

Lecturers man-hour attendance rate

To enable the researcher to establish the level of content coverage as reflected within the course outlines, the study sought to establish the average attendance of lecturers for units allocated per semester.

Figure 4.6 gives a summary of the findings from the data collected and gives further illustration in the combined graph.

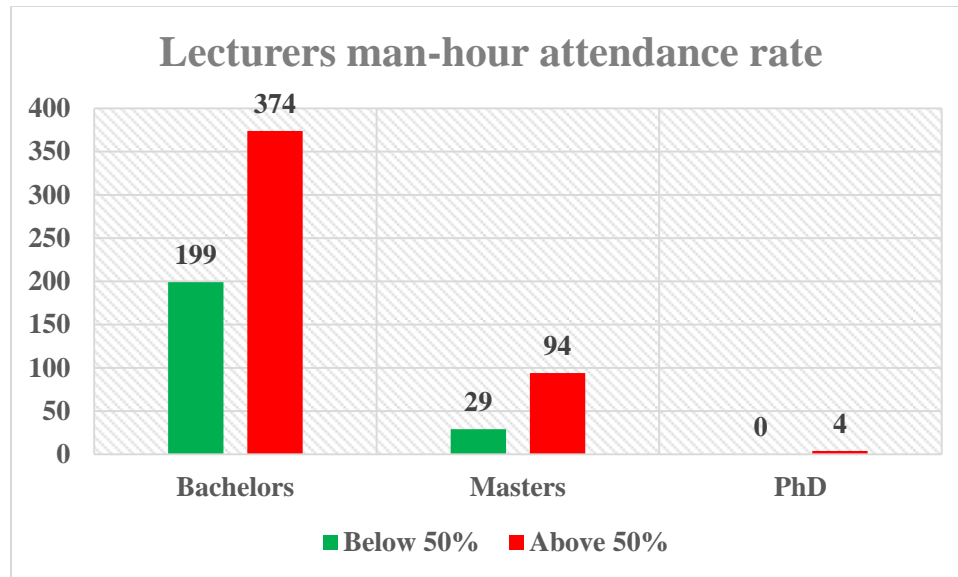


Figure 4.6 Lecturers man-hour attendance rate

Among the Bachelors students, an analysis of the data shows that 199 students cited below 50 percent man hour attendance rate by lecturers. This represents 35% of the total sample size for Bachelors students. 374 students or 65 percent of the total valid sample size cited above 50 percent man-hour attendance rate by lecturers in the Faculty of Arts, University of Nairobi. Among the masters students, 29 students cited below 50 percent man-hour attendance rate, being 24 percent representative of the total sample size while 94 students (76%) cited above 50 percent man-hour attendance rate by lecturers. For the PhD students, there was excellent man-hour attendance rate among lecturers as all the students cited above 50 percent man-hour attendance rate. This is a good indication that more than half of the content was covered which shows that there is quality education being offered and that lecturers are committed to attending lectures.

Course content coverage per unit

An analysis of the course content coverage per unit gives insight into how much amount of the syllabus for each unit is covered and in turn, how does this affect the overall outcome or performance of the students.

Figure 4.7 shows the course content coverage for Bachelors degree students in the Faculty of Arts.

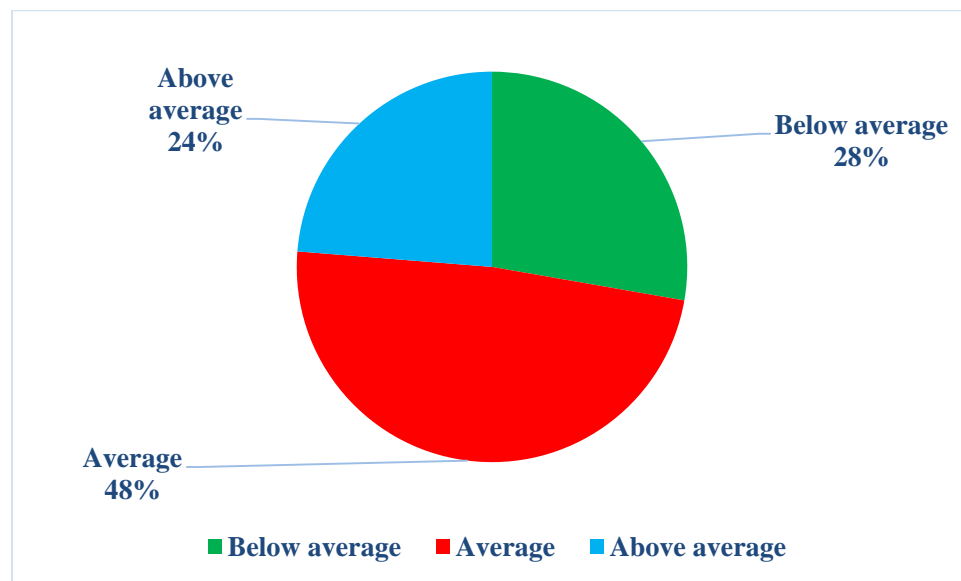


Figure 4.7 Course content coverage rating by bachelors degree students

Bachelor students reported on a higher side, average coverage of their course content. 278 students or 48 percent of the bachelors students rated the course content on average. On the other hand 136 bachelors students (24 percent) rated the course content coverage as above average. 159 students (28%) rated the course content coverage as being below average.

Figure 4.8 shows course content coverage rating by masters students.

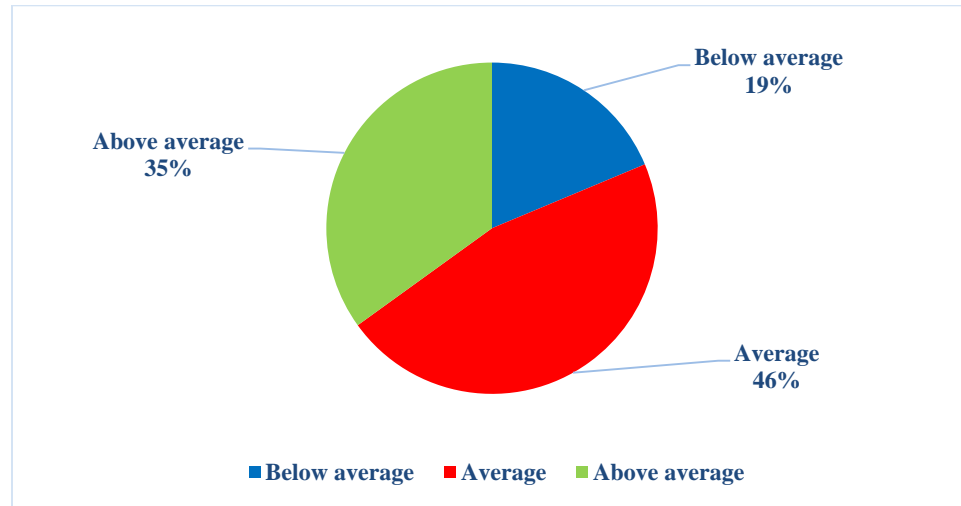


Figure 4.8 Course content coverage rating by masters students

There was a good rating of the course content coverage with regard to masters students. From the total sample size, 57 students rated the course content coverage as average. This was 46 percent of the total sample size. 43 students (35 percent) rated course content coverage as above average while only 23 students (19 percent) rated course content coverage as below average.

