

**Factors Influencing the choice of Specialization of MBA Courses by Students
at Institutions of Higher Learning in Kenya**

A Survey of Nyeri County

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for the award of Master Degree of Business Administration of Kenyatta
University.**

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Declaration

I hereby declare that this Research Project is my original work and has not been presented to any college or any other award

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Dedication

This proposal is dedicated to my Husband Jim for his love, support, encouragement and motivation, you have been such a blessing to my life. To our baby Irwin for joy you've brought into our lives. To my parents you have always encouraged and motivated me to rise higher by the day.

Acknowledgement

First and foremost, I thank God for His grace, providence and for this far he has brought me. Giving me the patience and perseverance to move on even when my strength has failed me and seen I cannot make it. Am grateful and worship your name. I sincerely thank my closest friend and loving husband for his love, encouragement and support. Jim you stood by me when all seemed dark and no traces of light were seen during this period of writing this paper. Special thanks to Mr and Mrs Kamau whose encouragement, prayers and love kept me going as I study and encouragement to achieve my academic goals. I thank my supervisor Mr Maende for his support, guidance, critics and commitment to see me come through this far. It's through your corrections that I have succeeded in finalizing in this proposal. Special thanks to Madam Ann who has encouraged and supported me to ensure I finish this proposal.

Abbreviation/ Acronyms

LIA	Letter of Interim Authority
MOHEST	Ministry of Higher Education Science and Technology
CHE	Commission of Higher Education
JAB	Joint Admission Board
UON	University of Nairobi
KU	Kenyatta University
KIT	Kimathi Institute of Technology
KUCT	Kimathi University College of Technology
DKUT	Dedan Kimathi University of Technology
MBA	Masters of Business Administration
PhD	Doctor of Philosophy
STEM	Science, Technology, Engineering, and Mathematics
AIO	Activities, Interest and Opinions

Abstract

Education is one of the core elements that contribute to the holistic development of a person. Higher education further develops a person's knowledge, skill and character by going through a learning process. Higher education is becoming more competitive in recent years due to individuals need to empower themselves, harsh economy, tight measures of getting employment and reductions in government funding and higher student fees. As the nature of the environment grows more competitive, the role of marketing, previously non-existent in most universities, has grown significantly. One of the key pieces of information that would assist a university's marketing effort is an understanding of what determines a student's university preference. The purpose of this study is to establish the factors that influence the choice of specialization of MBA courses by Students at Institutions of Higher Learning in Kenya. The population for this study consists of 860 MBA students from the universities in Nyeri County where random sampling of students will be sampled from each university. Random sampling of students will be used from each university that offers the MBA program. The respondents consist of MBA students. The research instrument to be relied on for primary data collection will be a structured questionnaire that has both open ended and closed questions. The data type to be collected here will be primary data. The questionnaire will be administered using drop and pick later method. The data gathered is aimed at offering sufficient information identify the factors influencing the choice of Specialization of MBA Courses by Students at Institutions of Higher Learning in Nyeri County. Data collected will be edited for accuracy, consistency, uniformity and completeness where the results will be presented in tables, graphs and charts.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

A growing crisis in the higher education sector in Kenya over the last two decades has given rise to a multiplicity of new organizational structures designed for meeting the new challenges of post-secondary education and training. The Kenyan government has been engaged in series of reform policies aimed at increasing the sources of higher education due to the increased number of students. A number of factors account for the emergence of these structures among them the steady reduction in the funding of public universities, the need to expand educational opportunities to significantly larger numbers of school leavers and major changes in the labour market which create new requirements for lifelong learning (Johnstone, 2003). These and related factors have led to new trends in distance learning in higher education in the country. Education is one of the core elements that contribute to the holistic development of a person. Higher education further develops a person's knowledge, skill and character by going through a learning process. Students are centered on the principal factors on the decision of whether or not to go to an institution, of higher learning rather on the specific reasons why students select a preferred institution. (Johnstone, 2003; Oketch, 2003 Sanyal& Martin, 1988).

Higher education in Kenya is becoming increasingly important as it plays a major role in realization of becoming an industrialized nation by the year 2030. In a double-pronged action, it contributes to not only the development of quality human resources but also creating a sustainable business as it provides services to its customers. Higher education is becoming very essential in the building of the nation. (Koh, 2003). It is important to recognize the principal factors that influence a student's choice specialization of MBA courses by students at tertiary institution to pursue higher education in Kenya. The need to regulate, coordinate and assure quality in higher education was felt as a result of the rapid growth and expansion experienced in the subsector prior to the establishment of the Commission for Higher Education in 1985. The Nairobi University College was the only university between 1963 and 1970 with an enrolment of about 1,000 students. On becoming a fully fledged university in 1970, the University of Nairobi gradually increased its enrolment to 8,900 in 1984. This increased enrolment was partially achieved through the additional places offered at its two constituent colleges, Kenyatta University College and Egerton University College. The pressure on the government to increase

enrolment at the University was such that it became necessary to establish more universities. Following the recommendations of a Presidential Working Party, Moi University was established in 1984. Kenyatta University College and Egerton University College became elevated to full University status in 1985 and 1987 respectively. Enrolment in the four public universities increased steadily to about 20,000 students by 1989/90. It was by now, evident that the Government was no longer able to cope with the ever increasing demand for more University places or even to provide the adequate resources required. Hence an increase in various categories of institutions of higher education in Kenya which are offering higher education which include Private Universities, Technical colleges, and other colleges. The ministry of Higher Education Science and Technology (MOHEST) ensures that education offered in these institutions is in line with the set guidelines and rules. This is enhanced by having regulatory bodies like the Commission of Higher Education (CHE) was established in 1985 through an Act of Parliament. (The Universities Act Cap 210B), to regulate growth and ensure quality in higher education in Kenya and the Joint Admission Board (JAB). The Joint Admissions Board (JAB) comprises representation from all public universities and the Ministry of Education. (jab.uonbi.ac.ke,2012)

For any institutions to be accredited, the Commission must be satisfied that the institution concerned has adequate physical, human, library and financial resources, viable relevant academic programs and sound structure of governance. Institutions of higher learning include Universities all Public and private, Constituent colleges, Technical colleges and tertiary colleges. There were seven public Universities established through institutional Acts of Parliament and were not currently subjected to the accreditation process of the Commission for Higher Education, until the passing of the new University Act 2012 that has seen the fifteen University constituent colleges and others which were each established in 2007 by a Legal Order under the Act of the university become fully fledged Universities. There are fourteen private chartered Universities that have been fully accredited, while there are four private University constituent colleges under the Catholic University of Eastern Africa. There are universities that are operating with letters of Interim Authority from commission of higher education who from time to time give then guidance and advice. Due to the increased demand for higher education several other universities are still working towards fulfilling the requirements for grant of Letter of Interim Authority (LIA). These are institutions that were offering university level education before the establishment of the Commission for Higher Education in 1985. They were issued with

Certificates of Registration in 1989. However, a number of universities which initially fell within this category have since progressed to the award of Charter. (jab.uonbi.ac.ke,2012)

It is important to recognize the principal factors that influence choice of specialization of MBA courses by Students at Institutions of Higher Learning in Kenya. A student's choice for achieving a higher education greatly depends on the factors of social, Personal, psychological and cultural factors. In the social factors the family is the main element that will influence the choice as certain students will want to attend where the family members have attended. The students may be able to learn more information about the institution from them just to have a fair idea of what to expect when enrolled there and this becomes a motivation as to why they should join certain institutions (Hassan and Sheriff, 2006). The roles and status are also social factors as they act as a lead to decision making among students as they create the popularity to the public regarding the institution and the more students get more information of a certain institution they tend to be associated with it. Academic issues such as availability of major and academic reputation of the university are factors that influence choice of specialization of MBA courses by Students at Institutions of Higher Learning in Kenya. These students are attracted to institutions that can provide them with a wide variety of academic programs from which to choose (Canale et al., 1996).

Meeting changing consumer needs by providing the right product or services has been an ongoing marketing challenge for retailing in competitive global markets. Consumers may choose particular product brands not only because these products provide the functional or performance benefits expected, but also because products can be used to express consumers personality, social; status or affiliation or to fulfill their internal psychological needs, such as need for change or newness (emotional purposes). Consumers needs, to be fulfilled through the consumption of particular product brands, however vary considerably with the social economic and cultural differences among consumer markets. According to Yau (1994), consumer's product choice and preferences for a particular product or brand are affected by very complex social influences. Thus consumer's values, which reflect social influences and environment, should affect needs to be fulfilled through purchase and consumption behavior. Consumer's preferences for certain products also change over time as their consumption situation and environment change (Yau, 1994).

1.1 Higher Education in Kenya

Kenya has attached education to economic and social development since 1963 (Sifuna, 1998). This has led to the rapid expansion of the education system to provide qualified persons for the growing economic and administrative institutions and to undertake some reforms to reflect the aspirations of an independent state (Court and Ghai, 1974). Higher education in Kenya can be traced back to 1922, when the then Makerere College in Uganda was established as a small technical college which was then expanded to meet the needs of the three East African countries, Kenya, Uganda, Tanganyika and Zanzibar, as well as Zambia IBIMA Business Review 4 and Malawi. From one university in 1970, the number has increased to seven public universities, seven University College and 17 private universities.

Every year graduates are faced with the problem of having to decide on future career paths in their MBA specializations. Johnson & Chapman, 1979). For those students considering attending the University for further Studies is increasing by the day. This process typically spans a number of years and may have begun in early childhood when prospective students develop perceptions of universities and university life to attain given careers. (Maguire & Lay, 1981). Many factors probably affect the final decision. Over the last four decades, the social demands with respect to higher education in Kenya have clearly intensified. This has been exemplified by the rise in enrolment in public and private universities, the proliferation of more private universities and the establishment of the private wings (self sponsored programs) in the public universities (Government of Kenya, 2005). Higher education in Kenya is run by the Commission for Higher Education (CHE) established in 1995 under provisions of the University Act with some of the major functions such as; to accrediting universities; to promote the objectives of university. Although these functions are considerable statutory to CHE to run university education, a number of criticisms have been leveled at the operations of the organization (Sifuna, 1998).

Nyeri county is located in the former Central province and constitutes six (6) constituencies namely ;Tetu, Kieni, Mathira, Othaya, Mukurwe-ini and Nyeri town. Nyeri North and Nyeri South districts were mapped to this county for the purposes of generating county estimates. Education in the area is key as the county has six institutions of higher learning; Dedan Kimathi University which was granted its charter on 14th December 2012 under the new University Act 2012 by His Excellency President Mwai Kibaki was formerly known as Kimathi University College of Technology which is a predecessor of Kimathi Institute of Technology (KIT) was

established as a community project in 1972. It is constituent college of Jomo Kenyatta University of Agriculture and Technology. Karatina University College is the successor of Moi University Central Kenya Campus. It was gazetted on 1st October 2010 as a constituent college of Moi University. The College is located 15 Km North of Karatina town. Kenya Methodist University was awarded its Charter on June 28th, 2006 by His Excellency President Mwai Kibaki. The Main campus is in Meru and they have several branches in the country where one is located in Nyeri County. Kenyatta University and university of Nairobi have each a branch in Nyeri County with the main campuses in Nairobi.

1.2 Statement of the problem

Higher education beyond undergraduate level continues to be an important mobility option for Kenyans today in order to develop and empower themselves and remains very competitive in given specializations. Students are influenced by certain factors to pursue certain specializations against others. In some institutions of higher learning, some specializations tend to have more students as compared to others in the same institutions hence leading the reasons why some specializations tend to have a higher number of students as compared to others. Transitioning more students to post graduate education is critical to the country remaining economically competitive. This demand for a more-educated workforce means greater numbers of students need to continue their education beyond undergraduate level. (Fradella, 2010). This is influenced by the amount of information that is disseminated to them, time flexibility, better career opportunities as well as the fees to pay. Competition among Institutions higher education to influence more students to select, choose and retain them in their institutions has become fiercer than ever before (Sohail et al., 2003). Hence the institutions have improved the quality of education they are offering in order to be sustainable on the market.

