CHALLENGES OF ACCESSING UNIVERSITY EDUCATION BY HIGH SCHOOL GRADUATES IN MARSABIT CENTRAL DIVISION, KENYA

BY

AMINA SHAKU JARSO

E55/CE/11700/2007

A PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION.

KENYATTA UNIVERSITY

OCTOBER, 2011
DECLARATION

This project report is my original work and has not been submitted for any degree in any other university.

………………………………………. Date: ……………………………

Amina Shaku Jarso
E55/CE/111700/2007

This project report has been submitted for examination with our approval as University Supervisors.

………………………………………. Date: ……………………………

Prof. Malusu J. M.
Associate Professor,
Dean School of Education,
Mt. Kenya University.

………………………………………. Date: ……………………………

Dr. Sr. Itolondo W. A.
Lecturer,
Department of Educational Management, Policy and Curriculum Studies
Kenyatta University.
DEDICATION

To my children Adan Abduba, Salma Bokayo, Abdimajjid Adan for their love, patience and understanding.
ACKNOWLEDGMENTS

My sincere gratitude goes to Allah Subahana Wataala for good health and blessings that have helped me reach this far.

Many thanks to my supervisors Prof. Malusu J.M and Dr. Sr. Itolondo W.A who patiently guided me throughout this research. In spite of their busy schedule, they managed to set aside time to read my work, make corrections and offer suggestions.

I would like to thank Mr. Dominic Dadacha and The Education Officers at Marsabit County who facilitated my movement into those schools. Mr. A. D. Bojana deserves gratitude for editing the final work.

My appreciation also goes to Marsabit district education officers, principals, teachers and students of the schools visited. I want to appreciate the good work done by Susan during the data analysis. I say a million thanks.
**TABLE OF CONTENTS**

Declaration .......................................................................................................................... ii

Dedication .......................................................................................................................... iii

Acknowledgments .............................................................................................................. iv

Table of contents ..................................................................................................................v

List of Tables  .................................................................................................................. viii

List of Figures  ................................................................................................................... ix

Abbreviations .......................................................................................................................x

Abstract .............................................................................................................................. xi

**CHAPTER ONE**

1.0 Introduction ................................................................................................................... i

1.1 Background to the Study ...............................................................................................1

1.2 Statement of the Problem .............................................................................................6

1.3 Purpose of the Study ....................................................................................................7

1.4 Objectives of the Study ...............................................................................................7

1.5 Research Questions .....................................................................................................7

1.6 Justification of the Study ............................................................................................8

1.7 Scope of the Study .......................................................................................................9

1.8 Limitations of the Study .............................................................................................9

1.8.1 Delimitations of the Study .......................................................................................9

1.9 Assumptions of the Study ..........................................................................................10

1.10 Theoretical and Conceptual Framework ..................................................................10
11 Definition of Terms.................................................................................................................13

CHAPTER TWO: LITERATURE REVIEW ........................................................................13

2.1 Introduction.......................................................................................................................14

2.2 Economic Factors..............................................................................................................16

2.3 Cultural Factors...............................................................................................................16

2.4 Geographical Factors .....................................................................................................22

2.5 School Based Factors.....................................................................................................23

2.6 Gaps in the Literature .....................................................................................................26

CHAPTER THREE: METHODOLOGY ..............................................................................27

3.0 Introduction.....................................................................................................................27

3.1 Location of Study.............................................................................................................27

3.2 Research Design.............................................................................................................29

3.3 Target Population and Sample Size ..............................................................................29

3.4 Piloting of Research Instrument ...................................................................................31

3.5 Reliability .......................................................................................................................32

3.6 Validity ..........................................................................................................................32

3.7 Data Collection Procedures..........................................................................................33

3.8 Data Analysis and Presentation .....................................................................................34

CHAPTER FOUR: RESULTS AND DISCUSSION .........................................................35

4.1 Introduction.....................................................................................................................35

4.2.1 Distribution of Respondents by Age..........................................................................35

4.2.2 Distribution of Respondents by Gender.....................................................................36
4.2.3 Parents of Students Deseased or Alive .................................................................37
4.3 Economic Challenges that Hinder Access to University Education .........................37
4.4. Gender and Challenges Facing Access to University Education ..............................46

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction ..............................................................................................................48
5.2 Summary ..................................................................................................................48
5.2.1 Economic Challenges ..........................................................................................48
5.2.2 Socio Cultural Factors .........................................................................................49
5.2.5 School Administrative Factors ............................................................................49
5.2.6 Gender and Challenges Facing Access to University Education .......................50
5.3 Conclusion ..............................................................................................................50
5.4 General Recommendations .....................................................................................51
5.5 Recommendations for Further Research .................................................................51

REFERENCES ..............................................................................................................53
APENDICES ................................................................................................................57
APPENDIX 1: Questionnaire for Secondary School Students ....................................57
APPENDIX 2: Questionnaire for Teachers ..................................................................61
APPENDIX 3: Questionnaire for Headteacher /Principal. ..........................................65
APPENDIX 4: Questionnaire for Educational Officers. .............................................65
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 4.1</td>
<td>Reasons for level of education</td>
<td>40</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>What parents would like them to do after KCSE</td>
<td>40</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Socio cultural responses – students’ responses</td>
<td>43</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Socio cultural responses – teachers’ responses</td>
<td>43</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>School administrative facilities – students’ responses</td>
<td>45</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>School resources and services – students’ responses</td>
<td>45</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>School resources and services – headteachers’ responses</td>
<td>46</td>
</tr>
</tbody>
</table>
### LIST OF FIGURES

| Figure 4.1 | Age of the students | 37 |
| Figure 4.2 | Gender of the students | 37 |
| Figure 4.3 | If parents of the students are alive | 38 |
| Figure 4.4 | Highest level of education | 39 |
| Figure 4.5 | What parents would like them to do after KCSE | 41 |
| Figure 4.6 | Interest in university education | 45 |
| Figure 4.7 | Students selected but unable to join university | 42 |
| Figure 4.8 | School administrative facilities – student responses | 44 |
**ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASAL</td>
<td>Area of Semi-Arid Land</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Social and Cultural Organization</td>
</tr>
<tr>
<td>KSSP</td>
<td>Kenya Sector Support Programme</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children Education Fund</td>
</tr>
<tr>
<td>DO</td>
<td>District Officer</td>
</tr>
<tr>
<td>DCIO</td>
<td>District Criminal Investigation Officer</td>
</tr>
<tr>
<td>AEO</td>
<td>Assistant Education Officer</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>JAB</td>
<td>Joint Admissions Board</td>
</tr>
<tr>
<td>HELB</td>
<td>Higher Education Loans Board</td>
</tr>
<tr>
<td>MIS</td>
<td>Management Information System</td>
</tr>
</tbody>
</table>
ABSTRACT

According to MoEST (2008), it’s observed that access to university education has tremendously improved in current years. The enrolment moved from 59,195 in 2000-2001 to 1333,710 in 2007-2008 academic year. However, that increment has not been experienced in the areas of semi-arid lands (ASAL). The purpose of this study was to examine the challenges of accessing university education by high school graduates of Marsabit District. Survey research method was used to gather information on access to university education. Factors under investigation were economic factors, cultural factors, school based factors and geographic factors. The target population was 405 persons from six secondary schools. One hundred and twenty two (122) respondents were selected through purposive sampling which included 99 students, 21 teachers and 2 education officers all from Marsabit central. Questionnaires were used to acquire information and the method of analysis was descriptive where mode and frequencies were used to describe level of access to University education in Marsabit District. It was found that majority of the students in Marsabit Central would like to attain university education with the main objective of helping their community and to get good jobs. In addition, their parents would like their children to go to university after their KCSE. It was also found that early marriage and negative attitude were the greatest hindrances to university education. The major facility that was found lacking was library facilities and water provision. The study found that there was no correlation between gender and the challenges facing access to higher school of leaning by Marsabit central high school graduates. From careful consideration of the data analysis the following conclusions can be made: That majority of the high school graduates want to join university after their KCSE, Majority of the students had positive attitude towards university education, Majority of the teachers would like their students to attain university education, Early marriage and negative attitude were the greatest hindrances to university education and Students considered library facilities and books inadequate. From the discussion and conclusions derived from the data collected and analyzed, the researcher suggests the following recommendations: That the challenge of early marriages and negative attitude should be addressed by the stakeholders such as headteachers, NGOs, social groups as well as teachers, The Ministry of Education should ensure that school facilities are increased, measures can be adopted to subsidize the boarding fee, The Ministry of Education should increase the number of graduate teachers and especially female teachers, interaction between students who study in the ASAL areas and students from other areas, for example, Nairobi, Central, Eastern, Western, among other areas, should be encouraged. The researcher recommended that the Ministry of education should ensure that school facilities are increased so that they are adequate. The Ministry of Education should increase the number of graduate teachers and especially female teachers, Interaction between students who study in the ASAL areas and students from other areas, for example, Nairobi, Central, Eastern, Western, among other areas, should be encouraged.
CHAPTER ONE

1.0 Introduction

This chapter covers background information, statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, scope of the study, limitation, assumption of the study, theoretical and conceptual framework and operational definition of terms used.

