

**An analysis of the factors influencing demand for Masters in
education degree: a case study of the University of Nairobi, Kenya.**

BY

OYARO OMWANDO EVANS

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DECLARATION

This is my original work and has not been submitted for award of a degree or any other award in any institution /university.

OYARO OMWADO EVANS

Date

REG. NO E55/CE/14296/09

This project has been submitted with our approval as university supervisors.

DR. J.K.A. NYERERE,

Date

Lecturer,

Department of Education, Management,

Policy and Curriculum Studies,

Kenyatta University

MR. DANIEL WESONGA,

Date

Lecturer,

Department of Education Management,

Policy and Curriculum Studies,

Kenyatta University

DEDICATION

This project is dedicated to my creator, the almighty God, who gave me physical and mental strength to undertake and accomplish this project in the required time.

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First and foremost I thank God for giving me good health so as to think and write this project. Secondly, my parents especially my dad played a vital role in encouraging me to go for further studies after my Bachelor of Education degree. Therefore I thank him for the encouragement. Third, my wife (Meble) and children have also played a great role in supporting me morally by giving me humble time during my project writing and therefore they deserve a credit. My supervisor that is Dr. J.K.A Nyerere and Mr. Daniel Wesonga also played a great role in guiding me successfully in project writing. Finally, I thank my respondents; The Dean School of Education Kikuyu campus, Head of Departments and the MED students of UON. Josphat Ogiri, Sereti, Ongiri , Sylvia, Onderi, Gisemba, Josphat, Linet, Obare, Simiyu, William, Wickliffe and others whom I can't forget their support in the writing of this project. I will also like to appreciate the work of the secretaries who made me to avail my work in time. For any errors, omissions and / or commissions, I remain solely responsible.

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ABBREVIATIONS AND ACRONYMS

AD -Anno Domini

APEID - Asia-Pacific Programme of Educational for Development

BC -Before Christ

BED -Bachelor of Education

EU -Eger ton University

HELB -Higher Education Loans Board

KU – Kenyatta University

MED – Masters of Education

PDI – Personal Disposable Income

PHD – Philosophy of Doctorate

PI – Personal Income

SPSS – Statistical Package for Social Sciences

TSC – Teachers Service Commission

TTC - Teachers Training College

USA – United States of America.

JKUAT- Jomo Kenyatta University of Agriculture and Technology

GOK – Government of Kenya

MDGs - Millennium Development Goals

MU - Moi University

NGO – Non-governmental Organization

OECD - Organization for Economic Cooperation and Development

UIS - University of Illinois Springfield

UNICEF - United Nations International Children’s Emergency Fund

UNESCO - United Nations Education Scientific and Cultural Organization

USA - United States of America

USAID -United States Agency for International Development

UON - University of Nairobi

WGHE -Working Group on Higher Education

DVC – Deputy Vice Chancellor

ABSTRACT

Education is regarded as both type of consumption and investment .People want schools sometimes, as they want TV sets- a status symbol. They want their children to learn to read because they will enjoy life more a result. These are just some of the consumptions benefits of education. Future levels of production are not developed simply on labour and physical capital- but on technical knowledge and the skills of the labour force and these are provided by education (Maureen Woodhall, 1974). There is now an even greater demand for tertiary education from non-traditional learners who have appeared on the scene; these are "mature" students i.e. those who are 30 years and over, who either had missed the opportunity of benefiting from higher education, or who want to improve on their qualifications, or who desire a career change. Lifelong learning is now a common trend worldwide. The demand for education is high in institutions of higher learning especially in the University of Nairobi. The population increases year in year out leading to some universities running short of facilities and staff. It has been noted that very many people from various sectors of the economy have gone for higher education especially Master in Education (MED). Most of the students go for school based programme. The main purpose of this study was therefore to determine the factors influencing demand for Masters in Education Degree at the University of Nairobi Kikuyu Campus. The objectives of the study were to find out whether an increase in pay could have led to demand for Masters' in Education Degree in the UON, to inquire whether the need for more knowledge and skills could have made students join MED, to find out if teaching in the University could have made students join MED in the UON, to establish whether other factors like to proceed to PHD, competing with spouse, to avoid frustration at the work place, making use of extra money, and others could have led to students joining MED Degree, and to determine the future job options in which the MED students can fit after the Masters programme. The research method that was used was descriptive - case study design. A population of 513 Master of Education students, 4 heads of department and the Dean of school of Education were used. A sample size of 103 (20%) respondents of the MED students was used by use of stratified sampling. For the four heads of departments and the dean of school of Education, purposive sampling was applied. The research instruments used were questionnaire and interview schedules. Descriptive statistics was used to analyze the data by use of statistical packages for social sciences (SPSS). The data was presented in the form of tables, bar charts, figures and percentages. From the analysis it was seen that the major reasons for doing masters were to proceed to PhD and eventually become university lecturers, to acquire more skills and knowledge and to get better pay. To compete with the spouse, avoid frustration in the work place and making use of the extra money could not be left out. The recommendations of this study include: increasing the number of institutions of higher learning to cater for the high number of MED students to enable them acquire more knowledge and skills which is a requirement for vision 2030 to be attained. There is also need for further studies to be done to establish the sources of fees for the MED in the University of Nairobi.

CHAPTER ONE

1.0 INTRODUCTION

This chapter represents the background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, and basic assumptions of the study, limitations of the study, delimitations of the study, significance of the study, theoretical framework, conceptual framework and operation definition of central terms.

1.1 BACKGROUND TO THE PROBLEM

Tertiary education in the developed world started around the 12th Century AD and continued to grow steadily and at a more or less even pace until the period spanning the Second World War (Mohamedbhai, G.2008). This trend changed; however, when the baby boomer generation after World War II created a large demand for higher education that had hitherto been unprecedented (baby boomer generation was a period extending from 1943 through 1960, when annual births increased over 4 million). Enrolment was higher than anticipated in most developed countries.

As far back as 1963, the British Committee on Higher Education (1963) reported large numbers of students in higher education, especially in France and some other countries of Western Europe, due to their seemingly automatic system admission (i.e. once a candidate has obtained the Baccalauréat or the Abitur). In industrialized countries, the massive increase in student enrolment had the most far-reaching effect on higher education after World War II (WGHE, 2004). Altbach (1982) described massification as “the most critical contemporary force pressing on universities”. Bennich-Björkman (1997) referred to it as a modern-day “revolution” in higher education.

The Economist (2005), reports that the proportion of adults with higher educational qualifications in Organization for Economic Cooperation and Development(OECD) countries almost doubled between 1975 and 2000 (22% to 41%).

However, most of the rich countries are still struggling to digest this huge growth in numbers. *The Economist* continues by stating that this growth has spread to the developing world and China, for example, doubled its student population in the late 1990s whilst India tags closely behind China. This expansion in numbers now seems to be a global phenomenon.

There is now an even greater demand for tertiary education from non-traditional learners who have appeared on the scene; these are “mature” students i.e. those who are 30 years and over, who either had missed the opportunity of benefiting from higher education, or who want to improve on their qualifications, or who desire a career change. Lifelong learning is now a common trend worldwide. This mass demand for higher education is creating great pressure for systems and institutions which are required to provide higher education of quality and relevance to the many students who are seeking to better their lot in life through higher education. According to *The Economist's* (2005) survey of higher education, traditional institutions are undergoing major changes which are affecting them at the very core. Africa began to experience increased demand for higher education in the late 1970s and early 1980s. This demand was due in part to the rising population in African countries. With economic and health situations greatly improving on the continent, there was a lower mortality rate, resulting in greater numbers of pupils enrolling in basic schools and continuing to secondary schools.

The increasing enrolment in basic education in response to the Education for All campaign, and free and compulsory basic education offered by most African states, have led to marked increases in both primary and secondary enrolment and completion rates. For example, secondary enrolment increased by about 43% from 1999-2004, with about 31 million students enrolled across the African region (UNESCO, 2007). These secondary graduates, in turn, sought admission into the tertiary education sector. For example, Ghana, an Anglophone country, enrolments in higher education institutions in the country increased rapidly from 1990 to 2004 at an average rate of 18% per year. The current rate of enrolment implies that the country would have one million students by the year 2020-a level close to what pertains in OECD countries (Adu and Orivel 2006). However, this increase in demand was more than the institutions could cater for and, by the late 1980s; African higher education was reported to be in crisis (Ajayi *et al*, 1996). This is because although the higher education sector was fast expanding and developing, most of the countries on the continent were not stable enough to cater for the rapid increase in enrolment. According to Obanya (2004), “studies have linked the crisis to the political and socio-economic contortions that Africa has gone through in the past two decades”. With the continent being racked on every side by armed conflicts, civil wars, economic repressions and poor governance (due to either dictatorial or corrupt leadership), it was extremely difficult for the continent to find its feet in the fast-developing sector of higher education.

The same trend of a rapidly growing demand for tertiary education is seen in most African countries, even over the past decade.

Table 1.1: Increase in Enrolment in Tertiary Education in African Countries

Country	Tertiary Enrolment		Percentage Increase		
	1999	2005	1999-2005	Annual	Average
Burkina Faso	9,878	27,942	182%	30%	
Burundi	5,037	16,889	235%	39%	
Ethiopia	52,305	191,212	265%	44%	
Kenya*	47,254	93,341	98%	16%	
Lesotho	4,046	7,918	96%	16%	
Mali	18,663	32,609	75%	12%	
Mauritius	7,559	16,852	122%	20%	
Rwanda	5,678	26,378	365%	61%	
Senegal	29,303	59,127	102%	17%	
South Africa	632,911	735,073	16%	3%	
Swaziland	4,880	5,897	21%	3%	
Tanzania	18,867	51,080	171%	28%	

*Source: University of Illinois Springfield (UIS), (2007) *Based on figures from University of Nairobi's Institutional Report*

Effah (2005), reports that between 1996 and 2004, only about 25-40% of applicants to higher education in Africa were admitted. The increased enrollment in the universities is also a reflection of increased higher education enrollment in the respective countries. In Kenya, for example, the total higher education enrollment in 1996 was 40, 816, which then went up to 49, 400 in 2001 and 93, 341 in 2006, the bulk of whom (85% in 2006) were in public universities.