Due to the increasing competitive forces with the increased institutions of higher education in Kenya, marketers need to be more aware of the underlying factors considered by students when choosing specialization of MBA courses in the institutions of higher learning. Many attributes have been thought to be the underlying factors to the selection of the specializations in the institutions of higher learning, while more and more determinant are coming up due to the dynamic change of the market which need to be identified. (lovelock, 2007). This leads to the need for this research of the factors that influence student's choice of Specialization of MBA Courses by Students at Institutions of Higher Learning in Kenya.

1.3 Research Objectives

The general objective;

To investigate the factors that influenced the choice of specialization MBA courses by students at institutions of higher learning in Kenya.

Specific Objectives;

- i. To establish if psychological factors influenced choice of specialization of MBA courses by students at institutions of higher learning by students
- ii. To establish if personal factors influenced choice of specialization of MBA courses by students in institutions of higher learning by students
- iii. To establish if social factors influenced choice of specialization of MBA courses in institutions of higher learning by students

1.4 Research questions

- i. How did psychological factors influence the choice of specialization MBA courses by students at institutions of higher learning in Kenya?
- ii. How did personal factors influence the choice of specialization MBA courses by students at institutions of higher learning in Kenya?
- iii. What were the social factors that influenced the choice of courses in selection of institutions of higher learning by students?

1.5 Significance of the study

This study provided significant information necessary to the management of various institutions of higher learning to help in planning the strategies to increase the number of student's different specializations in their institutions. Institutions of higher education also benefited from the results of this investigation as colleges and universities are experiencing difficult economic times with the diminishing enrollments coupled with budget reductions having strained the resources for these institutions. Higher education administrations need to expand their enrollments to include greater numbers of enrollment and more courses. Results of this study could help school personnel, such as teachers, counselors, and administrators, to understand, and perhaps to advice and counsel their students on career choices. The society benefits from a highly educated population as well. Since a highly educated and skilled workforce encourages business development and the creation of high-paying and high-demand jobs, influencing local, regional and national economies. Finally the results of this study will provide educational policymakers at

all levels with the information about the transition process needed to create effective practices for smoothing the process and for increasing university and college attendance. Transitioning more students to universities and college is essential to improving the quality of life for individuals and society.

1.6 Scope and Limitations

The initial fully fledged Public Universities in Kenya were trying to outdo each other by identifying and nurturing Tertiary Institutions which were elevated to University Colleges. With the new University Act 2012, various University colleges have been granted with the University charter and thereby becoming fully fledged universities. This has seen the rise of fully fledged public Universities rise from the previous seven to currently fourteen. The new constitution in Kenya also saw the country prepare itself to be governed by counties; the fully fledged Universities in Kenya take up a large share of students in Kenya due to their reputation, resources, established infrastructure and other facilities. In Nyeri County the institutions of higher learning are Dedan Kimathi University of Technology, Karatina University, Kenya Methodist Nyeri branch, University of Nairobi Nyeri campus and Kenyatta university Nyeri branch. The study majored on the factors that influenced the choice of Specialization of MBA Courses by Students in these Institutions in Nyeri County.

The researcher faced issues of confidentiality where the students were not in a position to disclose some of the information. Some were biased of the institutions they study from. The researcher sought an authority letter from the university to be allowed to collect data from the institutions. Time was also of concern as the researcher had to book appointments and some were not be approved on time to go and gather information from the institutions and wait for the students to be free from class. On the other hand the questionnaires took long time to fill while at the same time some interviewees misplaced the questionnaires while others were too busy to have time to have a session hence the researcher used online platform on the questionnaires which they filled online and tried to book appointments early enough with the students before lessons started. The researcher had anticipated to be faced by funds shortage where the research required funds while carrying out the research in travelling, typing, questionnaires, and other research materials.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter concentrated on reviewing literature written by various scholars on the factors that influenced the choice of specialization by MBA students at institutions of higher learning in Kenya where a survey was carried out in Nyeri County.

2.1 The Concept of consumer behavior

Marketers have long argued that the marketing concept is the appropriate philosophy for conducting business. Simply put, the marketing concept suggested that an organization should satisfy the needs and wants of its customers to make profits. To implement the marketing concept, marketers must understand their customers and stay close to them to provide the products and services that customers will purchase and use appropriately. Today, most of the most successful companies in the world have become so by designing the entire organizations to serve customers and stay close to them. These companies are committed to providing quality products and services and selling them at a price that gives consumers value for money. According to the American Marketing association, consumer behavior is the dynamic interaction of affect and cognition, behavior and environment by which by which human beings conduct the exchange aspect of their lives. In other words, consumer behavior involves the thoughts and feelings people experience and the actions they perform in consumption process. It includes all the things in the environment that influence these thoughts, feelings and actions. These include comments from other consumers, price information, packaging, and product appearance amongst others (Jerry and Peter, 2005).

According to Blackwell et al, (1973), consumer behavior refers to the acts of individuals directly involved in obtaining and using the economic goods, including the decision processes that precede and determine these acts. Social scientists sometimes use the word behavior to include only the overt or observable actions, but it's increasingly recognized that the overt act is only one portion of the decision process. A realistic analysis of consumer behavior must necessarily include processes that accompany consumption. Consumer behavior refers to study of not only what people consume but also where, how often, under what conditions are goods consumed.

2.2 Decision-making process

Decision-making process follow a number of stages, although there has been little consensus on the number of stages an individual goes through before making a final choice (Lee and Marshall, 1998). Studies using self-reports have included three stages (Davis and Rigaux, 1974), four stages (Moschisand Mitchell, 1986) and nine stages (Woodside and Motes, 1979). For the purpose of this study a four-stage approach was used. Four stages will be considered appropriate as these covers all the important decision-making stages. It is also used by most consumer behaviorists in explaining consumer decision making process (e.g. Solomon, 1999).

According to Moschisand Mitchell, 1986, the four stages are problem recognition, search, evaluation of alternatives and final choice. The problem recognition stage is when an individual recognizes that there is a problem that needs to be solved. Where a potential student will realize the need to further education either as a profession or an individual might want to be promoted and realize that the only way to be promoted is to do a specific course. The second stage is where an individual starts searching for information on where the specific course he or she is interested in is offered. The person may search for information from the internet, the newspapers, colleagues, family members and other sources. This information allows an individual to analyze the information gathered in order to make decision. At this stage an individual has a number of options to evaluate from which include private universities, public universities, constituent university college, foreign colleges and universities, through correspondence or local tertiary colleges. Moschisand Mitchell, 1986, continues that the third stage, alternative evaluation, is where interested individuals evaluate different options in order to make final decisions. An individual will evaluate the different institutions based on cost, reputation of the institution, career to be chosen, current career, reputation of perceived course, prevailing environmental issues these leads to the last stage of the decision making process is the individual chooses on the course to pursue.

2.3 Factors that influence HEI choice

The factors influencing the choice of specialization of MBA courses by students of higher learning in Kenya can be categorized in to four factors which entail Social, Personal, Cultural and Psychological factors.

2.3.1 Personal Factors

People age and life cycle tend to influence and change the products they buy over their life time. Tastes and preferences are also age related. Buying is also shaped by the stages in the family life cycle- the stages in which families might pass as they mature over time. Marketers can define their target markets in terms of life cycle stage and develop appropriate products and marketing plan for each stage (Kotler, 2006). Traditionally life cycle stages include young singles and married couples with children, today marketers are increasingly catering to a growing number of alternative nontraditional stages such as married couples, single marrying later in life, childless couples, same sex couples and single parents. The general stages in the family life cycle as discussed by Kotler (1997) have different characteristics. These stages are Bachelor stage, young single people not living with at home. They have few financial burdens, they are fashion opinion leaders and buy basic household equipments .Newly married couples have high purchasing rate, low liquid assets, buy durable products.

A person's occupation and economic situation affects the goods and services bought. Blue collar workers tend to buy more rugged clothes whereas executives buy more business suits. Marketers try to identify the occupational groups that have above average interests in their products and services. A company can even specialize in making products needed for a given occupational group (Kotler, 2006). A consumer's economic situation is mostly as a result of his occupation. The money that a consumer receives or earns is called income. Personal income is the amount of money that a person earns or receives before any taxes are deducted. Disposable income is the amount of money that person have for spending and savings. It is the money left after paying taxes. Discretionary income is the disposable income minus the money spent for such necessities as food shelter and clothing (Kotler, 2006). A person's economic situation will affect product choice. Marketers of income sensitive goods watch trends in the personal income, savings and interest rates. If economic indicators point to recession, marketers can take steps to re-design reposition and re-price their products closely. Some marketers target consumers who have lots of money and resources and charging prices to match (Kotler et al, 1995).

Lifestyle is a person's way of living as expressed in his or her activities, interests and opinions (Kotler (2006).Lifestyle is the manner in which people conduct their lives including their activities interests and opinions. Gilbert et al (1995), states that lifestyle involves measuring consumers major AIO dimensions. Activities (work hobbies, shopping), Interests (food, fashion)

and Opinions about themselves social issues and products. Lifestyle captures something more than the consumer's social class or personality. It profiles a person's whole pattern of acting and interacting in the world. The most widely used method to classify lifestyle is the VALS typology. It classifies people according to how they spend their time and money. It divides consumers into eight groups based on two major dimensions, primarily motivated by ideas are guided by knowledge and principles and consumers motivated by achievements look for products that demonstrate success to their peers. Consumers who are primarily motivated by self expression desire social and physical activities, variety and risk (Kotler et al, 1995). Consumers within each orientation are further classified into those with high resources and those with low resources, depending on whether they have high or low levels of income, education, health, self confidence and other factors. Lifestyle analysis assumes that marketers can plan more effective strategies if they know more about target markets. Understanding the lifestyle of target markets has been especially helpful in providing ideas for advertising themes (Kotler, 2006).

An individual's personality and self concept also affect one's choice of purchase behavior. Kotler (2006) defines personality as the unique psychological characteristics that lead a person to relatively consistent and lasting responses to one's environment. Each person's distinct personality influences his or her behavior. Psychologist Plotnick (2002), states that personality refers to a combination of long lasting and distinctive behavior, thoughts and emotions that typify how one reacts and adapts to other people and situations. The term personality is used in two unrelated ways, on one hand, the term personality refers to the characteristics that differentiate people whose behavior that make the person unique on the other hand, personality is used as a means of explaining the stability of a person's behavior that leads them to act uniformly both in different situations and over an extended period of time (Robert, 1994). According to John (2003), personality is a pattern of enduring distinctive thoughts, emotions and behavior that characterize the way an individual adapts to the world. It is usually described in terms of such traits as self confidence, dominance, autonomy among other personality can be a useful variable in analyzing consumer behavior provided that personality types can be classified accurately and that strong correlations exist between certain personality types and product or brand choices. (Kotler, 1997).

William et al (2001), states that personality reflects a person's consistent response to his or her environment. The notion of self concept is used to explain the products consumers use. Self

concept is the overall perception and feeling that one has about himself. Consumers buy products that are consistent with or enhance their self concept. Marketers try to create a relationship between their products and consumers self concept. Marketers can affect consumer's motivation to learn about, shop for, and buy the sponsored product by influencing the degree to which people perceive a product to be related to their self concept. This objective is clear in the many advertisement that emphasize image enhancement and personal achievement through the use of the advertisers brand or service (Kotler, 2006).