1.1 Background to the Study

Education has long been identified as the key means to the advancement of the developing world. It is widely acknowledged that without the transfer of skills, without the creation of knowledge or without the systematic training that is obtained through higher levels of education, the national wellbeing and quality of the leaders in the society, industry and government will be adversely affected (MoEST, 2008 Sesional’ Paper 1). The Government of Kenya is, therefore, expected to expand education access to all. Higher education should also be accessible though not obliged to be free (Tomasevki, 2004). The role of university education is to enhance quality workforce and service for the wellbeing of human dignity, equality and development (Todero, 1981). Todero further states that university is generally identified as the most important part of education and the apex institution for development and growth in terms of knowledge. The university should emphasize its value for the subjects in the nation in which it exists. Therefore, investment in this level of education leads to production of high human level
resource development in the economy of any nation and society where students tend to specialize in specific disciplines like engineering, medicine and law.

According to Mugenda and Mugenda (2003), acquiring university education adds value to a person’s life. She further gives direct and indirect value of university education to include earnings, high productivity and provision of high skills through research and dissemination of knowledge, poverty reduction and improved perception of personal health among others.

Sifuna (1990) sheds further light on the objective of university education as to produce mature conscientious graduates with ability and desire to contribute to development of the country, to provide national service and development which reflect national cultural heritage, to develop and transmit knowledge and skills through research and training at undergraduate and postgraduate levels, to preserve knowledge and stimulate intellectual life and cultural development of the country, to produce high level labour in scientific and technological fields to meet the socio-cultural development needs of the nation. It is noted that intellectual activities at all university centres in Europe led to the evolution of the modern world through gradual steps that gave birth to new intellectual life as a basis for higher level human resource development (Sifuna & Otiende, 1990).

The Kenya National Development Plan (2002-2008) on economic growth. It states that “The role of university education is to produce a cadre of highly qualified human resources equipped with the necessary skills”. To achieve this, the Kenya Government has embarked on the expansion of the Higher Education Loans Board (HELB) program
to enable the needy students to access university education. Currently, HELB has extended loan facility to self-sponsored university students who are bright and needy to access education in the Kenya public and private chartered universities (Odunga, 2007). Due to increase in enrollment the Kenya government has embarked on a programme to enhance access to university. The programme is to continuously review and strengthen the parallel degree programme in advocating for proper linkage between post-school training institutes with university to enhance student upward mobility. According to the Commission for Higher Education (CHE) (2007), the high demand for university education and need to expand access calls for a new law that will unify the provision of programmes at this level.

In ASAL areas, the common tendency is to blame pastoralists for not taking their children to school. Yet, there is evidence that pastoralists are enthusiastic to take their children to school when the schools are available and education provided to their way of life (Kratli, 2000; UNESCO, 1990).

UNESCO (1994) encourages education from primary up to the tertiary level. However, in the marginalized areas access to education is a problem. Kenya has embraced inclusive education that provides quality education for all children, both abled and disabled. These factors could be having historical, political, socio-economic, religious and cultural dimensions. Although the Kenya Education Sector Programme (KSSP) the programme on education, it does not distinguish the various actions that would guide the education pathways of learners from ASAL area into tertiary education institutions. Learners from
ASAL areas including Marsabit District still encounter obstacles in their pursuit of university education.

In Kenya, it is a requirement to provide universal education for all. However, this has not been possible in the ASAL areas including the expansive Marsabit, which covers an area of 78.078km². Marsabit Central District has only five secondary schools spread across the area. Some parents, who cannot afford boarding fees, do not enroll their children into those schools as they may not be able to walk back home. The Government of Kenya is committed to the provision of quality education and training as a human right. Kenyans in accordance with the Kenyan law and the international conventions, such as the EFA goal, and is developing strategies for moving the country towards the attainment of this goal. Although Kenya has made remarkable progress towards achieving the EFA and MDG goals and hopes to meet the set targets by 2015, cases of exclusion still exist amidst other challenges facing education sector in ASAL regions, as evidenced in the following comparison of Marsabit District and Nairobi West District (Table 1.2).
Table 1.2: Marsabit District KCSE Performance Compared with Nairobi West (2003-2008)

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>Enrollment</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marsabit</td>
<td>188</td>
<td>-</td>
<td></td>
<td>3</td>
<td>11</td>
<td>20</td>
<td>26</td>
<td>63</td>
<td>33.5</td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td>9,600</td>
<td>40</td>
<td>88</td>
<td>129</td>
<td>170</td>
<td>211</td>
<td>250</td>
<td>888</td>
<td>92.5</td>
</tr>
<tr>
<td></td>
<td>Nairobi west</td>
<td>1,124</td>
<td>53</td>
<td>99</td>
<td>127</td>
<td>162</td>
<td>204</td>
<td>251</td>
<td>896</td>
<td>79.5</td>
</tr>
<tr>
<td>2007</td>
<td>Marsabit</td>
<td>264</td>
<td>3</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>36</td>
<td>87</td>
<td>33.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nairobi west</td>
<td>1,124</td>
<td>53</td>
<td>99</td>
<td>127</td>
<td>160</td>
<td>251</td>
<td>251</td>
<td>890</td>
<td>79.5</td>
</tr>
<tr>
<td>2006</td>
<td>Marsabit</td>
<td>240</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>15</td>
<td>19</td>
<td>14</td>
<td>58</td>
<td>24.2</td>
</tr>
<tr>
<td></td>
<td>Nairobi west</td>
<td>1,120</td>
<td>53</td>
<td>99</td>
<td>127</td>
<td>160</td>
<td>251</td>
<td>251</td>
<td>890</td>
<td>79.5</td>
</tr>
<tr>
<td>2005</td>
<td>Marsabit</td>
<td>276</td>
<td>-</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>14</td>
<td>25</td>
<td>54</td>
<td>19.6</td>
</tr>
<tr>
<td></td>
<td>Nairobi west</td>
<td>1,110</td>
<td>50</td>
<td>97</td>
<td>123</td>
<td>156</td>
<td>251</td>
<td>249</td>
<td>870</td>
<td>78.4</td>
</tr>
<tr>
<td>2004</td>
<td>Marsabit</td>
<td>214</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>17</td>
<td>9</td>
<td>43</td>
<td>20.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nairobi west</td>
<td>1,090</td>
<td>48</td>
<td>97</td>
<td>120</td>
<td>146</td>
<td>249</td>
<td>246</td>
<td>850</td>
<td>78.0</td>
</tr>
<tr>
<td>2003</td>
<td>Marsabit</td>
<td>226</td>
<td>-</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>18</td>
<td>21</td>
<td>55</td>
<td>24.3</td>
</tr>
<tr>
<td></td>
<td>Nairobi west</td>
<td>1,080</td>
<td>48</td>
<td>96</td>
<td>120</td>
<td>144</td>
<td>246</td>
<td>240</td>
<td>840</td>
<td>77.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,408</td>
<td>1</td>
<td>18</td>
<td>31</td>
<td>67</td>
<td>131</td>
<td>131</td>
<td>360</td>
<td>25.6</td>
</tr>
<tr>
<td></td>
<td>Nairobi west</td>
<td>15,124</td>
<td>292</td>
<td>576</td>
<td>746</td>
<td>938</td>
<td>1195</td>
<td>1487</td>
<td>5,234</td>
<td>35</td>
</tr>
</tbody>
</table>

Source: Marsabit District education office and Nairobi west education office.

Marsabit District performances which leads to selection of students to schools of higher education.

This study intended to examine challenges of accessing university education by high school graduates in Marsabit Central Division. The researcher carried out an in-depth investigation into the barriers that hinder access to university by high school graduates in Marsabit District so that intervention measures can be put in place to improve access and overall standards of education in the region as a whole. Most studies centred in the region
lay emphasis on gender and cultural issues (Nyamongo, 2001). A few that have focused on education (Adaw, 1986) have not directly concerned themselves with barriers to access to university education, hence the need for this study.