Course content coverage for PhD students

The course content coverage for PhD students was excellent as all the students rated it as above average. This shows that the lecturers put in more effort in ensuring that course content coverage per unit is done to maximum completion. This therefore means that course content coverage was good based on the cumulative positive scores deducted from the analyzed data of all categories of students. This also is an indicator of quality education in the Faculty of Arts.

4.5 Internet access

Access to internet enables one to have at their disposal, tools for accessing online study and research materials. The study interrogated the level of internet access among students who participated in this study, and gives the following analysis.

Internet usage frequency

This aspect gives insight into the frequency of internet usage among students in the Faculty of Arts, University of Nairobi. Internet usage frequency here was measured in terms of daily usage, weekly, monthly and no usage at all.

Figure 4.9 shows the internet usage frequency among Bachelors degree students

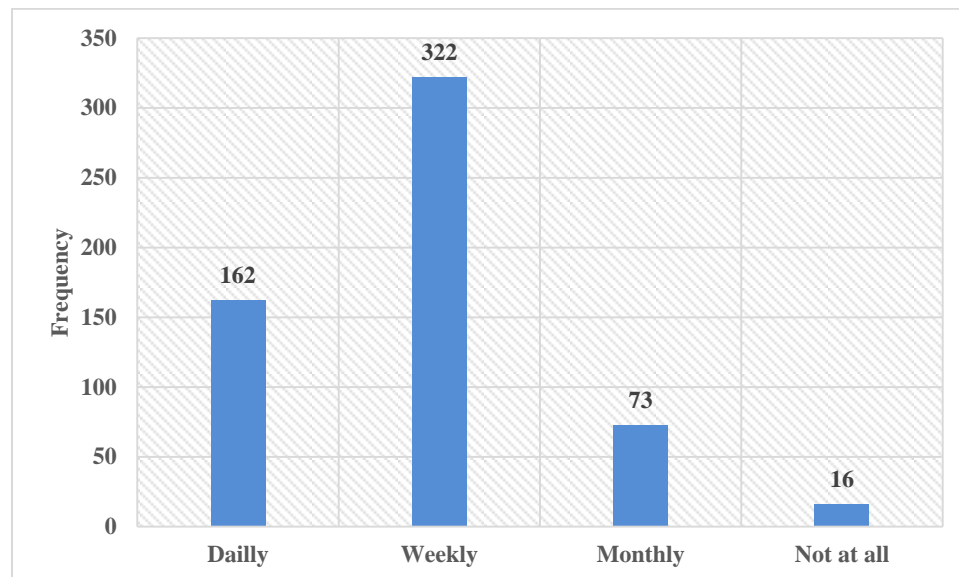


Figure 4.9 Internet usage frequencies among Bachelors degree students.

For bachelors degree students, there was a high number of students who use internet more frequently on a weekly basis. This was recorded in 322 students, representing 565 of the total valid sample of bachelors degree students. Those

who did not use internet at all were 16, being only 3% of the total valid sample. Students who used internet on a daily basis were 162 (28%) while those who used internet on a monthly basis were 73, being 13 percent representation of the total valid sample size.

Figure 4.10 shows internet usage frequency among masters degree students.

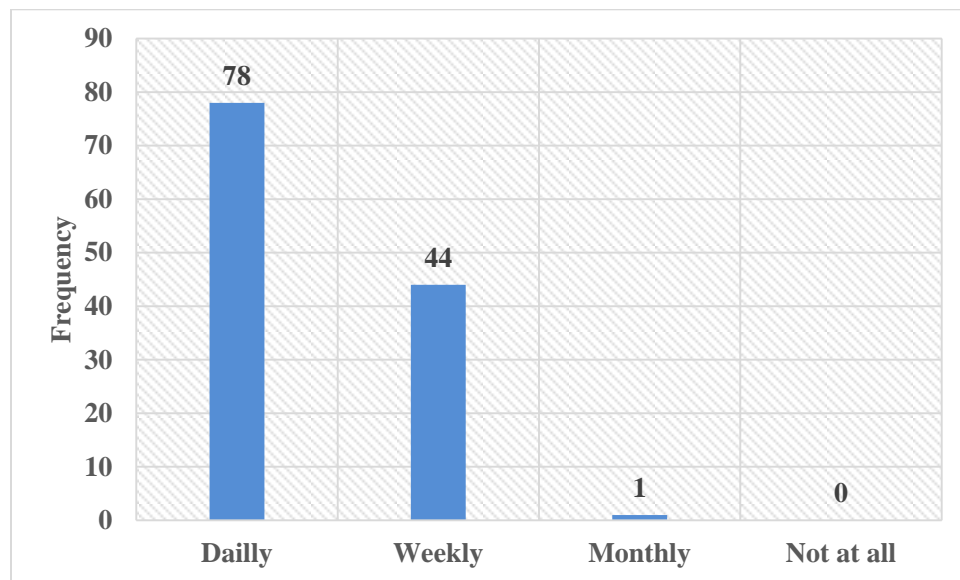


Figure 4.10 Internet usage frequencies among masters degree students.

From figure 4.10, the researcher notes that most masters students use internet frequently on a daily basis for assignment, research or references. This is noted in 78 students out of the total sample of 123 students, representing 63 percent of the total sample size. Only 1 student (1%) reported using internet on a monthly basis. Masters students who used internet on a weekly basis were 44, being 36 percent representative of the total sample size.

Figure 4.11 shows internet usage frequency among PhD students.

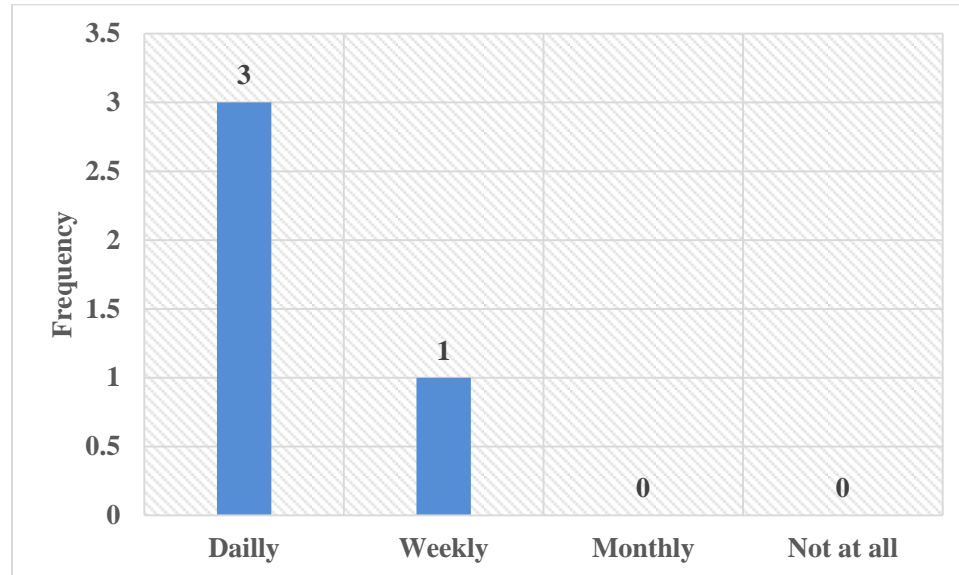


Figure 4.11 Internet usage frequencies among PhD students

Most PhD students reported that they used internet on a daily basis at 75 percent. This is due to research, assignments and referencing 3 students cited using internet on a daily basis while one cited weekly basis. From the data above it is evident that all the categories of students use internet for education purposes hence the quality of education is realized in the faculty. Jagdoro (2004), indicates that internet usage is as a result of access to information (research) which internet enriches learning. This therefore informs quality in the Faculty of Arts.