2.3.2 Social Factors

A person's behavior is influenced by many small groups. A group is defined as two or more people who interact to accomplish individual or mutual goals. Groups that have a direct influence and to which a person belongs are called membership groups. In contrast reference groups serve as direct points of comparison in forming a person's attitude or behavior. People are influenced by reference groups to which they do not belong. Marketers try to the reference groups of the target markets. Reference groups expose a person to new behaviors and lifestyle, influence the person's attitudes and self concept and create pressure to conform that may affect the person's product and brand choices (Kotler, 2006).

According to Gilbert (1995), reference groups are groups that consumers use as a reference point for evaluating their own beliefs and attitudes. A reference group that the consumer is a member is called membership groups. A consumer may seek or wish to be a member of a reference group, in which case is an inspirational group. A consumer may wish to keep his or her distance from certain group, in which case is called a dissociate group. Francis (1998), states that primary groups are small enough for individuals to communicate with each other face to face for example co-workers. Large less intimate secondary groups also influence behavior. These include religious groups. A reference group may influence ones decision to buy by reason of one being a member of the group, because all members of the group have bought it, or by one wanting to belong. An individual may use other as a point of reference if he lacks experience in the purchase or use of the products services or ideas, when available resources of marketing information are judged, biased or inadequate and when the highly risky and highly visible.

Manufacturers of products and brands subjected to strong group influence must figure out how to reach the opinion leaders. People within a reference group who because of special skills and knowledge, personality and other characteristics exert influence on others. They drive trends,

influence mass opinion and most importantly sell a great number of products (Kotler et al, 2006). Opinion leaders are not necessarily wealthier or better educated. Each social class tends to have its own opinion leaders. Some marketing mixes aim specifically at these people since their opinion affect others and research shows that they are involved in many product related discussions with followers. Favorable word of mouth publicity from opinion leaders can really help a marketing mix but the opposite is also true, if opinion leaders are not satisfied they are likely to talk about it and influence others (McCarthy, 1993). People become opinion leaders in a given area because they possess certain characteristics, opinion leaders are found to be interested and better read in the area they influence, more self-confident, sociable and slightly more innovative. Researchers show that information travels in two step flow of communication. Advertisements or salesmen supply information first to opinion leaders and focus information on their recipients (Francis, et al, 1998).

A family is defined as “a group of two or more persons related by blood, marriage or adoption, and residing together as a household” (Lawson et al., 1996). Since the family is the crucial decision-making unit, the interaction between family members is likely to be more significant than those of smaller groups, such as friends or colleagues. Several studies in family decision making have investigated the relative amount of influence exerted by family members and their influences at each stage of the decision-making process (e.g. Ferber and Lee, 1974; Haley, Overholser and Associates, Inc., 1975; Davis, 1970; 1971; Beatty and Talpade, 1994; Na et al., 1998; Lee and Marshall, 1998). Influence involves actions by family members that make a difference during the decision process (Beatty and Talpade, 1994). Two major types of influence have been identified, first, direct influence which is “based directly on the decision maker’s own needs” (Rossiter, 1978). Second, indirect influence “in which the decision maker takes another family member’s needs indirectly into account” (Rossiter, 1978).

The amount of influence exerted by different family members is dependent on how interested or involved the individual member is in the purchase. Participation in the family decision-making process by individual family members also varies by social class (Granbois, 1963, 1971; Komarovsky, 1961; Slama and Taschian, 1985. For example some studies indicate less joint decision making in upper and lower socio-economic groups (Granbois, 1963; Komarovsky, 1961). Granbois (1971), however, found the lower the family income and the greater the cost of

the product or service being considered, the greater the tendency for two or more family members to be involved in the decision making process.

There is a limited number of cross-cultural studies on family decision making, but the few which exist suggest that there are differences in influence patterns between cultures (e.g. Hempel, 1974; Lee et al., 1997; Pervan and Lee, 1998). Sex-role orientation (SRO) is a theoretical construct that is used to identify different types of families, based on their family ideology (Qualls, 1987). Families can be identified as being either modern or traditional. This is a reflection of a family's attitude toward roles played by husbands and wives. A family with a modern SRO usually has a more democratic influence structure, and displays a more positive interaction during the decision-making process (Brinberg and Schwenk, 1985). In more traditional families, however, the roles played are more gender specific, with a clear distinction between feminine and masculine type roles where husbands tend to dominate the decision making process (Green and Cunningham, 1975).

A number of research findings indicate that children have a significant influence in the purchase of products for which they are the primary consumers, such as food, toys, children's clothes and school supplies (Atkin, 1978; Foxman and Tansuhaj, 1988, Foxman et al., 1989; Jenkins, 1979; Lee and Beatty, 2002). They also have a significant influence on the purchase of leisure activities or where the purchase decision has a personal relevance to the child (Filiatrault and Ritchie, 1980; Szybillo and Sosanie, 1977). In contrast, children have less influence on decision making for products that are used by the entire family, especially for high cost products, such as cars, furniture and life assurance (Foxman and Tansuhaj, 1988). This may be explained by the fact that parents are likely to restrict children's involvement and also that the children may be less motivated to participate in the decision making process as the product is not personally relevant to them (Mangleburg, 1990). This may imply that children might not have a very strong direct influence in the purchase of a family home, as it is a high cost product to be used by the whole family

Roles and status also influence the choice of purchase of individuals. A role consists of the activities people are expected to perform according to the persons around them. A person belongs to many groups. A person's position in each group can be defined in terms of both role and status. Each role carries a status reflecting the general esteem given to it by society (Gilbert, 1995). According to sociologists Giddens et al, (2004) social roles are socially defined

expectations that a person in a given social position follows. The social role of a doctor encompasses a set of behavior that should be enacted by all doctors regardless of their personal opinions. Because doctors have this role, it's possible to speak in general terms about the professional role behavior of doctors irrespective of specific individuals occupy the positions.

A role is a collection of culturally defined rights, obligations and expectations that accompany status in a social system. Roles not only invoke norms and expectations but also provide opportunities. A role can be thought of as a resource, a means of claiming for, bargaining for and attaining membership and acceptance in a social community as well as material assets or capital Baker et al(1991). In other words individuals do not merely fill roles to pursue their interested and create positions for them.

2.3.3 Cultural Factors

Culture is the set of basic values, perceptions, wants and behavior learned by a member of society from family and other important institutions (Kotler et al, 2006).According to Gilbert et al (1995), culture is the complex of learned values and behavior that are shared by the society and are designed to increase the probability of the society's survival. Culture is the configuration of learned behavior and results of behavior whose compound elements are shared and transmitted by members of a particular society(Linton, 1945).Culture is thus a learned behavior as opposed to genetically inherited capabilities, configuration of behavior rather than isolated behavioral elements, the results of behavior which include such things as ideas, value systems and knowledge. Shared behavior indicates that culture is passed from generation to generation.

Culture is constantly changing. When one observes the history of a society, it's obvious that culture has changed over time. Some of the shared behaviors, beliefs and values that were common at one time, are modified or replaced at another time. The impetus for change may come from within the society or from without. From within the unconscious or conscious pressure for constancy will produce culture change if enough people adjust old behavior and thinking to new (Carol, 1998).

A subculture is a group of people with shared value systems based on common life experiences and situations. Subcultures include nationalities, religion, social groups and geographic religions. Many subcultures make up important market segments and marketers often design products and marketing programs tailored to their needs (Kotler, 2006).According to (Francis, 1998), subcultures may be defined as groups of people within a society whose traditions, values and

customs differ in some significant way from those of the larger culture which they are part of. They may share many of the values of the determinant culture or they may shatter relatively few. Subculture is a segment within a culture that shares values and patterns of behavior, that distinguish it from those of their overall culture. According to Gilbert (1995), there are different types of sub-culture depending on the demographic characteristics, religion and income level. Because each subculture has its own set of values and describe behavior, a marketer, finds that it can better meet the needs of a particular subcultures than of the entire culture of a nation or a region, or a marketer may wish to adjust the marketing mix for various subcultures (Gilbert et al, 1995).

Social class refers to people who have not only similar income levels but are also comparable wealth, skill and power. The most reliable way to rate this is by occupation. Thus a surgeon, sales manager, a data entry clerk are considered to be members of different social classes (Gilbert, 1995).According to Richard (1999), a social class is a grouping of individuals who have similar statues or positions in the social hierarchy and thus share similar political and economic interests. Social classes are socially, relatively permanent and ordered divisions whose members share common values interests and behavior. Social class is not determined by a single factor such as income but is measured by a combination of occupation, income, education, wealth and other variables. In some social systems, members of different classes are reared for certain roles and cannot change their social positions. Marketers are interested in social class because people within a given social class have distinct product and brand preferences in areas such as clothing, home furnishings and other products (Kotler, 2006).

2.3.4 Psychological Factors

Motivation refers to the state or condition that prompts goal oriented behavior. Motivation generally occurs with recognition of some needs or some problems that can affect information processing or purchase behavior. Motivation involves both energy and focus. Motivation involves both energy and focus. Motives themselves may be obvious or hidden (William et al, 2001). According to Kotler, (2006), a motive is a need that is sufficiently pressing to direct the person to seek satisfaction of the need. Motivation looks at the factors that direct and energizes human behavior and other organisms while motives are desired goals that prompt behavior.

Abraham Maslow sought to explain why people are driven by particular needs at a particular time. Why does one spend much time and energy on personal safety and another on gaining

esteem to others. Maslow's answer is that human needs are arranged in a hierarchy from the most pressing at the bottom and the least pressing are the top (Kotler, 2006). A person tries to satisfy the most important needs first. When a need is satisfied, it will stop being a motivator and the person will then try to satisfy the most important need. For example a hungry person will not care about the latest happenings in the art world. Maslow's model considers different motivational needs to be ordered in a hierarchy and it suggests that before the more sophisticated hunger order needs can be met, primary need must be satisfied. In order for a particular need to be activated and thereby guide a person's behavior, the more basic needs in the hierarchy must be met first (Rod, 2002).

Perception is the process by which people select, organize and interpret information to form a meaningful picture of the world. People form different perceptions of the same stimulus because of three perceptual processes. These are selective attention, the tendency for people to screen out most of the information to which they are exposed to means that marketers have to work especially hard to attract the consumers' attention. Selective distortion describes the tendencies that of people to interpret information in a way that will support what they already believe marketers must try to understand the mindset of consumers and how they will affect interpretation of advertising and sales information. Selective retention is where people tend to retain information that supports their attitudes and beliefs. Consumers are likely to remember good points made about a brand they favour and forget about good points in a competition brand. Due to this process, they explain why marketers use a lot of drama and repetition in sending messages Kotler et al (2006). According to psychologist Robert (1994), perception is the sorting out, interpretation, analysis and integration of stimuli from individual's sensory organs.

Kotler (2006) defines learning as changes in an individual's behavior arising from experiences. Learning theorists say that most human behavior is learnt, learning occurs through the interpretation of stimuli, cues responses and reinforcement. Robert (1994), learning is relatively permanent change in behavior brought about by experience. There are three kinds of learning. Firstly classical conditioning is a kind of learning in which neutral stimulus acquires the ability to produce a response that was originally produced by different stimulus. Ivan Pavlov, a Russian psychologist is the proponent of this school of thought. He ran an experiment using a dog and meat powder. He attached a tube to the salivary gland of the dog allowing him to measure precisely the amount of salivation that occurred. Prior to conditioning, the sound on tuning fork

does not bring about salivation , making the tuning fork a neutral stimulus on the other hand, meat powder naturally bring about salivation, making it unconditional stimulus which rings about the conditional response of salivation.