1.2 Statement of the Problem

University education promotes of high level human capital production in any country’s economy. In Kenya, for one to access any public university, he/she must meet the minimum requirement set by the Joint Admissions Board (JAB). Though JAB recommends C+ as the minimum grade but practically it has dynamically been rising up to grade B due to government policy to increase access to higher education (Daily Nation, 2007) to 16,000 for academic year 2007/2008. According to MoEST, (2008), access to university education has tremendously improved in current years. The enrollment moved from 59,195 in 2000/2001 to 133,710, 2007/2008 academic year. However, that increment has not matched with those areas of semi-arid lands (ASALs). For instance, in the year between 2003/2008, Marsabit District, only 1408 students sat for Kenya Certificate of Secondary Education (KCSE), 179 students scored mean Grade of C+ and B- while other 68 students attained mean grade of B and A that guaranteed automatic entry to the public universities. Marsabit District performance which leads to selection for higher education is still low. Most studies in the region lay emphasis on gender and cultural issues (Nyamongo, 2001). A few studies that are focused on education have not directly concerned themselves with challenges to access university education, hence the need for this study. No known study has been conducted to
determine the factors that lead to low university enrolment in the district. This study intended to investigate into the barriers that hinder access to university education by high school graduates in Marsabit District so that intervention measures can be put in place to improve access and overall standard of education in the region as a whole.

1.3 Purpose of the Study

The purpose of this study was to establish the challenges that hinder access to university education by high school graduates in Marsabit District.

1.4 Objectives of the Study

i. Identify the economic challenges that hinder access of university education by high school graduates in Marsabit District.

ii. Establish the socio-cultural factors that bar access to university education by high school graduates in Marsabit District

iii. Determine the school factors that hinder access to university education by high school graduates in Marsabit District.

iv. Find out if the challenges facing access to university education by high school graduates in Marsabit District are uniform across gender.

1.5 Research Questions

This study attempted to answer the following questions:
i. What are the economic challenges that hinder access of university education by high school graduates in Marsabit District?

ii. What are the socio-cultural factors that bar access to university education by high school graduates in Marsabit District?

iii. What are the school administrative factors that hinder access to university education by high school graduates in Marsabit District?

iv. How do the challenges facing access to university education by high school graduates in Marsabit District relate to gender?

1.6 Significance of the Study

The Kenya Government has applied all possible means to increase access to university education since 1985. There has been tremendous extension of existing public universities and constituent colleges to increase this access. Institution-based programmes have been initiated to enable as many students as possible to access university education. However, there is growing concern among stakeholders in Marsabit District as to whether the government effort is beneficial to them. It is not exactly known if the increase to university education at national level has trickled down to entire country. Therefore, this research is valuable since it sheds more light on the factors influencing access to the university education in Marsabit District. The research findings will create criteria awareness to further research to access university education.
At policy level, this study will contribute to policy decisions by ASAL organs, and other institutions to determine the way forward in curbing those challenges. The research findings will also be used to determine the best ways of dealing with those challenges. The data that were obtained will also form the basis upon which the justification for ways to challenges can be achieved.

1.7 Scope of the Study

1.8 Limitations of the Research
Limitation of the study as Mugenda and Mugenda (1999) observes constitute the aspects of the study that the researcher knows and may negatively affect the results generalizability. The study had the following limitations:

- The study limited itself to Marsabit Central secondary schools.
- It was not possible to cover opinion of parents and other stakeholders outside the school.
- The study was limited to use of information filled in the questionnaire as data collection instrument. The study was also limited to teachers, students and education officers in Marsabit District as the respondents.
1.8.1 Delimitation

The study confide itself to secondary school of Marsabit Central and also focused on economic, socio-cultural and school based factors as challenges to accessing higher education.

1.9 Assumptions of the Study

According to Orodho (2005) assumption in any particular study is unique facts presumed to be true but has not been verified. In the study, the following assumption were made:

- All the respondents were honest in responding to items of the questionnaire
- The sample taken is a true representation of a whole students, teachers and education officers.
- All schools have qualified teachers and facilities

1.10 Theoretical Framework

The Classical Liberal theory

The study was based on classical and liberal theory developed by Jean-Baptiste Say, Thomas Malthus and David Ricardo (1991). The classical liberal theory of equal opportunity states that education is a powerful element in equalizing life chances. Education empowers an individual by developing their potential thus giving them an equal opportunity. Education systems should be designed so as to remove any barrier of any nature be it socio-cultural, economic, geographical or even religious that prevents all the students from accessing education whether from lower economic background or those
with some learning challenges from developing their in-born talent which empowers social promotion. The theory demands that education should be made accessible. This theory was found relevant to the study because lack of access poses a challenge to high school graduates therefore, interfering with their aspiration and equal opportunity for all.

**Human Capital Theory**

In addition to classical theory, Bedeer, (1975) developed a human capital theory and poverty reduction theory. These theories link education and poverty in terms of education as a means of poverty reduction. Education develops in an individual entrepreneurial skills in which they can get formal employment or self-employment to earn a living, at the same time, it contributes to social development. Another linkage runs the other way, which is the effect of macro and micro level; it is generally the case that levels of enrolment correlate with gross national product (GNP). Countries with low per capita income tend to have low enrolment ratio. At household level, evidence suggests that children of poor household are likely to receive less education. This theory relates to the study in that the challenges of accessing higher education affect poorer households than the middle class and the upper class people. The four categories of factors are interconnected and are equally important and require equal attention in establishing their challenges of accessing university education in Marsabit District as it is conceptionalized in figure 1.
Figure 1.1: Conceptual framework

SCHOOL BASED FACTORS
- Lack of teaching/learning resource
- Teacher attitude towards education
- Unfavourable learning environment
- Lack of adequate/qualified teachers

Socio-cultural factors
- Family attitude towards university education
- Traditional Cultural practices
- Religious Beliefs
- Lack of role models

Economic Factors
- Poverty
- Parent’s level of education
- Nomadic ways of life (lifestyle)

Geographical Factors
- Long distance to school
- Insecurity
- Harsh climate
- Terrain of the land
- Droughts

Low student access to university education in Marsabit District

Source Author (2011)
### 1.11 Definition of Terms

<table>
<thead>
<tr>
<th><strong>Cultural factors:</strong></th>
<th>A combination of social beliefs and practices that hinder access to university education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socio-economic factors:</strong></td>
<td>A combination of income and social life of the society.</td>
</tr>
<tr>
<td><strong>Geographical factors:</strong></td>
<td>Physical conditions such as distance to school and insecurity that bar access to university education.</td>
</tr>
<tr>
<td><strong>School-based factors:</strong></td>
<td>Identifiable condition(s) that bar access to university education by high school graduates.</td>
</tr>
<tr>
<td><strong>Cohorts:</strong></td>
<td>This refers to students who sat for KCSE and attained minimum grade of C+ and above for joining university according to JAB.</td>
</tr>
</tbody>
</table>
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a summary of relevant literature used to conceptualize the research theme. The literature review will give an overview on factors viewed as challenges of accessing higher education which are economic factors, socio-cultural and school based factors.

The literature review included all of literature on education and challenges of accessing university education. It also had overview of policy paradigms and educational development in Kenya. Since independence in 1963, the Government, households and the private sector have striven to enhance the development of education in Kenya. This effort has been reflected in various policy documents such as national development plans and sessional papers (Government of Kenya, 1997). The development of education and training in Kenya has been based on the philosophy aspect out in Sessional Paper No. 10 on African socialism and its application to planning in Kenya. Two main long standing concerns as part of the program to combat ignorance, disease and poverty have been first, the concern that every Kenyan child has the right to access basic welfare provisions, including education and, second, that the government has an obligations to provide the opportunity to all Kenyans to participate fully in socio economic and political development of the country, and to attain a decent standard of living.
The current policy guidelines for the education sector are found in Government of Kenya (1997). Since independence education has been seen as a fundamental strategy for human capital development and crucial factors for enhancing the quality of life. The Government has stated the "Kenya has one fundamental goal for her education which is to prepare and equip the youth to be happy and useful members of Kenya society (Ministry of Education, 1986).

A guiding philosophy underlying policy in Kenya has been the commitment that every Kenyan has an inalienable right of access to education. That is, the education system is supposed to develop an egalitarian society by availing equal opportunities to every Kenyan regardless of gender, creed or socio economic status (Government of Kenya, 1997). The commitment of the government and other partners to the development of education may be gauged by the level of resources that have been invested in education and strategies that have been put in place to facilitate educational development since independence.

Abagi (1998) highlights seven related factors emerging as being behind the problems the education sector in Kenya is facing. These include: Lack of a clear vision and strategies for development immediately after independence has had a major impact on education. Kenya inherited western models of development as well as education and training approaches without modeling them to fit national development ideas. From the start, policy makers and other partners failed to strongly articulate what kind of development was appreciate for the young nation. Similarly, the kind of education that was relevant for
such development as a result of which there has been a wide swing in policy paradigms from one sub-sector to the other and from one program to the next. Such swings have created the impression of mere experimentation with programs. A case in point was the shift from old mathematics to new mathematics, then reverting to the former after thirteen years (Oluoch, J. A., 2006).

Moreover, the education sector has been politicized. Its development has not to a large extent, been based on professionalism but on political whims. For example, between 1975-78, 1980-84 and in the 1990s, enrolment growth rates at all levels of education and training declined. From Kenya’s perspective, we have Adam’s (1977) view that “the degree of theoretical conviction was so high, while the level of empirical evidence so scanty, that the belief in the benefits of education has been called one of the most romantic tables of the century.