The growing demand for higher education can also be gauged from the number of applicants to the various institutions. In 1991/92, female enrollment in the University of Nairobi was 22% of total enrollment; in 2006/07 this proportion increased to 34%.

The increased enrollment in students requires an increase in academic/teaching staff to maintain the quality of teaching and learning if the face-to-face mode of education is used. In most institutions this has not taken place. The University of Nairobi had the comfortable staff/student ratio of 1:13 in 2001 but this increased to 1:32 in 2006 and its School of Mathematics was reported to have a ratio of 1:110, instead of 1:12.

Table 1.2 showing MED school based programme students, University of Nairobi.

Department/Year	2007/08	2008/09	2009/2010	2010/11	2011/12
Administration and Planning	363	468	710	826	662
Educational Foundation	25	47	99	126	81
Tests and Measures	10	78	138	143	108
Early Childhood Education	0	25	20	14	8
TOTAL	398	618	967	1109	859

Source: Registry office School of Education UON Kikuyu Campus

Table 1.2 shows the number of students in MED at the University of Nairobi for the academic years 2007 /08 to the years 2011/12. The number of students increased from 398 to 1109. The increase in enrolment trend is also true in the departments for the first four years for example, in Administration and Planning, the number of students were: 363, 468, 710, 826 in the year 2007/08, 2008/09, 2009/10, 2010/11 respectively. In Education Foundation, in 2007/2008, 2008/2009, 2009/2010 and 2010/2011 there were 25, 47, 99, 126 MED students respectively. For the department of Tests and Measures there was a gradual rise of MED students from 10, 78, 138, 143 in the years 2007/08, 2008/09, 2009/10 and 2010/2011 respectively.

Table 1.3 Education Enrolment in Postgraduate courses

University	2004/05	05/06	06/07	07/08	08/09	09/10	10/11
MU	431	562	610	768	785	802	1079
KU	2335	2281	2394	2456	2557	2662	4295
EU	232	265	467	487	511	536	615
JKUAT	431	386	410	456	507	564	481
MASENO	255	278	281	302	325	349	312

Source: [www.knbs.or.ke / university enrolment.php](http://www.knbs.or.ke/university_enrolment.php) on 27.1.2013 at 2:30 p.m

From the table 1.3, in most universities, the enrolment of students in the courses increase gradually, for example in Moi University (MU) the number increases from 431, 562, 610,768, 785, 802, 1079, in the years 2004/ 05 to 2010 / 11 respectively. This signifies that there are reasons behind this high demand.

In summary high demand for Masters in Education may arise due to:-prestige, need for employment, high status, need to change the profession, enhancing national unity, much disposable income, need to have promotion and many others.

1.2 STATEMENT OF THE PROBLEM

From the above situation it is seen clearly that from the global level, continental level and then the National level (Kenya), the demand for education is high in the institutions of higher learning especially in the University of Nairobi. The population increases year in year out. The trends are high to a level of some universities running short of facilities and staff.

It has been noted that many people from various sectors of the economy have gone for higher education especially Masters of Education (MED). The researcher needed to know whether an increase in pay could have led to demand for Masters in Education Degree. Also there is need to inquire whether acquiring more know and skills could have made students join MED. Is teaching in University a reason to make students join MED Degree? Could other reasons like proceeding to PHD, competing with the spouse, avoiding frustration in the place of work and making use of extra money have contributed to students joining MED? Are there other future prospects for these MED students in the job market? All this brought about the need to investigate the factors influencing demand of Master in Education Degree in the UON, College of Education.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to determine the factors influencing demand for Masters in Education Degree at the University of Nairobi. Over the years the trends of Masters of Education students in UON have been increasing as this study shows. According to Kilemi Mwiria (2006), postgraduate enrolment at the UON rose from 1000 students in 1990 to 1500 in 2001. This clearly shows that there are factors behind the high enrollment which when confirmed will help many stakeholders. The Ministry of Education will have the

information and be able to plan for its manpower and provide professional guidance. The other people will be able to know the future job options that are in demand and thus train in the relevant courses.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study were:

1. To find out whether an increase in pay could have led to demand for Masters in Education Degree in the UON.
2. To inquire whether the need for more knowledge and skills could have made students to join MED.
3. To find out if teaching in the University could have made students join MED Degree in the UON.
4. To establish whether other reasons like to proceed to PHD, compete with spouse, avoid frustration at the work place and making use of extra money could have led to students joining MED Degree.
5. To determine the future job options in which the MED students can fit after the Master's programme.

1.5 RESEARCH QUESTIONS

1. Could an increase in pay influence demand in MED Degree?
2. Is the search for knowledge and skills a factor determining demand for Masters in Education Degree?
3. Could the wish to teach in the University be a reason leading to the demand in MED Degree?

4. Could other reasons like proceeding to PHD, competing with spouse, avoiding frustration at the work place and making use of extra money have contributed to students joining MED Degree in the UON?
5. What are the possible areas existing for the MED students after finishing the masters Programme?

1.6 SIGNIFICANCE OF THE STUDY

Since the research was concerned with masters' students in education and the locale of the study was at University of Nairobi, three parties benefited as follows:-

First, the University of Nairobi has known that most of the students join MED to acquire more knowledge and skills. This will make it plan on how to provide for more facilities and services for their customers. Secondly, the Master of Education students (MED) have known the possible areas they have to join after completing their programme. This will make them assured of getting many avenues after completing their courses. Thirdly, the ministry of education and other ministries now understand the reasons making their people (students) to join masters' in education. From these reasons they know how to handle and guide them professionally as well plan for a shortage in manpower if they leave for PHD and teach in university.

1.7 BASIC ASSUMPTIONS OF THE STUDY

1. Increase in pay is a factor contributing to enrollment in the MED programme.
2. Attainment of more knowledge and skills contributed to students' enrolment in MED Degree.
3. The students do not know the possible areas existing which they can join after finishing the master of education programme.

1.8 LIMITATIONS OF THE STUDY

The study was limited to University of Nairobi School of Education only. Doing research in all Universities could not be possible as much money and time is needed. As well at masters level, research assistants are not allowed to help a researcher. Hence, difficulties in doing the research in many universities. Orodho (2008) , ascertains that any research must have some boundaries and a researcher cannot do everything. He adds that limitation of a study refer to the concentrates or drawbacks, both theoretical and practical that the researcher had little or no control over. These findings may be generalized to other universities and institutions.

1.9 DELIMITATIONS OF THE STUDY

The study was carried out in the school of education, in the University of Nairobi which is a public institution and not a private institution. The departments in the school of education include; educational communication and technology-early childhood studies, education administration and planning, educational foundations, and Tests and Measurement. The researcher majorly dealt with master's education students and investigated the reasons for high demand of masters in education. The research was convenient in the University of Nairobi since this is one of the oldest public institution of higher learning offering master in education.

1.10 THEORETICAL FRAMEWORK

This study is based on cost-analysis theory which according to Blaug (1976) states that; an investment like education is considered profitable when the benefits outweigh the costs – both fees, expenditure on books, and the earnings he forgoes while in school instead of working-on the other hand he can expect to be paid more throughout his life as a result of his education. A memorandum provided by the federal government for heads of executive

departments and establishments (White House, 1994) defines cost-benefit analysis as “.....a systematic quantitative method of assessing the desirability of government projects or policies when it is important to take long view of future effects and a broad view of possible side-effects’. Review of the literature indicates that cost-benefit analyses are described in an economic context, and generally supported by economic theory and practice. Although application of pure economic principles is not the goal of the practicing extension educator, cost-benefits analyses can provide a practical understanding of program costs and a quantifiable value of program outcomes.

Individuals like these students doing masters in education try to evaluate both costs and benefits and when the foreseen benefits appears to be more than the cost then they will be motivated to invest in this education.

For this study, there are economic and non-economic benefits which these students doing masters in education might get. The economic benefit will be high salary and allowances. According to Becker, G.S. (1975), education does not only increase the probability of being employed. Once in employment, better educated individuals earn considerably more than their less-educated peers. From an economic point of view this is unsurprising result and has been substantiated by numerous studies. In a seminar paper, Mincer (1974) estimated the effects of schooling on wages at around 10% using USA census data.

People who are educated are more likely to participate in labour market and experience less unemployment. This implies that their job security is enhanced. For this research, it implies that students doing masters in education will fit into the job market and get jobs like lecturing in the university, be education officers and many other possible jobs. The non-economic benefits associated with masters in education for these students include greater social cohesion, lower crime, better health, working in better geographical locations, longer

life expectancy and many more others .In case after masters in education students get back to their job place, they will have greater initiative in problem solving and adapt more easily to changes (Blaug, 1974).

1.11 CONCEPTUAL FRAMEWORK

A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel and Ramey , 1987).For this study, the relevant field of enquiry is on the future options available for the students doing masters’ in education. It is also a diagrammatic representation of possible interrelationship between variables [Orodho, 2009]. For this study, the interrelationship was between the future options available for the students doing masters’ in education and the academic levels.

The increased demand for masters’ in education in Kenya may be due to status, prestige and pay enjoyed by graduates as Harbison (1967: 29) states: The demand for university education may be very high because of status; prestige and pay enjoyed by graduates: but in many countries this result in the production of graduates who cannot be effectively absorbed in the economy. After doing masters the students can benefit as shown in the diagram.