A neutral stimulus is a stimulus that before conditioning has no effect on the desired response. Unconditioned stimulus is a stimulus that brings about response without being learnt. Unconditional response is a response that is natural and need no training. Conditional stimulus is a once neutral stimulus that has been paired with an unconditional stimulus. Conditional response is a response that after conditioning follows a previously neutral stimulus (Rod, 2002).

Secondly, operant conditioning is learning in which voluntary response is strengthened or weakened depending on its positive or negative consequences, the organism operates on it environment in order to produce a particular results. BF skinner was the major figure of operant learning (Robert,1994).Negative reinforcement occurs in two forms of learning, escape conditioning, which is an organized response which bring about an end to an adverse situation. In contrast to escape conditioning, avoidance conditioning is an organized response to a signal of an impending unpleasant event in a way that permits its evasion. Thirdly cognitive learning is the kind of learning that involves the mental processes such as attention and memory. It may be learnt through observation or imitation and may not involve external rewards or require persons any observable behavior (Rod, 2004).

According to Robert (1994), cognitive learning is the study of the thought process that underlies learning. Some of the most direct evidence regarding to cognitive learning comes from a series of experiments that reveal a type of learning called latent learning in which a new behavior is required but not readily demonstrated until reinforcement is provided. Rats were allowed to roam in a maze for seventeen days. Those rats were never rewarded (the no rewarded control condition) consistently made errors whereas those that received food at the finished everyday (the rewarded control condition) made far fewer errors but the results also showed latent learning, once the unrewarded rats were rewarded they made less mistakes and with time matched the errors of the rewarded rats. According to cognition theorists, the reduction in errors indicates that the rats had developed a cognitive map a mental representative of the maze (Tolman et al, 1930).

A belief is a descriptive thought that a person holds about something. Through learning people acquire beliefs and attitudes .These in turn affects their buying behavior. Beliefs may be based

on knowledge, opinion, faith and may or may not carry an emotional change. Marketers are interested in the beliefs that people formulate about specific products because they make up the products images that affect the buying behavior. If some of the beliefs are wrong and prevent purchases, the marketer will want to launch a campaign to correct them (Kotler, 2006). Social psychologist always consider attitude to follow the ABC model. This model suggests attitude has three components: Affect, Behavior and Cognitive. The Affective component is the part of an attitude encompassing how one feels about the object of one's attitude, the behavior component is a predisposition to act in a way relevant to ones attitude, the cognitive component are the beliefs and thoughts about the object of ones attitude (Robert et al, 1994).

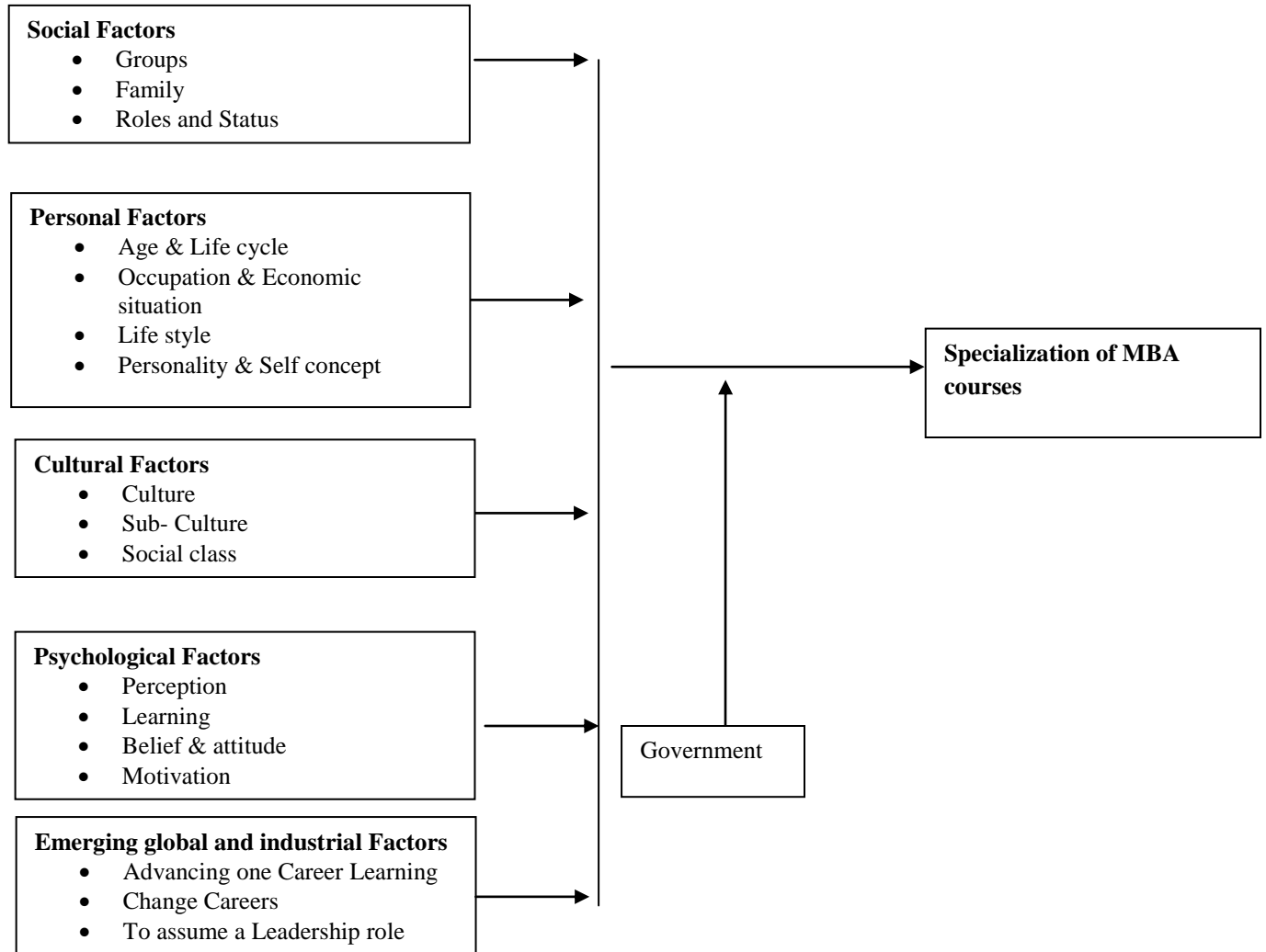
Attitude change is explained by two theories. These are the theories of cognitive dissonance and self perception. Cognitive dissonance refers to a state of unpleasant psychological tension that motivates one to reduce his cognitive inconsistencies by making these beliefs more consistent with each other. To reduce cognitive dissonance, one may either add new beliefs or change old beliefs and make them consistent with ones behavior (Laippe, 1994).It is evident that attitude can change ones behavior. When person's attitudes are very strong, they will motivate one to behave in a certain way. When a person shows a strong awareness of his or her attitudes, when he rehearses them and when the attitude are relevant to the behavior , the more relevant the attitude is to the behavior the more it will predict the behavior (Azjen et al , 1982).

2.3.4 Emerging global and industrial Factors

Many graduates want to pursue an MBA due to emerging global issues like; advancing one Career, although it may be possible to climb the ranks over the years, there are some careers that require an MBA for advancement. Examples include areas of finance and banking and consultancy. Companies are encouraging their employees to advance to study MBA programs in order to be promoted. Earning an MBA does not guarantee career advancement, but it certainly doesn't hurt employment or promotion prospects. Some individuals study MBA because You Want to Change Careers When one interested in changing careers, switching industries, or making oneself a marketable employee in a variety of fields. While enrolled in an MBA program, one can have the opportunity to learn general business and management expertise that can be applied to nearly any industry. One also gets the chance to specialize in a particular area of business. Specializing in one area will prepare you to work in that field after graduation regardless of your undergraduate degree or previous work experience. An individual would want

to assume a Leadership role as not every business leader or executive has an MBA. However, it may be easier to assume or be considered for leadership roles if one have attained an MBA education. (www.gmac.com, www.mba.com)

2.4 Conceptual Framework



Independent Variables

Intervening Factors

Dependent Variable

Source: Authors 2013

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter described the procedure used to conduct the research. This included how the data was collected, sample used and how the information was interpreted that is the research design, target population, sampling, data collection instruments and procedures.

3.1 Research Design

Research design is a framework of specifying the relationship among the study variables and it starts with a plan for selecting the sources and type of information used to answer the research questions (Cooper and Emory, 1995). According to Ary et al. (2002) survey research uses instruments to gather information from groups of subjects. They also define descriptive research as research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables. It will involve collection of data from the students of Institutions of higher learning from the Mt Kenya region.

The population for this study consists of 860 MBA students from the universities in Nyeri County where random sampling of students will be sampled from each university. Where KU none, DeKUT has 66, Karatina has 70, where KEMU has 25 and UON has none.

3.2 Location

Nyeri county is located in the former Central province and constitutes six (6) constituencies namely; Tetu, Kieni, Mathira, Othaya, Mukurwe-ini and Nyeri town. Nyeri North and Nyeri South districts were mapped to this county for the purposes of generating county estimates. Karatina University is located in Mathira while KEMU, DeKUT, UON, and KU are located at the heart of Nyeri town.

3.3 The Sample and Sampling Design

Rosco (1975) proposed a rule of thumb, a sample size ranging from 30 to 500 is appropriate for most researches (Cooper and Schindler, 1998). The survey sample will comprise of 500 students. The sample size conforms to the widely held rule of the thumb that a sample size should have fifty (50) or more units (Wayne and Terrel, 1975). However, in this particular study to ensure

that a representative sample is used in this study, random simple sampling method will be used as per the schools in the institutions in the sample size of each group as below

Table 3.1 Sample size of different Groups

SCHOOL	POPULATION	Sample
DeKUT	66	20
KARATINA UNIVERSITY	70	21
KeMU UNIVERSITY	26	8
KENYATTA UNIVERSITY	110	33
TOTAL	272	82

3.4 Research Instruments

The data type to be collected here will be primary data. The research instrument to be relied on for primary data collection will be a structured questionnaire that has both open ended and closed questions. The questionnaire will be administered using drop and pick later method. The data gathered is aimed at offering sufficient information identify the factors influencing the choice of Specialization of MBA Courses by Students at Institutions of Higher Learning in Kenya.

3.5 Research Procedures

The researcher will seek authority in the various institutions to carry out the research and administer the questionnaires among the students. Since the questions are open and closed ended, the researcher will give them some time to answer them and collect the questionnaires.

3.6 Reliability and Validity

The validity of the instrument used and validity of the research design as whole are important criteria in evaluating the worth of the results of the results conducted. (Polit & Hungler, 1999). Validity is established using a panel of experts and a field test. It determines type of validity (content, construct, criterion, and face) to use depending on the objectives of the study.

Reliability of an instrument reflects its stability and consistency within a given context. It is the consistency of measurement over time, whether it provides the same results on repeated trails. Reliability of the questionnaire using a pilot test is carried out where data is collected from 20-30 subjects. It indicates the accuracy or precision of the measuring instrument (Norland, 1990). Development of a valid and reliable questionnaire is a must to reduce measurement error. Groves

(1987) defines measurement error as the "discrepancy between respondents' attributes and their survey responses" (p. 162).

3.7 Data Collection

The researcher used primary data collection method where semi-structured questionnaire were administered. Semi-structured questionnaires, which comprised of both structured and unstructured questions, were filled by the respondents who were sampled to participate in the study. According to Kenyon (1999), such kind of questionnaire gave respondents freedom to elicit some information in details, due to the open-ended nature of some of the items it consists of. It accommodated a wide range of close-ended questions and therefore gave more latitude to cover all areas of interest as far as desired data is concerned. The study used questionnaires because they helped cover a large number of respondents in a relatively short time and generate reliable data because the respondents answered the questions in their own mood without being affected by the researcher's presence. The data gathered aimed at offering sufficient information identify the factors influencing the choice of Specialization of MBA Courses by Students at Institutions of Higher Learning in Nyeri County.