2.2 Economic Factors

The decision whether or not to undertake higher education studies is influenced by a wide range of economic, social and educational reasons. Some individuals will choose not to undertake higher education studies as the other options open to them, for example, in the labour market, will be more attractive. For others, real or perceived barriers may impede them in undertaking higher education. These include inadequate financial resources, lack of family or peer support, language difficulties and cultural alienation. (Nyamongo, 2001).
The likelihood of participation in higher education is influenced from an early age by numerous socio-economic characteristics. UNESCO (1994) indicates that factors such as parented occupations, incomes, and social backgrounds, as well as the socio-economic environment of the society in which a child is raised are all considered to have impacts on the aspirations of young people, and therefore, their longer term choices. Policies aimed at raising the aspirations of young people from an early age, reducing or removing regional and socio-economic disparities across society, improving attainment in schools and increasing or improving the career prospects and returns to higher education for individuals (the state of the labour market) are all considered to have a positive long-term impact on participation in student access to higher education. (Odunga, 2007).

As society moves increasingly towards becoming a ‘knowledge-based economy’, the demographics of the working age population change, the types of people wishing to access higher education is changing, as is the way that individuals wish to participate in Higher Education. ‘Second chance learners’ could be described as those who wish to enter or re-enter higher education, either via a non-traditional transition route at a younger age, or those who are returning to education after a gap in their lifelong learning path (Ngare, 2007). Barriers faced by these groups are often related to the practicalities involved with entering higher education. For example, family commitments and responsibilities, the types of courses available, higher education recruitment or selection practices, awareness of learning opportunities and the financial and socio-economic returns to these learning opportunities (such as graduate careers and earnings) and the
support available for learners. Many of these barriers are also relevant to ‘first chance’ learners and again are not mutually exclusive. (Tomasevki, 2004).

Income and access to student support whilst studying is seen by some as a very important factor in the decision to participate in Higher Education (HE). In recent years, the cost of studying and the debt associated with participating in Higher Education (HE) has been fiercely debated. Several studies (Scottish Government, 2009b) suggest that the financial concerns of students are two-fold. First, the financial cost of day-to-day living as a student can act as a barrier to potential entrants, particularly if they have no income stream other than any student support for which they are eligible. Affordability can affect an individual’s choice to enter into higher education, but can also have an effect upon whether that individual is able to complete his/her higher education (HE) course. Lack of finance is often given as a reason for dropping out of HE. It should also be noted here that these financial barriers not only act as a disincentive to entering Higher Education for some, but may also influence the choice of course or institution among those who do participate. This could be a real barrier for those from poorer socio-economic backgrounds and indicates a lack of equity in choices. Choices of education are, in this instance, made on ability to finance education, rather than on academic ability or interests. (UNESCO, 1994).

The participation in higher education of individuals from low socio-economic groups remains relatively low. In 1997, only 19 per cent of higher education students came from
the lowest quarter of the population as measured by socio-economic status. This relatively low participation has remained largely unchanged over the past two decades despite large increases in the size of the student body in higher education, Daily Nation, (2007). The researcher therefore sought to unearth the social-economic factors that hinder access to university education by high school graduates in Marsabit County.

2.3 Cultural Factors

Education plays an important role in promoting economic growth and social progress. Secondary education and training, in particular, is one of the key factors for increased economic growth and social development. However, the cultural factors have always emerged as a big challenge for the high school graduates to gain access to higher learning courses. The challenge starts with the low number of enrolment in secondary schools. Africa has the lowest level of lower secondary participation (45%) compared to other regions (West Asia: 69%; Europe, South America: 100%; East Asia and Oceania > 90%). The gross enrolment rate (GER) for upper secondary is also lowest in Africa (29%) as compared to other regions (Europe > 100; Asia: 50% with West Asia at 40% and East Asia at 48%). Gender disparities against girls are highest in Benin, Côte d’Ivoire, Ethiopia, Guinea, Mali and Togo, with fewer than 60 girls per 100 boys entering secondary education. (FAWE, 2001).

Factors affecting participation of girls in secondary schools include policy and direction of aid flows at the international level, economic policies at the national level, family level
economic decisions, and socio-cultural norms. Cultural beliefs and practices among the various communities hamper education in many ways. While there has been a number of studies (Okojie, 2001; FAWE, 2001; Subramanian, 2002) on this subject, there is still need for an in-depth study to investigate and understand the influence of these cultural practices on access to university education by high school graduates in ASAL areas especially Marsabit District.

Cultural customs and beliefs influence students’ decision to enroll in school and withdraw from school. Cultural factors are centred on aspects which reflect the traditional division of labour and unequal training opportunities which require women to conform to what is considered suitable feminine work, occupation and attitude. The gender roles and status by society members has that females are being perceived as passive, submissive to male authority, physically and intellectually inferior to men. In some societies, they believe that educated girls become prostitutes and make them unfaithful to their husbands and boys aping European life and never come back to the rural life and neglecting their parents (Odaga & Heneveld, 1995).

Besides beliefs, cultural practices also curtail students’ aspiration for higher education. After circumcision, they perceive themselves to be adults, they are rude to teachers and this leads to sharp decline in their academic performance dropout of school (Odaga & Heneveld, 1995).
Generally, the returns of educational investment have not matched the expectations of communities in Kenya. The adage of ‘go to school and get a good job’ seems long gone, as unemployment rates continue to stress the economy. Considering that the mainstay of pastoralism is livestock rearing, it has become a great risk for parents to sell their inheritance (cattle), for the pursuit of education. With doubts cast on the (economic) viability of the educational endeavour, many parents may not be convinced that investing in education is worthwhile any longer. This loss of faith on individual returns is becoming a deterrent. The presence of few educated people, who may be unemployed, reinforces the notion that education is a worthless pursuit. (*Daily Nation, 2007*).

An analysis of performance in the Kenya Certificate of Primary Education (KCPE) indicates significant lower performance for arid districts in both 2007 and 2008. The raw means (before standardization) for 2008 reveal Garissa and Moyale, with 159 and 167 respectively, (out of 370) to be the worst performing Northern District. The national average stood at 189. Girl’s performance in these districts was significantly lower in Northern/Arid districts. (UNESCO1994).

The low transition from primary to secondary eventually translates into minimal transition to the university for students in the North. Though district-based data on the number of students joining universities each year are unavailable, an analysis of the number of students applying for loans from the Higher Education Loans Board (HELB) may serve as a pointer. Arid districts lag behind in terms of enrolment of students to the
universities. For instance, the number of students that applied for loans in the academic year 2005/2006 in the ten arid districts (414 in total) were only a fifth of those who applied for loans in Nyeri District (2,020). This proportion however, had improved to a third (835 against 2,529) in the academic year 2008/2009 (HELB, 2009). This study therefore, sought to understand the cultural factor challenges affecting access to university education by the high school graduates in Kenya.

2.4 Geographical Factors

School relocation is a sub-topic under school-location planning, which is also called school mapping. School mapping is a set of techniques and procedures used to plan the demand for school places at the local level and to decide on the location of future schools and the means to be allocated at the institutional level (Caillods, 1999).

There are many factors affecting a school to be relocated. Ho (1995) indicates that, geographically, the relocation of schools, similar to the relocation of business, would follow the theory of relocation of cities in some ways. Decline in school going age population would force a school to close down or to relocate (Flemming, 1980). On the contrary, increase of young population such as the growth of a new town, would generate new schools. Some of these new schools could also be the old ones being relocated. Distance to school also often hinders some children from gaining access to education. This is particularly so in rural areas where population density is relatively low and households are widely scattered. Studies conducted in Northern Tanzania and pastoralist
regions in Kenya, found a correlation between distance to school and girls’ participation (UNICEF, 1990). In ASAL areas, schools are located far away and the likelihood of households investing is much lower. Subramanian (2002) found distance as a formidable barrier of girl’s education. Although this study was focused on girl’s education, distance could also be a factor that bars access to university education by high school graduates in Marsabit District.

Distance to school brings about two concerns in ASAL areas, on one hand insecurity of children is seen as the exposure to attack and parents concerns are of sexual safety of their daughters, abduction and attacks by bandits in remote areas of the province. World Bank report (2001) and UNICEF (1990) on banditry and wild animal attacks were of concern. On the other hand, trekking long distances exhausts the children and a lot of time is wasted on travelling usually without food. Other writers concur on the severity of this to girl’s education (Naibisere, 1999). This study therefore, focused on the extent to which geographical factors hindered access to university education by high school graduates.