Figure 1.1: Future benefits available for master of education students

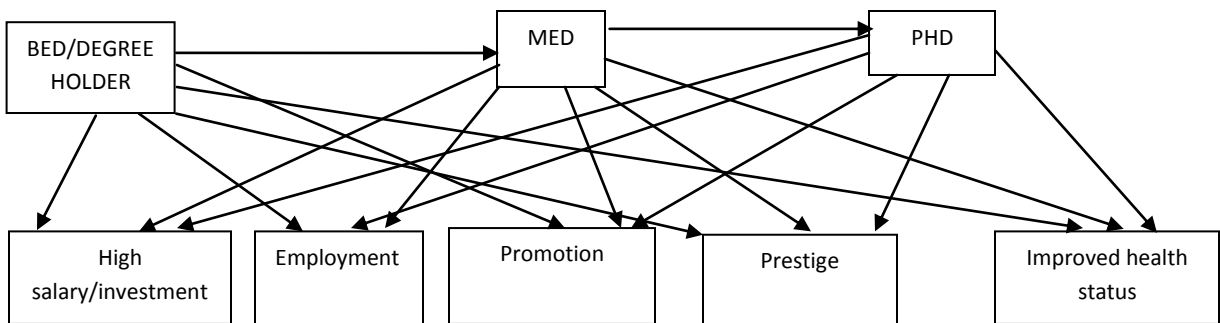


Figure 1.1 implies that the students require high education for many reasons. They can master in education so as to get employed in other job sectors, get a promotion or increase chances of getting to other jobs, get prestige, get high status, and earn more so as to invest highly in other sectors apart from education. The independent variables here are Masters, PHD and having a Degree while the dependent variables include employment, promotion, prestige, high salary and improved health status.

1.12 OPERATION DEFINITION OF CENTRAL TERMS

Conceptual Framework – This is a diagrammatic representation of possible interrelationship between variables that is, future benefits available for the masters education students and their academic standards.

Delimitations – This is the boundary limitation. In UON the research will be based on students doing masters in education and not all the masters' students in all the fields.

Disposable income – The money which the UON master of education students earn as in salary minus the personal taxes they pay to the government which they use as fees for their masters programme.

Limitations – This is an aspect of the study that the researcher knows may adversely affect the result or generalizability of the results of the study, but over which she/he has no direct control over for example, doing the research in UON as this research explains and not in all universities due to lack of time and money.

Population – Refers to the master of education students, dean of education and Head of Departments in the UON, school of education.

Questionnaire – Refers to the list of questions for the masters students, factors influencing demand of masters students and future job options.

Sample – Refers to a proportion of the entire population of masters of education students.

Students – Persons studying the master of education programme in the University of Nairobi

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

The literature review looks at the topic in relation to; Higher Education in Africa, Higher Education in Kenya, trends in higher education (1993-2003), importance of education, private versus social benefits and costs of education, role of higher education institutions, demand and factors influencing demand for education, the attainment of millennium development goals and their significance to higher education, quality assurance and summary of literature review.

2.2 HIGHER EDUCATION IN AFRICA

The terms higher education and tertiary education are often used interchangeably, as will be done in this report, to represent all forms of organized educational learning and training activities beyond the secondary level. These may be at universities, polytechnics, training colleges as well as in all forms of professional institutions, etc.

Ajayi et al (1996) trace higher education in Africa from Egypt in the last two or three centuries BC and AD with the Alexandria Museum and Library and the monastic system. These saw the development of Islamic and Arabic and, later, Christian influence on education. After many centuries of change and development, particularly due to the advent of missionaries and also due to colonial influence in Africa, the continent was exposed to the Western system of higher education. Indeed, most of the secondary schools, which led to the felt need for universities, were instituted by churches such as the Methodist, Anglican and Presbyterian churches.

The history of the modern African University, as it is now known, can be traced back to the period between 1930 and 1960, when the few African western-educated elite, who saw European education as a strong tool to fight against colonialism, demanded the creation of European systems of education in Africa (Assié-Lumumba, 2006), firmly believing that anything that was good for the Europeans was also good for the Africans. Most of the countries in Sub-Saharan Africa eventually had universities created but, in the majority of cases, it was after they had attained independence from their colonial masters. Most of these African universities were, however, modeled on specific institutions of the colonial powers and during the period spanning the beginning of the 20th century and the 1950s, all higher education programmes in Africa reflected the major trends in philosophical discourse and policy debate among the major western powers i.e. the colonial powers and the USA (Assié-Lumumba, 2006).

Obanya (2004) accentuates this point when he makes mention of the fact that universities in the colonies were simply campuses of specific universities in the colonizing country. Some examples of such institutions are Fourah Bay College in Sierra Leone, which was a college of the University of Durham; University of Ibadan, University of Ghana and Salisbury (now Harare) College in Rhodesia (now Zimbabwe), which were all “in special relationship”[sic] with the University of London. French campuses also had their colleges, among which were the Universities of Dakar, Yaoundé, Abidjan and Brazzaville (Obanya, 2004).

During the post-independence period of 1960s through 1980s, African higher education played an important role in providing high-level manpower in areas pertaining to social and economic development and in promoting research. Most of the universities received

generous funding from the former colonizing powers and they established fruitful links with universities in the north.

During the 1990s, however, African higher education started to suffer from neglect. Because of the financial and political crises in many African countries, the universities could not be adequately financed to cater for the ever-increasing student enrolment. There was also a growing tendency to give priority to basic education. This was partly due to the fact that many international donors and funding agencies focused their attention on basic and secondary education in developing countries to the detriment of higher education, on grounds that the economic returns from the former were far greater than the latter. The World Bank, for example, reduced the proportion of funds allocated to higher education from 17% between 1985 and 1989 to a mere 7% between 1995 and 1999 (Bloom *et al.*, 2005). The quality of higher education in Africa started to deteriorate rapidly.

Such an attitude towards higher education subsequently changed at the end of the 20th and beginning of the 21st centuries. Higher education is now recognized by all as playing a very important role in economic development. The World Bank (2002) affirms that tertiary education is essential for the facilitation of nation building and also for the promotion of greater social cohesion, inspiring confidence in social institutions, as well as encouraging democratic participation through open debate. Higher education also brings about an appreciation of diversity in gender, ethnicity, religion and social class. APEID-UNESCO (2006) reports that many individuals consider higher education as a major avenue for social mobility and a *carte blanche* for moving up the upper echelons of society. At the national level higher education is considered as a vital instrument for human capital development, sustaining economic growth, restructuring society and promoting national unity.

Also, most of the countries in Africa are still developing and therefore need the research in science and technology-based innovations which are vital to the growth of any economy. Countries that have invested in their scientific and technological capabilities (usually developed at universities) have been found to reap great results in industrial growth. Bloom *et al.* (2005) report that the expansion of tertiary education may promote faster technological catch-up in a country and also improve its ability to maximize its economic output. They state that Sub-Saharan Africa is currently operating at a production level that is about 23% below its possibility frontier and that an increase in the stock of tertiary education will definitely lead to an increased rate of technological catch-up.

The importance of higher education, especially for African countries, cannot therefore be overemphasized. Indeed, in its 1997 report on the state of Education in Africa, UNESCO (1997) describes higher education as being to the education system what the head is to the body. With democratization as the new watchword and with UNESCO (1999) emphasizing that “access to higher education must be equitable for all citizens based on the principle of merit and regardless of gender, religion, ethnic or socio-economic background”, most African countries started making great efforts to widen access to higher education and to reform their higher education system.

2.3 HIGHER EDUCATION IN KENYA

The genesis of higher education in Kenya can be traced back to 1956 when the Royal Technical College was established in Nairobi .Following a 1961 Act of the East African Commission, the Royal Technical College was converted to Nairobi College. In 1970, the latter was established to what is now known as Nairobi University by an Act of parliament, a move that saw the establishment of the first university in Kenya and the onset of higher

education. More universities were later to be established in 1980's with the setting up of Moi University in 1984; an academic institution that specialized in training technical and environmental sciences. In 1985, Kenyatta University which had additional faculty of arts, social sciences and commerce was established; this was followed by Egerton University in 1987 ; a university that specialized in agriculture and environmental factors. Last but not least, Jomo Kenyatta of Agriculture and Technology, a constituent of Kenyatta University was elevated to full University status in 1993.

2.4 HISTORY OF THE UNIVERSITY OF NAIROBI.

The Royal Technical College was established in Nairobi in 1956. Following an Act of the East African Commission, the Royal Technical College was converted to Nairobi College. In 1970, the latter was established to what is known as the University of Nairobi (UON) by an Act of Parliament, a move that saw establishment of the first university in Kenya and the onset of higher education. This justified the researcher to choose Nairobi University as a locale of study as it has education as one of its courses.

2.5 TRENDS IN HIGHER EDUCATION 1993-2003

According to Martin (2007), in the six development plan (1989-1993), the government's policy on higher education was then geared towards the production of skilled labour to meet the growing demand for technically and professionally qualified personnel. In the plan period 1994-1996 and 1997-2003, this policy was upheld .The government has been promoting and facilitating the expansion of local public and private universities to meet the ever-increasing demand for technically and professionally qualified personnel , and also to save the country's foreign exchange used by those who study abroad. At the same time, the

government has also created an enabling environment for the expansion of non-university – level higher education.

With the introduction of cost-sharing in the social sector in 1988, the government encouraged the public institution of higher learning particularly the universities, to diversify their sources of income in order to expand their enrolment inter alia. This led to the launching of degree programmes for self – sponsored students in public universities. This move has greatly expanded access to university education in the country.

The rapid expansion of higher education in the county has led to questions on the quality of education and training offered in these institutions. The government has been keen on the accreditation of private universities for quality assurance.

The board government policy on higher education mainly focuses on the expansion of access and provision of quality education and training in institution of higher learning education [Republic of Kenya, 1999]. This broad policy is expounded by the recent trends in institutions of higher education and training in the country.

Table 2.1: Trends in Education Enrolment 1963, 1995 (000's)

Education level	Enrolled 1963	Enrolled 1995	Male/female	1963-95 Annual
Primary	892	5545	1.02	5.7
Secondary	30	632	1.18	9.5
University	0.571	44.91	2.79	13.6
Teacher training	4	16.878	1.05	4.5
Technical	1	8.148	-	6.6
Polytechnics	-	7.927	3.219	-

Source: Republic of Kenya, (1997-2010)

From table 2.1, the education enrolment has increased in all the years from 1963 to 1995 in all the education levels for example, the enrolment in the university level increased from 0.571 to 44.91. This implies that the demand for education is on the increase year in year out.