Point of internet access in campus

While internet access is a crucial factor in consideration for this study, the point of internet access was also a point of focus by the study included: computer laboratories, lecture rooms internet ports, library internet facilities, hostels, cyber cafes and personal internet facilities and gadgets.

Figure 4.3 shows the points of internet access for bachelors degree students

Table 4.3 Point of internet access for bachelors degree students

Point of access	Frequency	Percentage
Computer laboratories	82	14%
Lecture rooms internet ports	5	1%
Library internet facilities	60	11%
Hostels	127	22%
Cyber café	195	34%
Personal internet facility/gadget	104	18%
Total	573	100%

From table 4.3, we can note that most bachelors degree students cited cyber café as their point of internet access. However, this study did not venture to find out the location of these cyber cafes; whether within campus or outside campus. A total of 195 students out of the total valid sample size of 573 bachelors students used cyber café as their point of internet access. This is 34 percent representation of the total valid sample size. Those who used lecture room internet ports were the least, being only 5 students (1%). Students who used computer laboratories were 82 (14 percent), this is a clear indication that computer laboratories are not enough. Those who used library internet facilities were 60 (11 percent), those who used hostels as their point of internet access were 127 (22 percent) while those who used personal internet facilities were 104 (18 percent). From this data, internet connectivity point is inadequate in the faculty of Arts because most of the students access the internet in the cyber cafes as opposed to computer

laboratories. ACTIC, (2004) indicates that internet connectivity in universities in Africa was too little, too expensive and poorly managed.

Table 4.4 shows the points of internet access for masters degree students

Table 4.4 Point of internet access for masters students

Point of access	Frequency	Percentage
Computer laboratories	22	18%
Lecture rooms internet ports	23	19%
Library internet facilities	26	21%
Hostels	12	10%
Cyber café	8	6%
Personal internet facility/gadget	32	26%
Total	123	100%

The study found out that most masters students used their personal gadgets and internet facilities as their point of internet access. This was noted in 32 students, representing 26 percent of the total valid sample size. Students who used cyber café as their point of internet access were the least, being cited in only 8 students (6%). Students who used computer laboratories were 22 (percent), those who used lecturer rooms internet ports were 23 (percent), those who used library internet facilities were 26 (21 percent) while those who used hostels as their point of internet access were 12 (10%).

Table 4.5 shows the points of internet access for PhD students.

Table 4.5 Internet access point for PhD Students

Point of access	Frequency	Percentage
Computer laboratories	0	0%
Lecture rooms internet ports	0	0%
Library internet facilities	0	0%
Hostels	0	0%
Cyber café	0	0%
Personal internet facility/gadget	4	100%
Total	4	100%

All students in the PhD programs cited using personal internet facilities and gadgets as their point of internet access. This is a point to note as it informs the nature of internet use by PhD students. It's evident that all the different categories of students access the internet at various points.

Rating of internet accessibility within campus

Students were required to rate internet accessibility within the campus as part of understanding students perception of internet access.

Table 4.6 Internet accessibility rating by Bachelors degree students

Table 4.6 Internet accessibility rating by Bachelors degree students

	Frequency	Percentage
Very adequate	107	19%
Adequate	356	62%
Not adequate	93	16%
Uncertain	17	3%
Total	573	100%

Internet accessibility was rated adequate by most bachelors degree students. A total of 356 students out of 573 rated internet accessibility as adequate. This was 62% of the total sample size. Those who were uncertain about the rating were the least, being 3% (17) of the total valid sample size. Those who rated internet accessibility as very adequate were 107 while those who rated it as not adequate were 93 (percent).

Table 4.7 shows Internet accessibility rating by masters degree students

Table 4.7 Internet accessibility rating by Masters Student

	Frequency	Percentage
Very adequate	34	28%
Adequate	55	45%
Not adequate	30	24%
Uncertain	4	3%
Total	123	100%

Table 4.7 Internet accessibility rating by masters students

From table 4.7, most masters students rated internet accessibility as adequate. Jagdoro (2004) observes that internet accessibility among postgraduate students stands at an average of 52.2% in Africa. This was observed in a total of 55 students out of 123, being 45 percent representation of the total valid sample size. Those who were uncertain about the rating of internet accessibility were 4 (3%). Internet accessibility was rated very adequate by 34 students (28 percent) while those who rated internet accessibility as not adequate were 30 (24 percent).

Table 4.8 shows Internet accessibility rating by PhD students

Table 4.8 Internet accessibility rating by PhD students

	Frequency	Percentage
Very adequate	1	25%
Adequate	3	75%
Not adequate	0	0%
Uncertain	0	0%
Total	4	100%

From the table 4.8, one PhD student in the Faculty of Arts rated internet accessibility as very adequate and three as adequate. This rating might have been motivated by the fact that since the entire PhD student use their personal internet facilities and gadgets as their point, accessibility was assured. Jagdoro (2004) observes that internet accessibility among postgraduate students stands at an average of 52.2% in Africa. This therefore prompts quality in the Faculty of Arts.

Influence of internet accessibility on performance

The study sought to investigate the views of the students with reference to whether internet accessibility influences their performance in their course work or not.