3.8 Data Analysis

Data collected was edited for accuracy, consistency, uniformity and completeness. The Responses was arranged to simplify coding and tabulation and facilitate basic statistical analysis which was used for further explanations.

3.9 Data presentation

The results will be presented in tables, graphs and charts.

CHAPTER FOUR

RESEACH FINDINGS AND DISCUSSION

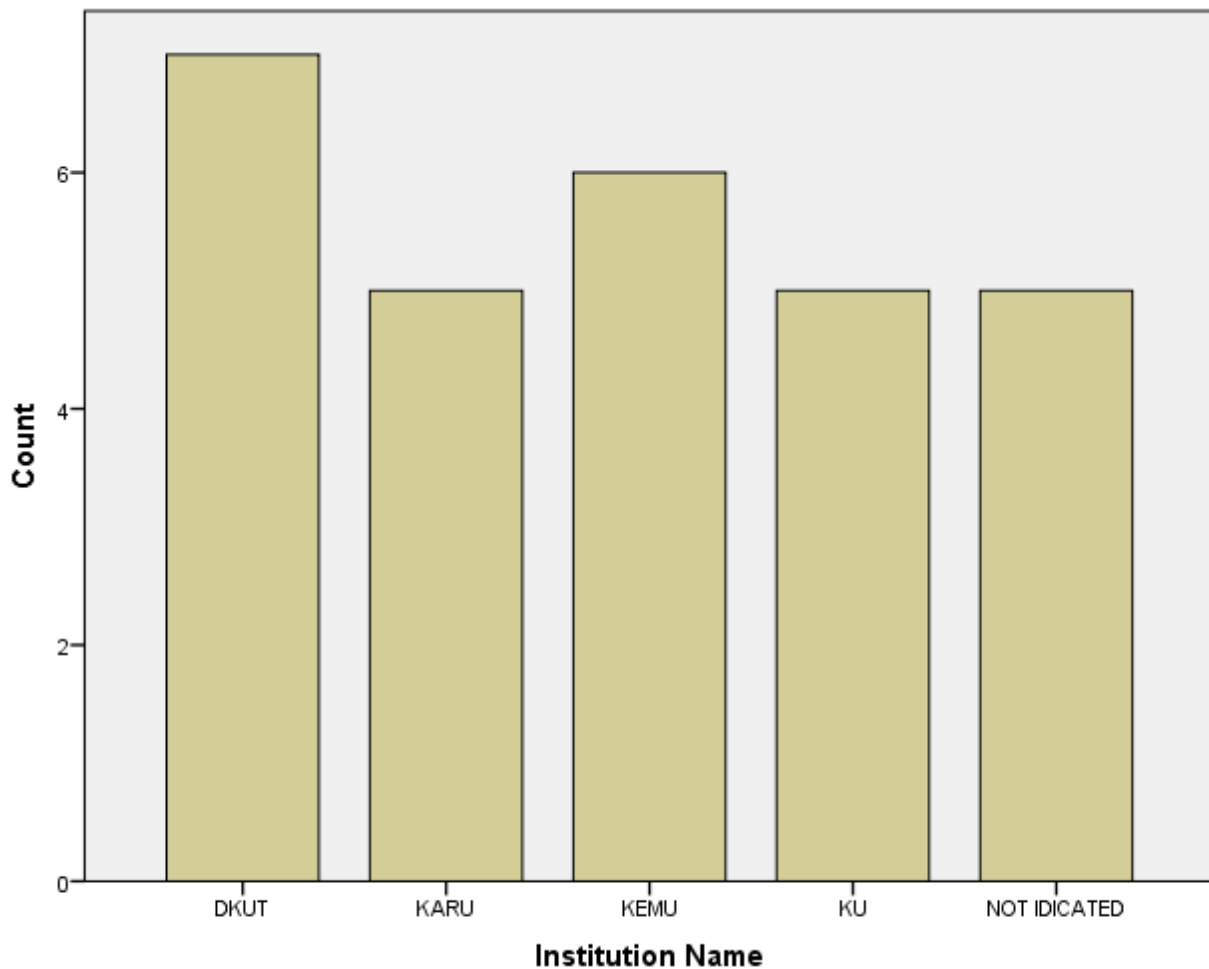
4.0 Introduction

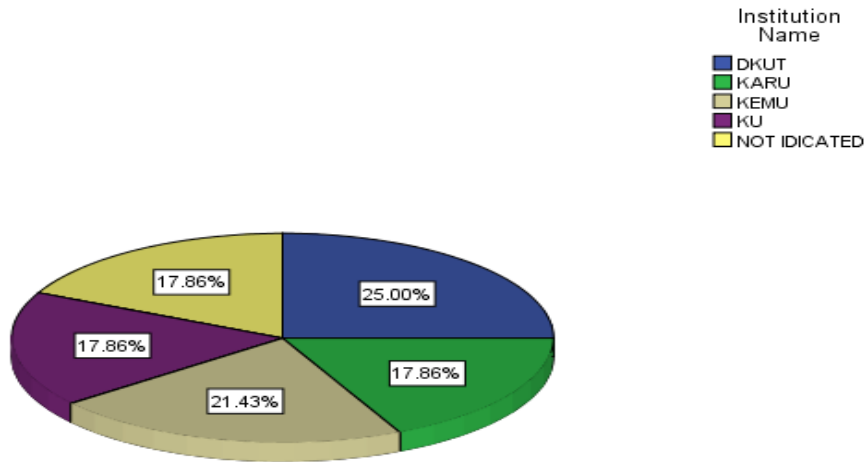
The purpose of this chapter was to present the findings of the study based on the data obtained from the questionnaires that were returned targeting MBA students from the five Institutions of higher learning in the Nyeri County.

The questionnaires were in sections as guided by the research objectives. The sections revealed the students opinion based on the research in question. The discussions and summaries of the findings were given in distribution tables of frequency, percentages and figures.

4.1 Response Rate

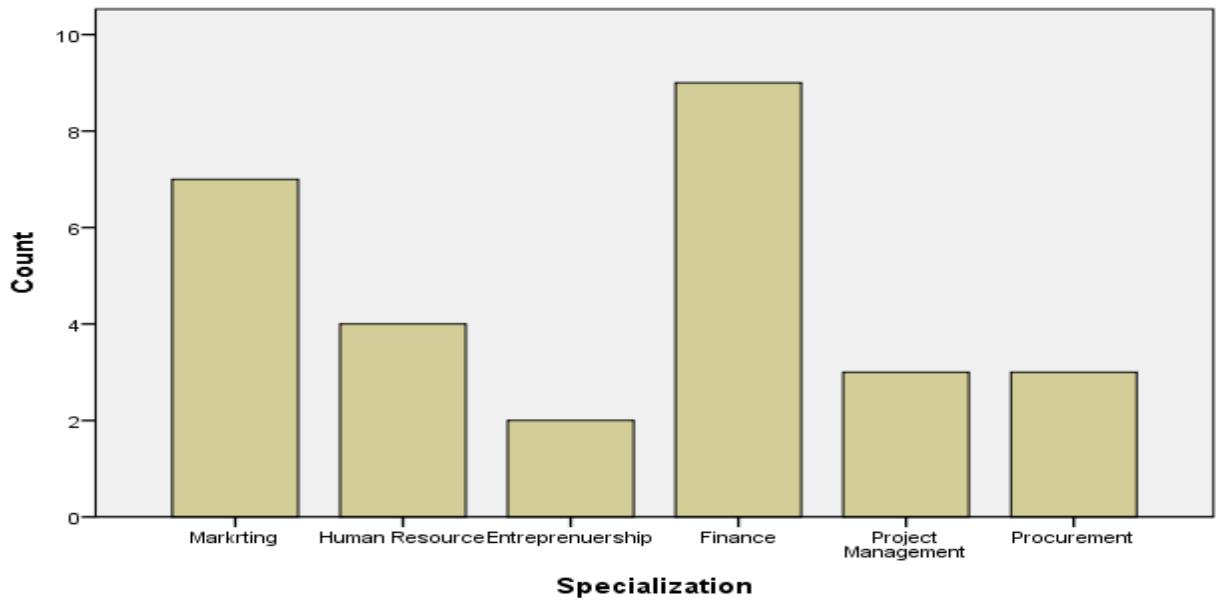
Table 4.1.1: Participant Response Schedule

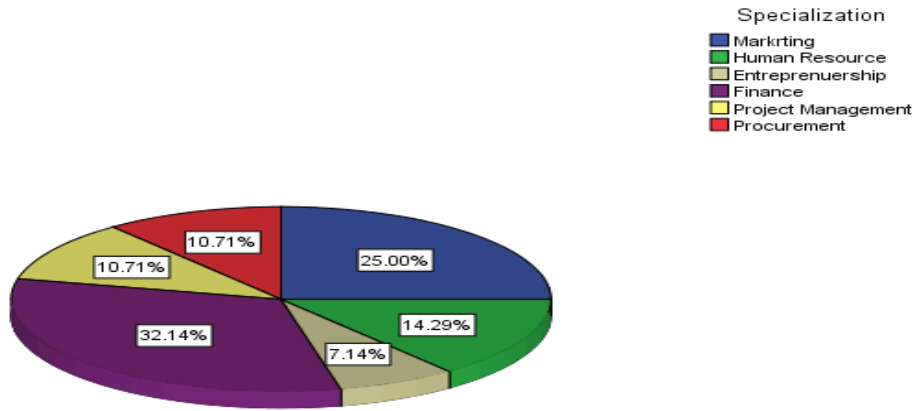




Graph 4.1 above shows that there were a higher MBA student's population from Dedan Kimathi University of technology and Kenya Methodist.

4.2.2 The area of Specialization in MBA Courses

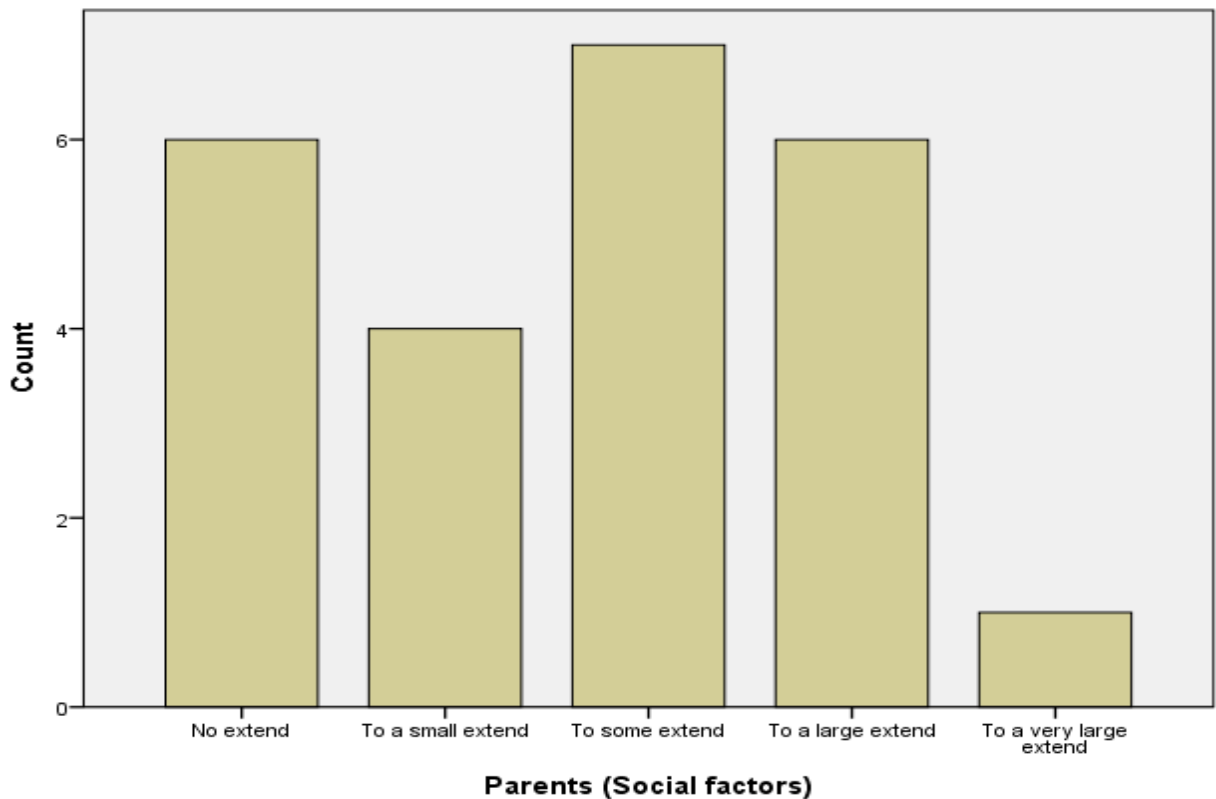




Graph 4.2 above shows that most MBA students selected Finance option and marketing option.