**2.5 School -Based Factors**

Various reasons have been given as to why regions of northern Kenya lag behind in terms of “development” in general and in terms of education, in particular. School-based challenges are the key to the low number of high school graduates that access higher schools of learning education from the northern Kenya and specifically in Marsabit. Lack of understanding by the policy-makers and misconceived perception that nomadic
pastoralism is a backward tradition that is anti-development has proved to be a big challenge. Poverty and poor investment in education and other infrastructure and fewer schools, no libraries and if there is one, it is not well-equipped (UNICEF, 1990).

These challenges pose a great school based-challenge to students who could gain direct access to the higher schools of learning courses. The other challenge is that Poor families are asked to pay fees hence hindering them from taking children, especially girls to school. For example in a study carried out in 2009 at Isiolo, most of the girls were already “booked” to be married and were busy making “koreshea” than reading for exams. No teachers for subjects such as English, Maths, Physics etc. Schools in some other parts of Kenya have swimming pools while other do not have. (Naibisere, 1999).

School-based factors increasingly influence the difference in Kenya as more Kenyans are sending their children to educational centers (Gakuru, 1979). Other factors such as curriculum, instructional materials, qualified teachers, pedagogy, school atmosphere, education policy, cost of education and attitudes toward education, greatly affect academic performance. The implementation of cost sharing in education in 1988 stopped further development assistance to schools except for payment of teacher’s salaries and supply of special science equipment.

The building of additional classrooms, workshops and provision of learning materials such as textbooks became the responsibility of parents and communities. Moreover, many parents in rural areas, parents have been unable to provide enough textbooks
because the responsibility of parents and communities. Yet communities in various parts of the country have been unable to provide adequate facilities in their schools. Moreover, many parents in rural areas have been unable to provide enough textbooks for their children. (Tomasevki, 2004).

Karani et al., (1995), and Mitha et al., (1995), observes that education sector in Kenya has been faced with many problems. There are shortages of essential physical facilities such as classrooms, science laboratories, and workshop and library buildings at all levels of education. There are insufficient research materials such as textbooks, reference books, science equipment and software, resources for conducting research and up-to-date machinery for technical training, the school curriculum is unsatisfactory because it cannot prepare learners for smooth transition from one level to the other. Finally, there is an examination-based system that, rather than evaluates the appropriateness of the curricula, largely measures motorization of facts, thus promoting learning at the expense of development of higher order cognitive skills, such as reasoning and problem solving.

Somerset (1971) presented a paper on the educational aspiration of form four students in Kenya. He indicated that educational inspiration of the students strongly correlates with their school performance. Students who wanted to continue with their education to high school or university tended to have better marks than those who wanted to leave school after school certificate examinations. He correctly argued that the students’ experience seems to affect both their expectations and their aspiration. This study sought to analyze
the school-based challenges of accessing university education by high school graduates in Kenya.

2.6 Gaps in the Literature

- Studies by Kinyanjui (1995) and Abagi (1998) looked at cost sharing as means of partnership and financing higher education between government and parents. While the current study focused on challenges facing university education by higher school graduates in Marsabit District, the above study therefore has not focused the issues of access to university education.

- Study by Aswani (1991) looked at parental level of education which affects students’ aspiration for higher education, this study has not addressed the current study which focused on challenges of accessing university education.

- Study by Psachoropolous and Woodhall (1995), focuses on girls not accessing employment opportunity due to lack of access to education. This study also did not capture challenges of accessing university education which the current study did.

- Most of reports by the Ministry of Education 1997 and Education Master Plan (1997 - 2010) have only focused on inappropriate policies framework, overloaded curriculum and over reliance on donor funding as problems that have affected education development in Kenya, but this study has not focused on challenges of accessing university education more so in Marsabit District.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter describes research design, location of the study, target population, sample selection. Research instruments has been described and the administration during piloting and the actual data collection. Finally, data analysis technique have been outlined.

The study used both primary and secondary data to collect relevant information from the Marsabit area. The research methodology was guided by the research design which is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy of procedure. Generally, it is a blueprint for the collection, measurement and analysis of data. (Nyamongo, 2001).

3.2 Location of Study

Marsabit Central is in former Marsabit District which has an area 66,000 sq.km which includes 4,956sq km. It is the second largest district in the country covering about 11% of the total area of the republic. The reason for choosing the Marsabit Central and not the whole Marsabit region is because Marsabit county is wide and has large area to cover, transport problems, and due to the Nomadic lifestyle of moving from one place to the other. The district is divided into six administrative divisions and their respective areas are as shown in table 3.1.
Table 3.1 Area and Administrative Units

<table>
<thead>
<tr>
<th>Division</th>
<th>Location</th>
<th>Sub-Location</th>
<th>Area (Km2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>5</td>
<td>12</td>
<td>1,336</td>
</tr>
<tr>
<td>Gadamoji</td>
<td>4</td>
<td>6</td>
<td>614</td>
</tr>
<tr>
<td>Laisami</td>
<td>5</td>
<td>15</td>
<td>11,547</td>
</tr>
<tr>
<td>Loiyangala</td>
<td>4</td>
<td>13</td>
<td>9,717</td>
</tr>
<tr>
<td>Maikona</td>
<td>5</td>
<td>10</td>
<td>19,329</td>
</tr>
<tr>
<td>North Horr</td>
<td>5</td>
<td>9</td>
<td>18,401</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>65</td>
<td>66,000</td>
</tr>
</tbody>
</table>

Source: District Commissioners Office, Marsabit 2001

Marsabit District is one of the poorest districts in Kenya. The main causes of poverty in the district include: severe drought, inadequate water for domestic and non-domestic use, wildlife menace, low agricultural production due to climatic unreliability, lack of markets for livestock and livestock economy, landlessness and unexploited and unutilized resources, and socio-political conflicts, which include ethnic clashes banditry, cattle rustling, illiteracy and gender inequality. Marsabit District in Eastern Province of Kenya consists of many different communities namely Borana, Redille, Burji and Gabra, who are mainly pastoralists, Ngare (2007). The low levels of education is affected by these factors especially university education which slowed down the socio-economic development of the communities.
3.3 Research Design

The study employs a descriptive survey design to investigate challenges of accessing university education by high school graduates in Marsabit central district. Kombo and Tromp (2006) observe that the major purpose of descriptive survey research is to describe the states of affairs as it exists. According to them, descriptive survey can be used when collecting information about people’s attitudes, opinion, habit or any of the variety of educational or social issue. Mugenda and Mugenda (1999) on the other hand observe that the descriptive survey research can be used to collect data to answer questions concerning the current status of subject in the study. In this kind of design, information was collected by administering questionnaires to a sample of individuals.

3.4 Target Population

In the study, the target population was secondary school students, teachers and education officers. The total of 405 population, included: 330 students, 70 teachers and 5 education officers.
Table 3.2 Sample Population

<table>
<thead>
<tr>
<th>Target Groups</th>
<th>Respondent</th>
<th>Frequency</th>
<th>Sample</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Teachers</td>
<td>20</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>109</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>B</td>
<td>Teachers</td>
<td>14</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>78</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>C</td>
<td>Teachers</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>41</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>D</td>
<td>Teachers</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>28</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>E</td>
<td>Teachers</td>
<td>9</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>32</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>F</td>
<td>Teachers</td>
<td>12</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>42</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>G</td>
<td>Education officers</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>Respondents</td>
<td>405</td>
<td>122</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Marsabit District Education Office

The schools are presented by the letters A- G

3.5 Sample Size

Simple random sampling was used to select 30% of the total number of the students, teachers and education officers which was large enough compared to 10% of the total population according to Gay 1976 in (Mugenda & Mugenda 2003). One hundred and twenty two (122) respondents grouped as 99 students, 21 teachers and 2 education officers comprised the sample size. The reason for choosing this population was because form IV students are due for transition from secondary to university; Headteachers and
teachers are the implementers of the education policies meaning they know the challenges of accessing university education by high school graduates from Marsabit Central and finally, the education officers are the policy-makers and decision-makers on academic matters.

3.6 Research Instruments

The data for this study were generated using the questionnaires to the teachers, students and the education officers.

3.6.1 Questionnaires

According to Jacobs and Razavieh (1972), questionnaires are good in that standard instructions will be given to all subjects and the personal appearance, mood or conduct of the researcher will not affect the results. Questionnaires as Kombo and Tromp (2006) observe, will help the researcher to obtain information, from larger sample in diverse regions and it upholds confidentiality. I four sets of questionnaire, the first was the questionnaires for the secondary school students, second was the questionnaire for the secondary school teachers, the third one was for the school principals and the fourth questionnaire was for the educational officers as depicted in appendices I, II, III and IV.

3.6.2 Piloting of Research Instrument

The research instruments were pre-tested in one public mixed school outside the sample. The data collection instruments that were used before piloting were questionnaire, interview schedules and discussions. Piloting was done to refine the instruments before
they were applied in actual research. Mugenda and Mugenda (2003) observe that piloting ensures that research instruments are clearly stated and have the same meaning to all respondents. Since the actual study was in five schools, pretesting on one school constituted 8% coverage of total sample population. Pre-testing ensured that the instruments are of acceptable reliability and validity.