Figure 4.12 shows the influence of internet accessibility on performance

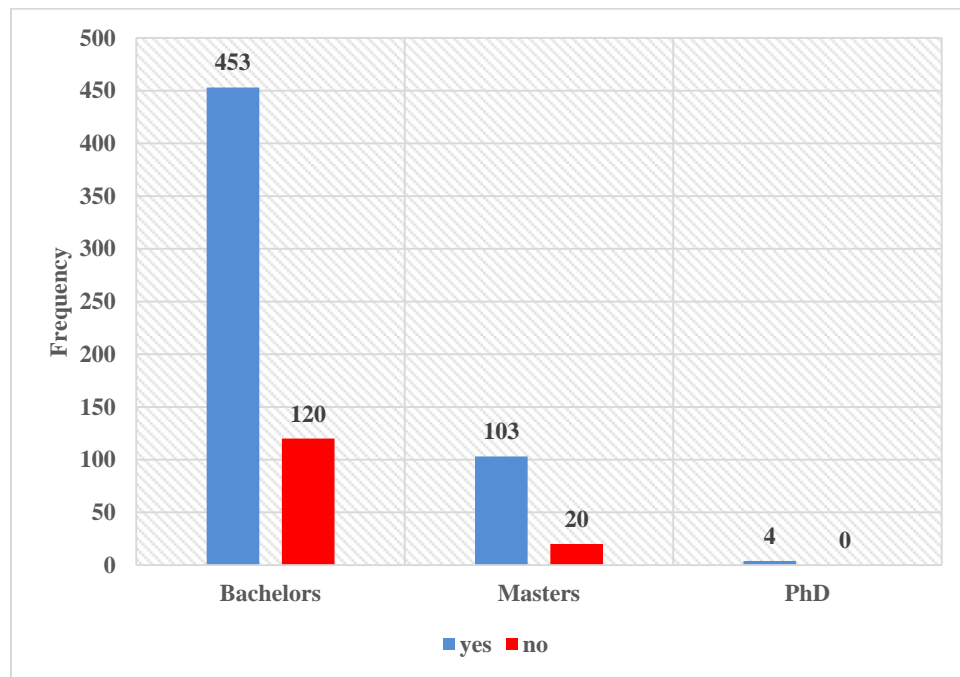


Figure 4.12 Influence of internet accessibility on performance.

From figure 4.12, we can note that in 453 bachelors students, internet accessibility had an influence on students' performance. This is 79 percent representation of the total valid sample size of bachelors degree students. Those who reported internet accessibility having no influence on students' performance were 120, representing 21 percent of the total valid sample size. For the masters students, a total of 103 students out of the total 123 cited internet accessibility having an

influence on students' performance. This was 84 percent of the total sample size. Those who cited internet accessibility having no influence on students' performance were 20 (16 percent). All the PhD students reported that internet accessibility had an influence on students' performance especially for purposes of research for the postgraduate students. These responses therefore indicate that there is a strong positive relationship between internet access and knowledge among all the students. Information and communication technology (ICT) constitutes an input in the student learning process that should help produce better learning output by making it possible for students to access books and journals, carry out assignments online, make references, stay in touch with lecturers throughout the learning period (Fuchs and Woessman, 2004; Etim, 2006).

4.6 Availability of Teaching-Learning Resources

Students were asked to rate the availability of the various teaching and learning resources provided by the university. The study sought to know from bachelors degree students if they had adequate resources.

Table 4.9 shows the availability of Teaching-Learning resources for bachelors degree students

Table 4.9 Availability of Teaching-Learning resources for bachelors degree students

Resource s	Very adequate	%	Adequate	%	Inadequate	%	Very inadequate	%
Textbooks	145	25%	162	28%	137	24%	129	23%
Computer for use by students	9	2%	173	29%	377	66%	14	3%
Projector	13	3%	64	11%	486	84%	10	2%
Internet connection ports	14	3%	89	16%	460	79%	9	2%
White boards	31	5%	320	56%	222	39%	0	0%
Audio-visual equipment	14	3%	94	16%	453	79%	12	2%
Tables/chairs	100	17%	473	83%	0	0%	0	0%
E-modules	4	2%	152	26%	420	71%	1	1%
Reference books	9	2%	61	11%	500	86%	3	1%

Table 4.9 indicates, textbooks were rated very adequate by 25 percent of the Bachelors degree students while 23 percent rated textbooks as very inadequate. Those who rated textbooks as adequate were 28 percent while 24 percent said they were inadequate. In relation to computers for use by students, 2% gave a rating of very adequate while 3% gave a rating of very inadequate. Those who rated computers for use by students as adequate were 29 percent while 66% said that computers for use by students were inadequate. Availability of projectors was rated very adequate by 3% of the students while 2% gave a very inadequate rating

of projectors. Those who rated availability of projectors as adequate were 11 percent while 84 percent said projectors were inadequate. Internet connection ports were rated very adequate by 3% while 2% gave a rating of very inadequate. Those who rated internet connection ports as adequate were 16 percent while 79 percent said internet connection ports were inadequate. Availability of white boards was rated as very adequate by 5% of the students while 0% rated the white boards as very inadequate. 56 percent gave a rating of white boards as adequate while 39 percent rated the white boards as inadequate. With regard to audio-visual equipment, 3% of the students cited the audio-visual equipment as very adequate while 2% rated them as very inadequate. 16 percent rated audio-visual equipment as adequate while 79 percent said the audio-visual equipment were inadequate.

Tables and chairs were rated as adequate by 17 percent of the students while 0% rated them as very inadequate. 83 percent rated tables and chairs as adequate while 0% said they were inadequate. E-modules were rated as very adequate by 2% of the total students while 1% said that e-modules were inadequate. 26 percent rated e-modules as adequate while 71 percent said that e-modules were inadequate. Reference books were rated as adequate by 2% while 1% said that reference books were rated as very inadequate. 11 percent of the students rated reference books as adequate while 86 percent said reference books were inadequate. This is attributed to high number of undergraduate students in the faculty verses few teaching and learning resources. In a nut shell, teaching-learning resources are inadequate which therefore has an implication of quality

education among the undergraduates. The extent to which education services are customized for example, small tutorials or individual supervision is influenced by number of students and availability of teaching and learning resources (Nicholls, 1987)

Table 4.10 shows the availability of Teaching-Learning resources for masters degree students

Table 4.10 Availability of Teaching-Learning resources for masters degree students

Resources	Very adequate	%	Adequate	%	Inadequate	%	Very inadequate	%
Textbook	20	16%	28	23%	39	32%	36	29%
Computer for use by students	9	7%	21	17%	91	72%	5	4%
Projectors	4	3%	22	18%	96	78%	1	1%
Internet connection ports	3	2%	14	11%	104	84%	2	3%
White boards	4	3%	81	66%	38	31%	0	0%
Audio-visuals	4	3%	17	14%	99	81%	3	2%
Tables and chairs	11	9%	112	91%	0	0%	0	0%
modules	0	0%	33	27%	90	73%	0	0%
Reference books	1	1%	13	10%	109	89%	0	0%

Table 4.10 indicates, textbooks were rated very adequate by 16% of the masters degree students while 29 percent rated textbooks as very inadequate. Those who rated textbooks as adequate were 23 percent while 32 percent said they were

inadequate. In relation to computers for use by students, 7% gave a rating of very adequate while 4% gave a rating of very inadequate. Those who rated computers for use by students as adequate were 17 percent while 72 percent said that computers for use by students were inadequate. Availability of projectors was rated very adequate by 3% of the students while 1% gave a very inadequate rating of projectors. Those who rated availability of projectors as adequate were 18% while 78% said projectors were inadequate. Internet connection ports were rated very adequate by 2% while 3% gave a rating of very inadequate. Those who rated internet connection ports as adequate were 11% while 84% said internet connection ports were inadequate. Availability of white boards was rated as very adequate by 3% of the students while 0% rated the white boards as very inadequate. 66 percent gave a rating of white boards as adequate while 31 percent rated the white boards as inadequate. With regard to audio-visual equipment, 3% of the students cited the audio-visual equipment as very adequate while 2% rated them as very inadequate. 14 percent rated audio-visual equipment as adequate while 81 percent said the audio-visual equipment were inadequate.