2.6 IMPORTANCE OF EDUCATION

African governments have continuously emphasized on the role of education for its citizenry as a means to social and economic upliftment. From studies conducted by Psacharopoulos (1994), returns of education in Africa are higher than other regions. Returns of education have been measured in a number of ways; economically, it is viewed as an investment in human capital and seen to have a strong link to employment. Education provides the skills and competencies that will allow individuals to perform productive roles; a more literate and skilled labor force is likely to yield more returns on investment. Education promotes social equality and has a strong link to reduction of poverty; it produces a more informed citizenry, it empowers individuals and enables them to become more proactive, gain control over their lives and broaden the range of available options UNESCO,(1997). Education is not just about knowledge and skills alone, it imparts values, attitudes as well as creative and emotional development, it improves physical quality of life, this it achieves through creating healthier families, lowers child mortality, fertility and improves the environment health of community.

In any given country, high education level is a requirement. This is more relevant especially in a developing country like Kenya.

Education is regarded as both type of consumption and investment. People want schools sometimes, as they want TV sets- a status symbol. They want their children to learn to read because they will enjoy life more as a result. These are just some of the consumption benefits

of education. Future levels of production are not developed simply on labour and physical capital- but on technical knowledge and the skills of the labour force and these are provided by education (Maureen Woodhall, 1974).

Education is an important vehicle for the economic development of any country investment in education is a way through which the country can attain economic growth and development. (Psacharopoulos and Woodhall, 1985).According to Mbiti,(1981), education is deliberate attempt to acquire and transmit accumulated worthwhile skills, attitudes, knowledge and understanding from one generation to another. It is a process in which the individual actively involved and guided in his/her attempt to acquire worthwhile knowledge and understanding for the advancement and betterment of his/her changing world.

Education being the corner stone of the economic and social development it improves the productive capacity of societies and their political economic and scientific institution .It helps to reduce poverty by mitigating its effects on population, health and nutrition. Education reform efforts in African countries have aimed at making education effective vehicle for national development (UNESCO, 2003). Ezewu (1983), notes that the higher the socio- economic status of a family, the more likely it motivates its children to learn in school and consequently to succeed in learning. This might be the explanation why the demand for masters in education is high- because the economic status of the students is stable thus they need more education.

Becker (1975), states that education does not only increase in the probability of being employed. Once in employment, better- educated individuals earn considerably more than their less- educated peers. This might be one reason which justifies why the 'students' go for masters in education as this study investigated.

Another scholar like Green (1971), has also said how high education is important. The scholar stated that;

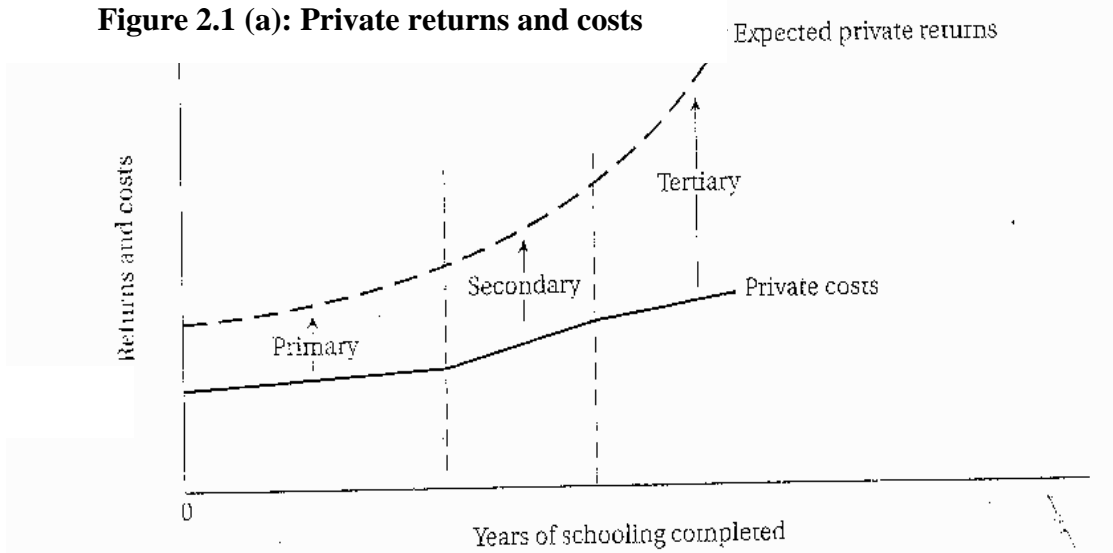
We all want education to develop motivation for further learning, ability to use knowledge constructively, and ability to participate in and contribute actively to the development of our societies.

Attempts to enhance education sector in the country depicted through the numerous working parties, is a reflection of the GoK's commitment to internally established frameworks and perspectives for the development of education. Kenya is a signatory to the UN. Human Rights Charter and the Convention of the Right of the child, both of which recognize education as a right of every citizen. This Right was reiterated in 1990 when 1500 participants from 155 nations, including Kenya, and many NGOs reaffirmed education as a human right by adopting the World Declaration on Education For All (EFA). Article 1 of this Declaration states:

“Every person – child, youth, adult –shall be able to benefit from education opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, improve the quality of their lives, to make informed decisions, and to continue learning”Sourcedfrom:<http://www.terremadri.it/materiali/aree-geopoliche/africa/kenya/kenya-est-edupri.pdf>.

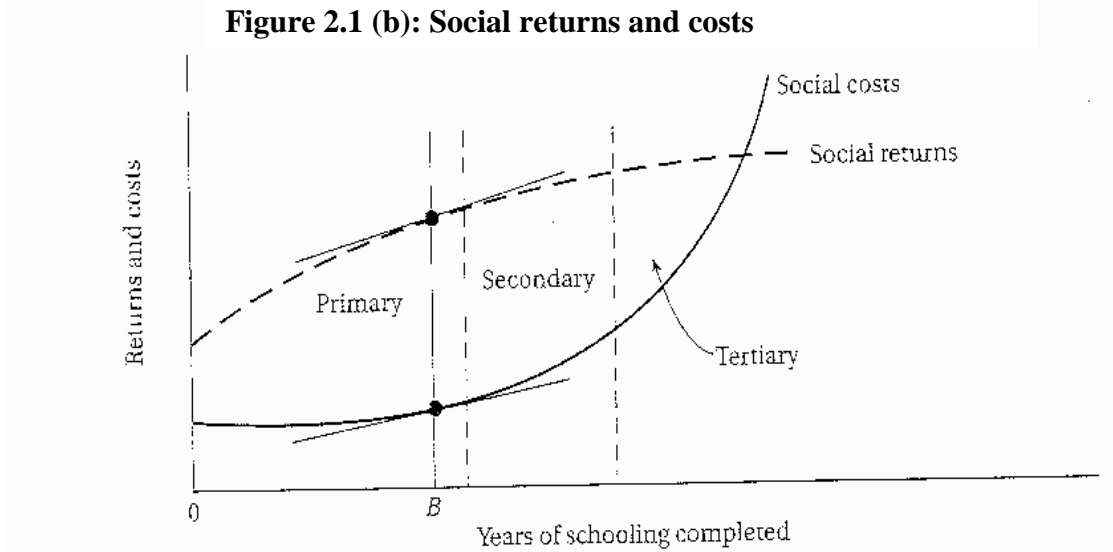
2.7 PRIVATE VERSUS SOCIAL BENEFITS AND COSTS OF EDUCATION: AN ILLUSTRATION

Figure 2.1 (a): Private returns and costs



(a) Private returns and costs

Figure 2.1 (b): Social returns and costs



(b) Social returns and costs

Source: Todaro and StephenSmith (2009:390)

In less Developed countries the social costs of education (the opportunities costs to society as a whole resulting from the need to finance costly educational expansions at higher levels when these limited funds might be more productively used in other sectors of the economy) increase rapidly as students climb the educational ladder. The private costs of education (those borne by students themselves) increase more slowly or may even decline-fig **.2.1(a)**.

The widening gap between social and private costs provides an even greater stimulus to the demand for higher education than it does for education at lower levels. Education demands therefore become increasingly exaggerated at the post secondary levels. As demands are generated progressively through the system; the social cost of accommodation grows much more rapidly than the places provided. More and more resources may be misallocated to educational expansion in terms of social costs, for lack of public financial resources.

From figure **2.1(a)**, as a student completes more and more years of schooling, her expected private returns grow and much faster rate than her private costs. To maximize the difference between expected benefits and costs (and thereby the private rate of return to investment in education), the optimal strategy for a student would be to secure as much as schooling as possible. These can explain why students are demanding higher education (masters).

Figure **2.1(b)**;the social benefit curve rises sharply at first, reflecting the improved level of productivity of say, small farms and self-employed that results from receipt of a basic education and the attainment of literacy, arithmetic skills and elementary vocational skills. Thereafter, the marginal social benefit of additional years of schooling rises slowly, and the social returns curve begins to level off. By contrast, the social cost curve shows a slow rate of growth for early years of schooling (basic education) and then a much more rapid growth for higher levels of education. This rapid increase in the marginal social costs of post-

primary education is the result of both of the much more expensive capital and recurrent costs of higher education (building and equipment) and more important, of the fact that much post primary education in developing countries is heavily subsidized.

From the two figures , over all, it can be said that the students as this study implies, will pursue higher education (masters) so as to have high private returns in form of high salaries, high self-esteem and many others.

The amount of schooling received by an individual, although affected by many non market factors, can be regarded as largely determined by demand and supply, like any other commodity or service. On the demand side, two principal influences on the amount of schooling desired are: [i] a more educated student's prospects of earning considerably more income through future modern –sector employment (the family's private benefits of education) and [ii].the educational – costs, both direct and indirect, that a student or family must bear. The amount of education demanded is thus in reality a derived demand for high-wage employment opportunities in the modern sector. This is because access to such jobs is largely determined by an individual's education. Most people {especially the poor} in less developed nations do not demand education for its intrinsic non- economic benefit but simply because it's the only means of securing modern-sector employment

Other important variables which are non- economic, for example cultural traditions, gender, social status, education of parents and size of family, certainly influences the amount of education demanded by an individual (Todaro& Smith 2009).

