

**A CRITICAL ANALYSIS OF MASTER OF EDUCATION  
DEGREE PROGRAMME IN THE DEPARTMENT OF  
EDUCATIONAL FOUNDATIONS IN SELECTED  
PUBLIC UNIVERSITIES IN KENYA FROM 1993 TO 2014**

**SOGONI HARDLEY MUSIEGA**

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HISTORY OF EDUCATION OF THE UNIVERSITY OF NAIROBI**

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## **DECLARATION**

This thesis is my original work and has not been presented for a degree award in any other University.

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**SOGONI HARDLEY MUSIEGA**

REG. NO E84/50821/16

## **SUPERVISORS**

This thesis has been submitted for examination with our approval as University of Nairobi supervisors.

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**DR. DANIEL K. GAKUNGA**

Senior Lecturer

Department of Educational Foundations  
School of Education, University of Nairobi

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**DR. MUSEMBI NUNGU**

Lecturer

Department of Educational Foundations  
School of Education, University of Nairobi

## **DEDICATION**

This work is dedicated to the Musiega's in gratitude for the support they provided.

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## **ABBREVIATIONS AND ACRONYMS**

<b>A.Ed</b>	Adult Education
<b>B.Ed</b>	Bachelors of Education
<b>BNU</b>	Beijing Normal University
<b>C.E</b>	Comparative Education
<b>CEES</b>	College of Education and External Studies
<b>CHE</b>	Council of Higher Education
<b>CSFE</b>	Council for Social Foundations of Education
<b>CUE</b>	Commission of University Education
<b>H.E</b>	History of Education
<b>IPO</b>	Input Process Output
<b>KU</b>	Kenyatta University
<b>MAKU</b>	Makerere University
<b>MOE</b>	Ministry of Education
<b>MOET</b>	Ministry of Education and Technology
<b>MSVU</b>	Mount Saint Vincent University
<b>MU</b>	Moi University
<b>NACOSTI</b>	National Council of Science and Technology Innovation
<b>NCHE</b>	National Council of Higher Education
<b>OBAU</b>	Obafemi Awolowo University
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>OI</b>	Oral Interview
<b>P.E</b>	Philosophy of Education
<b>S.E</b>	Sociology of Education
<b>TSC</b>	Teachers Service Commission

<b>UK</b>	United Kingdom
<b>UNESCO</b>	United Education, Science and Cultural Organization
<b>UMM</b>	University of Malaya-Malaysia
<b>UOHM</b>	University of Hawaii -Manoa
<b>UOM</b>	University of Malawi
<b>UON</b>	University of Nairobi
<b>UOS</b>	University of Saskatchewan
<b>UOT</b>	University of Toledo
<b>UOW</b>	University of Wales
<b>UOZ</b>	University of Zimbabwe
<b>UWI</b>	University of West Indies

## ABSTRACT

The study sought to investigate the growth and development of Masters Degree programmes in Departments of Educational Foundations in selected Kenyan public universities in from 1993 to 2014. The study had three research objectives namely; to establish the enrolment of Masters Degree students in the Masters Degree programmes between 1993 to 2014, to document trends in the recruitment of academic staff of the Masters Degree programme as from 1993 to 2014, and to determine the number of graduates of the Masters Degree and their recruitment as academic staff in the selected Kenyan Public Universities. The reviewed literature found that the expansion of the existing public universities and the establishment of new ones had brought new challenges in the education sector. These challenges include the concerns about the academic staff establishment, the enrolments of students into the Masters Degree programmes, the number of graduates of Masters Degree programmes and those absorbed into careers in public universities. This study was both qualitative and quantitative in nature and relied upon the document analysis, interview guides and questionnaires to collect the data objectively hence the utilization of historical research method. Kenyatta University, Moi University and the University of Nairobi were purposively selected as they were the oldest public universities in Kenya with developed schools of education required for the study. The sample size constituted 3 heads of department, 3 academic registrars and 59 academic staff. A total of 25 respondents responded to the interview schedules and 34 questionnaires were used in the analysis of the study. The findings established that the three departments had a total of 32 academic staff teaching the Masters Degree programmes and a total of 460 students who had enrolled for the studies between 1993 and 2014. In addition the findings established that the departments had employed Masters Degree graduates as academic staff and the departments had inadequate teaching staff in the Educational Foundations courses. In order to address the shortage of academic staff levels, the study recommends that universities to invest in human resource development, capacity building of the human resource and a comprehensive policy framework on enrolments students in relation to the workload of the teaching staff.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

An Educational Foundations course forms the background for any student aspiring to become a teacher in most African states. A student anticipating to become a teacher must take Educational Foundations courses which comprises Sociology of Education (S.E), Comparative Education (C.E), Philosophy of Education (P.E), Adult Education (A. Ed), and History of Education (H.E). Philosophy of education provides an insight into purpose, theory and practice of education. It aims at imparting the concepts and theories that would equip the prospective teacher with the capacity to reason and critically evaluate educational issues. The prospective teacher is expected to relate the educational ideologies to the prevailing situations hence becoming a better committed educationist (Ngaroga, 1996).

On the other hand, History of Education lays emphasis on the historical events and their effects on development of education. Such knowledge helps the prospective teacher to be prepared to critically explore alternative educational theories and practice thereby expanding their possibilities for personal and professional action. Improvement of any system depends largely on comparisons. This makes Comparative Education to be a vital course to an educationist and any learning institutions to gain insight on better ways of improving the education system by either borrowing from the excellent systems all over the world or making reforms in certain areas (Crossley & Broadfoot, 1992). Since education and society are interlinked, Sociology of Education becomes handy in enhancing objective, rational, critical and dispassionate for teachers to be in addressing issues concerning education.

Thus prospective trainees are able to be more comprehensive in knowledge of the society so as to have deep insight in appreciating the motives by which others have, live with them and the conditions under which they exist. In Kenya, adult education is basically meant to help the community address their day today challenges. Based on this fact, students at the University of Nairobi take Adult education course as a core unit. The rationale behind the adaption of the unit was that aspiring teachers in the university are those categorized as adults waiting to participate in social roles (UNESCO, 1976).

Over the past twenty years, changes in the global economy had placed a demand on Masters Degree education and training in order to contribute to the economic development, research and social cohesion of the nation. According to the report by the task force commissioned by the World Bank (2000), “without more and better higher education, developing countries would find it difficult to benefit from the global knowledge-based-economy.” Because of this, the global perspectives of teacher education offered to the Masters Degree students in Educational Foundations by universities are mandatory for student aspiring to become scholars in teacher education. In Canada for instance, Educational Foundations courses takes a detailed examination of the sociological, philosophical, historical and political factors that influence classroom experiences. The programmes targets the first and second year students enrolled in Education Foundations classes in Bachelor’s degree in Education (B.Ed) programmes nationwide. The Canadian state has embraced the Educational Foundations courses mainly to prepare educationists to be progressive by incorporating diverse perspectives in their classrooms (Cherubini, 2005).



Elsewhere, in the United States of America (USA) at Mount Saint Vincent University (MSVU), a student anticipating to become a teacher administrator must take Educational Foundations course which offers Sociology of Education (S.E), Philosophy of Education (P.E) and History of Education (H.E) (MSVU, 2015). In the case of the University of Saskatchewan (UOS), the Master of Education degree is offered to aspiring educators through a content based course of 10 units or a thesis – based course of 6 courses. The Department of Educational Foundations at this university has Comparative and International Education which helps the student teachers to compare and contrast various elements of concern in the educational sector (University of Saskatchewan, 2015). According to Crossley & Broadfoot (1992) the improvement of any system depends largely on comparisons that make comparative Education to be an ideal course for an educationist and any learning institutions. Additionally, the University of Hawaii – Manoa has the Department of Educational Foundations devoted to training of professional and intellectual growth of educators (Muniecki, 2009). This department targets educational professionals with an objective of creating awareness and understanding regarding the socio-cultural, historical, international, philosophical and political contexts of education for educators to make wise decisions touching on educational problems and policy issues for a just democratic society.

The African nations had not been left behind in training teachers and other human resource personnel needed in the education sector. As Eshiwani (1999) quoted by Tjelduol et al 2005: “the main challenge of African university is, it became a necessity to expand their services rapidly, from the education of the elite to mass education despite limited resources” (p55). At the University of Ibadan- Nigeria (2008), the department of Teacher Education offers Masters degree in Educational

Foundations, Masters degree in Philosophy of education and Masters degree in History and Policy of education. The graduate programmes purposely target educators. According to Mutual (2008), the department of Educational Studies and Leadership also have graduate courses. The department had developed the MA Educational Leadership and Management programme with an aim of training the prospective students with the much needed expertise to resolve the numerous challenges faced by the educational sector. The studies prepared educational scholars to acquire skills in school leadership and management, teaching and learning processes, health and safety in schools and educational contexts. In the case of the University of Malawi (UOM) which has History of Education in their curriculum, it lays emphasis on the historical events and their effects on the development of education. This knowledge assists the teachers to seek other educational theories and their applications in support their ability for individual and professional progression (Dove, 1986).

In the East Africa region, Makerere University (MAKU) is the oldest institution of higher learning in the region and it has Educational Foundations and Management department. The Department of Educational Foundations offers courses for both the undergraduate and postgraduate students that had an interest in specializing as teachers (Makerere University, 2013). Educational Foundations courses are mandatory before one was conferred with a Bachelor's degree in Education. In Kenya, the model of university education was linked to MAKU in Uganda which had advanced studies in education. This contributed to major reforms in the Kenyan higher education sector.

The Kenyan government had to design programmes that were capable of analyzing the role of Education in the processes of economic growth, political development and social change. Furthermore, there was need to develop a faculty that could examine Educational policy issues and locating their solutions within local and international context. The achievement of the programme was to be realized through the department of Educational Foundations by preparing high level personnel for universities, colleges, government, international and local Educational agencies in the area of teaching, research, policy analysis and development. Currently Kenya has 31 public accredited universities of which 22 offer Bachelor's degree in education (CUE, 2016). The increased number of Universities offering degree courses in education oriented programmes requires adequate academic staff levels in the department of Educational Foundations (CUE, 2014).

To understand the contemporary Educational Foundations as an academic profession, it is useful to examine the academic staff positions and the Masters Degree programmes worldwide. In much of the world, half or more of the professionals' are getting close to retirement hence new young academicians need to be groomed through the Master's degree programmes (Altbach, 2007). It was important to note that, the undergraduate and post graduate student fraternity was growing rapidly through universities but the human resource for advanced degree programme has remained stagnated leaving them strained. Rumbley, et al (2008) noted, Masters Degree classes faced other challenges such as shortage of academic staff, textbooks scarcity and lack of indigenous writing, lack of funding and poor working conditions. The solution for such challenges lay in developing human resources through the Masters Degree programmes, increased funding and provision of needed facilities.

According to Crossley and Broadfoot (1992) the rhetoric of partnership and local capacity building mean nothing unless there is a concerted effort to build up research institutions. This calls for urgent and critical reflections and a repositioning of the field of comparative and international education in order to address contemporary priorities and the emergent needs of the twenty first century. In the Kenya scenario, public universities have focused on increased enrolment of students in various degree programmes. Republic of Kenya (2005) acknowledged that Universities were experiencing an influx of enrolments of students which had strained the existing facilities and adversely affected the academic staff levels in various faculties. The Kenya government envisaged modalities of addressing the challenges that could constrain access, equity, quality and relevance in the university education (Republic of Kenya, 1988). These modalities were to be effected through the University Councils and the Commission for University Education by providing the expansion of university education and training in tandem with population growth and the demand for university places and research.

Oanda, Olel and Gudo (2009) observed that, the university expansion resulted from the increased student enrolment whose effect is the shortage of academic staff levels among them is the Department of Educational Foundations. And it was a cause for concern since coping with the shortage entailed expanded workloads and the employment of part-time staff. Oanda (2009) argued that increased workload due to double intake and lack of competence by some academic staff could be affecting the delivery of quality education in Masters Degree programmes in Kenyan Public Universities. According to Odebero (2010), most education faculties of which Educational Foundation is included, coping with heavy workload had led to assigning Graduate Assistants and Tutorial Fellows full teaching responsibilities. This made

them to handle both the undergraduates and masters degree classes. Ng'ang'a (2014) reports that the Kenyan government statistics showed that enrolment in state universities rose from 195,428 in 2012 to 276,349 by the end of 2013. The student enrolment increased by 80,921 which translate to 41.4 per cent. The admissions in private universities increased from 45,023 in 2012 to 48,211 in 2013. The admissions increased by 3188 translating to 7.1 per cent. The study observed that the school of education admitted many students in the three public universities sampled for the study.

The teacher education in Kenya requires the teacher trainees to take Comparative Education, Sociology of Education, History of Education and Philosophy of Education as core study units. The success of these Educational Foundations courses required a number of academic staff to facilitate the teaching process. For instance between the year 1993 and 2003, Kenyatta university had a total of ten (10) academic staff, Moi University Eight (8) academic staff and University of Nairobi Four (4) academic staff with the experience of handling Masters degree respectively. With the rapid establishment of new universities, great demand for academic staff to cater for the increased student enrolment in different programmes is inevitable. Additionally, political, and socio-cultural transformations emanating from the wider world and academic world itself were straining the systems and structures in the education sector. The effect of this had impacted on the supply of academic staff which could be pegged on the graduates of Masters Degree in education in Educational Foundations courses. The degree of success of the Masters Degree programmes in the three universities could only be verifiable through the analysis of the graduates in the department of Educational Foundations. The increased student enrolment in the undergraduate classes had brought in a challenge in the Department of Educational

Foundations. Inadequate staff levels in some disciplines had contributed to the increase of hiring part time academic staff to mitigate these inadequacies.