3.6.3 Reliability
According to Kombo and Tromp (2006), reliability is a measure of how consistent the results. The instruments were administered twice to the same group within a time lapse of a fortnight between the first and second test. A comparison between the scores in the first and second test was made and Pearson product formula was used to compute correlation coefficient in order to establish the extent to which the instruments were consistent in eliciting the same response every time the instrument was administered. The following formula was used to determine the level of acceptance.

\[
r = \frac{y - \Sigma x \Sigma y / N}{\sqrt{\Sigma x^2 - (\Sigma x)^2 / N} \sqrt{\Sigma y^2 - (\Sigma y)^2 / N}} / N
\]

The correlation co-efficient (r) of 0.8 was considered reliable in the study. Orodho, (2004) observes that correlation coefficient of about 0.8 was high enough to judge the instruments as reliable for the study.
3.6.4 Validity
Wiesma (1985) posits that validity is the extent to which an instrument achieves the purpose for which it was designed. Piloting was done to refine the instruments before they were applied in actual research. Any item found to be ambiguous in eliciting relevant information was modified and corrected accordingly.

3.7 Data Collection Procedures
The data collection was based on the assumption of empirical research methodology which is based on the identification, collection and analyzing of data in order to minimize subjectivity and self-deception. Therefore, with data collection, two types of data were used: Primary and secondary data. The primary data were generated through interacting directly with the respondent. Primary data collection involved questionnaires while secondary data included published and unpublished documents on education particularly in the Marsabit District, documents on education challenges similarly to education in other parts of Kenya, government documents such as research reports, workshops and scholarly journals. (Kothari, 2003).

The study also used structured questionnaire as a tool for data collection to obtain important information about the education in Marsabit District. In the questionnaire, only one category of questions was used, the structured or closed-ended questions. These types of items refer to questions which are accompanied by a list of all possible alternatives from which respondents select the answer that best describes their situation. However, a
category of “other” to take care of all those responses which did not fit in the given categories was included. Closed-ended questions have an advantage of that they are easier to analyze since they are in an immediate usable form, easier to administer because each item is followed by alternative answers.

3.8 Data Analysis and Presentation

Data collected were coded and entered in Statistical Package for Social Sciences (SPSS) software for analysis. The findings were presented in tables of frequency distributions, percentages and bar graphs.
4.1 Introduction
This chapter presents results and statistical analysis of the data collected from 99 students, 21 teachers from secondary schools, as well as 2 education officers in Marsabit District. The findings are interpreted with regard to the stated research questions. Questionnaires were used as the primary tools for data collection. The data were analyzed using the statistical package for social sciences (SPSS). The results of the findings are presented in the following format:

- Demographic characteristics of the respondents,
- Economic challenges that hinder access to university education,
- Socio-cultural factors that bar access to university education,
- School administrative factors that hinder access to university education,
- Gender factors as challenges facing access to university education.

4.2 Distribution of Respondents by Age
The distributions of the student sample by age are presented in following figure.
From the above figure, out of the 99 student respondents, 70 respondents were 18 years, 20 were 17 years while 9 were 19 years old. Majority of the respondents were 18 years. This indicates that they were teenagers about to finish their secondary school and join schools of higher learning since many teenagers in secondary schools are around 18 years.

4.2.2 Distribution of Respondents by Gender
The following bar chart presents the distribution of the student respondents’ sex.

From the figure above, it can be observed that 52 student respondents, that is, (53%) students were boys, while the other (47%) students were girls.
4.2.3 If Parents of Students are Alive

The students were asked to indicate if their parents were alive. The findings are presented in the figure 4.3 below.

**Figure 4.3: If Parents of Students are Alive**

Findings from the figure above show that 68 students have both parents alive while 12 students are orphans. Fourteen students have their mothers alive while 6 have only their fathers alive.

4.3 Economic Challenges that Hinder Access to University Education

The participants were asked to respond to a number of questions that assessed the economic challenges that hinder access to university education by high school graduates in Marsabit District.
**Highest Level of Education**

The students were asked the highest level of education they would like to attain. The following figure presents the findings.

**Figure 4.4: Highest Level of Education**

![Highest Level of Education](figure)

From the figure above, 96% of students who were the majority indicated that they would like to attain university education, while 4% indicated that they would like to attain college education as the highest level of education. This is supported by the educational officers’ response who agreed that the community has a positive view towards university education. Four out of the six headteachers agreed that the community view towards education was positive, while one disagreed and one was undecided.

In addition, the 21 teachers also agreed that they would aspire for their students to go to the university after their KCSE. Four of the six headteachers agreed that the local leaders advocated for university education in Marsabit while two disagreed. However, they all agreed that NGOs and social groups play an active role in promoting university education.
in Marsabit District since many of the organizations in the Marsabit are NGOs that sponsor many students through the secondary school and university levels as compared to government which has done very little to sponsor students to university levels or even secondary level.

**Main Reasons for Level of Education**

The students’ responses on the main reasons for the level of education they would desire are presented in the table below.

**Table 4.1: Reasons for Level of Education**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Agree Frequency</th>
<th>Agree %</th>
<th>Undecided Frequency</th>
<th>Undecided %</th>
<th>Disagree Frequency</th>
<th>Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get a good job</td>
<td>71</td>
<td>72</td>
<td>28</td>
<td>28</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Help my family</td>
<td>62</td>
<td>63</td>
<td>37</td>
<td>37</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Help my community</td>
<td>73</td>
<td>74</td>
<td>26</td>
<td>26</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

From the table above, majority of the students agreed that they would like to attain university education so that they are in a position to get a good job, help their families as well as their communities. In addition, the students were asked to indicate what their parents would mostly want them to do after KCSE. Their responses are presented in the following table.

**Table 4.2: What Parents Would Like Them to Do After KCSE**

<table>
<thead>
<tr>
<th>Action</th>
<th>Agree Frequency</th>
<th>Agree %</th>
<th>Undecided Frequency</th>
<th>Undecided %</th>
<th>Disagree Frequency</th>
<th>Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>To look for a job</td>
<td>37</td>
<td>37</td>
<td>50</td>
<td>51</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>To go to college</td>
<td>47</td>
<td>47</td>
<td>47</td>
<td>47</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>To go to the university</td>
<td>77</td>
<td>78</td>
<td>19</td>
<td>19</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Go and help the parents at home</td>
<td>29</td>
<td>29</td>
<td>59</td>
<td>60</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>
Findings from the table above indicate that 37 students agreed that they would look for a job after KCSE, 13 disagreed, while 50 students were undecided. Those who agreed to go to college after KCSE were 47 while 47 where undecided and 5 disagreed. The majority, that is, 77 students agreed to go to the university after KCSE, while 19 were undecided with 3 disagreeing. About 29 students agreed to help their parents at home after KCSE, with 59 undecided while 11 disagreed.

Figure 4.5: What Parents Would Like Them to Do After KCSE

The findings are dissimilar from those of Kinyanjui (1995) who found that due to the financial burden of cost sharing in education, most high school graduates would look for jobs rather than pursue further education. The two education officers agreed that lack of fees was a cause to students’ lack of access to university education in Marsabit District. Further on, the students were asked if most students in Marsabit District do not want to pursue university education because they were not interested. The following figure presents the findings.
From the figure above, 87 students at 88% disagreed that Marsabit District students do not want to pursue university education because they are not interested. However, 10 students agreed. The student respondents were asked if they knew of any student from Marsabit that had passed well and was selected to go to the university but never went. The following figure presents the findings.

Figure 4.7: Students passed well, selected but unable to go to university
From the figure above, 52 respondents knew of students who had been selected to go to the university but did not go.

**Socio-cultural Challenges that Hinder Access to University Education**

The respondents were asked of the socio-cultural factors that influence Marsabit District students’ desire for higher education. The following table presents the findings.

<table>
<thead>
<tr>
<th>Table 4.3: Socio-cultural Factors - Students’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree Frequency</td>
</tr>
<tr>
<td>Early Marriage</td>
</tr>
<tr>
<td>Circumcision</td>
</tr>
<tr>
<td>Poverty</td>
</tr>
<tr>
<td>Negative Attitude</td>
</tr>
</tbody>
</table>

According to the student respondents, poverty was the highest socio cultural factor that influences Marsabit District students’ desire for higher education. This was followed by early marriage, then negative attitude. Circumcision is a weak influence to desire for higher education. These findings are not similar to Odaga and Heneveld (1995) who found that circumcision curtailed students’ aspiration to higher education. While one of the two education officers disagreed that culture of the people caused lack of access to university education, the other one was undecided. On the above socio-cultural factors, the teachers’ responses are presented in the table below.
Table 4.4: Socio-cultural Responses - Teachers' responses

<table>
<thead>
<tr>
<th></th>
<th>Agree Frequency</th>
<th>Agree %</th>
<th>Undecided Frequency</th>
<th>Undecided %</th>
<th>Disagree Frequency</th>
<th>Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Marriage</td>
<td>17</td>
<td>81</td>
<td>4</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Circumcision</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Poverty</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negative Attitude</td>
<td>4</td>
<td>19</td>
<td>17</td>
<td>81</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

From the table above, majority of the teachers believed that early marriage was the strongest influence to lack of access to university education among the high school graduates. Negative attitude was the next main influence to their lack of access to university education.