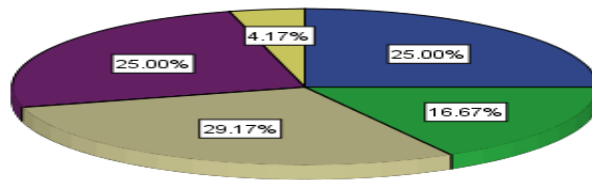
4.2.3 Effect of parents as Social factors on choice of Specialization of MBA Courses

This section consisted questions about the respondents' social factors that influenced the choice of the course they are pursuing.



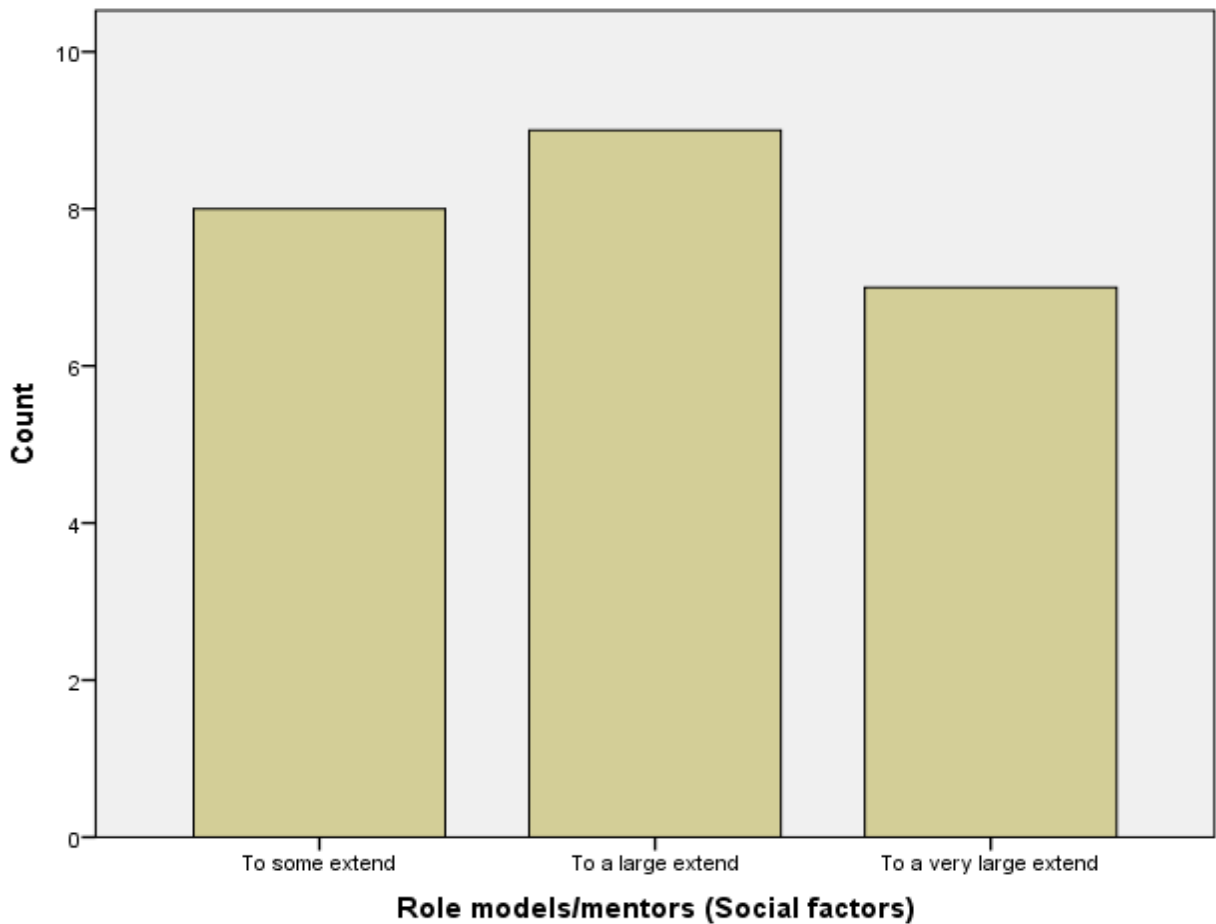
Parents (Social factors)

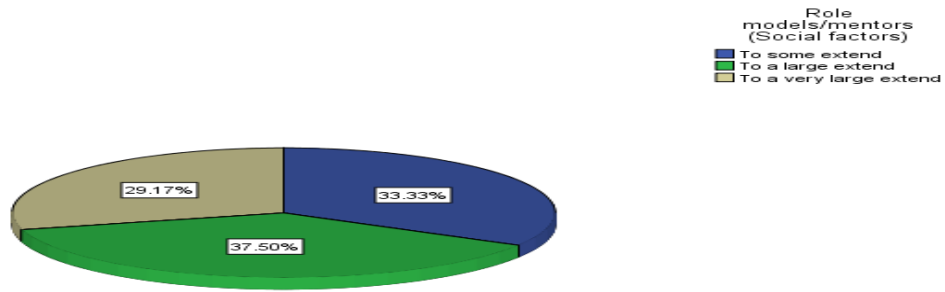
- No extend
- To a small extend
- To some extend
- To a large extend
- To a very large extend



Graph 4.2.3 From the graph, to some extent parents influence on the student was the highest while to some it was the highest contributor.

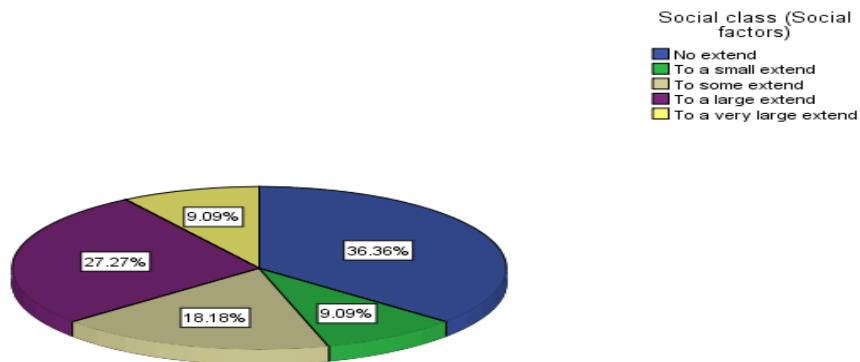
4.2.4 Effect of role models/mentors as Social factors on choice of Specialization of MBA Courses





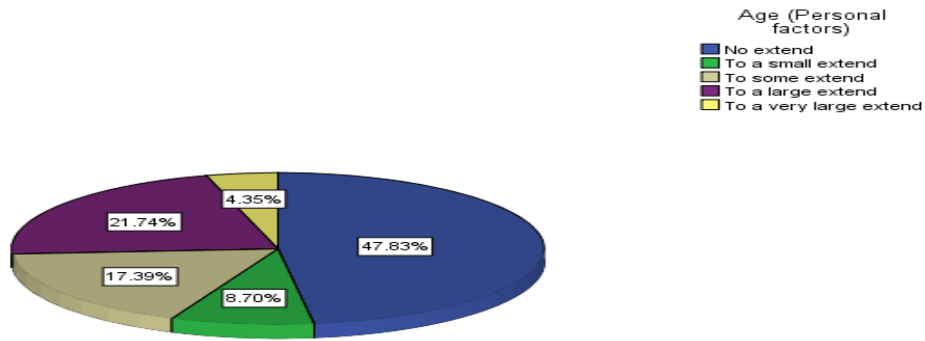
4.2.4 From the graph, mentors and role models contributed most in the selection of course specialization among students.

Table 4.2.5 Respondents' enrolment at based on social class on the Social Factors



4.2.5 From the graph, the social class does not contribute to the selection of course specialization among MBA students.

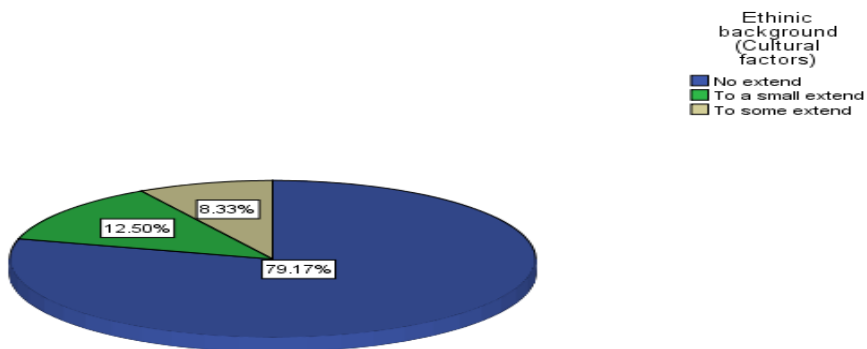
Table 4.2.6 Respondents' enrolment at based on Age on the Social Factors



4.2.6 From the graph, the age does not contribute to the selection of course specialization among MBA students.

4.2.7 Effect of Cultural factors on choice of Specialization of MBA Courses

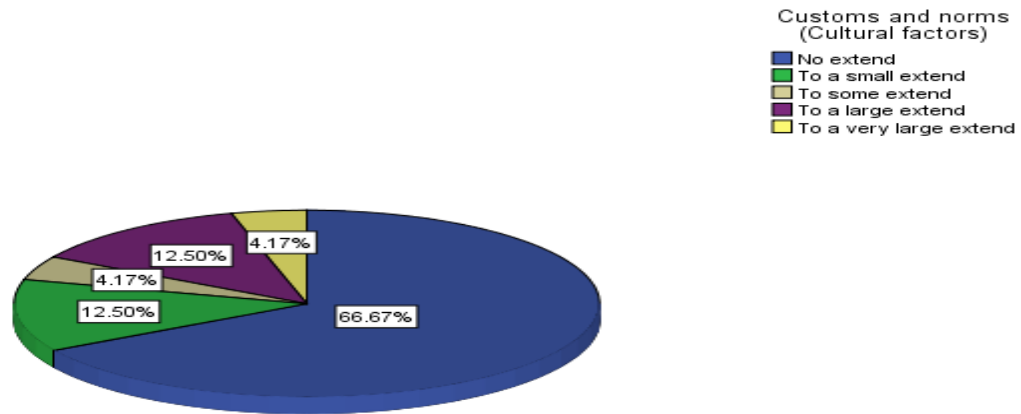
This section consisted of questions about the respondents' cultural factors that influenced the choice of specialization they are pursuing.