In order to mitigate for the inadequate higher skills especially of the graduate skills, the departments should enhance investments in human capital and productivity. An important factor in enhancing human labour- productivity is human resource development expressed as “the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well- being” (UUK, 2015: P 27). Universities in UK have attained an increase in local skills by attracting highly – skilled force which has contributed to rising demand for graduates and university courses. Anecdote of this, the solution for the Kenya lecturer shortage in the Department of Educational Foundations could be borrowed from UK scenario through human resource development and capacity building programmes. This could take dimensions such as increasing enrolment of students in Masters Degree courses and in employing the Masters degree graduates students as Tutorial Fellows and eventually absorbing them as academic staff. Nana, Strokes and Lynn (2010) observed similar arrangement in New Zealand. They reported that some universities in New Zealand employed graduates to work within a faculty and on contract basis while they continued with their research, teaching, or a combination of both. These employees offered temporal services since they were hired principally as experts to offer services within a discipline such as Masters Degree graduates in Education and teaching Masters Degree students. This would enhance the number of academic staff for the department not only in the universities under the study but also other universities.

The documentation of the academic staff levels and determining the trends of the enrolment of students in Masters Degree courses was vital in the study. The study intended to establish the number of students graduating and those absorbed graduates of the Masters Degree programmes in the careers in the Department of Educational Foundations. For instance, the graduation lists of KU MU and UON had shown that a total of thirty two (32) students graduated in 2012, fifty three (53) students graduated in 2013 and forty seven (47) students graduated in 2014.

The UON data for (2012, 2013 and 2014) established that a total of seven hundred and forty nine (749) students, eighty hundred and fifteen (815) students and two thousand, four hundred and forty (2240) students graduated with Masters Degree respectively. One hundred and five (105) students graduated with Masters Degree in Educational Administration, three hundred and fifty five (355) received Masters Degree in Project Management and we had ten (10) Masters Degree graduates in Educational Foundations programmes in the year 2012 (UON,2012). The big difference in the total number of graduates in the departments was noticeable. This was because the graduates in Educational Foundations were less when compared with other discipline like Educational Administration.

It was this concern that led to the need to critically analyzing the development of the Masters Degree programmes in the Department of Educational Foundations in the selected Kenyan Public Universities. This shed light on the academic staff levels and the influence of the demand and supply on the student enrolment in the Department of Educational Foundations in the selected public universities in Kenya.

## **1.2 Statement of the problem**

In Kenya, Educational Foundations courses are mandatory for students pursuing the teaching profession at Bachelors degree level. The increase of Public Universities, expansion of existing ones and the high student enrolment for the Bachelor degree in Education had resulted in new challenges in education system. These challenges included overload of academic staffs who teach both undergraduates and Master degree students; increased number of part-time academic staff and undefined hiring procedure of academic staff skewed positively with some disciplines inadequately staffed. Consequently, some critical elements of concern for the selected public universities was in the area of academic staff levels and completion rates of masters degree students in the Department of Educational Foundations. Apparently studies had shown that there was shortage of academic staff in the selected Kenyan universities as recruitment depended on their area of speciality. For instance, the Schools of Education at KU had 97 academic staff levels distributed across departments, MU had 51 academic staff levels serving in three different departments and UON had 36 academic staff levels handling the Masters Degree courses (Rong'uno, 2016).

The distribution of academic staff levels depended largely on the area of specialization. Unfortunately, the actual student's enrolment and the academic staff levels per discipline in the Masters Degree programmes in the Department of Educational Foundations had not been addressed in the past studies. Furthermore, the exact number of graduates per discipline in the said departments and those employed as academic staff had not been realized. The absence of correct data on student enrolment, the academic staff and the graduates employed as assistant lecturers or Tutorial Fellows in the departments had ramifications on the development of Masters



Degree programmes. The negative ramifications could be exuberated in the event of weak monitoring systems on academic staffing per discipline. The impact was adverse in the Departments of Educational Foundations with large student enrolment and relied on part time academic staff. This negatively influenced the quality of education especially the completion rates of Masters Degree programmes in the selected universities. These numbers of graduates in the Masters Degree courses successfully at the Graduate level form the threshold for future education professionals.

In Kenyan public universities, the increase in student enrolment was rushed while disregarding specific staff recruitment which had led to compromising the quality of the Masters Degree programmes. Anecdotal evidence suggested that University of Nairobi and Moi University policy touching on programmes whose Masters Degree graduates were on high demand in the labour market had aggravated the situation because of disparity in salaries. These disciplines had enough staff due to the expected inflow of more students in the programmes. Departments with programmes whose graduates had less demand in the labour market grappled with reliance on Part-time academic staffs hopping from one University to another. This was because when critical elements in the departments have not been addressed, they become precursor of negative development of the Masters Degree programmes. This was what the study entailed. Therefore, a comprehensive analysis of the student enrolment, the academic staff levels and the graduates of the Masters Degree in Educational Foundations was timely. This shed light on how the students enrolment and academic staff levels was. The solution lay in granting incentive to Departments to market their programmes in order to increase student enrolment in the Masters Degree courses, employ more academic staff and offering employment opportunities to the graduates as Assistant Academic staff.

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

The purpose of this study was to critically analyze Masters Degree programmes in selected Kenyan Public Universities with special reference to the Department of Educational Foundations to meeting the growing demand for academic staff in public universities from 1993-2014.

### **1.4 Research Objectives**

The study was guided by the following specific research objectives;

- (i) To establish the enrolment trends of students in Masters Degree in the programmes in the Department of Educational Foundations in the selected Kenyan Public Universities between 1993 and 2014.
- (ii) To determine the trends in the number of academic staff recruited for Masters Degree programmes and the challenges encountered by the staffs in the Departments of Educational Foundations in selected Kenyan public universities from 1993 - 2014.
- (iii) To determine the absorption rates of graduates with Masters Degree recruited as academic staff in the Departments of Educational Foundations in three selected Kenyan public universities from 1993 to 2014.

### **1.5 Research Questions**

The study sought to answer the following research questions;

- (i) What has been the trend of student's enrolment in Masters Degree programmes in Educational Foundations in the selected Kenya Public Universities from 1993 to 2014?

- (ii) What has been the number of academic staff recruited for the Masters Degree programmes in the Departments of Educational Foundations in the selected Kenyan public universities between 1993 and 2014?
- (iii) What has been the challenges encountered by the academic staffs and how have they been solving them?
- (iv) What has been the recruitment rate of Masters Degree graduates as academic staff in the Departments of Educational Foundations from 1993 to 2014, in the selected Kenyan Public Universities?

### **1.6 Significance of the study**

The findings of this study were significant in several ways:

First, the results would be useful to Departments of Educational Foundations in structural, instructional adjustments and advising the school on corrective actions. The Chairmen and Deans School of Education would use the findings to improve on the number of academic staff recruited as academic staff and completion rates of the by the Masters Degree students. University councils would utilize the findings in improving the recruitment policies for academic staff levels, human resource development and staff capacity strategies in their departments. The findings would provide valuable data for funding Masters Degree students by the government and other agencies in making informed decisions regarding scholarships for graduate students. The data would be useful in future research background in the same area for other research institutions. Finally, the findings would benefit the Commission of University education, research institutions public and other stakeholders in terms of critical findings on academic staff levels, MA enrolments and those absorbed as academic staffs by departments.

### **1.7 Limitations of the Study**

The study encountered various limitations. First, the study used historical research method where three selected public universities were used to gather data on the Master Degree programmes. The study analyzed the documents with attention on academic staff levels, student enrolment, number of graduates and the employed Assistant lecturers/Tutorial Fellows. The limitation of this method was that it had to deal with primary data of the past educational activities in the department. This demanded for placement of the data into themes and coding before analyzing and reporting. Secondly, the conclusions were based on information collected from teaching staffs, Heads of Departments, academic registrars, ongoing enrolled students and the employed Assistant lecturers/Tutorial Fellows in the selected universities. Due to this, other issues related to the above respondents and to the study, which had taken place after the fieldwork have not been included in the study. The findings of this study therefore, were specifically limited to those departments and to some extent other universities with similar arrangements in Kenya. The findings therefore, are not applicable to others departments of Educational Foundations without considering the university factor that impacted their interpretation.

### **1.8 Delimitations of the Study**

The targeted respondents were Chairpersons of departments offering Masters Degree programmes in Educational Foundations, Masters Degree academic staffs in the departments, academic registrars, ongoing enrolled Masters Degree students and the Master Degree students who had graduated and had been employed as Assistant Lecturer or Tutorial Fellow. Study duration was considered to be the period of time from admission for Masters Degree to graduation time. The study examined the number of academic staffs recruited academic staff, the number of student enrolled,

the number of students who had graduated and those graduates absorbed as academic staffs by the Department of Educational Foundations in the public universities in Kenya. Currently there are 31 public universities in Kenya.

The Universities of Nairobi, Kenyatta and Moi were purposively selected as the oldest public universities in the country. Additionally, they have established Schools of Education in regard to the academic staff levels, student enrolment and have held several graduations of the Masters Degree studies. The study was confined from 1993 to 2014. The year 1993 was central to the study as it represented the time the second university had their first students graduating in Educational Foundations studies. The terminating year 2014 provided a good time when the Jubilee government through the T.S.C had frozen study leave for teachers undertaking Master degree in Educational Foundations.

### **1.9 Assumptions of the study**

The study was based on the following assumptions that Departments of Educational Foundations in the three selected public universities offered Masters Degree in Educational Foundations courses, that three selected public universities had students enrolled to pursue Masters Degree programmes of Educational Foundations courses, and the departments had recruited Assistant Academic staff or Tutorial Fellows who graduated with Masters' degree certificates in Educational Foundations.

### **1.10 Definitions of terms key to the study**

**Absorbed** refers to the masters degree graduates employed as academic staffs by public universities.

**Academic staff / student ratio** refers to the number of teaching staff against the number of students in undergraduate, Masters Degree programmes and those in PhD studies

**Capacity building** refers to enhancing the academic staffs credential through training programmes

**Development of Masters Degree programmes** refer to the increase of academic staff levels, student enrolment, the number of graduates in masters Degree programmes and the number of graduates absorbed as Assistant Lectures/Tutorial Fellows.

**Education Foundations Courses** are the core units for any students aspiring to train as a teacher which include History of Education, Comparative Education, Sociology of Education, Philosophy of Education and Adult Education.

**“Heaped – Up group”** expresses to the position of students who remained enrolled for their degree for longer duration than expected (a period of more than two years).

**Human resource development** refers to hiring or employing more academic staff levels in areas with shortage

**Lecturer- student ratio** refers to the total number of academic staff levels against the number of Undergraduate, Masters Degree and PhDs students in the department.

**Ongoing Masters Degree** refers to students who had remained in the program for more than two years needed to complete the Masters Degree course.

**Staff Development Programmes** refers to Universities offering PhD study opportunities for their employed Masters Degree academic staff at subsidized tuition fees

### **1.11 Organization of the study**

The study was organized into seven Chapters. Chapter one presented background to the study, the statement of the research problem, purpose of the study, research objectives, research questions, scope of the study, significance of the study, limitations of the study, delimitations of the study, definitions of the study and the research work organization. Chapter two dealt with reviewed related literature relating it to the current study globally, continentally and nationally. It also addressed issues concerning Educational Foundations courses, academic staff levels, student enrolment and demand of graduates. Chapter three discussed the research methodology used in the study. Chapter four, Chapter five and Chapter six focused on data analysis, interpretation and discussion of the academic staff levels, students enrolments, the number of graduates of the Masters Degree studies and those absorbed in careers in the departments of Educational Foundations. Finally, Chapter seven dealt with the Summary, Conclusions and Recommendations from the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter addressed the literature reviewed regarding the overview of Departments of Educational Foundations in Universities and their academic staff levels. It also discussed the enrolment of Masters Students, the number of graduates and the number of employed graduates as academic staffs in the said departments in the Kenyan public universities. It also elaborated on the theory used in examining the various variables and how they interacted with each other. The chapter presented the conceptual framework used in examining the various variables that contributed to the development of Masters Degree programmes in the Public Universities in Kenya.

#### **2.2 An Overview on Development of Educational Foundations Departments**

Globally, universities organize learning in smaller groups called faculties and departments for harmonious learning procedures. According to the Mount Saint Vincent University (MSVU, 2014) in the United States of America, the Department of Educational Foundations offers Masters Degree to the teachers and educators. The department conceptualizes to a wide-conceived field of educational study that derived its character and pedagogy from various educational disciplines. Educational study has combinations of several studies such as History, Philosophy, Sociology, Comparative and international studies. The main goal of these courses was to develop interpretive, normative, and critical perspectives on education (Council of Learned Societies in Education, 2004). The Department of Educational Foundations in the MSVU (2015) in USA hold the belief that, specific area of specialization like History, Philosophy and Sociology ought to be handled in the Department of Educational



Foundations for ideal teaching and monitoring of curriculum delivery. The aim of incorporating such studies was to enhance student's knowledge in examining and evaluating educational issues, arrangements and practices. This would bring up a sense of definite policy-inclined on educational responsibility. Such a discipline developed an insight into education and school in light of their differentiated conditions of divergent cultural environment.

Based on these objectives the Department of Educational Foundations at MSVU (2015) developed three main courses namely, Philosophy of Education, History of Education, and Sociology of Education. Sociology of Education in the department addresses the social phenomena such as racism and homophobia and how they influence the formal and informal educational contexts. History of Education deals with the historical research documents and artefacts of value to promote the understanding of past educational practices and their influence in the current society. Philosophy of Education on the other hand, helps in the analyses of educational concepts such as 'teaching' and 'authority' and makes significant distinctions for educational policy-making and practice (MSVU, 2015). Similarly, the graduate study in Educational Foundations at the University of Saskatchewan (2015) has Masters Degree courses in Educational Research and Measurement, Educational Sociology, Foundations of Education, History of Education, Comparative and International Education and Philosophy of Education. The field of Comparative and International Education aims at analysing various educational practices which included the process of philosophy, critical pedagogies and global education.