School –Related challenges that Hinder Access to University Education

The respondents were asked to indicate the influence of various school factors that may hinder access to university education by high school graduates in Marsabit District. The following table presents the findings on the availability of different types of services and resources in their school.

Figure 4.8: School Facilities - Students' Responses

![School Facilities Graph]

Legend:
- Poor
- Fair
- Good
Table 4.5: School Facilities - Students' Responses

<table>
<thead>
<tr>
<th></th>
<th>Good Frequency</th>
<th>Good %</th>
<th>Fair Frequency</th>
<th>Fair %</th>
<th>Poor Frequency</th>
<th>Poor %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory facilities</td>
<td>42</td>
<td>42</td>
<td>44</td>
<td>45</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Library facilities</td>
<td>29</td>
<td>29</td>
<td>42</td>
<td>43</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Textbooks</td>
<td>45</td>
<td>45</td>
<td>48</td>
<td>49</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Teaching facilities</td>
<td>64</td>
<td>65</td>
<td>32</td>
<td>32</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

The table above shows that the students assessed laboratory facilities as being good and fair. Library facilities and textbooks were assessed as mainly being fair, while teaching facilities were rated as being good. When the students were asked what affected and barred them from accessing university education, the findings are presented in the table below.

Table 4.6: School Resources and Services – students’ Responses

<table>
<thead>
<tr>
<th></th>
<th>Adequate Frequency</th>
<th>Adequate %</th>
<th>Inadequate Frequency</th>
<th>Inadequate %</th>
<th>Not available Frequency</th>
<th>Not available %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td>50</td>
<td>51</td>
<td>46</td>
<td>46</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Library</td>
<td>29</td>
<td>29</td>
<td>54</td>
<td>55</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Books</td>
<td>43</td>
<td>43</td>
<td>56</td>
<td>57</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classes</td>
<td>63</td>
<td>64</td>
<td>36</td>
<td>36</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Desks</td>
<td>77</td>
<td>78</td>
<td>22</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dormitories</td>
<td>66</td>
<td>67</td>
<td>29</td>
<td>29</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Playing grounds</td>
<td>64</td>
<td>67</td>
<td>33</td>
<td>33</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Qualified teachers</td>
<td>48</td>
<td>49</td>
<td>47</td>
<td>47</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

The table above shows that though the laboratory was available, 50 of the students considered the laboratory adequate and another 46 inadequate. Fifty-four and fifty six of the students considered their library and their books inadequate respectively. Majority of the students, that is, 63 and 77 considered their classes and their desks adequate respectively. In addition, majority also considered their dormitories and their playing
grounds adequate. However, 48 of the students considered their teachers adequate, while 47 considered them inadequate. Five of the students said that qualified teachers were not available in their schools. According to the educational officers, the district lacks resources and facilities but has teachers who are university graduates. The headteachers of the sampled schools were also asked to indicate the adequacy of the school facilities. Their responses are given in the table below.

Table 4.7: School Resources and Services - Headteachers' Responses

<table>
<thead>
<tr>
<th></th>
<th>Adequate Frequency</th>
<th>Adequate %</th>
<th>Inadequate Frequency</th>
<th>Inadequate %</th>
<th>Not available Frequency</th>
<th>Not available %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td>4</td>
<td>67%</td>
<td>2</td>
<td>33%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>33%</td>
<td>3</td>
<td>50%</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>Books</td>
<td>6</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Classes</td>
<td>4</td>
<td>67%</td>
<td>2</td>
<td>33%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Desks</td>
<td>5</td>
<td>83%</td>
<td>1</td>
<td>17%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Dormitories</td>
<td>2</td>
<td>33%</td>
<td>3</td>
<td>50%</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>Playing grounds</td>
<td>4</td>
<td>67%</td>
<td>2</td>
<td>33%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Qualified teachers</td>
<td>5</td>
<td>83%</td>
<td>1</td>
<td>17%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Electricity</td>
<td>6</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Water</td>
<td>2</td>
<td>33%</td>
<td>3</td>
<td>50%</td>
<td>1</td>
<td>17%</td>
</tr>
</tbody>
</table>

From the table above, of the 6 sampled schools, laboratory facilities in 4 schools were adequate, while 2 were inadequate. On the library, 2 schools had adequate while 3 were inadequate and in one school there are no library facilities. Books were adequate in all the six schools while classes were adequate in four schools and inadequate in two schools. Five of the six schools had adequate desks while three schools had inadequate dormitories. Playing grounds were adequate in 4 schools, and inadequate in three schools. Five of the six schools have adequate qualified teachers, and electricity was available in
all the six schools. However, water was inadequate in three schools and unavailable in one school. Karani et al, (1995) and Mitha et al., (1995) found that shortage of essential physical facilities such as classrooms, laboratories, library as well as textbooks and reference books made it unsatisfactory to prepare candidates adequately for examinations.

**Gender and Challenges Facing Access to University Education**

The researcher sought to find out if the challenges facing access to university education by high school graduates were uniform across gender. The tables below present the findings.

**Highest Level of Education on High School Graduates**

<table>
<thead>
<tr>
<th>Gender</th>
<th>College</th>
<th>University</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>1</td>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>Girls</td>
<td>2</td>
<td>45</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>96</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Gender</td>
<td>Highest Level of Education</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>Gender Pearson Correlation</td>
<td>1</td>
<td>-.068</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.504</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>99</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Highest Level of Education Pearson Correlation</td>
<td>-.068</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.504</td>
<td>.</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>99</td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>

From the tables above, 1 out of 52 boy students and 2 out of 47 girl students wanted to join university education. On the correlation, the Pearson value of 0.068 is higher than 0.05, thus there is no relationship between gender and the challenges facing students of Marsabit District on access to higher schools of learning.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary, conclusion and recommendations based on the findings of this study.

5.2 Summary
The purpose of this study was to investigate the challenges of accessing university education by high school graduates of Marsabit District. The researcher adopted a descriptive survey research design. The target population was the public secondary school students, teachers and education officers of Marsabit District. Simple random sampling was used in sampling the 2 education officers and 21 teachers from sampled schools under study. The 99 students were selected through systematic sampling by use of class teacher’s class register. The data for this study were generated using questionnaires. Data collected were organized, coded and analyzed using the Statistical Package for Social Sciences (SPSS). All the findings were presented according to the research questions. Data presentation was enhanced through frequencies, totals, percentages, bar graphs and tabulation.

5.2.1 Economic Challenges
Majority of the students agreed that they would like to attain university education after their KCSE. All the teachers agreed that they would aspire for their students to attain university education. The main reason for this was to enable them to help their
community, to get a good job and to help their families. It was also found that majority of the students leave schools due to financial constraints, and the fact that their families are not willing to sell their livestock for the education purposes. The fact that the area is an arid location, it’s not conducive for agriculture which is one of the economic methods that the parents would have used to raise school fees for the high school graduates so as they join schools of higher learning.

5.2.2 Socio-cultural Factors
The study found that majority of the students believe that poverty is the highest socio-cultural factor that has hindered access to university education. This was followed by early marriage then negative attitude. The teachers believed that early marriage was the strongest influence followed by negative attitude.

5.2.5 School Administrative Factors
From the findings, the students ranked laboratory facilities, library facilities and textbooks as mainly fair, while teaching was ranked as good. They considered laboratory, as adequate, library as inadequate. Books were also mainly considered inadequate. Classes, desks, dormitories, playing grounds and qualified teachers were mainly ranked as adequate.

According to the majority of the headteachers, the laboratory facilities were adequate, while library facilities were not. All the headteachers agreed that books were adequate, while most agreed that classes and desks were adequate. Most of the headteachers agreed
that dormitories and water provision were inadequate. Most of the headteachers agreed that playing grounds, qualified teachers and electricity were adequate.

5.2.6 Gender and Challenges Facing Access to University Education
The study found that there was no relationship between gender and the challenges facing access to higher school of leaning by Marsabit District high school graduates.