Tables and chairs were rated as adequate by 9% of the students while 0% rated them as very inadequate. 91 percent rated tables and chairs as adequate while 0% said they were inadequate. E-modules were rated as very adequate by 0% of the total students while 0% said that e-modules were inadequate. 27 percent rated e-modules as adequate while 73 percent said that e-modules were inadequate. Reference books were rated as adequate by 1% while 0% said that reference

books were rated as very inadequate. 10% of the students rated reference books as adequate while 89 percent said reference books were inadequate. Bett (2006) indicates that quality of education has direct relevance to availability of instructional materials.

Table 4.11 shows the availability of Teaching-Learning resources for bachelors degree students

Table 4.11 Availability of Teaching-Learning resources for PhD students

Resources	Very adequate	%	Adequate	%	Inadequate	%	Very inadequate	%
Textbook	0	0%	0	0%	3	75%	1	25%
Computers for students	2	50%	1	25%	1	25%	0	0%
Projectors	0	0%	3	75%	1	25%	0	0%
Internet ports	3	75%	0	0%	1	25%	0	0%
White boards	0	0%	1	25%	3	75%	0	0%
Audio-visuals	2	50%	2	50%	0	0%	0	0%
Tables /chairs	0	0%	4	100%	0	0%	0	0%
E-modules	3	75%	1	25%	0	0%	0	0%
Reference books	0	0%	0	0%	4	100%	0	0%

Table 4.11 indicates, textbooks were rated very adequate by 0% of the PhD students while 25 percent rated textbooks as very inadequate. Those who rated textbooks as adequate were 0% while 75 percent said they were inadequate. In relation to computers for use by students, 50 percent gave a rating of very

adequate while 0% gave a rating of very inadequate. Those who rated computers for use by students as adequate were 25 percent while 25 percent said that computers for use by students were inadequate.

Availability of projectors was rated very adequate by 0% of the students while 0% gave a very inadequate rating of projectors. Those who rated availability of projectors as adequate were 75 percent while 25 percent said projectors were inadequate. Internet connection ports were rated very adequate by 75 percent while 0% gave a rating of very inadequate. Those who rated internet connection ports as adequate were 0% while 25 percent said internet connection ports were inadequate. Availability of white boards was rated as very adequate by 0% of the students while 0% rated the white boards as very inadequate. 25 percent gave a rating of white boards as adequate while 75 percent rated the white boards as inadequate. With regard to audio-visual equipment, 50 percent of the students cited the audio-visual equipment as very adequate. Tables and chairs were rated as adequate by 0% of the students while 0% rated them as very inadequate. 100 percent rated tables and chairs as adequate while 0% said they were inadequate. E-modules were rated as very adequate by 75 percent of the total students while 0% said that e-modules were inadequate. 25 percent rated e-modules as adequate while 0% said that e-modules were inadequate. Reference books were rated as adequate by 0% while 0% said that reference books were rated as very inadequate. 100 percent of the students rated reference books as adequate while 0% said reference books were inadequate.

4.7 Adequacy of Physical Facilities

The study sought to understand the availability of the physical facilities with an aim of investigating their influence in teaching learning process.

4.7.1 Accommodation within the university

The researcher desired to understand the adequacy and level of accommodation for students within the university. A very large number of bachelors degree students had accommodation within the university. This was recorded in a total of 470 students, being 82 percent of the total valid sample size of bachelors degree students. 103 bachelors degree students were not accommodated within the university accommodation facilities, translating to 18 percent of the total valid sample size. All masters and PhD students reported not having accommodation within the university. Figure 4.13 gives further insight into the above distribution.

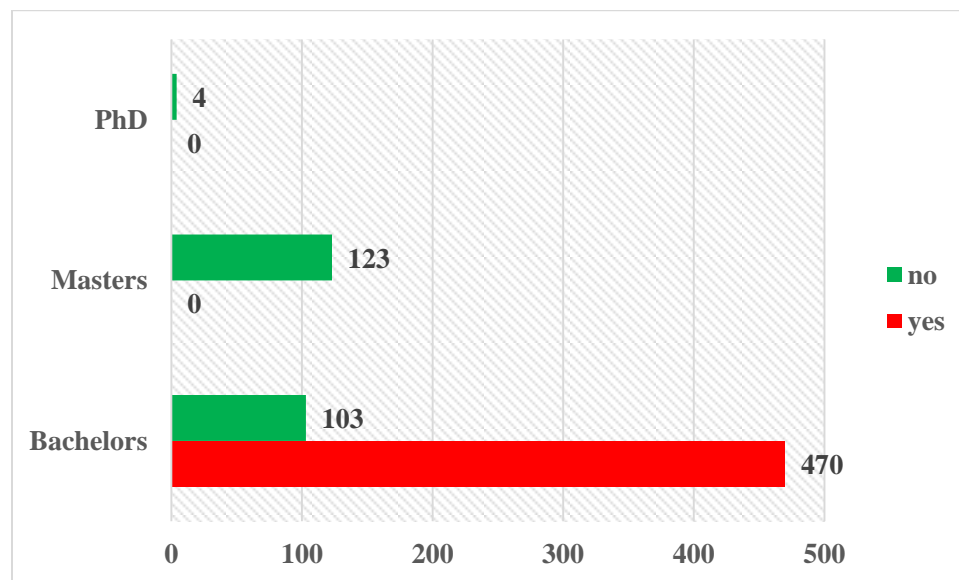


Figure 4.13: Accommodation of students within the University.

4.7.2 How possession of a room affects student's studies

Having accommodation within the university has an effect on the studies and performance of students. The study sought to find out the nature of effect of possessing a room within the university.

Figure 4.14 shows how possession of a room within the university affects students' studies