Unlike some of the universities in USA which had one department handling all the educational foundations courses, the Chinese Universities have their educational

foundations department set as per the area of specialization. One such case was the Beijing Normal University (BNU) which had the department of International and Comparative Education Research Institute which started in 1962. According to the Beijing Normal University (2016), Comparative Education Research Institute offers Comparative Educational courses. The department was charged with the responsibility of conducting research in comparative higher education, comparative culture and educational development, comparative education policy and administration, theory and methodology of comparative education. Furthermore at BNU, the School of Philosophy and Sociology offers programmes in Humanities and Social Sciences. The school offers Bachelor of Arts in education and Masters Degree programmes in Philosophy, Pedagogy, Sociology and Politics (BNU, 2016). These courses are essential for students pursuing part- time teacher's trainee programmes, undergraduate student and postgraduate student's programmes. The BNU set up the postgraduate programmes with the goal of raising teachers and experts in Philosophy and Social Sciences.

The adoption of postgraduate programmes by departments in the African universities has similarities with other global universities. The existence of these departments in African institutions could be traced to the development of university education during the colonial era. This development of universities was directly linked to the prevailing paradigm shift that required filling in the dynamic demand of higher learning by the African societies (Harbison 1973, Smith 1974). The first types of universities in post-independent Africa were largely shaped by the dictates of modernization thinking. With the intention of catching up with the Western modern levels of development in education, the proponents of modernization theorists thought contributed to an increased investment in higher education by African governments.

The leading attribute to this education development was investment in human capital as a necessary condition for development and for forging ahead with the rest of the world (Harbison 1973, Smith 1974). The re-constructionist of a society held by African nationalist leaders in the sixties created corporation between national government and universities. The university was a public asset on which meagre public resources was justified to be invested in as a national necessity. African independent leaders had the will and devotion to establish conditions for the development of public universities. The purpose of these universities was to encourage African students to enrol for higher education studies and become academic staffs in public service. The public service (Lungwangwa 2002) was offered by the African government especially university experts without expecting monetary gain. These first set of public universities in post-independent Africa include the University of Nairobi, University of Dar Es Salaam and University of Malawi (Lungwangwa, 2002).

The second set of public universities, like Moi and Kenyatta universities in Kenya, Morogoro University in Tanzania just to mention but a few were established by the acts of parliament of each African nation to enhance access to university education by the masses (Lungwangwa, 2002). Higher education was taken as an investment in personal wellbeing. A university degree was seen as giving rise to higher personal returns in form of income, better living conditions and life chances for one's offspring. The achievement of success was to be done by the universities forming units to teach different programmes. These units were called faculties or schools which had departments under them. The teaching programmes in most African universities developed educational foundations courses with the aim of imparting morals, values and skills in the prospective teachers (Chacha, 2001).

Furthermore, several African universities adopted the Western European educational foundations arrangements to enable them manage appropriately the educational contents. This is evident at Obafemi Awolowo University in Nigeria (OBAU) which have a department of Educational Foundations and Counselling. The department was founded on 1<sup>st</sup> October 1967 with the mandate of producing quality, competent and dynamic educators who would contribute to the steady growth and development of the society (OBAU, 2015). The second case is Makerere University (MAKU) in Uganda which established the department to handle both Educational Foundations and Management courses. These Educational Foundations courses were established with an objective of sharpening students' abilities to examine, understand, and explain educational ideas. And more so, it was to help in enhancing educational ideologies and developing a field that could be responsible in directing policy towards educational matters (MAKU, 2014).

Whereas the Ugandan universities with reference to MAKU set the Department for Educational Foundations and Management, the Kenyan public universities developed their own way of branding their department in order to offer these courses. The University of Nairobi, Kenyatta and Moi Universities branded their department as the department of Educational Foundations (Wang'eri, 2013). In the case of Egerton University, they branded their department as the Department of Psychology, Guidance and Counselling and Educational Foundations whereas Maseno University founded the Department of Educational Foundations and Educational Policy Management. Mbirithi (2013) observes that these Departments of Educational Foundations offer undergraduate and postgraduate programmes in History of Education, Philosophy of Education, Sociology of Education, policy Studies, and Comparative Education and International Studies. On top of the general courses in their area of specialization, the

Masters Degree students take compulsory courses which include; Research Methods in Education, Statistics in Education, Contemporary Themes in Education and Research work which could either be a project or thesis. History of Education course have the following units developed ; evolution of western education systems, selected themes in the history of education systems, pre-colonial education in Africa, education in Africa, Education in Kenya in the colonial period and contemporary historical systems of education in Kenya. Masters learners pursuing studies in past historical events in education choose to specialize in the area of history of education that incorporated education and pastoralism in Africa, technical education in Africa, politics and education in Africa, Teacher education in Africa, history of educational ideas and higher education in Africa, Africanism and development (KU, 2015-2017).

The Masters Degree students who enrolled for Sociology of Education were expected to study the following units: social sciences and education, African social structures, motivation and the socialization process, society, development and education, Sociology of Education and social policy. Additionally, elective units are important such as sociology of professions, gender and education, social work and education, education, democracy and schooling, adult, continuity and lifelong education, family life education and social development (Kenyatta University, 2015-2017).

The curriculum for Masters Degree in Philosophy of Education entailed studying epistemology and education, metaphysics and education, ethics and education, philosophical psychology, logic and education, education and philosophical thought in Africa (Kadenyi, 2016). The curriculum also had education and democracy, knowledge and curriculum, philosophy, gender and education, philosophy of teaching

and learning, indigenous knowledge and education, medical ethics and education offered as elective units.

Lastly, Comparative Education contends included; introduction to comparative Education, comparative study of systems of education, basic concept in economics and education, education for resourcefulness for rural regions, politics, citizenship and education and education law and policy analysis as mandatory units. All the units offered in the Department of Educational Foundations need qualified teaching staff to teach and students to learn them. Ngara (1995) argue that the Kenyan Public University have four basic functions namely enhancing human resource development, research and disseminating knowledge; fostering moral values and raising social consciousness and consultancy and service. These basic functions of the department could only be achieved in the Kenyan public universities in presence of: academic staff levels in tandem with student's enrolment. Apart from this, continued enrolment of students in Educational Foundations courses and students completing their master's degree courses are essential for growth. Additionally, the successful graduates should be absorbed into the careers in the universities as a way of attaining development of human capitals (Ngara, 1995; Chacha, 2002; Lungwangwa, 2002; Tiyanbe, 2004 and Mwiria and Nge'the, 2007). The learners pursuing these courses need adequate academic staff' staff levels to facilitate the learning processes. This called for the need to examine the academic staff levels for the Masters Degree programmes in the department as addressed in the subsequent section.

### **2.3 Students Enrolment in Master Degree Programmes**

Student enrolment was the basis of the second research objective on the Masters Degree programmes in the department of Educational Foundations. Students are a special group of people in any learning institution as they are the input. This is because they are the recipient of the new knowledge, skills and determinant of the organizations need for recruiting the teaching force. Furthermore (council, 2012) reported that postgraduate education is distinct especially in terms of the nature of its outputs and their prices. The student was enrolled at a university with some knowledge, skills, values and capacities that were enhanced to enable one complete graduating. Holm-Nielsen, Lautitz and Natalia (2002) argued that:

Enrolment in higher education has more than doubled in the past decades and continues to expand, educational opportunities have diversified, and university management has been decentralized to increase responsiveness to students and industry. Nonetheless, the potential for higher institutions face a multitude of quality problems, inequities are widespread, and there is a mismatch between many specialties offered and the needs of the labour market (p 39-40).

In such cases, the student who was the recipient collaborates in producing the outcome. On the negative side, there is the likelihood that the trends of enrolments in undergraduate programs interfere with commitments of academic staff to postgraduate education. Mogeto (2001) argue departments with large student enrolment and inadequate number of academic staffs, supervision of the work done by Masters Degree students was interfered with. This contributed to the “ongoing enrolment” which send wrong signal to interested student in the concerned area of speciality. Hossler and Gallagher (1989) asserted that there were different conditions that shaped the decision process of an individual to enrol in advanced studies. This involved a number of phases in which different individuals and university factors

interact to produce the outcome that influences the next phase. Malaney (1987b) found that common reason given by prospective graduate students included; the desire to learn more about a specialty, individual satisfaction, better job prospects, and higher degree required for advancement within the area of employment. Similar findings were provided in the work done by Gagnon and Cocolas (1988). In another study, academicians examined the influence of various recruitment strategies employed by higher institutes of learning (Jackson, 1985; Malaney, 1985, 1987b; Moore, 1984). These analyses posit that individual contact by faculty teaching staff and former graduates could have a positive effect on a student's desire in a particular discipline. From these studies it could be deduced that general recruitment methods should first and foremost consider the individual student fears about the quality of the institution and of the specific department or study area.

Similarly, Talbot, Maier and Rushlau (1996) in their study identified elements that influenced the prospective student enrolment in a given university and came up with five key elements. These elements includes the core philosophy, reputation of university, reputation of the study discipline; the reputation of the department in which the course was offered and on top of the list was the financial support through either assistantship work scholarship or the fellowship financial support. These conditions were similar to those identified for whether a student enrolled for Masters Degree programme in a given university or not as expressed in the study of Stacy (2014).

On top of this, the demand for graduate education was on the rise globally. This was well argued by UNESCO (2014) that, 'Faced with escalating demand for instructional staff to serve the increased number of public universities and the fast-emerging



private universities, (Asian) countries have expanded their provision of graduate education” (P15). The universities had therefore diversified their higher education programmes to accommodate for high students intake. For instance, enrolment in Thailand in the graduate schools grew from 193, 000 to 196,000 student as from 2007 to 2012. In Malaysia, the graduate schools recorded an enrolment of 21, 000 in 2000 and grew to 85, 000 student in 2007 (UNESCO, 2014). The implication was that, in Malaysia and Thailand, the development of graduate education had resulted in an increased student enrolment in specific universities.

At the University of Malaya, the ratio of undergraduate student enrolment to graduate enrolment stood at 1:1.2 students (UNESCO 2014) whereas in Thailand at the Mahidol University; the undergraduate to graduate student enrolment ratio was 1: 2.1. Furthermore, graduate education attracted substantial number of students enrolling for Masters Degree studies in Thailand. The statistics highlight that, in 2007 there were 177,000 students in the Masters Degree programmes and by 2012 the universities had enrolled 174,000 students in the graduate schools (UNESCO, 2014). Likewise demand to enhance graduate student enrolment was identifiable in the University of Singapore and the University of Malaya which jointly developed a policy to facilitate this process. The policy aimed at enrolling 50 per cent of the total university student population into masters and PhD programmes. In 2008/09 academic year, postgraduate enrolment was 35 per cent of the total enrolment with 12.5 per cent representing foreign students (Altbach and Salmi, 2011). Specifically, in 2008/09 the total number of students at the University of Malaya (UM) pursuing Masters and PhD studies was 8,897 compared to 461 students in 1971. This was in pursuance of advancing their educational skills and economic value of their citizens. To some

extend the Asian countries had borrowed greatly from the western nations such as USA and UK.

To elaborate on the shape of the UK's higher education programmes, in 2013/2014 UK universities had an enrolment of 2.3 million students, 67 per cent (1.5 million) were undertaking undergraduates studies. Another 19 per cent (427,945) of these students were pursuing postgraduate taught qualifications, 10 per cent were studying other research undergraduate degrees (226,065), and 5 per cent (111,490) were pursuing postgraduate programmes by research. Surprisingly, the report excluded data from the University of Wales -UOW, which had staffs but no students (O'prey, 2015). The higher education in UK attracts large number of postgraduate students of which '427947 pursued their studies by course work while 111,490 studied by research.' Elsewhere, Nana, Strokes and Lynn (2010) analysis of Australia observe "in 2008, a total of 460,400 students were enrolled in tertiary education...147,130 students were enrolled in universities with... 10,470 enrolled at Master's level". All over the world, there is demand of higher skills to spur the economy to higher levels and accompanied with higher salaries or wages.

According to the World Bank (2000) task force report on developing countries, the value of educating more youth to higher educational levels was unavoidable. This was because a Bachelors degree had been reduced to a basic qualification in the labour market. Growth and enhancement of education were important in adapting to change and solution to these challenges. When states, invest in good education it led to fast growth and sustainable economic development. Educated persons were readily absorbed into careers and were able to secure higher wages, adjust to better economic shocks, and revitalize the society (World Bank, 2011). Similar observations were

made by UNESCO (2014) that, the need for more skilled workforce by universities brought in a new demand for upgrading those (academic staff) in the system and at the same time created an avenue for enrolling new graduate students in university programmes. Additionally, students had always been recruited from the outside environment and became the input for the faculty. According to Agboola and Adeyemi (2001):

Students enrolment at any level was very crucial for the achievement of the nation overall goals through education. There was need to know the actual number of students that are enrolled in educational system because other school characteristics such as human, facilities and funds depended on it. .... Enrolment changed every year because of population dynamics. Increase or decrease in population could have direct impact on enrolment (p: 2).