4.2.8 From the graph, the Ethnic background in the cultural factors does not contribute to the selection of course specialization among MBA students.

4.2.7 Effect of customs and norms in the Cultural factors on choice of Specialization of MBA Courses

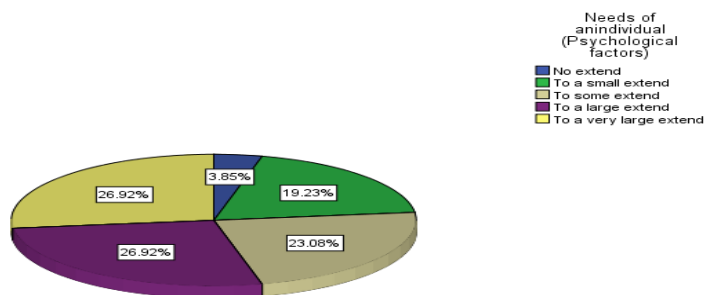
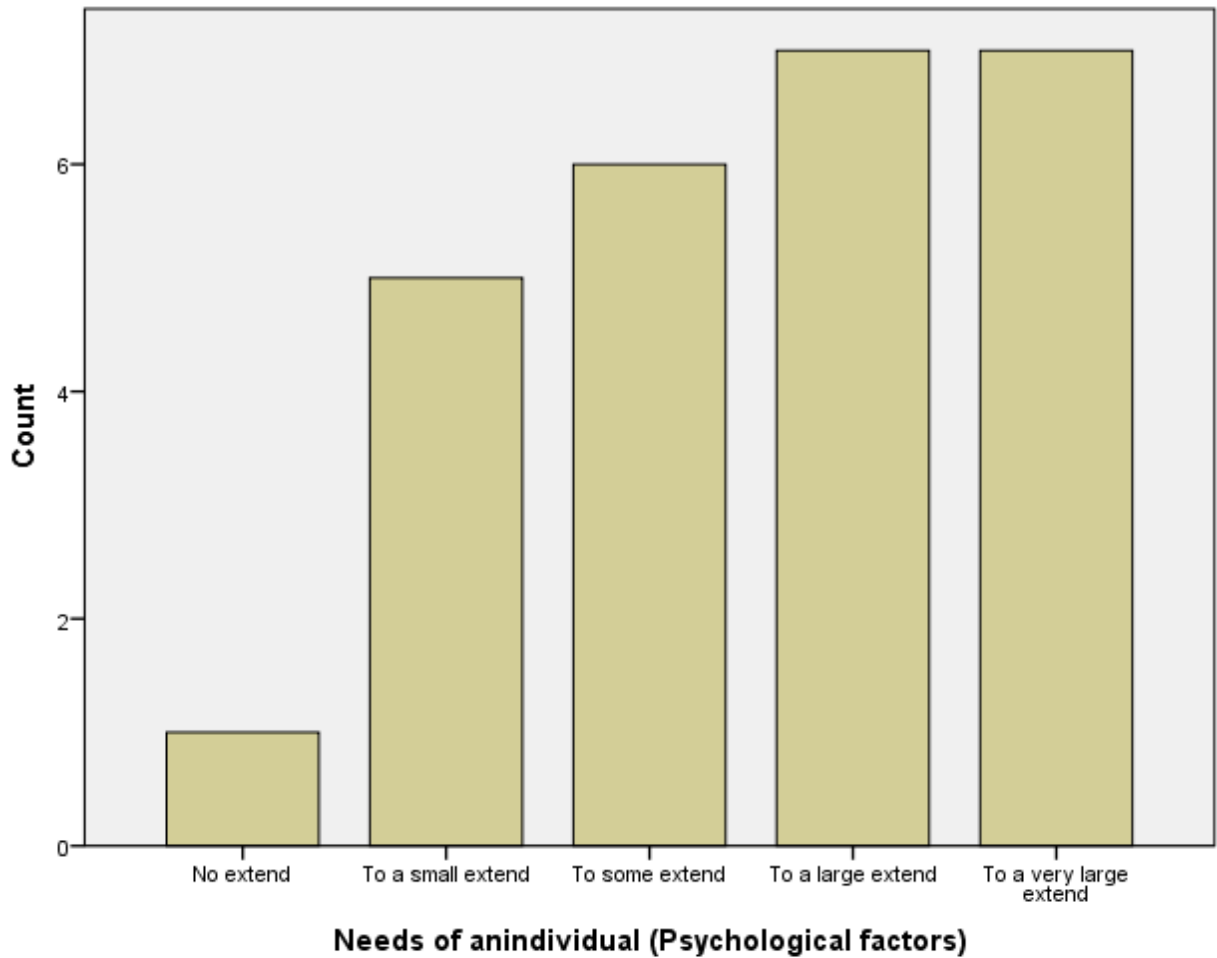
This section consisted of questions about the respondents' cultural factors that influenced the choice of specialization they are pursuing.



4.2.8 From the graph, customs and norms does not contribute to the selection of course specialization among MBA students.

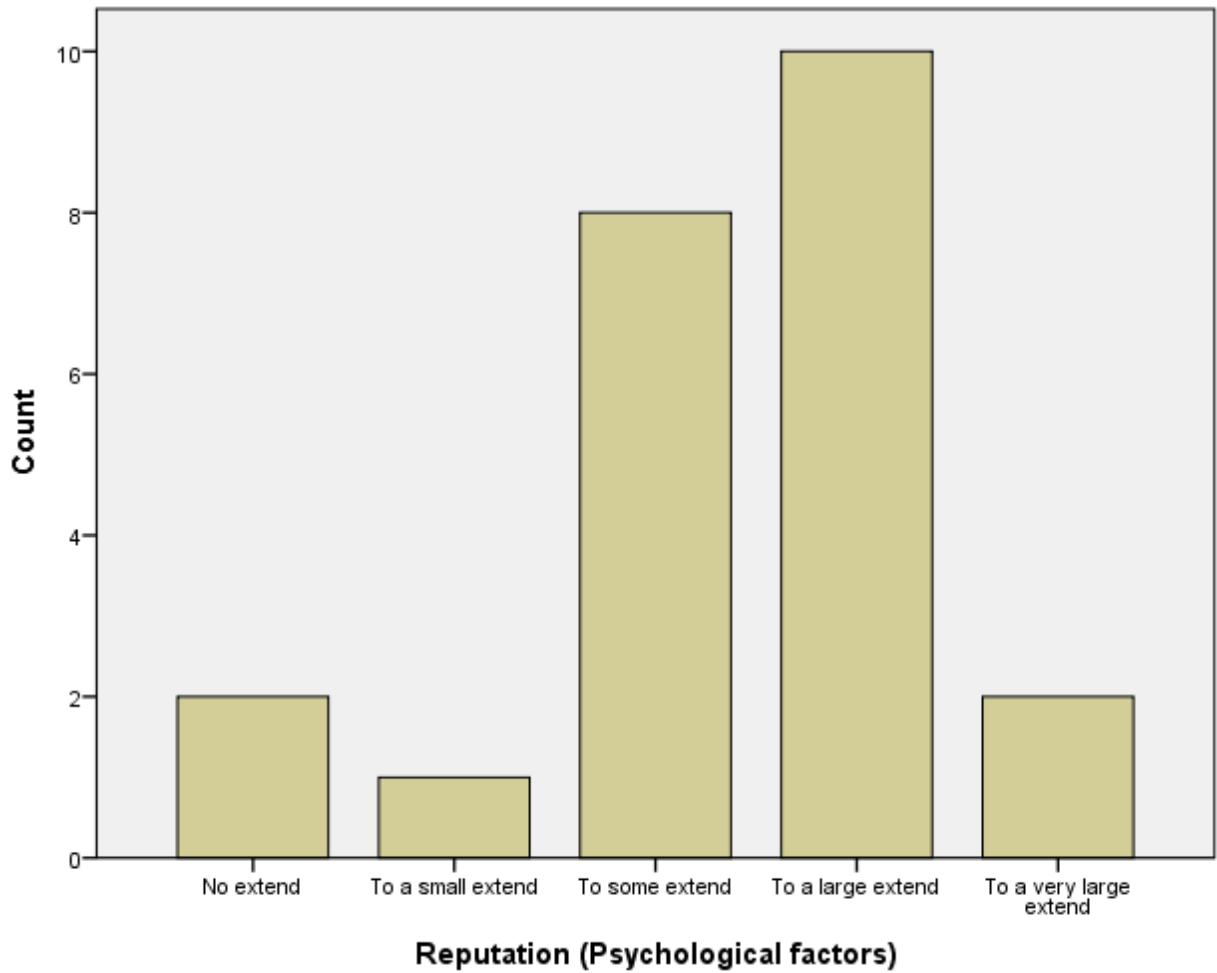
4.2. 9 Effect of the needs of an individual in the Psychological factors on choice of Specialization of MBA Courses

This section consisted of questions about the respondents Psychological factors that influenced the choice of specialization they are pursuing.



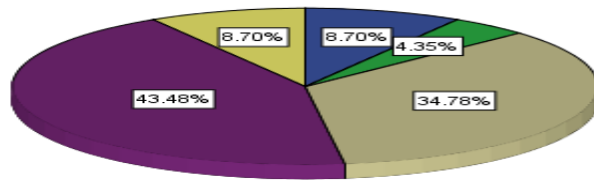
4.2.8 From the graph, to a very large extent the needs of an individual in the psychological factors influence the choice of MBA specialization.

4.2. 10 Effect of one's reputation in the Psychological factors on choice of Specialization of MBA Courses



Reputation
(Psychological factors)

- No extend
- To a small extend
- To some extend
- To a large extend
- To a very large extend

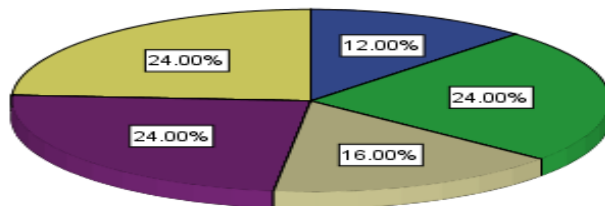


4.2.10 From the graph, to a very large extent the needs of an individual in the psychological factors influence the choice of MBA specialization.