5.3 Conclusion
From careful consideration of the data analysis and the consequent discussion, and summary of the findings, the following conclusions were made:

i. Majority of the high school graduates want to join university after their KCSE.

ii. Majority of the students have a positive attitude towards university education.

iii. The students would like to join the university so that they can help their community and get good jobs.

iv. Majority of the teachers would like their students to attain university education.

v. Early marriage and negative attitude were the greatest hindrances to university education.

vi. Students considered library facilities and books inadequate. However, other school administrative facilities were considered adequate.

vii. Gender did not affect the challenges the students faced that hindered their access to university education.
5.4 Recommendations

From the discussion and conclusions derived from the data collected and analyzed, the researcher suggests the following recommendations:

i. It is clear that although students have a positive attitude towards university education, the challenge of early marriages and negative attitude should be addressed by the stakeholders such as headteachers, NGOs, social groups as well as teachers.

ii. The Ministry of Education should ensure that school facilities are increased so that they are adequate. Measures can be adopted to subsidize the boarding fee since most of the students admitted to boarding schools do not join because of the high cost of boarding.

iii. The Ministry of Education can increase the number of graduate teachers and especially female teachers to ensure adequate numbers. In addition, such teachers will be role models to the students.

iv. Interaction between students who study in the ASAL areas and students from other areas, for example, Nairobi, Central, Eastern, Western, among other areas, should be encouraged. Such interaction will motivate the students on importance of university education.

5.5 Recommendations for Further Research

The researcher makes the following recommendations for further research:
i. This research was conducted in only one district. Future research can be done in other ASAL districts and in other provinces.

ii. Future research can also be done among students in tertiary institutions of learning such as colleges and university to find out if the challenges are faced.

iii. Future research can be done on impact of insecurity on accessibility on higher education.

iv. Future research can be done on government policies that enhance access and equity in higher education in ASAL areas.

v. Research can be on co-relation between parents level of education and accessibility to higher education.
REFERENCES


Commission for Higher Education (CHE) chairman (2007). *Annual educational address, the achievement of the student loan board on arid and semi arid regions in Kenya*. Annual conference at KICC.


Education Master Plan (2010). *The full integration of environmental concerns in development planning at all levels of decision making remains a challenge to the country*.


APPENDICES

APPENDIX I

QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS

The purpose of this questionnaire is to collect information about the various problems that affect student’s access to university education so that proper intervention programme can be devised.

Dear Student,

This is not to test you but to help us understand problems concerning access to university education. The answers will be treated with utmost confidentiality. For this reason, do not write your name on this questionnaire.

Fill in the spaces provided

1) Name of your school ……………… Age………… Form ………………

Division ………………. District ………………………………..

2) Indicate with a tick if your parents are also alive and across(x), if not alive

Father………………. Mother………………………

3) What is the highest level of education would you like to attain?

Form IV College University
4) What are the main reasons for the level of education that you desire?
   a) Get a good job.        Agree    Undecided    Disagree
   b) Help my family.       Agree    Undecided    Disagree
   c) Help my community.    Agree    Undecided    Disagree
   d) Any other (specify).

5) What would your parents want you to do most after KCSE?

6) To look for a job.        Agree    Undecided    Disagree

7) Go to college.           Agree    Undecided    Disagree

8) Go to the university.    Agree    Undecided    Disagree

9) Go and help the parents at home.  Agree    Undecided    Disagree

10) Most students in Marsabit District do not want to pursue university education because they are not interested.
    Agree    Undecided    Disagree

11) Which cultural factors influence Marsabit students’ desire for higher education?

1) Early marriage.          Agree    Undecided    Disagree

2) Circumcision.            Agree    Undecided    Disagree
3) Poverty. Agree Undecided Disagree

4) Negative attitude. Agree Undecided Disagree

12) Are there any student from Marsabit who passed well and was selected to go to the university but never went?

Yes No I don’t know

13) How would you rate the availability of the following types of services and resources in your school?

1) Laboratory facilities. Good Fair Poor

2) Library facilities. Good Fair Poor

3) Textbooks. Good Fair Poor

4) Teaching. Good Fair Poor

14) What affects your studies within the school that may bar you from accessing university education?

a. Laboratory. Adequate Inadequate Not Available

b. Library. Adequate Inadequate Not Available

c. Books. Adequate Inadequate Not Available
<table>
<thead>
<tr>
<th></th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>d. Classes.</strong></td>
<td>Adequate</td>
<td>Inadequate</td>
<td>Not Available</td>
</tr>
<tr>
<td><strong>e. Desks.</strong></td>
<td>Adequate</td>
<td>Inadequate</td>
<td>Not Available</td>
</tr>
<tr>
<td><strong>f. Dormitories.</strong></td>
<td>Adequate</td>
<td>Inadequate</td>
<td>Not Available</td>
</tr>
<tr>
<td><strong>g. Playing grounds.</strong></td>
<td>Adequate</td>
<td>Inadequate</td>
<td>Not Available</td>
</tr>
<tr>
<td><strong>h. Qualified teachers.</strong></td>
<td>Adequate</td>
<td>Inadequate</td>
<td>Not Available</td>
</tr>
</tbody>
</table>

15) I engage in sports and during my free time. **Agree** Undecided Disagree

16) I study during my free time. **Agree** Undecided Disagree

17) I engage in drama during my free time. **Agree** Undecided Disagree

Thank you for your co-operation.
APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Dear teacher,

This is not to test you but to help us understand problems concerning access to university education. The answers will be treated with utmost confidentiality. For this reason, do not write your name on this questionnaire.

Fill the spaces provided

1. What would you aspire for your students to do after KCSE?
   
2. To look for a job.       Agree       Undecided       Disagree

3. Go to college.         Agree       Undecided       Disagree

4. Go to the university.  Agree       Undecided       Disagree

5. Go and help the parents at home.  Agree       Undecided       Disagree

6. What do you do to motivate your students to perform well so as to realize the aspiration for higher education?
   
   a. Guest motivational speakers.     Agree       Undecided       Disagree

   b. Rewarding good performers.       Agree       Undecided       Disagree

   c. Organizing education trips.      Agree       Undecided       Disagree
d. Having mentors and role models. Agree Undecided Disagree

7 What are some of the cultural factors that influence students’ aspiration for university education?

a. Early marriage. Agree Undecided Disagree

b. Circumcision. Agree Undecided Disagree

c. Poverty. Agree Undecided Disagree

d. Negative attitude. Agree Undecided Disagree
APPENDIX III

QUESTIONNAIRE FOR HEADTEACHER /PRINCIPAL

Dear Head teacher /Principal,

This is not to test you but to help us understand problems concerning access to university education. The answers will be treated with utmost confidentiality. For this reason, do not write your name on this questionnaire.

Fill the spaces provided

1. Name of the school…………………………….

2. When was the school started…………………….

3. How many teachers does the school have? Male Female

4. How many students does the school have? Girls Boys

5. How many students do you have in form IV class? Girls Boys

6. How many students have joined the university from this school in the previous 4 years?

7. School facilities

   i) Laboratory. Adequate Inadequate Not Available

   ii) Library. Adequate Inadequate Not Available
iii) Books. Adequate Inadequate Not Available

iv) Classes. Adequate Inadequate Not Available

v) Desks. Adequate Inadequate Not Available

vi) Dormitories. Adequate Inadequate Not Available

vii) Playing grounds. Adequate Inadequate Not Available

viii) Qualified teachers. Adequate Inadequate Not Available

8. Availability of electricity Adequate Inadequate Not Available

9. Availability of water Adequate Inadequate Not Available

10 The community’s view towards university education is positive.

Agree Undecided Disagree

11. Leaders advocate for university education in Marsabit.

Agree Undecided Disagree

12. NGOs/social groups play an active role in promoting university education in Marsabit. Agree Undecided Disagree
APPENDIX IV

QUESTIONNAIRE FOR EDUCATIONAL OFFICERS

Dear Educational Officer,

This is not to test you but to help us understand problems concerning access to university education. The answers will be treated with utmost confidentiality. For this reason, do not write your name on this questionnaire.

Fill the space provided.

1. Name of the zone?

2. Where is the zone located?

3. How many schools do you handle?

4. What are causes of lack of access to university education in this district?

   (i) Culture of the people. Agree Undecided Disagree

   (ii) Lack of fees. Agree Undecided Disagree

   (iii) Poor performance. Agree Undecided Disagree

5. Do you have qualified teachers in this district?

   (iv) University graduate. Agree Undecided Disagree
(v) Diploma teachers. Agree Undecided Disagree

(vi) Untrained teachers. Agree Undecided Disagree

6. Are there any constraints that you face in carrying out duty?

(vii) Lack of support from stakeholders. Agree Undecided Disagree

(i) Lack of resources and facilities. Agree Undecided Disagree

(ii) Long distance. Agree Undecided Disagree

7. Are there interventions initiatives to deal with the situation?

(i) In-service teachers. Agree Undecided Disagree

(ii) Emphasis on remedial teaching. Agree Undecided Disagree

(iii) Provision of facilities and resources. Agree Undecided Disagree

8. Is community’s view towards university education positive?

Agree Undecided Disagree