A part from this, Masters Student enrolment had been at the heart of every university in the world focusing on different areas of specializations. The World Bank (2000) task force found that human capital was important when addressing the knowledge economy and propagation of higher skills. According to the World Bank (2000) report, the USA human capital was approximately three times most important element than physical capital in the society. In essence, the USA had responded faster in enhancing the Masters and PhD studies to facilitate the acquisition of higher skills in educational systems. This was evident at Mount Saint Vincent University (2015) as students had always been admitted in the department of Educational Foundations for Masters Degree programme upon attainment of a Bachelors degree or its equivalent with a minimum average of B (GPA 3.0). In the year 2014, the graduate school of at MSVU enrolled 22 students for their Masters studies. Additionally at the University of Alberta (2014), the record showed the trend in student enrolment that in 2000 there were 5795 students, in 2001 we had 6426 students and in 2002 the university had an

enrolment of 6871 students in the Masters Degree programmes. In Oxford University – England, the student enrolment for the Masters degree in Education for the academic year 2012 to 2014 was 747 students. However, the departmental student enrolment had been amalgamated hence concealed the yearly student enrolment in the department. Robinson (2006) note, “Increased student enrolments in all countries (Canada, Australian, USA, & New Zealand) had not been accompanied by a comparable growth in full-time faculty appointments. Student-faculty ratios had risen sharply, raising concerns about the rising academic staff workloads and work-related stress”, (p 1). In China at BNU, there were 298 Master students, 114 Doctoral students and 9 Postdoctoral researchers pursuing their studies in the departments of Philosophy and Comparative studies.

Likewise African public universities, they experienced pressure resulting from the increase in students enrolment in university education that had influenced the standards of learning. An examination by Hayward & Ncayiyani (2014) on Sub-Saharan university, the student enrolments grew from less than 200,000 in 1970 to a current enrolment of 10 million. In the past few years, the need for enrolment into graduate programs had increased, and such programs had penetrated the entire region. The student enrolment into the Masters Degree programmes between 1997 and 2007 had grown by 19 per cent in the universities examined (Hayward and Ncayiyani, 2014). The studies identified that a total of 169,275 students were studying graduates courses in 1997 and 6.9 per cent accounted for Masters Degree admissions. The postgraduate students with recent times constituted of 294,339 students accounting for a growth of 9.3 per cent of enrolments and an increase of 73.9 per cent. This was evident in the South African universities that expanded the student enrolment by 200 000 students between 1995 and 2002. Conversely during the same duration, the

academic staff' staff levels declined from 36,847 to 32, 061 (Department of Education, 2000). The expansions of student enrolment were further articulated by Tettey (2010) that, "Enrolments at Stellenbosch University rose by 15 per cent between 2000 and 2007... Only two institutions registered negative student growth: the University of Ibadan which experienced a decline of 21 per cent in student enrolments between 2001 and 2006, due to a conscious decision to emphasize graduate over undergraduate training, and at Nelson Mandela Metropolitan University (NMMU) declined by two per cent between 2005 and 2006, for reasons that remain unclear" (p 4).

The East African universities gradually had grown in size transforming themselves into mega Universities. A typical example is "Makerere University that saw a four-year increase of 22 per cent during the 2000 and 2007 period, while student numbers at the University of Dar Es Salaam (UDSM) grew by 73 per cent between 2003 and 2007 (Tettey, 2010, p. 4)". The study of postgraduate education programmes in Uganda by Ssentamu (2013) found that 36,516 students were registered for the various programmes in the university, 34,530 (94 per cent) were undergraduates and 1986 (6 per cent) were Postgraduate students for the academic year 2013/14. The College of Education and External Studies (CEES) had managed to enrol only 87 students out of the 1986 enrolments in the Masters Degree programmes.

The low Masters Degree enrolment at CEES was contrary to the observation that higher education brought to a country income growth, expansion of other career choices and the increase of higher skills (Weikhe, 2016). Additionally, the enrolment of students into the Masters programmes in three past consecutive academic years at MAKU depicted the student's enrolment in the academic years 2009/2010, 2010/2011

and 2011/2012 as 90 students, 100 students and 47 students respectively (Makerere University, 2012). Unlike MAKU which had specified the student's enrolment in the Department of Educational Foundations, University of Dar Es Salaam (UDSM) had the general enrolment for the School of Education which stood at 2081 during the 2012/2013 academic year (UDSM, 2013).

Similarly, Kenyan public universities had experienced impressive student enrolment in the undergraduate, Masters Degree programmes and PhD studies. The student's enrolment in the universities grew by 44.7 per cent from 122,847 students in 2008/2009 to 177,735 students in 2009/2010 academic years. The private universities students enrolment rose from 100,649 students in the 2008/2009 academic year to 142,556 students in 2009/10 (Government of Kenya, 2012). In terms of admissions by gender in 2009/10, the number of male and female student enrolment in public universities was 89,611 and 52,945, respectively. Another cadre of learners commonly referred to as the self sponsored students in public universities accounted for 32.0 per cent of the total student enrolment in 2009/10 academic year (Republic of Kenya, 2010). The increase in enrolment incorporated the masters and PhD students which grew from 67 (38 male and 29 female) in 1990 to 564 in 2001. The self sponsored masters and PhD programme (sometimes referred to as the part-timers) at KU absorbed in 434 students (262 male and 172 female) when it was launched in 1998. By the end of 2001 the programme they had a student enrolment of 832 (509 male and 323 female), bringing up the total number of graduate students at 1,396. Since KU undergraduate enrolment was 10,978 students, this accounted for a postgraduate to undergraduate ratio of 1:8 (Mweria & Ng'ethe, 2000).

Even though KU had the oldest Department of Educational Foundations in Kenya yet it had enrolled 12 Masters' degree students between 1994 and 1997 in various disciplines (Mbirithi, 2013). Likewise at MU which began with a total of 70 students in 1990 (43 male and 27 female), it had managed to enrol 266 masters and PhD students enrolment by the year 2002. Because MU had enrolled 266 postgraduate students and 10,188 undergraduate students, the graduate to undergraduate ratio was 1:38 (Mweria and Ng'ethe, 2000). In the case of UON, the admission of Masters and PhD students has also risen, though gradually than that of undergraduates. Graduate admissions in the entire University of Nairobi increased from 1,000 students in 1990 to 1,500 in 2001. With the introduction of the self sponsored programmes at the university, the student's enrolment stood at approximately 800 and had swelled up to a total of 2,300 students by 2001. This contributed to the total number of postgraduate students against the undergraduate enrolment of 14,415, to be at a ratio of 1:6 by 2001 (Mweria & Ng'ethe, 2000).

This depicted that the College of Education and External Studies at UON had witnessed substantial growth in student enrolment in the last 10 years which rose from 6000 in 2004 to the current population of 61,912 students. The literature highlights that the departments have been enrolling Masters Degree students in various programmes. According to the World Bank (2000), participation in the knowledge economy depends on advanced set of human knowledge. This in itself formed a background for the Kenyan citizens to enrol in the Masters Degree courses in different departments of the Universities. It was essential to observe that, the Masters Degree programmes in educational foundations courses at UON were re-introduced in 2004 to cater for the postgraduate degree courses.

The UON (2005 - 2007) admission record revealed that 16 students had been enrolled into the Masters Degree studies in the Department of Educational Foundations between 2004 and 2006. In the academic year 2006/2007, UON had a total of 39,994 students at the undergraduate and postgraduate level. According to Oduondo, Origa, Nyandega & Ngaruiya (2015), the Masters Degree programme had enrolled 7,573 students whereas the undergraduate had 32,421 students. They further observed in 2014, the School of Education had enrolled 2673 undergraduate, 616 Masters Degree and 78 PhDs students. The available data on the postgraduate enrolment in Kenyan Universities was general to inform the public of departmental development. In this study, student enrolment in the Masters Degree programme would be captured in relation to the area of speciality to offer a deeper insight of the enrolment trends from 1993 to 2014.

#### **2.4 Academic staff in Educational Foundations Departments**

The academic staff levels for the Educational Foundations courses are the number of teaching staffs in the Masters Degree programme in the universities in relation to the number of students enrolled. In most developed countries, the universities and the governments take into considerations the faculty members in relation to the enrolled students. However, the greatest challenge these countries contend with is the lean economic subsidies granted to universities by the governments. The effect of the reduced disbursement of funds according to Kassim, Dass and Best (2013) has contributed to ripple effect in education system. Many universities have opted for employment of adjunct faculty academic staff levels to cushion them from shortage of academic staff. In a university, it is the role played by the academic staff levels that contributes to either the success or failure in the organization's effort to achieve their aims of integrating learning, morality and productivity. Therefore, academic staff is



the means through which the subject matter is delivered to the learners in any learning institutions (Kassim, Dass and Best, 2013). This is usually achieved by having lecturer student ratio distributed according to the area of specialization.

The United Kingdom (Universities of United Kingdom, 2015) has the lecturer - student ratio for University education. The determined lecturer-student ratio stands at 1: 32 students in the faculty of science whereas the faculty of Arts had 1: 17 students. Even though universities have increased the number of academic staff over the period, the lecturer-student ratio of 1:17 students still remains high when compared to the top 100 best universities in the world (O'prey, 2015). The University of West Indies (UWI) for instance, has a large number of academic staff levels with PhD qualifications which contradicted the global trends expressed in UNESCO records (2009.xv.) that it was estimated that nearly a half of the world's academic staff in universities were employed as Graduate assistants since they had only earned a Bachelor's degree. For instance in China about 9 per cent of the academic staffs had doctorates whereas in India there about 35 per cent who had PhD qualifications.

According to UNESCO, (2009.p Xv), many university academic staffs in developing countries had only a Bachelors degree. Contrary to the arrangement in UK, Universities in USA have a decentralized education system hence lecturer –student ratio varies from one state to another. This was demonstrated at the University of Hawaii-Manoa (UOH) in the Hawaii State in which the department of Educational Foundations had 8 academic staff of out of which 5 was professors while 3 were associate professors (University of Hawaii, 2017). In the University of Toledo, the department of Educational Foundations and leadership has a total of 20 academic staff levels of which, 15 were professors whereas the remaining 5 were lecturers with PhD

qualifications (Monuniecki, 2015). In the State of Saskatchewan and at the University of Saskatchewan, the Department of Educational Foundations has 15 academic staff levels to facilitate the learning in the Educational Foundations courses.

Precisely the universities in the USA have qualified academic staff levels in the Department of Educational Foundations ranging between 8 academic staff levels to 20 academic staff levels with the majority being professors. According to UNESCO (2014) the Asian countries have academic staff levels or academic staff- student ratio in universities varying greatly. The UNESCO (2014) studies established that in Thailand nation, the academic staff - student ratio was 1 lecturer to 20 students down from 1 to 38 a decade ago. The study further found that China had 16 per cent of the academic staffs in universities possessing PhD qualifications and another 35 per cent having Masters Degree qualifications. This enabled the universities to have the academic staff - student ratio pegged at 1 academic staff to 14 students (MOE-China, 2011). In China, universities are categorized as either Chinese universities or Normal Chinese Universities. The Masters Degree programmes in Educational Foundations are commonly offered at the Normal Universities. This was evident at the Beijing Normal University which has several departments with a total of 56 academic staff in the School of Education. The school of Education at the university had the academic staff comprising of 28 Professors, 16 Associate professors and 12 academic staff levels. The lecturer- student ratio in the department stood at 1 lecturer to 2 students for the postgraduate programmes (BNU, 2016). The studies of the Viet Nam country established that there were academic staff levels for Masters Degree courses even though they encountered a challenge. The challenge these universities face is that only 14 per cent of their academic staffs possessed PhD qualifications whereas 46 per cent of academic staff are Masters Degree holders (MOET- Viet Nam, 2013). The

inadequate staffing to supervise students undertaking Masters Degree studies in different fields has resulted in strained staffs.

In African, the number of academic staff recruited to handle the Masters Degree programmes is yet to receive the much needed attention. Tetey (2006) argued:

A well-developed human capacity base is not only an asset that enables countries to promote forward-looking ideas, initiate and guide action, and build on successes; it also provide those countries with attractive destinations for investment and intellectual collaboration, both of which, if managed appropriately, will lead to positive returns. A solid higher education base is crucial for such transformation to take place, (p 1).

Unfortunately, much of the academic staff needed as the foundation for African universities have reduced greatly. Due to this, the ability to teach advanced programmes for younger citizens has been affected. This was because of a number of factors, including inadequate and non-competitive salaries vis-à-vis local and international organizations, and lack of job motivation due to non-monetary reasons (Tetey 2006). In Nigeria, about 20 per cent of the academic staff at Obafemi Awolowo University in 2006/2007 was aged below 40 years as compared to 39 per cent aged above 50 years. Since the retirement age at the University was 65 years, the data informs the study the state of future academic staff levels ought to be considered (Tetey, 2010). In support of Tetey (2010) argument were Teferra and Altbach (2004) that;

Academic staffs in most African Universities are lured away by a variety of government agencies, where salaries are often better and the working environment more comfortable. In many cases, the salaries and benefits in universities are lower than comparative positions in and outside of the civil service. For instance, a comparative salary analysis in Ghana in 1993 revealed that salary levels in sectors such as energy, finance, revenue collection, and the media were all higher than those of the universities academic staff, (P 42).

The World Bank Task force (2000) acknowledged that most African university faculties were subject to shortage of academic staffs, lack of motivation and the faculty members were poorly paid. In another report by the World Bank (2008) it argued that, “Huge expansions in student enrolment were increasingly overwhelming in African institutions in the absence of a corresponding increase in academic staff capacity. Even when the universities established new staff positions to meet increasing enrolment, many of these posts were not filled. The resultant capacity deficit shows that the staff positions frequently ran between 25 and 50 per cent,” (p 53). An examination of the teaching personnel in Ghana by Ghanaweb (2005) as cited by Tettey (2006) reported;

The University currently had 734 academic staff supervising over 27,000 students. The university’s minimum standards require a teaching staff of 1800 to adequately meet the needs of its ever growing student population. This left the university with a deficient of 1066. The teaching staff shortage was so frightening that currently, one lecturer supervises 37 students instead of 15. What this means is that out of the 734 academic staff, 238 comprising those who were on leave of absence, sabbatical and those recalled. Realistically, there was 606 academic staff teaching in the classrooms (p 6).