The anticipated private benefits of more schooling will be large compared to the alternative of little schooling, while the direct and indirect private educational costs are relatively low. The demand spirals upwards all the time. As job opportunities for the un-educated diminish,

individuals must safeguard their position by acquiring a complete secondary education (higher education). This in turn increases the demand for higher education but the amount of secondary and basic tertiary education most increase concurrently, as some people who were previously content with little education are now being squeezed out of the labour market. This has made people to fear especially those who are mastering in education – they have shown high demand for higher education.

2.8 ROLE OF HIGHER EDUCATION INSTITUTIONS

The opportunity to invent, learn, experiment and implement the tools of development cannot be logically separated from the process of determining development. An example in the case of universal primary education (goal number II), its attainment should indicate the development of systems that collect and analyse demographic data and trends to guide the planning and provision of services for the future. In Kenya there are unique parameters that need to be addressed before even the goals are considered a primary objective. From the twenty (20) targets of all the Goals, sixteen (16) are directly influenced by research and development. This provides an approximate 75% effect on the MDGs if the higher education system and institutions were used as the implementation structure.

The attempt to find workable solutions by the countries through their higher education systems would spur research and development not only in the higher education institutions but also amongst the industry and the MDGs would be achieved as a result. The role of industry needs to also be increased in higher education and particularly in research and development. There should be closer collaboration in research not only with local higher education institutions, but also with multinational companies with the view of developing viable solutions locally to reverse the challenges. This would not only be cheaper due to the

affordable local labour but also result in greater stimulus for development. This paper strongly advocates for the focus to be on the activation of the research and development within the higher education institutions as the main strategy of achieving the goals. This would have the unstated benefit of the country having a more educated population, once the effort of rediscovering the universities role to uncover solutions for the country.

2.9 DEMAND AND FACTORS INFLUENCING DEMAND FOR EDUCATION

Demand is a relationship between the quantity demanded of a product and its price. The total quantity demanded in any market depends on the price of all products or the income of individuals buying in that market or the distribution of that income among the individuals and on tastes. The market demand curve relates to the total quality demand of a product to the own price on the assumption that all other prices, total income, its distributions among individuals and tastes are held constant (Lipse, 1975). Arise in the consumer's income increases demand curve for a normal product to the right, indicating that more will be demanded at each possible price.

When distribution of income changes, demand will rise for those goods favored by the increase in income and fall for those goods favored by those decrease in income. An increase in demand means that the whole demand curve has shifted to the right; a decrease in demand means that the whole curve has shifted to the left.

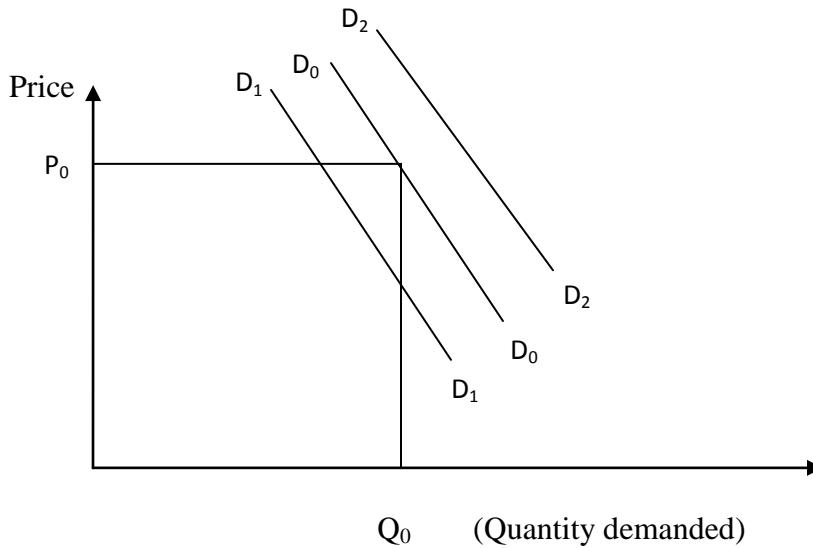
Education according to human rights declaration in Addis Ababa in (1960) has been regarded as a basic good. In Kenya's development plan (1979 – 1984), has listed education as one of the basic needs for Kenyan population together with health, and nutrition, housing, social services and water. Education is therefore, a basic consumer good just like food, clothing and shelter, water and sex.

Factors influencing the demand for education in a given country are as follows: price of education (cost), level of disposable income, other benefits accruing to acquisition of education like recognition, reduction in family size and acquisition of higher standards of living to mention, social reasons. The most important psychological reason which affects demand is what Anderson carried out in (1966) as peristalsis process that most parents are eager to let their children acquire higher education up the ladder than the level they had reached themselves. This may relate to these students 'education, may be the driving force for their education is from their parents.

Source of finance for students' advancement in masters in education is from personal Disposable income (PDI). According to Amacher and Olbrichi (1989), in his book "Principal of economics" has defined disposable income as received by households and available to spend or save, equals a personal income (PI) less personal taxes. Lipsey (1995) says that people can do one or two things with their disposable income.

The level of disposable income greatly affects the demand for primary, secondary and higher education as rightly claimed by Psacharopoulous, (1997). If the family disposable income increases, demand increases because, tuition fees, books, uniform and stationery will be afforded. But if the family income decreases, then most of the education equipment will prove to be unaffordable. This will lead to a shift in demand of educational consumption as seen in a hypothetical diagram below showing consumers' responses.

Figure 2.2: The Educational Demand Curve at various price levels.



Source: Koutsoyianis, (1979)

The above figure 2.2 shows; for example, if there is an increase in personal disposable income then more education will be demanded to the highest level. This explains why students are demanding masters in education-their personal disposable income is high. The demand curve will increase (shift) from D₀D₀ to D₂D₂ respectively. Conversely a fall in the level of disposable income will automatically decrease a demand of all educational prerequisites including fees, stationery, and textbooks resulting to a shift from D₀ D₀ to D₁D₁.

2.10 THE ATTAINMENT OF MILLENNIUM DEVELOPMENT GOALS AND THEIR SIGNIFICANCE TO HIGHER EDUCATION

In most Kenyan families, education consume nearly a quarter of a family's income paying not only for tuition, but also indirect fees such as textbook fees, compulsory uniforms and other charges related to development of the school. Countries such as Burundi, the

Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Tanzania Uganda and have abolished school fees, which has led to a surge in enrollment. In Kenya, enrollment of primary school children increased dramatically with 1.2 million extra children in school in 2003 alone; by 2004, the number had climbed to 7.2 million, drawing on the experience of African countries that have eliminated school fees, UNICEF, the World Bank, USAID and a range of partners are helping to develop a "How To" guide for countries seeking a breakthrough in universal basic education by abolishing school fees to develop educational systems that are inclusive, equitable and sustainable. But ending school fees is no magic wand: the surge in enrollment after fees abolition brings immense challenges to the entire learning infrastructure, from the physical building, the class size, to the teachers.

The interest and great development potential of the primary and secondary level of education gives an indication of the high potential of the higher education institutions that still remain untapped. We can see that development of the base that is to feed into the higher education institutions has great potential and a lot of room for improvement. Success of attaining this goal pretends greatly for the growth of the higher education system. Indeed the attainment of the goals automatically attributes growth for the higher education sector. However for the attainment of Millennium Development Goals and development of Higher Education has to be simultaneously.

A sum improvement of the goals will translate to improvement of the higher education sector and a sum improvement of the higher education sector would contribute to attainment of the Millennium Development Goals for example, reduce child mortality, achieve Universal Primary Education ,eradicate poverty and hunger and others.

In advocating for the higher education institutions and particularly the universities to be more involved with the general development of the Nation as a whole, care must be taken to maintain administrative distance from the government to ensure that the institutions maintain autonomy to be able to pursue its academic mandate. As discussed by Derek Bok (1982) 10th Ed pp61 – 65, the functions of a multiversity requires a comprehensive definition within the context of its operation to make it understood well, perform ultimately and utilize the full potential of collaboration with other institutions.

2.11 QUALITY ASSURANCE

The high demand for higher education and the response by both public and private higher education institutions calls for mechanisms that would ensure maintenance of quality of education offered by the higher education institutions. The difficulty and ambiguity of the term quality notwithstanding, when used in its broad sense of suitability, then the higher education offered by the institutions need to be suitable to the needs and demands of the country and in this regard, the needs would be attainment of the MDGs. There is the Commission for Higher Education which grants charters and ensures quality is maintained by the institutions, However as the Commission exists through an Act of Parliament it finds itself restricted in its limits of operation to engage with the ever changing field of higher education. It is no secret that some of the academic staff's qualifications in Kenya are below satisfaction level yet pressed with the demand for higher education the authorities are in a dilemma, of whether to institute the stringent measures of minimal qualifications and reduce the opportunities or to go on and hope that ultimately the forces of demand and supply will settle the quality concerns to an optimum level.

2.12 SUMMARY OF THE LITERATURE REVIEW

From the reviewed literature above it is clear that there are many factors which make students join or demand higher education. Education is not just about knowledge and skills alone, it imparts values attitudes as well as creative and emotional development, it improves physical quality of life, this it achieves through creating health families, lowers child mortality, fertility and improves the environment health of the community (UNESCO,1997). According to Green (1971),we all want education to develop motivation for further learning, ability to use knowledge constructively, and ability to participate in and contribute actively to the development of our societies. Becker(1975), states that education does not only increase in the probability of being employed. Once in employment, better-educated individuals earn considerably more than their less-educated peers.

All the above reasons make students to advance in education. The UON has an increase in the enrollment trend of the Masters of Education students. Do factors like ‘desire for higher pay’ influence the demand for Masters Education Degree? The researcher as needed to find out whether the search for knowledge and skills could have led to such high demand of MED. Other reasons could have as well contributed to the high demand of MED which the researcher wanted to establish. Are there future job options for these MED students? All these led the researcher to establish the specific factors influencing the demand for MED in the UON.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the description of the method used in carrying out the study. The chapter is broken down into: research design, locale of the study, target of population of the study, sample and sampling techniques, the research instruments, piloting, instrument validity and reliability, data collection, data analysis and presentation.