4.2. 11 Effect of assuming in the role of leadership Psychological factors on choice of Specialization of MBA Courses

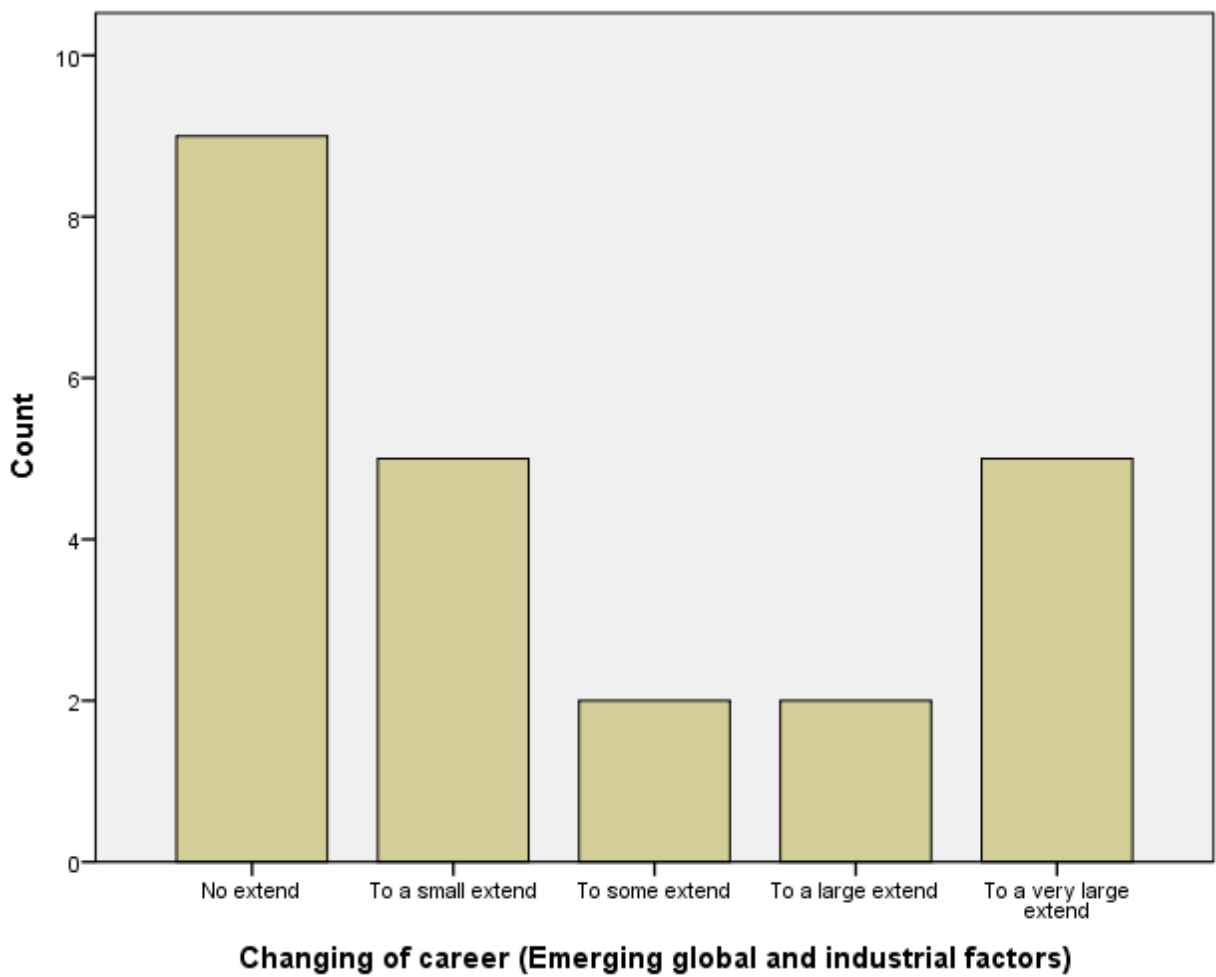
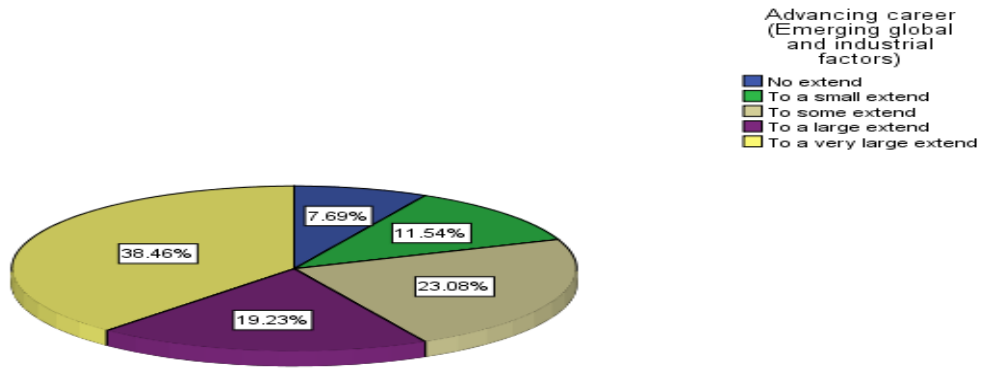
Assuming leadership role
(Emerging global and industrial factors)

- No extend
- To a small extend
- To some extend
- To a large extend
- To a very large extend



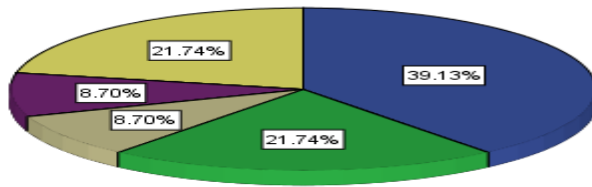
4.2.10 From the pie chart, assuming leadership roles influenced the choice of specializations to a large extent.

4.2. 11 Effect of advancing ones career in the Psychological factors on choice of Specialization of MBA Courses



Changing of career
(Emerging global
and industrial
factors)

- No extend
- To a small extend
- To some extend
- To a large extend
- To a very large extend



4.2.10 From the graph, to a very large extent the needs of an individual in the psychological factors influence the choice of MBA specialization.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

On the basis of the aim and objectives of this study, this chapter discusses the conclusion and recommendations of the study. The purpose of the study upon which conclusions and recommendations are made was to investigate the factors that influence the choice of specialization on MBA students at Institutions of higher learning in Nyeri County.

5.2. Summary

From the objectives identified in this research, it is clear that Personal, Cultural, Social, Geographical and Emerging industrial factors played a key role in the learner's choice of Specialization in the MBA courses.

5.2.1 Effects on Cultural Factors

The study established that all the respondents had cultural factors put into consideration prior to their enrollment in their current Specialization.

5.2.2 Effects on Social Factors

The study established that all the respondents had social factors put into consideration prior to their enrollment in their current specialization.

5.2.3 Effects on psychological Factors

The study established that all the respondents had geographical factors put into consideration prior to their enrollment in their current Specialization

5.3 Conclusion

From the objectives identified in this research, it is clear that Personal, Cultural, Social, Geographical and emerging industrial factors played a key role in the learners' choice of MBA specialization.

5.4 Recommendation

Following the observations and conclusion of the study, the following recommendations were provided to enhance the influential factors of specialization among MBA students in order increasing their learners' enrolment numbers. The recommendations are:

- Variety mode of study and specialization influence a large number of potential students.
- The global industrial, market and technology changes influence the specializations that students choose.
- Ethnic background, Political party affiliations, Gender roles dictated by society and Customs and norms of a society should be treated with respect as they contribute a lot towards success of MBA programs.
- Family members, Friends and Colleagues, as well as the role models of students and workers working in the Institutions of higher learning should be respected as they influence socially new learners to the Institutions.

5.4 Suggestions for Further Research

Further research should investigate the factors influencing MBA students choice of specialization and their relationship with marketing strategies. More also, what is the future of the MBA program as customer's needs and expectations keep on changing as technology and markets advances.

APPENDEIX I

QUESTIONNAIRE

SECTION A: BIO DATA

Dear Respondent,

An academic study is being conducted on the factors that Influence the choice of Courses by Students at Institutions of Higher Learning in Kenya. You can readily contribute information to this study by answering the questions in this instrument. All the information given will be treated confidentially for purely academic purposes.

1. In which institution are you in _____
2. Which academic year are you in _____
3. Specialization are you majoring in (please tick appropriately)
 - a. Marketing ()
 - b. Human Resource Management ()
 - c. Entrepreneurship ()
 - d. Finance ()
 - e. Project Management ()
 - f. Procurement ()
4. Age group (please tick appropriately)
 - a) Below 20yrs ()
 - b) Between 21yrs -30yrs ()
 - c) Between 31yrs -40yrs ()
 - d) Between 41yrs -50yrs ()
 - e) Between 51+ ()
5. Marital status (please tick appropriately)
 - a) Single () b. Married ()

6. Gender (please tick appropriately)

a) Female ()

b) Male ()

7. What is your ethnic background -----

8. Which religion do you belong to (please tick appropriately)

a) Christian ()

b) Muslim ()

c) Hindu ()

d) Others (Indicate)-----

9. Are you employed?

a) Yes ()

b) No ()

If YES, indicate your current job-----

10. How long have you worked with the organization (please tick appropriately)

a) 1-3 Years ()

b) 4-6 Years ()

c) 7-10 Years ()

d) Over 10 Years ()

11. Are you sponsored by your organization or self sponsored?_____

SECTION B: FACTORS INFLUENCING CHOICE OF COURSE

4 = **To a large extent**

3 = **To some extent**

2 = **To a small extent**

1 = **No extent**

A. Social Factors

To what extent do you think the following issues have influenced you on the choice of the course you are pursuing? (Please circle the numbers on the right of the statement)

(1 - No extent 2 - To a small extent 3 - To some extent 4 - To a large extent 5 - To a very large extent)

- | | | | | | |
|-----------------------------|---|---|---|---|---|
| 1. Friends/colleagues | 1 | 2 | 3 | 4 | 5 |
| 2. Parents | 1 | 2 | 3 | 4 | 5 |
| 3. Spouse | 1 | 2 | 3 | 4 | 5 |
| 4. Your role models/mentors | 1 | 2 | 3 | 4 | 5 |
| 5. Social class | 1 | 2 | 3 | 4 | 5 |

B. Personal Factors

To what extent do you think the following issues have influenced you on the choice of the course you are pursuing? (Please circle the numbers on the right of the statement)

(1 - No extent 2 - To a small extent 3 - To some extent 4 - To a large extent 5 - To a very large extent)

- | | | | | | |
|----------------------------|---|---|---|---|---|
| 1. Age | 1 | 2 | 3 | 4 | 5 |
| 2. Family life cycle stage | 1 | 2 | 3 | 4 | 5 |
| 3. Your current occupation | 1 | 2 | 3 | 4 | 5 |
| 4. Your dream job | 1 | 2 | 3 | 4 | 5 |
| 5. Current income level | 1 | 2 | 3 | 4 | 5 |
| 6. life style | 1 | 2 | 3 | 4 | 5 |
| 7. Individuals personality | 1 | 2 | 3 | 4 | 5 |

B: Cultural Factors

To what extent do you think the following issues have influenced you on the choice of the course you are pursuing? (Please circle the numbers on the right of the statement)

(1 - No extent 2 - To a small extent 3 - To some extent 4 - To a large extent 5 - To a very large extent)

- | | |
|--------------------------------------|-----------|
| 1. Ethnic background | 1 2 3 4 5 |
| 2. Political party affiliations | 1 2 3 4 5 |
| 3. Gender roles dictated by society | 1 2 3 4 5 |
| 4. Customs and norms of society | 1 2 3 4 5 |
| 5. Religion | 1 2 3 4 5 |
| 6. Educational levels | 1 2 3 4 5 |
| 7. Status accorded to you by society | 1 2 3 4 5 |

C. Psychological Factors

To what extent do you think the following issues have influenced you on the choice of the course you are pursuing? (Please circle the numbers on the right of the statement)

(1 - No extent 2 - To a small extent 3 - To some extent 4 - To a large extent 5 - To a very large extent)

- | | |
|--|-----------|
| 1. Needs of an individual | 1 2 3 4 5 |
| 2. Reputation of the institution | 1 2 3 4 5 |
| 3. Past experience/word of mouth | 1 2 3 4 5 |
| 4. Attitude | 1 2 3 4 5 |
| 5. The corporate colours of the organization | 1 2 3 4 5 |

Other factors (please indicate)-----

Thanks a lot for your cooperation

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http://en.wikipedia.org/wiki/List_of_universities_and_colleges_in_Kenya

Appendix II

Schedule of Research Activities

ACTIVITY	Jan – Feb 2013	Mar –Apr 2013	Apr – May 2013	June 2013
Proposal				
Defense				
Data collection & Corrections				
Presentation				

Source: Author (2013)

Appendix III

Research Budget

Item/Activity	Amount
Flash disk	2,500
Typing	8,000
Printing	15,000
Binding	6,000
Telephone bill	8,000
Travelling	20,000
Total	59,500

Source: Author (2013)