UNESCO (2009) opined:

The academic profession must become a profession- with appropriate training, compensation and status. This means that academic programs, to provide Masters Students with (needed instructions)... must be significantly expanded. The rush to end part-time teachers must be ended and, instead, a sufficient cadre of full-time professionals with appropriate careers ladders appointed, (P 94).

Likewise evidence from this analysis of the University of Zimbabwe (2016), at the department of Educational Foundations pointed that a total of 8 academic staff out of which, only 3 were PhD holders needed for the Masters Degree programmes. Such dismal number of academic staff levels in the Department of Educational Foundations could be as a result of the hard economic conditions in Zimbabwe. Contrary to the

University of Zimbabwe, the University of South Africa (UNISA) had managed to employ a number of academic staff in the department of Educational Foundations. The departmental academic staff levels stood at 12 academic staffs comprising of 6 professors, 3 academic staffs with PhD qualifications and 3 academic staffs with Masters Degree qualification (UNISA, 2016). The university report of the University of Ibadan found that the academic staff levels in the university stood at 116 academic staff levels against student enrolment of 3011 in the School of Education. This meant that, the teacher - student ratio stood at 1:26 students (University of Ibadan, 2008). Tetey (2010) note that in South African universities, 19 per cent of academic staff have PhD qualification especially at the University of Education-Winneba as per 2008 statistics whereas the academic staffs with Masters degree qualification accounted for 58 per cent of all academic staff levels at University of KwaZulu-Natal (UKZN, 2017). This revealed that departments have academic staff levels with different qualifications in African public universities.

In East Africa region, the public universities had also made strides in advancing higher education to its citizens. With regard to higher education offered by the universities, Mushemeza (2016) argued, “In Uganda the University and other Tertiary Institutions Act, 2001, section 119 granted that no University or Tertiary institution could employ an academic staff or other person recruited for the purpose of teaching or giving instructions to students whose qualifications do not conform to the standards set by the National Commission of Higher Education regulations” (NCHE, 2004). The standards were provided in Statutory Instrument No. 50 of 2010. The universities therefore were mandated to have mastered the rules and regulations on recruitment, promotion and firing of academic staff. By complying with statutory laws, it assisted the institutions to design quality assurance mechanisms and maintain quality control.

NCHE (2004) analysis confirmed that MAKU hence introduced the staff development programmes which saw 161 lectures enrolling for the PhD studies, 43 assistant academic staff enrolled for the Masters Degree and another 38 graduate assistants were enrolled for the Bachelors studies. This organization was operational at the College of Education and External Studies (CEES) as it was presented as a strategic plan for 2011/12 to 2018/19 to effectively plan for the human resource capitals (MAKU, 2012). The influence of the organization resulted in changes to the lecturer's status during the academic year 2011/2012, which resulted in attainment of 8 professors, 10 Associate professors, 27 senior academic staffs 34 academic staffs, and 18 assistant academic staff involved in the service delivery (Mamdani, 2007).

Unfortunately, none of the 8 professors or the 2 Associate professor belonged to the Department of Educational Foundations. The analysis of Makerere University (2012/2013 to 2018/2019) strategic plan, demonstrated that the Department of Educational Foundations had 2 senior academic staffs, 12 academic staffs, 7 assistant academic staff and 5 teaching assistants 9. The situation is neither better in Ethiopian Universities. Abdalla and Elhadary (2010) argued, Ethiopia's Proclamation No.351/2003 on the postgraduate Education provides various approaches to management and proper functioning of education. The Institutions that offered postgraduate studies for both public and private service were mandated to internalize the state laws and apply them. At Addis Ababa University, the college of Education and Behavioural Studies has an academic staff level of 13 members. Out of these 2 were professors, 9 associate professors, and two were senior academic staffs involved in the teaching programmes. The highlight on the academic staff placement by Abdalla and Elhadary (2010) failed to indicate the academic staff belonging to the

Department of Educational Foundations or the school of Education and Behavioural Studies.

Turning over to the Kenya, (Mweria& Ng'ethe, 2000) argued that Universities were competitive educational organizations. Students were the clients whose resources had to be tapped at all cost. This was the challenge; the public university administrations have to contend with in order to make public universities relevant to society. The public expected the government to stimulate the educational programmes by granting student loans, scholarships and bursaries to the underprivileged lot and at the same time offer employment opportunities for the graduates of the programmes (Lungwangwa, 2002). All these re-organizations brought in Kenyan public universities new dynamics, which need to be addressed so as to maintain the development of Masters Degree programmes. The employed academic staff grades starts from Graduate Assistant, Assistant Lecturer/Tutorial Fellow, lecturer, senior academic staffs, associate professor and professor. The Graduate Assistant and Assistant Lecturer/Tutorial Fellow offer limited services to the persons of undergraduate or certificate level. The academic staff and senior academic staff offer services such as instructing, guiding and mentoring students in Masters Degree courses and PhD in the Educational Foundations courses.

However, there was a shift that has taken place in the Kenyan higher education. The first transformation had to do with the increased number of universities in the last ten years. Tiyaambe (2004) observed the need for increased access and expansion of the university education in Kenya was being driven by different factors. These factors included; social equity, the performance of the universal access programmes to education and demographic growth. On top of this there was need of offering the

growing economies with adequate numbers of specialized workers. This had contributed to the expansion of the existing universities while the academic staff levels had remained stagnant over the same period of time.

According to (Mushemeza, 2016) “academic staff and professors were overloaded with little space to prepare for academic staff, mentor students, attend an internal conference when funds allow and conduct research.” This in itself is a setback in realization of expanding the quantity and quality needed postgraduate studies in developing countries as envisaged by the task force commissioned by the World Bank (2000). Most African university managers as observed by Tettey (2010) acknowledged the negative influence academic staff levels had on higher education institutions. He argued that scarcity of academic staffs if it was not well addressed soonest, the African universities would be unable to produce the human resource needed. The effect of weak academics human resource was the inability to support the standards of learning in these universities in any country. No other person explained much better of Kenya scenario than Ndemo (2018, Jan 29) that, “It is awfully difficult to manage large classes and ensure each student has attained minimum attendance as per policy requirement. As this was normal at top universities globally, large classes were further broken down to manageable sizes for tutorials”. This informed the study that student enrolment in higher learning institutions had been expanding rapidly than the teaching staff levels. Abdalla & Elhadary (2010) reports in 2000/01, 43,518 students were enrolled in universities; 2005/06 58,906 students were enrolled 2006/07, 78,592 were enrolled which translated to an increase of 19,686 students. He further observed that this ‘increased student enrolment has not been matched by a corresponding employment of qualified teaching and research staff. The situation was worse in newly established universities’. This inadequacy as noted by (Abdalla &



Elhadary 2010:190), was critical specifically regarding the number of academic staff with academic qualifications such as PhDs and professorial ranks.

The second shift was the way universities are financed by the governments which had reduced their capitals levels for higher education. This condition had worsened by the fact that reduction in the budget is occurring at a time when university education is expected to expand and grant access to a larger portion of the population. As noted by the World Bank (1997), higher education institutions were facing stiff competitions for scarce funds with other public services. The third shift according to Tiyambe (2004) concerned the aim of making university education more relevant to the societies so that teaching staff and Masters Degree students could take part in the developmental agenda.

As a result of these shifts, not only was there greater need of human resource capitals to the Educational Foundations but also, validation of Masters Degree programmes that had to meet certain threshold levels. Oduor (2016) argued that in some academic programmes, one academic staff teaches an average of up to 200 students, against the internationally recommended ratio of 1 to 30. Kinyanjui (2007) noted that national lecturer- student ratio be capped at 1 to 15 for the next 5 years for quality university education delivery. This would invite strategies by the government to facilitate staff development programmes to usher in at least 200 more academic staffs per year over the next 5 years. The outcome of his observation brought in addition of some 8,693 university academic staffs with Masters Degree qualifications and 656 who had diploma papers to the teaching fraternity. Oduor (2016) reported "In all categories of universities, there was very few faculty staff at senior academic staff or professorial levels. The bulk of staff was academic staff levels at lower levels. This was a cause

for worry as there were few academic teaching staffs to mentor scholars in the sector.” In general, the number of professors, academic staff levels with PhD qualifications, the curriculum of the course to be offered and the number of hours needed for the unit on offer, need to be scrutinized. On top of this, the CUE in 2011 recommended that each University should establish its lecturer - student ratio based on the available academic resources and funding. A student-lecturer ratio was well explained by O’prey (2015) as ‘the total number of undergraduate and postgraduate students divided by the actual number of academic staff.’ CUE requires that for theoretical-based undergraduate courses like Educational Foundations the maximum, teacher student ratio for each course should be capped at 1:50 students.

CUE (2014) also updated its policy that “the ratio for full-time to part-time lecturer staff members to support any given programme be 2 academic staff against 1 part-timer”. This was to assist in reducing the number of lecturer- student ratio to 1:15. CUE identified that a well-qualified and motivated teaching personnel is seen as one of the most vital assets for educational quality. Indicators on teachers as individuals or of the total stock of teachers in a university could be categorised in various ways. The categorization could enlist a distinction between descriptive background characteristics of teachers, knowledge and skills, attitudes and morale relative to general working conditions and attitudes with respect to the work situation at departments and student -staff ratios. It was on such background that a policy was enacted to reduce the overload on the academic staffs and set the maximum number of students in Masters Degree programmes as 5. This recommendation was a deviation from what the Council of Higher Education (CHE, 2000) had earlier set as lecturer-student ratio of 1:18 students for Social Sciences and Arts and Humanities based programmes.

Siringi (2013) argued that at the university level there were still acute academic staff levels yet student's enrolment has kept on increasing. This raised a critical question about the standard of learning. For instance the 160,000 students absorbed in academic year 2011/2012 in the old-established seven public universities with about 5,186 academic staff, translated to 1 lecturer to 70 students. This lecturer –student ratio was above the international standards ratio of 1:30 in humanities and 1:25 for sciences. Another challenge facing African Universities according to Kubasu (2015) was that lecturer's shuttle from one University to another as a way of simply filling a gap in service provision. He further observed that the average lecturer to student ratio in most universities stood at 1:500. In some worse situations, the ratio went up to 1:900 students which compromised productivity. Rong'uno (2016) demonstrated that, the School of Education at KU had 97 teaching staffs against a student population of 25,324. This translated to lecturer –student ratio of 1:261 which contradicts the CUE recommendation of 2014. In this case KU had a shortfall of 409 teaching staff in relation to the CUE recommendations of 2011. Similar challenge faced MU at the Faculty of Education which had 51 teaching staffs against the student enrolment of 10238 while UON had 36 teaching staffs against 7150 students. These Schools of Education had lecturer –student ratio of 1:200 and 1:198 respectively.

Furthermore, the lecturer-student ratio in the School of Education at KU, MU and UON was not only contrarily to the international standards but also far beyond the CUE recommended ratio of 1:50 students. If KU, MU and UON being the oldest public universities in Kenya had lecturer – student ratio of 1: 200 students, then, there was the likelihood that most faculties and Educational Foundations departments inclusive as observed by Odebero (2010), academic staff levels was a big challenge. Otuki (sep 11, 2017) echoes harshly that, “University of Nairobi... holds the dubious

distinction of having the highest number of students per academic staff levels at 47.3, compared to 28.8 for Makerere, 11.7 for Cape Town, 12.7 for Suez Canal University and 26.5 for Mansoura University, both Egyptian institutions which were classified in the same band with Nairobi”.

Otuki (2017) brought to focus that the centrality of academic staff levels was a reality, in, when designing relevant course programmes, lecturing, examination and supervision of students’ research. In the absence of improved human capital, universities automatically lagged behind and experienced intellectual marginalization (World Bank, 2000). The result of such a scenario contributed to overworked academic staff levels and the reliance on part-time lectures teaching and instructing both the undergraduates and postgraduates classes in some situations as summarized in Table 2.

**Table 2.1 Ratio of academic staff to students in the School of Education**

University	No. of Prof & Academic staff	Tutorial Fellows	Lecturer’s in Edu. Foundations	No. of Students	Ratio lecturer: students	No. of Academic staff expected
KU	89	51	20	25324	1:261	506
MU	49	76	18	10238	1:200	204
UON	36	27	15	7150	1:198	143

*Source: Rong’uno, 30<sup>th</sup> June 2015*

The data on the ratio of teaching staff to students in Table 2.1 expressed the ratio of academic staff member with PhD qualification and above to the number of students in the School of Education. The ratios revealed that universities were in crisis when the total number of academic staff levels in the Departments of Educational Foundations is 38 whereas the total number of academic staffs in the Schools was 328. The Department of Educational Foundations had only 16.2 per cent of the departmental

academic staff level distributions against student's population of 42,712. This explained to why universities had employed a large number of Tutorial fellows a way of mitigating academic staff shortages. The study conducted by Oanda, Olel and Gudo (2009), revealed that most faculties offering education related courses had its survival on assigning most courses to part time academic staff and more so the full teaching responsibilities. A vibrant developed Department of Educational Foundations that was self-refurbishing body could only be realized through recruitment of new staff from Masters Degree programmes (Mulumba, Obaje, Kobedi & Kishun, 2008). According to Ndemo (Jan 29, 2018):

To attain the best output for the county's development, the government (Kenya) must consider optimal resource utilization where senior faculty academic staff could lecturer at different universities and leave tutorial fellows to work closely with students and ensure the product (student) meets the minimum requirements by the industry (p 12).