3.2 RESEARCH DESIGN

The type of research method that was used is descriptive –case study design. This was convenient as it is most appropriate in behavioral science and it seeks to find out factors associated with certain occurrences, outcomes, conditions and type of behaviors. It may enable the researcher to collect in depth information including sensitive and personalized experiences (Best and Khan, 1993). Descriptive studies make no attempt to manipulate variables. Their concern is either to describe and interpret existing relationships, attitudes, practices, process and trends or compares variables (Nkpa, 1997).

The researcher described the existing relationship between the reasons for joining masters in education and the future benefits of these students taking it. The research was a case study because: the primary purpose of a case study is to determine the factors, and the relationships among the factors, which have resulted in the current behavior or status of the subject of the study. In other words, the purpose of a case study is to determine why, not just what (Gay, 1976).

Studying this case of University of Nairobi was to give a general trend in all universities in Kenya as why there is high demand for Masters in Education. This is supported by what (Nkpa 1997:7) stated:-

Case study investigates in details individual cases or aggregations of individuals' cases treated as units. These case studies may be carried out by studying a phenomenon in one school, one association, agency or organization, one student, one teacher, or one administrator. Case studies are used to solve specific problems through in-depth study. The issues are usually remedial.

3.3 LOCALE OF THE STUDY

The study was carried out at University of Nairobi School of Education Kikuyu Campus where the target group was assembled for the school based programme in August 2012. The department of Administration and Planning were found at Jamhuri High School, Early Childhood Education students were in Parklands primary school, Education Foundation, and Tests and Measurement were studying from College House next to Anniversary Towers. The researcher chose University of Nairobi because it is an old public institution of higher learning which offers education as one of its courses. It is also one of the universities which had many postgraduate students and thus there was need to know why there is high demand in education. Also according to a recent survey by ranking web of universities, University of Nairobi was ranked 25 in Africa and 4338 in the world -located in the capital city.

3.4 THE TARGET POPULATION OF THE STUDY.

The target population is defined as the number of real hypothetical set of people, events or objectives to which a researcher wishes to generalize the findings (Borg and Gall, 1989). Since the researcher's topic of study was on Education , the School of Education was the

area of concern. In the UON, the School of Education is comprised of four heads of departments that is Education Foundations, Education Administration and Planning, Early Childhood Studies, and Tests and Measurement. This information was only to be availed by the Dean School of Education. The four Heads of Departments were supposed to give the researcher the population of students in their departments to be used as respondents. The total population of MED students was 513 and one Dean was in charge. That is why the target population comprised of the Dean of School of Education, four Heads of Department and 513 MED students undertaking school based programme .

3.5 SAMPLE AND SAMPLING TECHNIQUE.

Gay (1992), recommended that at least a sample of 20% of a population is good representation when dealing with a small population. Also (Nkpa, 1997) stated that, ‘for populations that run in thousands, 5% to 20% samples may be drawn’. For this particular study, sample size of 103 (20%) respondents of the total population of 513 Master of Education students were used in the University of Nairobi College of Education. Four heads of Departments and one Dean was also interviewed using purposive sampling. Stratified technique was applied for the MED students. This was appropriately since Nkpa (1997)states that: the stratified sampling procedure divides the population into homogenous subgroups containing members who share common characteristics. In a population that contains males and females, for example, the subgroup of males should be different from the subgroups of females. The masters of education students in UON was stratified into department of communication technology-Early Childhood Studies, Educational Administration and Planning, Tests and Measurement, and Educational Foundations. This was necessary so to have a full representation of ideas from the School of Education through

the various departments using a sample population from each department. The whole population could take much time and money. Orodho (2009) states that: stratified sampling guards against wild samples and ensures that no sub- population will be omitted from the sample.

According to Orodho (2009) such sub-samples above are called strata which are based on categories of one or a combination of relevant variables. Simple random samples were then drawn from each stratum, and then these sub-samples joined to form the complete stratified samples.

In stratified sampling a decision must be made as to the numbers (that is, the allocation) that will be selected from each stratum for the sample. The method of allocation used here was proportional allocation. In this format, each stratum contributes to the sample a number that is proportional to its size in the population. The allocation of the strata members in the sample is proportional to the number in the strata in the populations.

Table 3.1: Sample size in relation to the Total population

Department	Total population	Sample size	%
Educational administration and planning	273	55	20
Educational foundations	83	17	20
Educational communication and technology-			
Early childhood studies	105	21	20
Test and measurement	52	10	20
Total	513	103	80

$$\text{The sampling fraction} = \frac{\text{Sample size}}{\text{Total population}} = \frac{103}{513} = 0.2$$

3.6 RESEARCH INSTRUMENTS

The data collection instruments were questionnaires and interview schedules. A questionnaire is a device consisting of a series of questions dealing with some psychological, social or educational topic(s) sent or given to an individual with the objective of obtaining data with regard to some problem under investigation (Lockesh, 1984). Questionnaires were used by students since these students knew how to read and write independently. Therefore, they filled the questionnaires by themselves. The researcher used contingency type of questions because they are economical in terms of money and time, easier to analyze and administer Orodho, (2009).

Four heads of department and the Dean of School of Education were subjected to an interview schedule. This was necessary because the researcher wanted the exact number of departments in the School of Education in the UON from the Dean , and the number of enrolment of the MED students in each department from the head of department. Therefore the Dean and the four heads of departments could not give false information as the researcher had a face-to-face communication with them. In addition ,since the number of these respondents was so small(one dean and four heads of departments),interview schedule was appropriate. The respondents could not ignore the researcher or refuse to answer questions (Mugenda and Mugenda,1999).

3.6.1 STUDENT QUESTIONNAIRE.

It contained information on the researcher's letter of introduction, student's personal details which included: name, sex, age, year of admission, department, year of study, module, number of years in the job profession, job group, and responsibility held in the former place of work, and home district. It also had reasons for doing master's in education (to get high

pay after graduation, to get more knowledge and skills, to teach in university, to open doors for PHD, to compete with spouse to avoid frustration in the present job station, make use of extra money and others).The possible future job options included: to teach in university, go for PHD, continue working in the current place of work, teach in TTC, become an education officer, and others.

3.6.2 STAFF INTERVIEW SCHEDULE

An interview schedule is a set of questions that an interviewer asks when interviewing respondents. It makes it possible to obtain data required to meet the specific objectives (Orodho, 2004).Much information on a particular aspect is obtained and the respondent cannot ignore the researcher. The Dean of school of education and the four head of departments were subjected to interview schedules. The Dean's interview schedule provided dean's personal details, the number of the students enrolled, the number of departments in the school of education, and the future possible occupations for the students after masters programme. The Heads of Department interview schedule provided the name of the department, their personal details, the population of the students in the department and the student's future job option.

3.7 PILOTING

After constructing the questionnaire, the researcher then tried it out on a small sample of population. This sample comprised of students doing Early Childhood Education (ECE) in the University of Nairobi, College of Education. These students were part of the total population who represented the views of the target population. Normally the pretest sample is between 1% and 10% depending on the sample size (Mugenda and Mugenda, 1999). For this pretest, the students of ECE were purposely chosen so as to save time of moving to get

to all avenues of all departments. They represented 10% of the sample size of 103 students. The purpose of piloting is to detect any problems for example lack of enough space in the questionnaire for answering the questions, so that they can be remedied before the study (Faraenkel and Wallen, 2000).

3.7.1 VALIDITY OF THE RESEARCH INSTRUMENTS

According to Orodho, J.A. (2008), validity is the degree to which the empirical measure or several measures of the concept, accurately measure the concept. Validity is established by an expert (Gay, 1997). The validity of the research instruments was determined by other students apart from the ones who were used during the research. They were totally independent with the respondent (degree students from UON).

3.7.2 RELIABILITY OF THE INSTRUMENT

Mugenda, Olive M. (1999), has defined reliability as a measure of the degree to which a research instrument yields consistent result or data after repeated trials. The researcher used the test-re-test method to determine the reliability of the instruments. The developed questionnaires were administered to pilot the department of communication technology- Early Childhood Education students. The scores of each administration were recorded separately as shown below:

Table 3.2 Values for correlation coefficient.

Questionnaires administered	5	10	15	20
Response	2	6	13	10

To compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire are consistent in eliciting the same responses every time the instrument

is administered, Pearson's product formula for the test-retest was applied. According to Orodho (2009: 291) the formula is

$$r = \frac{\frac{\sum xy - \sum x \cdot \sum y}{N}}{\sqrt{[\sum x^2 - (\sum x)^2/N][\sum y^2 - (\sum y)^2/N]}}$$

where r = the Pearson's correlation index

$x_i = i^{\text{th}}$ value of x valuable (Number of questionnaires)

$y_i = i^{\text{th}}$ value of y variable(Correct responses)

N = the number of respondents completing the questionnaire.

R output for test of correlation coefficient

Pearson's product-moment correlation

data: Response and Questionnaires <- administered

t = 1.8407, df = 2, p-value = 0.2070

alternative hypothesis: true correlation is not equal to 0

95 percent confidence interval:

-0.7067076 0.9954282

Sample estimates:

cor

0.7929721. This was rounded off to 0.8.

This was high enough to judge the instrument as reliable for the study (Orodho, 2008).

3.8 DATA COLLECTION TECHNIQUES

The researcher collected the data in person after seeking the authority form the Ministry of Higher Education Science and Technology (MOHEST) and from the vice chancellor UON through the DVC (Research, Production and Extension). The respondents filled the

questions as follows: the students doing Education Administration and Planning were found at Jamhuri High School where the researcher requested them to fill the questionnaire. After which the researcher got back the questionnaires. The second group that is Early Childhood Education students were in Parklands primary school, after requesting them to fill the questionnaire, they responded positively by filling them. The students taking Educational Foundation; Tests and Measurement were studying from College House next to Anniversary Towers. They also responded positively by filling the questionnaires.

The dean and heads of departments were met in their offices where an interview schedule was done. They were interviewed one by one in their specific offices whereby the researcher filled the interview schedule. Some data was collected from the registry office school of Education, and the registry office – the board of post graduate studies UON main campus. The researcher finally thanked the respondents for filling the questionnaire and being ready for the interviews. However it took long for the researcher to get permission from the vice chancellor's office after getting the research permit from the Ministry of Higher Education Science and Technology (MOHEST).