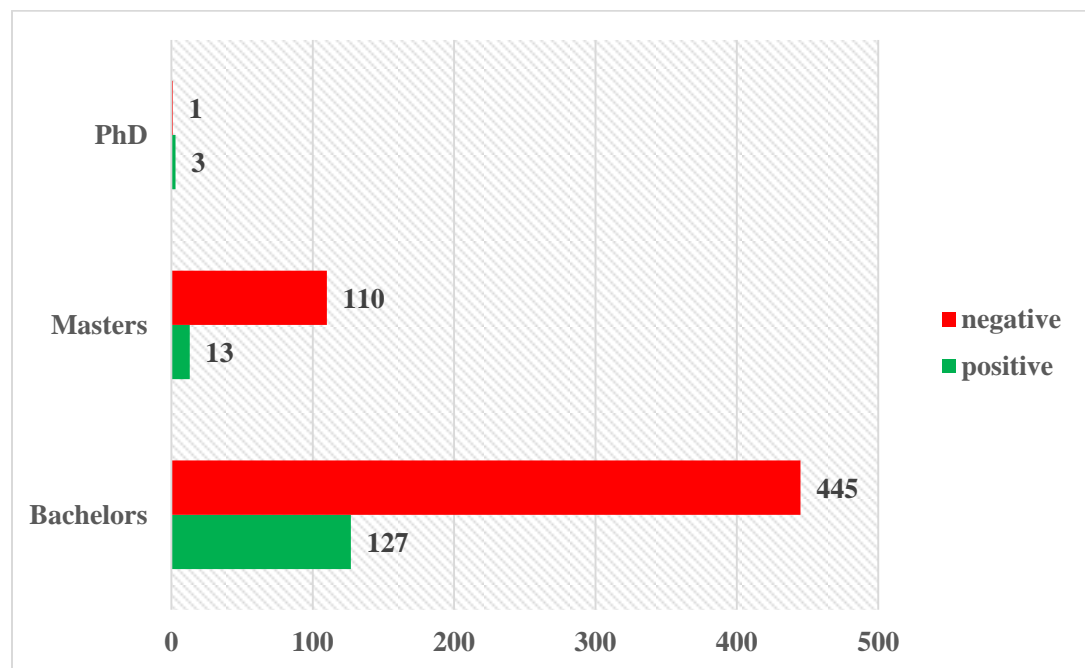


Figure 4.14: How possession of a room within the university affects students' studies

Most bachelors degree students reported that possessing a room within the university had a negative effect on their studies. The study did not venture to find out the types or kinds of these effects, however, speculation could be that having a room within the university influences laxity in taking library study session and promotes socialization within the rooms rather than studying. A total of 445

bachelors degree students (78 percent) cited negative effects while 127 (22 percent) were of the opinion that having a room within the university has a positive effect on studies. Among the masters students, 110 students reported negative effect on studies for those who possessed a room within the university. This was 89% of the total sample size. Only 13 students (11 percent) cited positive effects of having a room within the university. Only 1 PhD student reported negative influence of possessing a room within the university while 3 PhD students were of the opinion that possessing a room within the university had a positive effect on students' studies.

4.7.3 Adequacy of resources in relation to student population

The study ventured to find out the adequacy of resources available in relation to the population of students within the campus.

Table 4.12 shows Adequacy of resources in relation to Bachelors degree students population

Table 4.12 Adequacy of resources in relation to Bachelors degree students population

Resources	Very adequate	%	Adequate	%	Inadequate	%	Very inadequate	%
Lecture halls	49	8%	183	32%	331	58%	10	2%
Accommodation facilities	41	7%	197	35%	317	55%	18	3%
Catering facilities	27	5%	237	41%	300	52%	9	2%
Play grounds	23	4%	390	68%	142	25%	18	3%
Library space	35	6%	336	59%	176	31%	26	4%
Computer rooms	4	1%	119	21%	394	68%	56	10%
Mentorship programs	13	2%	139	24%	407	71%	14	3%
Laptops for use in class by lecturers	8	2%	264	45%	297	52%	4	1%

From the table 4.12, the researcher notes that 8% of the bachelors students rated lecture halls as very adequate while 2% of the students rated lecture halls as very inadequate. Those who rated lecture halls as adequate were 32 percent while 58 percent said lecture halls were inadequate. Accommodation facilities were rated as very adequate by 7% of the students while 3% said that accommodation facilities were very inadequate. While 35 percent of the students said the accommodation facilities were adequate, 55 percent were of the opinion that accommodation facilities were inadequate.

In relation to catering facilities, 5% of the students gave a rating of very adequate while 2% of the students reported that the facilities were very inadequate. 41 percent of the students expressed an adequate opinion of the catering facilities

while 52 percent said that the facilities were inadequate. With regard to playgrounds, 4% of the students felt that playgrounds were very adequate while 3% cited playgrounds to being very inadequate. 68 percent of the students rated playgrounds as adequate while 25 percent were of the opinion that playgrounds were inadequate. Library space was rated as very adequate by 6% of the students while 4% felt that the library space was very inadequate in relation to student population. 59 percent of the students were of the opinion that library space was adequate while 31percent felt that library space was inadequate in relation to student population.

Computer rooms were very adequate to only 1% of the students while 10% felt that computer rooms were very inadequate. 21 percent of the students rated computer rooms as adequate while 68 percent were of the opinion that computer rooms were inadequate. With regard to mentorship programs, 2% of the students were of the opinion that mentorship programs were very adequate while 3% felt that mentorship programs were very inadequate. 24 percent rated mentorship programs as adequate while 71 percent rated them as inadequate. Laptops for class use by lecturers were rated very adequate by 2% of the students while 1% were of the opinion that laptops for class use by lecturers were very inadequate. While 45 percent felt that laptops for class use by lecturers were adequate, 52 percent were of the opinion that they were not adequate in relation to student population.

The study sought to know from Masters degree students if they had adequate resources. Table 4.13 shows Adequacy of resources in relation to masters degree students population

Table 4.13 Adequacy of resources in relation to masters degree students population

Resources	Very adeq uate	%	Ade qua te	%	Inade quate	%	Very inade quate	%
Lecture halls	7	6%	28	23%	88	71%	0	0%
Accommodatio n facilities	0	0%	35	28%	88	72%	0	0%
Catering facilities	7	6%	55	45%	57	46%	4	3%
Play grounds	1	1%	96	78%	26	21%	0	0%
Library space	0	0%	66	46%	57	54%	0	0%
Computer rooms	0	0%	18	15%	105	85%	0	0%
Mentorship programs	1	1%	18	15%	91	74%	13	10%
Laptops for class use by lecturers	0	0%	49	40%	74	60%	0	0%

From table 4.13, 6% of the masters students rated lecture halls as very adequate while 0% of the students rated lecture halls as very inadequate. This is attributed by few numbers of masters students enrolling in the faculty compared to undergraduate students in the faculty. Those who rated lecture halls as adequate were 23 percent while 71 percent said lecture halls were inadequate. Accommodation facilities were rated as very adequate by 0% of the students while 0% said that accommodation facilities were very inadequate. While 28 percent of the students said the accommodation facilities were adequate, 72 percent were of the opinion that accommodation facilities were inadequate.

In relation to catering facilities, 6% of the students gave a rating of very adequate while 3% of the students reported that the facilities were very inadequate. 45 percent of the students expressed an adequate opinion of the catering facilities while 46 percent said that the facilities were inadequate. With regard to playgrounds, 1% of the students felt that playgrounds were very adequate while 0% cited playgrounds to being very inadequate. 78% of the students rated playgrounds as adequate while 21 percent were of the opinion that playgrounds were inadequate. Library space was rated as very adequate by 0% of the students while 0% felt that the library space was very inadequate in relation to student population. 46% of the students were of the opinion that library space was adequate while 54% felt that library space was inadequate in relation to student population. Computer rooms were very adequate to only 0% of the students while 0% felt that computer rooms were very inadequate. 15 percent of the students rated computer rooms as adequate while 85 percent were of the opinion that computer rooms were inadequate. With regard to mentorship programs, 1% of the students were of the opinion that mentorship programs were very adequate while 10% felt that mentorship programs were very inadequate. 15 percent rated mentorship programs as adequate while 74 percent rated them as inadequate. Laptops for class use by lecturers were rated very adequate by 0% of the students while 0% were of the opinion that laptops for class use by lecturers were very inadequate. While 40 percent felt that laptops for class use by lecturers were

adequate, 60 percent were of the opinion that they were not adequate in relation to student population.