Even though Ndemo's (2018, 29<sup>th</sup> Jan) observation was made in reference to the School of Law, the same was applicable to the Department of Educational Foundations. According to Kassim, Dass and Best (2013), similar challenges were encountered in developed countries but they opted to adjunct academic staff to lessen the workload of the large undergraduate classes. It was this shortage in academic staff that had resulted in some teaching staffs adapting to more than one job. It was unequivocally clear that the teaching staff levels in Africa have drastically undergone transformation and from this context, it was revealed that, even though many universities in Africa had attained growth in student enrolment, the teaching staff fraternity remained stagnated. This expansion of educational opportunities to students ushered in different consequences (Tettey, 2010). Due to this, there was need to gather data on the academic staff level with an aim of understanding the actual

position at the departmental level. This would assist in addressing the departmental needs in the disciplines with inadequate staff members and hence determination of trends in students enrolments in Masters degree was unavoidable.

### **2.5 Graduates of Masters Degree programmes**

Having examined the enrolment of students into the Masters Degree students in the department, this section endeavoured to review literature related to the graduates in the Departments of Educational Foundations. This was in line with the studies third research objective. The study appreciated that the success of a programme was not only pegged on verifiable enrolments but also the numbers of students completing the studies in a given programme to reflect the departmental output. The knowledge and skills developed in the masters education system was critical to maintaining and building on the success of research outputs, and in particular, the marketing of the educational programmes. The observation by (Council. 2012) was that, higher education prepares their graduates for careers or additional skills and training on top of their knowledge and analytic capacities. These accrued benefits of postgraduate and professional education were observable especially when income was effected, increased opportunities to other careers, and other indirect benefits. Determining the worthiness of degrees generally or of degrees in specific disciplines as argued by Carnevale, Smith, and Strohl (2010) would demand approximating the out puts – graduates in line with the discounted job cost (limited to selection influence) of not attending further university training at all.

According to Schomburg (2008), the hiring of workers was related to the number of graduates and hence provided vital information of identifying the employment and their qualifications. Monunieck (2010) found that 25 per cent of the students

graduating at UT were to be absorbed into academic positions as a way of infusing in new academics. All in all, advanced education had proven to be highly vital in the industrial and scholarly world regardless of the changes in the international economic trends. This was identifiable at the University of Alberta which has an elaborate data on the number of Masters Degree graduates for successive years (Baron, 2012). Upon this fact analysis of the number of graduates in educational courses was critical to the study. An examination of Masters Graduates from universities of Alberta between 2005 and 2009 depicts a gradual increase. From the literature it was clear that those who graduated by course work and thesis were 1919, 1964, 2177 and 2343 consecutively. Similarly, those who pursued studies by thesis within the same period were 2111, 2109, 2165 and 2213 consecutively (Baron, 2015). At University of West Indies (UWI) which had three campuses offering Masters Degree in education, several students were able to secure their graduation as shown in Table 3.

**Table 2.2 Masters Degree graduates at UWI Campuses: 2007 -2013**

<b>Campus</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>Total</b>
Mona	662	835	844	899	746	793	4779
Cave Hill	270	232	207	282	302	333	1626
St. Augustine	494	658	629	578	794	845	3998

*Source: UWI Annual statistical Review 2007 -2014.*

The tabulation of the number of students graduating each year depicted the general university output of Masters Degree studies. The University of Toledo on the other hand had put in mechanism of enhancing the number of graduates from its faculty. Monunieck (2012) elaborated that the main strategy employed by the faculty, was the provision of leadership for the graduate education through exceptional support services for graduate students. Despite the heavy input by the Faculty of Education,

only 16 students out of the 1842 student were awarded degrees during the academic year 2011/2012 (Monunieck, 2014). This meant that the UWI encountered challenges in the number of students graduating with the Masters degree in education.

Similar pattern of low numbers of students completing their Masters Degree studies was replicated in most African universities (Mouton, 2008). Data from South African Universities captured by Tettey (2008) highlighted that in the year 2006, only 6 per cent of Masters Degree students from Nelson Mandela Metropolitan University graduated in comparison to the 14 per cent at Stellenbosh University who obtained their Masters Degrees. This data did show the actual situation of the low number of production of Masters Degree graduates in African Universities. Another analysis of the University of Cape Town during the academic year 2005/2006 recorded that out of the 1650 students who had enrolled for Masters Degree courses, only 0.5 per cent managed to complete their studies on time. This concurred by Cloete, Brailey and Maassen (2011) conclusion that the output in university education was based on graduation of student at every level and the publications made in internationally recognized journals.

Furthermore in some African universities the rate of incompleteness and dropout rate was high signifying dismal output of graduates. One of the forces contributing to the low graduates could be the inadequate resources to support meaningful postgraduate programs. These inadequate resources include the unattractiveness of teaching staff levels resulting from the low salaries accompanying it (Ayee, 2005). The sampled universities by Cloete Brailey and Maassen, (2011) include; Botswana, MAKU, Mauritius and Cape Town universities which had less than 60 per cent of their students graduating with masters degree. The Masters Degree enrolments in



Botswana by the year 2001 were 493 while those who graduated at the end of the course were 7 per cent of the students.

Budree (2005) contend that the postgraduate graduation convocations at the South African universities accounted for 37 per cent of the total number of graduates during the 2001/2002 academic year. The studies further reported that only 1 per cent of the graduates were PhD students and 9 per cent had attained Masters Degree qualification. In the MAKU tracer report of 2012 a total of 386 females and 646 males had graduated with Masters Degree in the faculty of education (Nabunya, 2012). In the annual MAKU (2013) report a total of 12 193 students graduated and out of which 1404 were Masters Degree students. These Masters Degree graduates formed the threshold of recruiting highly knowledgeable human resource for the region.

Kenya as a country had not been left behind in initiating a policy framework on human resource capitals, education and training of skilled manpower. The government recognized that advanced education was the basic foundations of development process (Republic of Kenya, 2006). The Kenyan government envisaged in investing in human resource development through postgraduate education. This human capital investment was curved from economics which Parnes (1986) explained as “the productive capabilities of human beings that are acquired at some cost and command a price in the labour market because they are useful in producing goods and services” p 1. The intake of, and production for, education and training influences the marketability position of organizations such that human resource development contribution becomes critical to the organization’s long-term viability. Production roles were the technical or the practical interactions between the inputs and outputs in a value-added process. In the university department, the training of human capital

becomes important to identify the resources that enter the production process in terms of education and training. Additionally, it entailed the clarity in the relationship between conditions essential in the production process, and the benefits accruing from these production processes in education (Lewis, 1977).

Okioga, Onsongo and Nyaboga (2012) asserted that, the growth of postgraduate programme concerns itself with the ample supply of graduates, trained and experienced human resource. In other words, advanced training was fundamental to the success of the government development mechanisms. The annual report of UON (2013) found that at the College of Education and External Studies (CEES) out of 6000 students who graduated 12 graduates attained their PhDs whereas 760 were Masters Degree students. Since the university growth was shaped by the individual school or faculty productivity, the data in Table 2.3 highlighted the trends of the graduates at KU, MU and UON from 1993 to 1996.

**Table 2.3 Masters Degree graduates at KU, MU & UON in School of Education: 1993-1996**

<b>University</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>
KU	102	56	200	237
MU	100	120	88	98
UON	348	272	219	280
<b>Totals</b>	<b>550</b>	<b>448</b>	<b>507</b>	<b>615</b>

**Source:** *Kenyatta University, University of Nairobi and Moi University Graduation booklets 1993- 1996*

The data in 2.3 outlined the general number of students who had graduated in the Schools of Education at the three universities. Oduor (2016) demonstrated that between 2012 and 2016 the public universities had graduated only 16,561 Masters Degrees. The reviewed literature and the data from the scholars over time were inadequate in informing the society on the trends of graduates in public universities.

The departmental output of graduates per area of specialization was yet to be realized. When a system failed to capture the fine details on how their products existed, the likelihood of inconsistency in service delivery could not be identified. World wide data of the number of students' graduates in each discipline was critical in informing the department on the time Masters Degree students took to graduate. Therefore, documenting the number of Masters Degree graduates per discipline in the period 1993 to 2014 in the Department of Educational Foundations was inevitable. Such data could aid the stakeholders and other employers in identifying the threshold in which they could recruit their new academic staff from hence making staff planning easy.

#### **2.6 Recruited Assistant lecturers/Tutorial Fellows in Departments of Educational Foundations**

The third objective of the study also examined the recruited Masters Degree graduates as academic staff by the Departments of Educational Foundations. Examination of the employed Masters Degree graduates as teaching staffs by universities globally was ideal in shedding light on graduate's prospects. Robison (2006) elaborate that, Universities in Canada, USA, New Zealand and Australia employed the Associate teaching staffs who were Masters Degree holders. These universities recruited them as a way of supplementing the lectures' staff scarcity in various disciplines. In line with this, the Asian countries did conceptualize the need to absorb the graduates with Masters Degree qualification. This was a mitigating method of meeting the academic staff challenges in learning institutions. As a result of this, universities and governments have been investing in the graduate programs in order to meet the demand for teaching staffs needed at the undergraduate level (UNESCO, 2014). In support of this observation are Agboola and Adeyemi (2001) who concluded:

Academic staff planning was concerned with the knowledge about current manpower resources and capabilities and setting objectives to meet manpower problems as well as specific training for maximum productivity. In addition, it involved the projection of manpower demand, supply and action to bring demand and supply to a desirable state of equilibrium. The purpose of staff planning was to ensure that adequate staff or right quality and quantity was provided for in the university system (p: 3)

This view was further resonated by Nana, Stokes and Lynn (2010) in the analysis of the recruitment of teaching staffs in New Zealand. They argued:

The impact of staff exit dominated the need to recruit new staff each and every year. For instance, even in the 'capped demand scenario' 560 new recruits were required each year to enter the academic workforce. The scenario with no change in participation rate required 690 recruits per year (p: 18).

Titi (2016) also acknowledged that employment of new staff members targeted at utilizing the best of the employees for job and identifying ways of absorbing new members to the organization. The recruitment of new members by universities therefore involves interlinking factors. These factors focused on both attracting employees to join the department and at the same time recruitment procedures remaining intact. This propelled each University to plan its own mitigation principles especially when the human resource was in dire scarcity. In an open setting, a functional education system needs to the input and out puts at the same time.

Application of whole systems learning in university has the objective of encouraging the group and department to realize the performance through learning in addition to individual performance. This could only be achieved by absorbing Masters Degree graduates in order to support learning at different departmental levels. Dibella and Nevis (1998) studies explained that the learning organization as applied in educational setting addresses the viability of hiring new staff members to revitalize an organization. Dixon (1994) asserted that learning organizational had to do with the

purposeful utilization of new staff member in the learning procedures at a personal level, group and departmental level to continuously bring change in the organization in a way that is fulfilling to its consumers. This called for learning processes in Masters Degree studies that could be utilized by absorbing the graduates at the departmental level. The absorbed graduates should be able to synthesis information in a given environment (department) with an objective of sharing insights, knowledge, and mental framework (Stata, 1989).

The Masters Degree graduates in UK are recruited in the university settings as either graduate assistants or part-time academic staff because of the knowledge they acquired (Ackers & Oliver, 2007). The challenge the graduates encounter was that, UK universities had low lecturer staff turnover and hence the numbers of Masters Degree graduates absorbed and retention of faculty members in a given field is related to the competitiveness of the area of expertise (OECD, 2008). Thus UK depended on the Individual training and development that incorporated a wider realm of human resource capital activity. To them, training and development entailed all the processes of progressive and developing of work-related knowledge and speciality in learners with the goal of improving production. Within personnel training and development, more effort was focused on training than on development. About 70 per cent of employers in UK seek a Masters Degree graduate for employment. This was because the Masters Degree graduates possessed the critical analytical skill which was ideal in problem – solving circumstances (United Kingdom, 2015). On top of this, training targeted new recruits and those recently appointed to senior positions in contrast to long-term development. For clarity purposes, the development part of training and development was taken as “the planned growth and expansion of knowledge and expertise of people beyond the present job requirements” p 6 (Swanson, 1996b). No

other scholar had a better description of what training studies entailed other than Davis and Davis (1998: 44) report that;

Training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who work in organizations to become more effective and efficient in their work. Training helps the organization to fulfil its purposes and goals, while contributing to the overall development of workers. Training is necessary to help workers qualify for a job, do the job, or advance, but it is also essential for enhancing and transforming the job, so that the job actually adds value to the enterprise. (P44).

Significantly, the developed countries absorbed students with the advanced training as new staff member as the case of the University of Toledo. Statistically out of the 714 lecturer at UOT, Monunieck (2009) demonstrated that 68 were graduates from Judith Herb College of Education. This represented 9.5 per cent absorption of their Masters Degree graduates into university service. The successful recruitment of postgraduate students into university was tenable by the faculty according to the strategic plan of 2010. According to the faculty minutes Monunieck (2010) observed that 25 per cent of the faculty postgraduate students would be absorbed into academic positions as a way of integrating in new profession.

Likewise in Africa, academic staff development opened a door for recruiting Masters Degree holders as academic staff. Tettey's (2010) acknowledged that universities in African had the lecturer's staff development plan. This was explicitly true in 2006 when KU sponsored 191 teaching staffs for PhD learning programmes, MAKU supported 128 academic staff and UDSM had 15 teaching staffs enrolling for PhD studies. The tracer studies at MAKU in Uganda further expressed the number of Masters Degree graduates absorbed by various employers into the labour market. The study captured the data of Masters Degree graduates who had been absorbed and their

employment placement such as teaching staffs, administrators or supervisors in the ministry of education as shown in Table 7 (Makerere, 2013). This study by the MAKU on the graduates helped the university in informing the department of its achievement in terms of the placement of their Masters Degree graduates.