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

Data analysis is the categorization, ordering, manipulating and summarizing of data to obtain answers to research questions (Kerlinger, 1973).

The data which was analyzed was obtained from the research instrument and for this study the instrument were the questionnaire and interview schedules. The data was both qualitative and quantitative data. For qualitative data, the researcher used the analytical technique to determine the recording style used during data collection exercise. These included; thematic analysis, content analysis and a quick impressionistic summary.

The descriptive statistics, including frequency counts and percentages were used to analyze data. This was done by use of computers worksheets. Statistical Package for Social Sciences (SPSS) was used to tabulate the data findings in percentages. Borg and Gall (1983) says that the most widely and used and understood standard proportion is the percentage. The result of the data was presented in the form of frequency tables, bar graphs, figures and percentages.

4.2 High pay after graduation of the Masters' Education Students in the UON.

The students who gave this reason for joining MED at the University of Nairobi were 12%. This group of students was the fourth majority.

4.3 Acquire more knowledge and skills

This was confirmed to be the most influential reason as to why most students joined masters' in Education. It had a student representation of 24%.

4.4 Teaching in University

The students who gave this reason for joining Masters' in Education in the UON were 16%.They were the third majority.

4.5 Proceeding to PHD, Competing with spouse, avoiding frustration at the work place and Making use of the extra money

Proceeding to PHD was scored by 24% of the students, to avoid frustration at the current work place 10%,those to compete with spouse 8% and those to make use of extra money were 7%. All the above reasons from 4.2 to 4.5 are shown in the figure below.

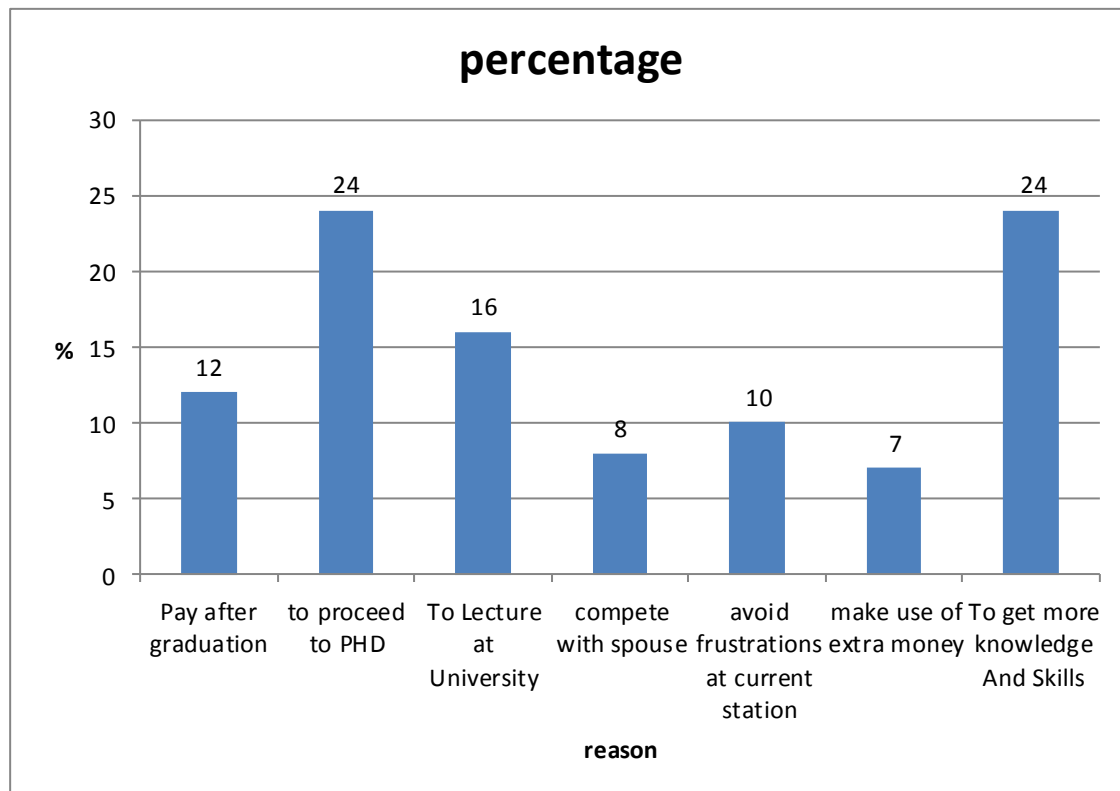


Fig 4.1: Reasons for doing MED

The bar graphs with the highest percentages (24%) are the ones proceeding to PHD and those to get more knowledge and skills. Those who gave lecturing in the university as a reason were 16% followed by those to get high pay after graduation (12%). Those to avoid frustration at current work place 10%, those to compete with spouse 8% and lastly those to make use of extra money they have were 7%.

4.6 Future job options in which the MED students can fit after the master's programme.

There are many possible future job options available for the MED students after their masters' programme these include: to proceed to PHD, to be lecturers at the university, among others as shown below:

Table 4.1: showing of future opportunities for MED students by the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TO LECTURE AT UNIVERSITY	40	39.2	39.2	39.2
	TO PROCEED TO PHD	36	35.3	35.3	74.5
	TO CONTINUE WORKING IN THE PLACE OF WORK	4	3.9	3.9	78.4
	TO LECTURE IN TEACHERS TRAINING COLLEGE	4	3.9	3.9	82.4
	TO BECOME AN EDUCATION OFFICER	13	12.7	12.7	95.1
	OTHERS	4	3.9	3.9	99.0
8		1	1.0	1.0	100.0
	Total	102	100.0	100.0	

From table 4.1, the students had the following wishes: To lecture at University tops with 39.2%, Secondly, to proceed to PhD 35.3%, third is to become an educational officer (12.7%), fourth is to continue working in the current place of work, lecture in teachers training college, and others(3.9%) each.

4.7 DISCUSSION

4.7.1 High pay after graduation of the MED students at the UON

This factor was represented by 12% of the students. Becker (1975), states that education does not only increase in the probability of being employed. Once in employment, better-educated individuals earn considerably more than their less-educated peers.

4.7.2 Acquisition of more knowledge and skills

This was represented by 24% of the respondents. This seemed to be the most influential reason making people to go to Masters' Education. More knowledge and skills is necessary for the growing demand for technically and professionally qualified personnel and also save the county's foreign exchange used by those who study abroad instead of our country (Martin, 2007). According to Mbiti(1981), education is a deliberate attempt to acquire and transmit accumulated worthwhile skills, attitudes, knowledge and understanding from one generation to another. It is a process in which the individual actively involved and guided in his/her attempt to acquire worthwhile knowledge and understanding for the advancement and betterment of his/her changing world.

4.7.3 Teaching in University

This had 16% of the respondents. There are those students who want to teach in University after their MED programme. Maureen Woodhall(1974), says that Education is regarded as both type of consumption and investment. People want schools sometimes as they want TV sets-a status symbol. They want their children to learn to read because they will enjoy life more a result. These are just some of the consumptions benefits of education. Future levels

of production are not developed simply on labour and physical capital-but on technical knowledge and the skills of the labour force and these are provided by education.

4.7.4 Proceeding to PHD, Competing with spouse, avoiding frustration at the work place and Making use of the extra money

From the research done, proceeding to PHD as a factor was represented by 24% of the respondents. This tallied with the factor acquiring more knowledge and skills. To compete with spouse had 8%, to avoid frustration at the place of work had 10%, and to make use of the extra money 7%.

The most important psychological reason which affects demand for education is what Anderson carried out in (1966) as peristalsis process that most parents are eager to let their children acquire higher education up the ladder than the level they had reached themselves.

Green (1971) , has also said how high education is important. The scholar stated that; we all want education to develop motivation for further learning, ability to use knowledge constructively, and ability to participate in and contribute actively to the development of our societies. Most people (especially the poor) in less developed nations do not demand education for its intrinsic non-economic benefit but simply because it's the only means of securing modern-sector employment.

Human Rights Charter and the Convention of the Right of the child, both of which recognize education as a right of every citizen. This Right was reiterated in 1990 when 1500 participants from 155 nations, including Kenya, and many NGOs reaffirmed education as a human right by adopting the World Declaration on Education For All (EFA). Article 1 of this Declaration states:

“Every person – child, youth, adult –shall be able to benefit from education opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, improve the quality of their lives, to make informed decisions, and to continue learning”Sourcedfrom:<http://www.terremadri.it/materiali/aree-geopoliche/africa/kenya/kenya-est-edupri.pdf>.

4.7.5 Future job options in which the MED students can fit after the master’s programme

Students gave varied options they would like to take after their MED programme. The highest opportunity listed was to lecture at university (39.2%) ,secondly to proceed to PHD (35.3%), to become an education officer (12.7%).The last group about to continue working in the current place of work, lecture in teachers training college, and others were represented by 3.9% of the respondents each. There were other options given by the respondents including; starting private business and promotion to the post of the county directors. This idea is supported by Todaro and Smith (2009),who says that there may be improved level of productivity of say small farms and self-employed that results from receipt of basic education and the attainment of literacy, arithmetic skills and elementary vocational skills.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives summary of the findings, and then conclusions are drawn from these findings. Recommendations to various stake holders are also drawn in this chapter.

5.2 SUMMARY

5.2.1 High pay after graduation of the Masters' Education Students in the UON

This was one of the reasons chosen by the MED students of the UON. Among the other reasons, it was ranked the fourth as teaching in University, proceeding to PHD and acquiring more knowledge and skills took position three and on respectively. This shows that students not only join Masters to get knowledge and skills but also to get more money when they are absorbed in their new paying jobs after promotion which comes about when one has attained good academic performance.

5.2.2 Acquire more knowledge and skills

As for this study, this factor was chosen by most respondents. It had the highest percentage and this confirms that most people want knowledge and skills to cope with the current scientific world. This will also enable them to advance to PHD, teach in university, and do other jobs which need high level of thinking.

5.2.3 Teaching in University

The students who responded to this factor were the third majority. Most people want to acquire higher education so as to be able to teach in University. Many Universities have

been opened in Kenya which need manpower and due to that most students opted for MED degree.