Table 4.14 shows adequacy of resources in relation to PhD students population

Table 4.14 Adequacy of resources in relation to PhD students population

Resources	Very adequate	%	Adequate	%	Inadequate	%	Very inadequate	%
Lecture halls	0	0%	1	25%	3	75%	0	0%
Accommodation facilities	0	0%	2	50%	2	50%	0	0%
Catering facilities	1	25%	2	50%	1	25%	0	0%
Play grounds	0	0%	3	75%	1	25%	0	0%
Library space	0	0%	1	25%	2	50%	1	25%
Computer rooms	3	75%	0	0%	1	25%	0	0%
Mentorship programs	4	100%	0	0%	0	0%	0	0%
Laptops for class use by lecturers	0	0%	2	50%	2	50%	0	0%

From the table 4.14, the researcher notes that 0% of the PhD students rated lecture halls as very adequate while 0% of the students rated lecture halls as very inadequate. Those who rated lecture halls as adequate were 25 percent while 75 percent said lecture halls were inadequate.

Accommodation facilities were rated as very adequate by 0% of the students while 0% said that accommodation facilities were very inadequate. While 50% of the students said the accommodation facilities were adequate, 50 percent were of the opinion that accommodation facilities were inadequate.

In relation to catering facilities, 25 percent of the students gave a rating of very adequate while 0% of the students reported that the facilities were very inadequate. 50 percent of the students expressed an adequate opinion of the catering facilities while 25 percent said that the facilities were inadequate. With regard to playgrounds, 0% of the students felt that playgrounds were very adequate while 0% cited playgrounds to being very inadequate. 75 percent of the students rated playgrounds as adequate while 25 percent were of the opinion that playgrounds were inadequate. Library space was rated as very adequate by 0% of the students while 25 percent felt that the library space was very inadequate in relation to student population. 25 percent of the students were of the opinion that library space was adequate while 50 percent felt that library space was inadequate in relation to student population.

Computer rooms were very adequate to only 75 percent of the students while 0% felt that computer rooms were very inadequate. 0% of the students rated computer rooms as adequate while 25 percent were of the opinion that computer rooms were inadequate. With regard to mentorship programs, 0% of the students were of the opinion that mentorship programs were very adequate while 0% felt that mentorship programs were very inadequate. 0% rated mentorship programs as adequate while 0% rated them as inadequate. Laptops for class use by lecturers were rated very adequate by 0% of the students while 0% were of the opinion that laptops for class use by lecturers were very inadequate. While 50 percent felt that laptops for class use by lecturers were adequate, 50% were of the opinion that

they were not adequate in relation to student population. From the three categories of students i.e. undergraduate, masters and PhD student point out that the resources in the faculty of Arts are inadequate. This is therefore a clear indicator and therefore shows the need for quick action in the provision of most of these resources as they have an influence on the attitude and learning environment of students, which in turn affect performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main focus of this chapter is on the summary of the study, conclusions, recommendations and suggestions for further studies.

5.2 Summary of the study

The purpose of the study was to analyze institutional factors influencing provision of quality education in public universities in Kenya: A case of Faculty of Arts, University of Nairobi, Kenya. The study was guided by four objectives: To assess how lecturer-student ratio; Examine how internet access level; To assess how the availability of teaching-learning resources and to analyze how the adequacy of physical facilities influences provision of quality education in public universities in Kenya, a case of Faculty of Arts, University of Nairobi.

The study adopted Human Capital Theory developed by Schultz in 1960 to gather both qualitative and quantitative data. The target population constituted of 8774 students in the categories of: Master of Arts 1230, bachelor of Arts 7502, PhD candidates, 41 and the dean Faculty of Arts. Therefore a total of 8774 formed the target population. Data was collected using questionnaires for undergraduate and postgraduate students in the Faculty of Arts, interview schedules for the dean and observation checklist for the learning facilities. Both purposive and simple random sampling techniques were employed to get the respondents. Descriptive

statistical analysis was used for quantitative data analysis and results presented using tables, pie charts and bar graphs.

5.3 Findings of the study

Lecturer-student ratio and Quality of Education

From the data analyzed, it was established that lecturers are not adequately available for individualized assistance and tutorials for undergraduate students in the Faculty of Arts. However for the masters students and the PhD students, lecturers are available for individualized assistance and tutorials. In both the undergraduate and postgraduate studies, the lecturer's man-hour attendance was above average. The study also established that the lecturers cover the course content as planned adequately.

Internet access and Quality of Education

The study concludes that both the undergraduate and postgraduate students use internet for educational purposes. They access internet in the computer laboratories, library internet ports, hostels, lecture rooms while others use their own personal gadgets like mobile devices. The lecturers are able to access internet in their various offices using either wireless connectivity or internet ports.

Availability of teaching-learning resources and Quality of Education

The teaching-learning resources are inadequate to the required threshold. The textbooks and computers are just enough to be shared among the students for both undergraduate and postgraduate students but the ratio of computers to students is

way too low. Additionally, there are just enough projectors, whiteboards and audio visual equipment to be used for very small class sizes. However, large lecture halls face insufficiency of these facilities.

Adequacy of physical facilities and Quality of Education

Looking at accommodation within the university is inadequate. There are still some undergraduate students who do not have rooms within the university. However, all the post-graduate students; masters and PhD in this faculty do not have rooms within the university. Resources are not adequate to support the student population. Playgrounds and library space were cumulatively are adequate. However, computer rooms, laptops for used by lecturers and mentorship programs are inadequate across all the levels of study.

5.4 Conclusion

From the study, the following conclusion can be drawn.

First, it was established that lecturers are not adequately available for individualized assistance and tutorials for undergraduate students in the Faculty of Arts. However for the masters students and the PhD students, the lecturers are available for individualized assistance and tutorials. In both the undergraduate and postgraduate studies, the lecturer's man-hour attendance was above average. The study also established that the lecturers cover the course content as planned per unit and as this was ranked above average.

Secondly, the study concludes that both the undergraduate and postgraduate students use internet for educational purposes. They access internet in the computer laboratories, library internet ports, hostels, lecture rooms while others use their own personal gadgets like mobile devices. The lecturers are able to access internet in their various offices using either wireless connectivity or internet ports. The study further concludes that internet accessibility is not very adequate among some levels of study especially the bachelors degree student. The study also found out that the learners with disabilities have not been well incorporated into internet accessibility as there were no specialized computers available for such groups of persons. However, this aspect was not majorly part of the interrogative part of this study. The study also concludes that internet accessibility influences the performance of the students.

Thirdly, the study concludes that teaching-learning resources are available but not adequate. The textbooks and computers are just enough to be shared among the students for both undergraduate and postgraduate students but the ratio of computers to students is way too low. Additionally, there are just enough projectors, whiteboards and audio visual equipment to be used for very small class sizes. However, large lecture halls face insufficiency of these facilities.