**Table 2.4: Graduates with Masters Degree Employed at Makerere University: 2013**

<b>Department</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Educational Foundations	6	7	13
Educational Management	10	12	22
Educational Psychology	4	5	9

*Source: Makerere University employment tracer 2013*

According to Ssembatya and Ngobi, (2015), the College of Education and External Studies staff development plan at MAKU was fully operational because a total of 28 Masters Degree graduates had been absorbed as Assistant teaching staffs. The statistics on the absorption of Masters Degree graduates by various departments provided in Table 5 depicted the future employment capability and the plan that needed to be carried out to facilitate its success. Elsewhere, the annual report (2012/2013) of the University of Dar Es Salaam on the human resource development plan found that 29 Masters Degree graduates were absorbed as Tutorial Fellows. This revealed that universities recruit Masters Degree holders as Tutorial Fellows. While commenting on the relevance of graduate education in Kenya, Mbirithi (2013) reported that its effect could be judged through the hiring of graduates by the universities as teaching staffs. This would validate the report on transformation of higher education and training establishment through the supply of graduates with skilled manpower to participate in the economic development (Republic of Kenya, 2005). Even though Kenyan Universities were yet to put in place a tracer study, the

data in Table 6 showed new staff had been employed in the four disciplines of Educational Foundations. The data showed a total of 23 academic staffs with Masters Degree qualification had been absorbed as Assistant teaching staffs by the Kenyan Universities between the years 1993 and 2003.

**Table 2.5 Academic staff with Masters Degree qualification: KU, MU and UON**

<b>Area</b>	<b>H.E</b>	<b>P.E</b>	<b>C.E</b>	<b>S.E</b>	<b>TOT</b>
1993-2003	6	5	4	8	23

*Source: Human resource files at KU, MU & UON; 1993 -2003*

Key: H.E- History of education, P.E- Philosophy of education, C.E -Comparative education, .S.E -Sociology of education & TOT- total.

The existence of these statistics in Table 2.5 informed the study that the universities have been employing Masters Degree graduates as Assistant teaching staffs depending on the departmental needs. This was in agreement with Agboola and Adeyemi (2001) who observed that manpower resources and capabilities need to be organized in line with the demand of the service required. The documentation on how the faculties and departments employed the Masters Degree graduates addressed the last objective under the study in the selected Kenyan Public Universities.

## **2.7 Summary of the reviewed literature**

The literature on Department of Educational Foundations established that Masters Degree programs targeted the education oriented academics globally. The Department of Educational Foundations exist in Mount Saint Vincent University, Beijing Normal University, Obafemi Awolowo and Makerere Universities among others. The departments offer Philosophy of Education, History of Education, Sociology of Education and Comparative Education courses. The reviewed literature demonstrated



that universities had academic staff levels which were insufficient. It also found that the University of Ibadan in the Faculty of education, there were 116 academic staffs whereas in the University of South Africa in the same Faculty of education we had 67 academic staffs.

In Kenyan Schools of Education, the teaching staff levels at KU stood at 140 academic staffs against student population of 25324 whereas MU had 125 academic staffs against student's enrolment of 10238. At UON the School of Education has recruited 63 academic staff levels against 7150 students enrolled in different departments (Rong'uno, 2016). The reviewed literature identified that universities provided the general university academic staff levels which were insufficient in informing the public of faculty members in relation to student enrolment per department. It was essential to highlight the role played by independent department in furthering the development of University Masters Degree programmes. From the reviewed literature, there was limited information on academic staff levels per department. The gross number of academic staff levels per discipline in the department was missing in the Department of Educational Foundations. The study sought to examine the academic staff levels per discipline in relation to the student's enrolment in the said department.

The reviewed literature established that universities had been enrolling students into the Masters Degree programmes. In 2012, there were 196,000 students enrolled in the Masters Degree studies in Thailand universities. In the same year, there were 85,000 masters degree students enrolled in the Malaysian universities whereas 10,490 students had enrolled in Australian universities. The study reported that in the University of Malaya in Malaysia 8897 students were enrolled in the Faculty of

education. Likewise in 2016, the College of Education and External studies in MAK had enrolled 6867 students in the Masters degree programmes whereas the University of Dar Es Salaam had enrolled 2081 students.

In Kenya student enrolment grew from 517 in 1963 to 97, 107 by 2008 in the Faculty of Education. More precisely, KU had enrolled 434 students in 2001 while MU had 266 students. The literature review found that in 2014 UON had enrolled 2673 students in the Masters Degree programmes. Growth in student enrolment was in line with Kenya vision of 2030 (Republic of Kenya, 2007) to produce a cadre of highly skilled manpower needed for quality education delivery. However, the departments at KU and MU faced a challenge due to large imbalanced of academic staff-student ratio which stood at 1: 500. Key factors related to academic-student ratio comprised of inadequate staffing from one discipline to another. However there was inadequate information relating to academic staff levels and the student enrolment per discipline in the Department of Educational Foundations. It was upon this scanty information that the study positioned to identify the distribution of the student's enrolments in the Masters Degree programmes in the Kenyan Universities.

Output in any system is important in evaluating the progress made or how to improve on areas of need. This could only be realized through capturing data on the number of students completing Masters Degree programmes. Frequently mentioned under the examined studies was the general number of the graduates of Masters Degree programme per the faculty or the entire university (Mouton, 2008). It was identified that some of the external factors that contributed to the low number of graduates as; high dropout rates, financial constraint and job opportunities and market requirements. The studies examined had shown that students pursuing masters

programmes in education had both low completion rates and experienced high dropout rates of (50-70) per cent (Okiogo, Onsongo & Nyaboga, 2012; Cloete, Brailey & Maassen, 2011). The study identified that between 2001 and 2006, less than 60 per cent of students at Botswana, MAKU, Mauritius and Cape Town Universities had their Masters Degree students graduating. This was in contrast to the expectation of many people because; the number of students completing their Masters studies signified employment into a better sector. Despite a lot of information in the public domain about Masters degree studies in Western Countries and other parts of the world more so in terms of the cost, average completion rates and time-to-degree, little was captured on Kenyan universities.

Cloete, Brailey and Maassen (2011) argued that, the number of Masters Degree students completing their studies in most African universities is low when compared to the foreign institution. This contradicts the high number of students enrolling for masters studies in education at the public universities and yet they took a considerable period of time to earn the degree. Most of them took three to four years beyond the stipulated time frame. Ideally, low number of students completing their studies meant to an increase on the workload of the academic staffs who receive fresh students. This raised questions about the situation in the local universities. Many studies had been done in many parts of the world about thesis completion in many Masters Degree programmes. The study found that in 2006 at the University of Cape Town 1650 Masters' degree students graduated. In 2009 at the University of Alberta, 243 students were conferred with Masters Degree. The analysed studies indicated that in 2012 at MAKU 1404 Masters' degree students attained their convocations. Kenyan universities also facilitated their students in completing their Masters Degree studies.

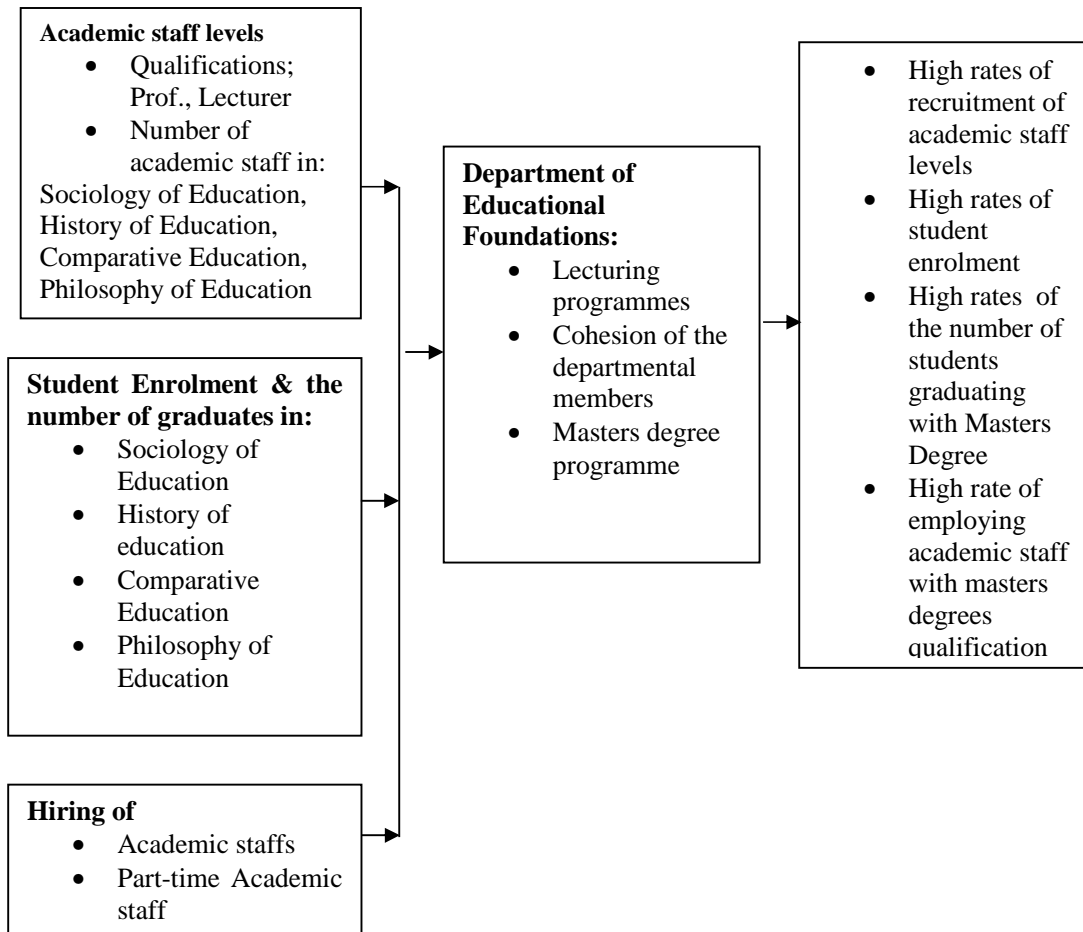
The accessed studies of 1996 at KU, MU and UON outlined that the number of graduates with Masters Degrees were 237, 98 and 280 respectively. However, the study found that no research had been carried to specifically document the trend of students graduating with Masters Degree in the Department of Educational Foundations. It was upon such inadequacy the study purposed to bridge the information gap regarding the Kenyan Universities from 1993 to 2014.

Monunieck (2010) reported that 25 per cent of the faculty postgraduate graduates were absorbed into academic positions as a way of integrating in new profession. In Australia Nana, Laura & Lynn (2010) described that even in the 'capped demand scenario' 560 new recruits were required each year to enter the academic staffs. In UK, the study contended that about 70 per cent of employers sought a Masters Degree graduate for employment. In Kenya a total of 23 academic staff with Masters Degree qualification had been absorbed as Assistant Academic staff or Tutorial Fellows by the Kenyan Universities between the years 1993 and 2003. The examined studies had shortcoming in terms of the number of academic staff absorbed per department. The study hence sought to fill this gap by documenting on the trends of absorbing the Masters Degree graduates as Assistant academic staff/Tutorial Fellows with reference to the Department of Educational Foundations in the public universities in Kenya. Therefore the current study on the Department of Educational Foundations in selected public universities in Kenya was timely. The section 2.8 focused on the theoretical framework that was adopted in conducting the study on the growth and development of Masters Degree programmes in Kenya with reference to the Department of Educational Foundations.

## **2.8 Theoretical Framework**

The institutional theory and Human resource management propagated by Kaufman, (2011, Rosenzweig and Nohria 1994) aided the research. According to Kaufman, (2011), organizational activities were either direct reflection of, or response to, laws and procedures built up into larger community as a means of achieving defined objectives. Institutional theory examined the institutions requirements, empirical mismatch, where each variable ought to be and ways of addressing inconsistencies. Its design showed how objectives were subdivided and reflected in sub-divisions of the organization. Schools, faculties, departments, positions, roles and tasks make up the formal structure of the organization. Each element represented a noticeable entity with assigned duties, actions and tasks performing in line with rules and regulations. The theory suggested that both public and private universities were complex entities that could be understood as systems. The theory was ideal for the study because public universities are organizations with many management levels such as schools, departments, H.O.Ds, Academic staffs and students that were rationally constituted, assigned specific roles, objectives and activities performed in line with the university regulations.

## 2.9 Conceptual Framework



**Figure 2.1: Relationships of variables in the growth and development of Master Degree programmes**

The study conceptualizes the framework as set of action to be applied in a sequence of vital elements linked by the input and outputs. The first view of input and output theory in education rests on the “input-processes-output” model (Mathieu, Maynard, Rapp & Gilson, 2008) which formed the conceptual framework for this study. In this framework, quality of output is a direct function of the quality of the inputs. The second view was that, a maximum output could be obtained from every possible combination of inputs (Duze, 2006). In the input and output (IPO) model a process had been viewed as a series of boxes (processing elements) connected by inputs and

outputs. Information or material objects flow through a series of tasks or activities based on a set of rules or decision points (Mathieu et al, 2008). The framework has emphasized on inputs needed for a programme to be operational which explained the current study. Flow chart and process diagrams were used to represent the process.

Armstrong, (2001) contended that, outcome indicators had influence on the departmental ultimate goals of the Masters Degree programmes. Thus the development of an education programme was influenced by the study programme, academic staff levels, the number completing their studies, and the employment of graduates of the programme who acts as an extrinsic motivation. In this study, an independent variable was the input, where the outcome was the dependent variable while the output is the relationship between the independent and dependent variables. Academic staff staff levels, student enrolment and the recruitment of the graduates in educational foundations related courses were the independent variables. Based on the reviewed literature regarding Masters Degree programmes in the department of Educational Foundations in Kenyan universities, variables were identified to explain the variations in Masters Degree Programmes.