5.2.4 Proceeding to PHD, Competing with spouse, avoiding frustration at the work place and Making use of the extra money

Proceeding to PHD was ranked the first factor. This shows that most students join MED so as to do PHD. This will enable them teach in universities and even open their doors acquire other jobs.

There are others who do MED so as to avoid frustration in their job place. This was ranked the third last reason. The second last reason was that of competing with their spouse. This means that in a family there should be equilibrium where the other spouse's education should not outweigh the other one. Lastly other respondents suggested that they do MED so as to make use of the extra money which they have. This factor was suggested by the least number of respondents.

5.2.5 Future job options in which the MED students can fit after the master's programme

The new job options which were suggested by the respondents which were not in the questionnaires included starting a private business and becoming a county director. From the listed future job options in the questionnaire position one was to lecture in the university, second to proceed to PHD, third to become an education officer and the last group was to continue working in the current place of work and lecture in teachers training colleges. This shows that most MED students want to get out of their current job and this will imply a shortage of manpower in their current place of work.

5.3 CONCLUSIONS

The most influential reason making the MED students of UON to go for higher education is to get more skills and knowledge. Another important reason is to proceed to PHD after attaining their MED degree, others joined MED simply because they wanted to attain the higher education to enable them teach in universities. There are others who joined MED so as to earn highly in their new jobs after their graduation.

There are also other reasons like avoiding frustration in the place of work, competing with their spouse and making use of the extra money. All these factors are aimed at making life comfortable, for example acquiring more skills and knowledge results to the people (consumers) getting quality services; teachers will offer quality teaching services to the learners.

The future job options included to lecture in the university which was supported by most respondents, to proceed to PHD was supported by the second majority. Other respondents also chose to become education officers, as the others suggested to start private businesses and become county directors.

There is need for the government to work out ways of replacing those people teach/work secondary/place of work and who want to teach in University after their MED degree. Also the research shows that most MED students want to acquire more knowledge and skills. The government should therefore build more institutions of higher learning to enable people to learn to acquire these skills and knowledge.

5.4 RECOMMENDATIONS

The following recommendations can be made:

1. The capacity of institutions of higher learning should be increased since most of the MED students want to acquire more knowledge and skills obtained in these learning centers.
2. There is need for the government to look for ways of replacing the MED students in their place of work as they are eager to teach in University as this study confirms.

5.4.1 Recommendations for further research

1. It is recommended that further studies be done to establish the sources of fees for the MED students in the University of Nairobi.
2. There is need to find out which university has high number of MED students and why?
3. There is need to establish which gender is of high population in MED students UON and find reasons why.

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UNIVERSITY OF NAIROBI
OFFICE OF THE DEPUTY VICE - CHANCELLOR
 (Research, Production & Extension)
 Prof. Lucy W. Irungu B.Sc., M.Sc., Ph.D.

P.O. Box 30197-GPO,
 00100, Nairobi-Kenya
 Telephone: +254-20-2315416 (DI), 318262

Fax: 0202317251
 Email: dvcrpe@uonbi.ac.ke

UON/RPE/2/4

September 7, 2012


Oyaro Omwando Evans
 Kenyatta University,
 P.O. Box 43844 – 00100
 NAIROBI

Dear Mr. Oyaro,

**PERMISSION TO INTERVIEW STAFF AND STUDENTS AT THE SCHOOL OF EDUCATION,
 UNIVERSITY OF NAIROBI**

I refer to your request to the Vice-Chancellor, University of Nairobi dated August 29, 2012 on the above subject and write to inform you that you have been granted approval to interview staff and students at the School of Education University of Nairobi to enable you collect data for your M.Ed degree project at Kenyatta University entitled: "Factors Influencing the demand of Masters in Education Degree: a Case Study of the University of Nairobi-Kiambu County.

I wish you a fruitful research.


LUCY W. IRUNGU
 DEPUTY VICE-CHANCELLOR
 (RESEARCH, PRODUCTION AND EXTENSION)
 &
 PROFESSOR OF ENTOMOLOGY

c.c. Vice-Chancellor
 DVC, (A&F)
 DVC, (AA)
 DVC, (SA)
 Principal, CEES
 Dean, School of Education

BW/no



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APPENDICES

APPENDIX A: RESEARCH PROTOCOL

The bar chart below shows the time schedule for research activities by the researcher submitted to the School of Education of Kenyatta University.

Activity		Duration		
		2010	2011	2012
		D	JFMAMJJASOND	JFMAMJ
1	Proposal development			
2	Concept paper			
3	Literature review			
4	Research instrument			
5	Data collection			
6	Data analysis			
7	Report writing & submission			

APPENDIX B

LETTER OF INTRODUCTION

KENYATTAUNIVERSITY,

NAIROBI.

OYARO OMWANDO EVANS,

REG. NO E55/CE/14296/09,
P.O BOX 43844,

18/7/2011.

TO:
THE DEAN,
SCHOOL OF EDUCATION,
UNIVERSITY OF NAIROBI,
P.O BOX 30197,
NAIROBI

Dear sir/madam,

RE: APPLICATION TO DO RESEARCH IN YOUR UNIVERSITY

I hereby apply to carry out a research in your university during the year 2012.

I am a student doing masters in Education Department of Educational Management, Policy and Curriculum Studies (Economics of Education). I would like to investigate the factors influencing the demand of Masters in Education Degree. I have chosen your University because it is old and it has the faculty of Education which offers educational courses in the university.

I hope you will consider my application.

Yours faithfully,

OYARO OMWANDO EVANS.

MED STUDENT.

APPENDIX C

PART A: STUDENT'S QUESTIONNAIRE

NAIROBI UNIVERSITY,
SCHOOL OF EDUCATION,
TO THE RESPONDENT:

I wish to request MED students to fill this questionnaire for the purpose of knowing reasons which made them to join masters. **The topic for study is on factors influencing demand on masters in education degree.** Another reason for the study is to investigate all the possible areas to join after completing MED.

Lastly, knowing their sources of income for the masters' programme will also assist me in making conclusions which can help others to learn from the same information.

You are therefore welcome to fill all the parts of this form.

All the information you will give, will be treated with high degree of confidentiality. I wish you well.

By OyarOmwando Evans.

MED STUDENT.

PART B: PERSONAL DETAILS (MED STUDENTS)

NAME: _____(OPTIONAL)

SEX: _____ AGE: _____

YEAR OF ADMISSION _____

DEPARTMENT: _____

YEAR OF STUDY: _____ MODULE: _____

NUMBER OF YEARS IN THE JOB PROFESSION: _____

JOB GROUP: _____

RESPONSIBILITY HELD IN YOUR FORMER PLACE OF WORK: _____

HOME DISTRICT: _____

PART C: LIST OF REASONS FOR JOINING MASTERS IN EDUCATION

1. To get high pay after graduation
2. To open doors for PHD
3. To teach in university
4. To compete with my spouse
5. To avoid frustrations in the present station
6. Make use of the extra money I have
7. To get more knowledge and skills.
8. Others (specify): _____

Please rank the above reasons using the number starting with the most influential reason to the least e.g. (2, 1, 4, 7...)

PART D: POSSIBLE FUTURE OCCUPATIONS

Which one of the occupations would you prefer after finishing MED (please tick one option).

- a) Teach in university
- b) Go for PHD
- c) Continue working in the former place of work.
- d) Teach in TTC
- e) Be an education officer
- f) Other (specify):_____

Thank you for filling this questionnaire.

Signed:_____

OYARO OMWANDO EVANS
MED STUDENT
KENYATTAUNIVERSITY

APPENDIX D

**UNIVERSITY OF NAIROBI, COLLEGE OF EDUCATION AND EXTERNAL
STUDIES**

DEAN'S INTERVIEW SCHEDULE

1. Gender: Male Female

2. Work experience as a dean. (Tick one option).

1 – 5 years 6 – 10 years 11 – 15 years

15 and above years

3. How many departments are in the school of education?

4. What is the total population of MED students in the school of education?

5. a) What is the trend of the MED students' enrollment for the last three years?

 (b) Please give the figures for:

2007: 2008: 2009: 2010: 2011:

6. Have you absorbed the MED students after graduation for the last two years in your college?

7. For question 6 above, if the answer is yes, how many?

Thanks for participating in this interview.

APPENDIX E:

**UNIVERSITY OF NAIROBI, COLLEGE OF EDUCATION AND
EXTERNAL STUDIES**

HEAD OF DEPARTMENT'S INTERVIEW SCHEDULE

1. Gender: Male Female
2. Work experience as the Head of Department (Tick).
1 – 5 years 6 – 10 years 11 – 15 years
3. What is the name of your
department? _____
4. What is the current enrollment in the
department? _____
5. What are the future job options for the students in the
department? _____

Thank you for participating in this interview.

APPENDIX F: BUDGET FOR THE STUDY

ACTIVITY	AMOUNT (KSHS)
1. Secretarial services	
a) Typing of proposal 1 st copy	1500
b) Correction of 1st proposal	500
c) Typing of final proposal	1500
d) Typesetting and photocopying of the questionnaires 200x2.50	500
2. Stationery	
a) Duplicating papers	1000
b) Pen, whiteout, pencils, rubbers	500
c) Writing materials	300
3. Traveling expenses	
a) Pre-testing questionnaire	2000
b) Administering questionnaire 30days x 500	15000
c) Accommodation 2 months x 2500	5000
d) Lunch + breakfast super 10000x2 months 20000	
4. Research clearance	1000
5. Binding	
a) Binding proposal	500
b) Binding 10 final copies	5000
6. Computer expenses	
a) Analysis of pretest data	5000
b) Analysis of final data	20000
7. Miscellaneous	10000
Total	89,300

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Our Ref: **NCST/RCD/14/012/906**

29th August 2012
Date:

Evans Omwando Oyaro
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing the demand of Masters in Education Degree. A Case study of the University of Nairobi - Kiambu County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **31st August, 2013.**

You are advised to report to **the Vice Chancellor, University of Nairobi** before embarking on the research project.

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

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The Vice Chancellor
University of Nairobi
P.O.Box 30197-00100
Nairobi.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."