Finally, the study concludes that the physical facilities are available but not adequate. The postgraduate students are not given accommodation in the university hostels but majority of the undergraduates are. Inadequacy of the hostel rooms affects the performance of the students negatively as some of the undergraduate students do not have rooms within the university. The study also concludes that the library space and playgrounds are adequate for the prevailing student population. Therefore, the study concludes that lecturer student ratio, internet access, availability of teaching learning resources and adequacy of physical facilities as institutional factors influence the provision of quality education in public universities.

5.5 Recommendations on the research findings

Based on the findings of the study, the following recommendations are made;

First, The Government of Kenya through the Ministry of Education ought to increase budgetary allocation (capitation) to the University of Nairobi and to the faculty of Arts and also hire qualified lecturers, tutors and trainers for the University to increase the lecturer student ratio. This will ensure that the students get individualized and personalized tutorials.

Secondly, the study recommends that there is need for the University council and the senate to increase funds for staff development. This will see more research and publications by lecturers within the Faculty of Arts.

The Commission for University Education (CUE) should constantly make better provisions for the assessment of quality education at the Faculty of Arts of the University of Nairobi.

The lecturers in the Faculty of Arts of the University of Nairobi should engage more in research work, publications and conferences as these are the basis for Faculty ranking as well as the ranking of the University of Nairobi regionally and internationally.

Students from the Faculty of Arts especially masters and PhD students should engage more in research work, publications as well as attending conferences.

Parents should also support their students in buying teaching and learning resources such as book to reduce pressure on the Faculty teaching-learning resources.

5.6 Recommendations for further research

More studies should be done in the following areas;

Firstly, Institutional factors influencing provision of quality education in Public universities in Kenya

Secondly, Institutional factors influencing provision of quality education in Private universities in Kenya

Thirdly, Determinants of occupational stress affecting employee performance in Public Universities in Kenya

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APPENDICES
APPENDIX I
LETTER OF INTRODUCTION

P. O. Box P.O.BOX 92,
KIKUYU

The Dean,
Faculty of Arts, University of Nairobi

Dear Sir,

RE: INVITATION TO PARTICIPATE IN RESEARCH

I am a post graduate student at the University of Nairobi, Department of Educational Administration and Planning. I am carrying out a research on **“Institutional factors influencing provision of quality education in public universities in Kenya: A case of Faculty of Arts, University of Nairobi.”** Your institution has been selected to participate in the study. Kindly permit me to collect data from your Faculty.

The attached questionnaires have been designed to assist the researcher gather data for academic purpose only. Do not write your name or the name of the institution as this is confidential. Please, respond to all items honestly.

Thank you in advance for your cooperation.

Yours faithfully

Tom Ochieng' Kuja

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

Instructions: Please fill this questionnaire as accurately as possible. Your responses will be treated with utmost confidence and used only for academic purpose. **Do not write your name anywhere in this questionnaire.**

Section A: Background Information

1. What is your gender? Male Female
2. How old are you? 18-25yrs 26-33yrs 33-40yrs Over 40yrs
3. Degree pursued Bachelor's degree Master's degree PhD
4. What is your year of study? 1st year 2nd year 3rd year 4th year

Section B: Lecturer-Student Ratio

5. Are lecturers available for individualized assistance and tutorials?
 Yes No
6. Out of the total number of lecture hours per unit per semester, how would you rate lecturers' attendance on average? below 50% above 50%
7. How would you rate coverage of course content per unit by lecturers below average average above average

Section C: Internet Access

8. How often do you use internet for educational purposes? Daily weekly
 monthly not at all
9. While at the campus, where do you frequently access internet from for your

Course work purposes? Computer laboratories Lecture rooms internet ports
 Library internet facilities Hostels Cyber café Personal internet
 facility/gadget

10. How would you rate the level of internet accessibility within the campus?

Very adequate adequate Not adequate uncertain

11. Do you think internet accessibility influences your performance in course
 work? Yes No

Section D: Availability of Teaching-Learning Resources

12. In the table below, rate the adequacy level of the teaching-learning resources
 at the Faculty of Arts, University of Nairobi as provided.

Key: 4-very adequate, 3-adequate, 2-Inadequate, 1-Very inadequate

Resources	4	3	2	1
Textbooks				
Computers for use by students				
Projectors				
Internet connection ports				
White boards				
Audio-Visual Equipment				
Tables and Chairs				
E-Modules				
Reference Books				

Section E: Adequacy of Physical Facilities

13. (a) Do you have accommodation room within university hostels?

Yes No

(b) How does this affect you in the course of study at this university?

positively negatively

14. In the table below, rate the adequacy of the resources provided at this university campus in relation to student population.

Key: 4-very adequate, 3-adequate, 2-Inadequate, 1-Very inadequate

Resources	4	3	2	1
Lecture halls				
Accommodation facilities/hotels				
Catering facilities-dining				
Play grounds				
Library Space				
Computer rooms				
Reference Books				
Past Research reports/Thesis				
Mentorship programmes				
Laptops for class use by lecturers				

Thank you for participating

APPENDIX III

INTERVIEW SCHEDULE FOR DEAN, FACULTY OF ARTS

Purpose: The purpose of this interview schedule is to find out how institutional factors influence the provision of quality education in the Faculty of Arts, university of Nairobi, Kenya.

1. What is the current lecturer- student ratio in this faculty and do you consider the ratio as appropriate in ensuring quality of education within the Faculty? How do you handle the understaffing issue as a Faculty, if any?

2. Comment on connectivity of information and communication technology in the Faculty of Arts. (probe on adequacy of computer and internet access by students and academic staff and influence on quality education).

3. What is your opinion on availability of teaching learning resources within the school? [] available and adequate [] available but not adequate. If available but not adequate, how does your school manage the situation? How does the current level of teaching-learning resources influence provision of quality of education?

4. Based on current level of students and programmes offered, comment on adequacy of physical facilities? [Probe on hostels, library space, and computer laboratories, and lecture halls]. What other critical challenges do you experienced in your school with regard to academic staff, teaching learning resources, physical facilities, and internet accessibility. Please give a brief explanation of the mitigation measures in place for each challenge.

APPENDIX IV
OBSERVATION SCHEDULE

Introduction

The following areas will be observed and commended accordingly

Item	Adequate	Not Adequate	Comments
Lecture Hall			
Space availability			
Address System			
Tables and chairs			
Physical Facilities			
Lecture halls			
Staff offices			
Student hostels			
Play ground			
Teaching Learning Resources			
Audio Visual Equipment			
White boards			
Student computers			
Internet connection ports (within lecture halls)			

APPENDIX V

AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref. No.
NACOSTI/P/16/93413/10967

Date

5th May, 2016


Tom Ochieng Kuja
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional factors influencing provision of quality education in public universities in Kenya. A case of Faculty of Arts, University of Nairobi.*" I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 3rd May, 2017.

You are advised to report to the Vice Chancellor, University of Nairobi, the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.


DR. STEPHEN K. KIBIRU, Ph.D.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellor
University of Nairobi.

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