The first set of variable reflected the number of academic staff levels per discipline and their placement either as Professors or Academic staff in the Department of Educational Foundations in the selected public universities in Kenya. The second set of variables reflected on enrolment of students pursuing Masters Degree in Educational Foundations courses per the area of specialization. And the third reflected on, number of students who had graduated with Masters Degree and those who had been absorbed as Assistant/ Tutorial Fellows in Educational Foundations department.

The operations demonstrated the progress made in training of Masters Degree in Educational Foundations especially in the university setting.

Whatever happened to a given programme was bound to affect growth and development in one way or another. For instance, if a programme had many students enrolling and had adequate staff levels, the growth in the programme could be realised thus reflecting the concept of growth of the department. In this regard, expected outcome could include but not limited to higher rates of academic staff and higher enrolment in the Masters Degree courses as shown in Figure 1. The subsequent chapter discussed the methodology used in conducting the research in line with the conceptual framework variables.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter has discussed the research methodology used in the study under the following sub-headings: research design, target population, sample size and sampling techniques, research instruments, external criticism, internal criticism, data collection procedures, data analysis techniques and ethical considerations in collecting data.

#### **3.2 Study Design**

This study used a historical research method in examining past educational activities and accounts on what happened in the Department of Educational Foundations in line with research objectives (Yin, 1994). The historical approach inquired into the past Masters degree programmes, the past records of the academic staffs, the admission records of student into the Masters Degree studies and the graduation files/graduation booklets in the Department of Educational Foundations from 1993 to 2014. The data helped shed light on the relationship between the number of academic staffs and those enrolling in different disciplines of Educational Foundations (Kumar, 2005). Additionally, collection of data on the number of students who had graduated with Master's degree certificates could reveal more on how the Departments have been recruiting new academic staff into university careers in the said departments.

The selection of Public Universities past records that were examined opened the ground for collection, interpretation and analysis of data that permitted the determination of their relevance to the present circumstances on the trends of the number of academic staff per discipline, the number of students enrolling in different disciplines in the Masters degree programmes, the number of students who had

graduated in the Departments of Educational Foundations in Kenyan Public Universities. The Historical approach also aided in identifying the relationship between the number of students who had graduated in the past and those absorbed as academic staff by the department (Cohen and Manion, 1989). However, this approach has weakness of ignoring influences from extraneous variables or factors. The research overcame the weakness by viewing the findings systematically and integrating the research work with past documentaries and using the university informants who were not partisan in the research work.

### 3.3 Target Population

The study population comprised of thirty one (31) public Universities, 62 Deputy Vice Chancellors administrations, 31 Head of Departments, 31 academic registrars in the universities, 172 academic staff 100 Assistant/Tutorial Fellows and 269 ongoing Masters Degree students at the three selected Universities. Target population in this study refers to sub-elements in a group or individuals or subjects that were likely to be picked in line with the research work as displayed in Table 3.1 (MacMillan, 1996).

**Table 3.1 Target population**

<b>Category</b>	<b>Target Population</b>
Universities	31
Academic staff levels	172
H.O.Ds	31
Registrars	31
Ass. Lecturer's & Tutorial Fellows	100
Ongoing masters students from KU,MU,UON	269
<b>Total</b>	<b>634</b>

*Source: Files from the School of Education, KU, MU and UON 2014*

### 3.4 Sample Size and Sampling Techniques

A sample in research work refers to any group or unit on which data is derived. Sampling was a series of actions of choosing subjects to be used (be observed or

interviewed) as a section of the study (Fraenkel & Wallen, 2000). Purposive sampling was used to select the three Universities namely; UON KU and MU for being the oldest and with established Schools of Education. The three public universities in Kenya were selected because they meet the needs of a wide clientele as opposed to their counterpart – the upcoming universities as captured in Table 3.2.

The research adapted the census sampling method as it ensured the complete enumeration of the participants under the study (Surbhi, 2016) as shown in Table 3.2. Through Census approach all the thirty two (32) academic staffs members, 3 heads of departments, (3) 4 ongoing enrolled students and 24 Tutorial Fellows were selected from three selected public universities had the information on the Masters Degree programmes in Educational Foundations (Macmillan, 1996). This method was preferred because all respondents had equal chance to participate and offer information in respect to the objectives of the study (Mugenda & Mugenda, 2003). A total of 56 respondents were interviewed and 34 responded to the questionnaires as displayed in Table 3.2. This accounted for 63.7 per cent and 77.3 per cent responses received by the study from the interviews and questionnaires respectively.

**Table 3.2 Sample size and response matrix**

<b>Item /Category</b>	<b>Sample size</b>	<b>Number collected</b>	<b>Percentage analysed</b>
<b>Interview analysis</b>			
H.O.D	3	3	100
Ongoing Master's degree students	20	12	60
<b>Academic staffs, Prof &amp; PhD holders</b>			
KU	18	14	78
MU	7	5	71
UON	7	6	85
Assistant Academic staff/Tutorial Fellows			
KU	14	10	71
MU	10	7	70
UON	9	7	77
<b>Number Interviewed</b>	<b>88</b>	<b>64</b>	<b>72.7</b>
<b>Analyzed Graduation Booklets</b>			
KU	22	22	100
MU	22	22	100
UON	22	22	100
Academic staff files	3	3	100
Students admission files	3	3	100
<b>Documents analyzed</b>	<b>72</b>	<b>72</b>	<b>100</b>
<b>Questionnaires</b>			
Assistant Academic staff/Tutorial Fellows	38	31	71.8
Registrars Academic	3	3	100
<b>Total questionnaires</b>	<b>41</b>	<b>34</b>	<b>77.3</b>

*Note: The matrix presents the numbers and percentages of the elements sampled out*

### **3.5 Research Instruments**

The study utilized a series of interview schedule items developed to collect data in order to answer research questions. Interview schedules were used to seek information basically about academic staffs' views on the teaching staff levels in relation to the student enrolment in various Masters Degree fields in the Department of Educational Foundations. The study also made use of the document analysis schedules which entailed examining graduation booklets, departmental diaries, departmental minutes, university quality monitoring records, admission records, academic staff levels files, University catalogues and employment record. Questionnaires were also used to

gather information from the employed assistant academic staff/Tutorial fellows who had graduated with Masters Degree in Educational Foundations.

### **3.5.1 Interview Schedule**

Interview Schedules were developed to collect the necessary qualitative information from the Heads of Department, the academic staffs, Assistant lecturers/Tutorial Fellows and “ongoing enrolled students”. Oral interview was administered to 3 H.O.Ds and 25 academic staffs as 7 members declined the interviews regarding the Masters Degree programmes and 24 Tutorial Fellows employed in the department (Anderson. 1990). Furthermore 12 ‘ongoing enrolled students’ were also interviewed. The study used the oral questions to in details on the information regarding the Masters Degree programme (Ritchie & Lewis, 2003). The interview guide for academic staffs were used in obtaining qualitative information of the number of academic staff levels per discipline and their influence on the completion rates of students pursuing Masters Degree. Information gathered from the Head of Departments shed light on how recruitment of academic staff was conducted and the way forward of addressing the low students completion rates in their departments.

### **3.5.2 Document Analysis Schedule**

The study used document analysis schedule as a guide for the documents to be referred to. The document analysis schedule were used to examine quantitative data and analyze various historical documents which included 66 graduation booklets, 3 admission records, 3 academic staff files records and 3 recruitment records which were collected from Departments of Educational Foundations and the School of Education for analysis. Data collected from documents aided the study in determining, the academic staff levels, student’s enrolment in Masters Degree

courses, the number of students who had completed their Masters Degree studies per discipline and those who were yet to complete their studies.

### **3.5.3 Questionnaire for Assistant lecturers/Tutorial Fellows**

The study dispatched 41 questionnaires and obtained 34 responses on the items regarding the employment of academic staff with Master's degree qualification in the departments (Nisbet, 1970). However, 7 questionnaires were not received from respondents due to unknown reasons. Five sets of questionnaires were used to collect the required data. The questionnaire consisted of open and closed ended questions. Questionnaires were designed for the Assistant Academic staff/ Tutorial Fellows who were Master's degree holders in the departments. The questionnaires were used because Assistant Academic staff/Tutorial Fellows had links with their former colleagues and their whereabouts in terms of employment. The questionnaires response could give insight into how the department project in being self sustainable in terms of academic staff; and the number of students enrolling in the Masters degree programmes. Respondents filled in the questionnaires which were distributed and collected by research assistant.

### **3.6 Triangulation approach**

The study applied triangulation approach to validate and determine the reliability of the information collected (Cohen, Manion & Morrison, 2007). Triangulation aimed at using multi-dimension in analysis of qualitative and quantitative data gathered from the Departments of Educational Foundations (or other source) and subjecting the results to interpretation in relation to the study. To this end, the researcher attention was on the period under study or authorship of a document involved by typewriter or computer generated documents, official signed documents and place-names of the

documentaries and files (Kombo and Tromp, 2006). The Study established the credibility of the author and evaluated the accuracy by restoring the correct meaning to the terms used in the data contained collected. The attempt was confined to what the texts meant by analyzing its statements within the historical period under study. This was because many documents tended to be neutral in character, though it was possible that some were in error (Kombo and Tromp- (2006). The chief concern here was in examining possible sources of bias which could prevent the researcher from finding what was needed and the best techniques to minimize possible sources of bias (Plummer, 1983).

Data collected from academic staffs, Assistant Lecturer/ Tutorial Fellows and documents were classified according to themes and historical periods under investigation. Such classification enabled the research work to identify data that was naturally reinforcing and appeared to conflict with each other. Analysis and interpretation smoothed and such contradictions by organizing the data into themes and content as reflected in this study work.

### **3.7 Data Collection Procedure**

During data collection, the study adopted four stages. In the first stage, the researcher sought a permit for data collection from the National Council of Science, Technology and Innovation (NACOSTI) after which an authorization letter was given to collect data in three public universities. For second stage, the researcher reported to the county commissioner for permission to collect data in the universities in their area of operations. The researcher was permitted to proceed with the research in the public Universities. For stage 2, the researcher sought permission from the three Vice

Chancellors of the three public Universities to be allowed to collect data in the respective departments.

In the third stage, the researcher collected documents from the department of Educational Foundations and the libraries at Kenyatta University, Moi University and the University of Nairobi. The research assistant that had been recruited for the exercise was assigned specific documents to collect data from. These documents were then analysed with the research assistant. All the documented data were handed over to the researcher for further processing. In stage 4, the researcher arranged for an interview with the heads of departments, academic staff and registrars with each assigned a specific date. Finally, the researcher interviewed the respondents according to the interview schedule. The researcher took one year and two months to complete the whole exercise.

### **3.8 Method of Data Analysis**

After the data had been collected, the study analysed it according to the study objectives. The analysis of data needed a number of related operations such as establishment of themes, the application of these themes to raw data the number of academic staffs, Master's degree student enrolment and the graduates of the master's degree. Data was coded, tabulated and then drawn into statistical Tables along the lines of research objectives (Kothari, 2005). The researcher made sure that the instruments were cross-examined for accuracy. The data was summarized and statistics derived. The data were subjected to descriptive analysis by incorporating in both qualitative and quantitative information.

Qualitative data from the interview schedules were analyzed thematically; relationships and conclusions were derived in line with the study objectives



Descriptive analysis was utilized as it enables the researcher to examine the variables in their areas of study. Tabulation enabled the researcher to group the subjects in this research. By adapting Kothari (2005) suggestion, tabulation was a part of the technical procedure which involved the classification of data in the form of Tables. The simple frequency Tables enhanced the analysis of the discrete variables. The data were presented by use of simple frequency Tables which were appropriate and finally making inference about the whole population. Table 8 shows how data were analyzed as per the study.

### **3.9 Ethical considerations**

To adhere to the principle of confidentiality, the researcher obtained research permit and authorization from National Commission of Science, Technology and Innovation (NACOSTI) prior to reporting to County Commissioners and County Directors of Education -Nairobi and Uasin Gishu, where the three universities are situated in. Permission to collect data in three universities (University of Nairobi, Moi and Kenyatta Universities) was obtained from the Vice Chancellors of the respective universities. All respondents Chairmen, academic staffs, academic registrars and employed graduates were assured of that the purpose of the study was purely academic. In all and at all times, the principle of voluntary and informed consent was affirmed. Confidentiality and privacy was adhered to by use of anonymity except with consent of the respondent. In addition, all the citations respondents have been shown on the reference list

**CHAPTER FOUR**  
**DATA ANALYSIS, INTERPRETATIONS AND PRESENTATION ON**  
**STUDENT ENROLMENT**

**4.1 Introduction**

This chapter presented analyzed and interpreted the data collected in the study. The chapter was guided by the first research objective that sought to establish the enrolment of students in Masters Degree in the Departments of Educational Foundations in the selected Kenyan Public universities between 1993 and 2014. The Chapter sought to answer the research question: What had been the enrolment of students in the Masters' Degree in Educational Foundations programmes in Kenyan Public universities from 1993 to 2014? The data collected was through document analysis. The gathered data was thematically analyzed based on the research question.

**4.2 An Overview of Students Enrolment in the Masters Degree Programmes**

In order to determine student's enrolment in the Masters Degree programmes at the selected public universities in Kenya, 3 postgraduate admission files and 3 academic registrars on the student enrolment were analyzed. With the use of document analysis guide, statistics on student enrolment was captured. The study analyzed the student enrolment records inclusive of the enrolment per discipline between the 1993 and 2014. The purpose of the study was to make documentation on the number of students who enrolled in Masters Degree programmes in Kenyan public universities.

**4.3 Students Enrolment in Masters Degree programmes at KU: 1993 – 2014**

In order to determine the enrolment of students in the Department of Educational Foundations at the KU, data was collected from 1 postgraduate student admission

record and 1 registrar's enrolment file and analysed. The findings were summarized as shown in Table 4.1

**Table 4.1 Students Enrolment in Masters Degree programmes at KU: 1993 – 2014**

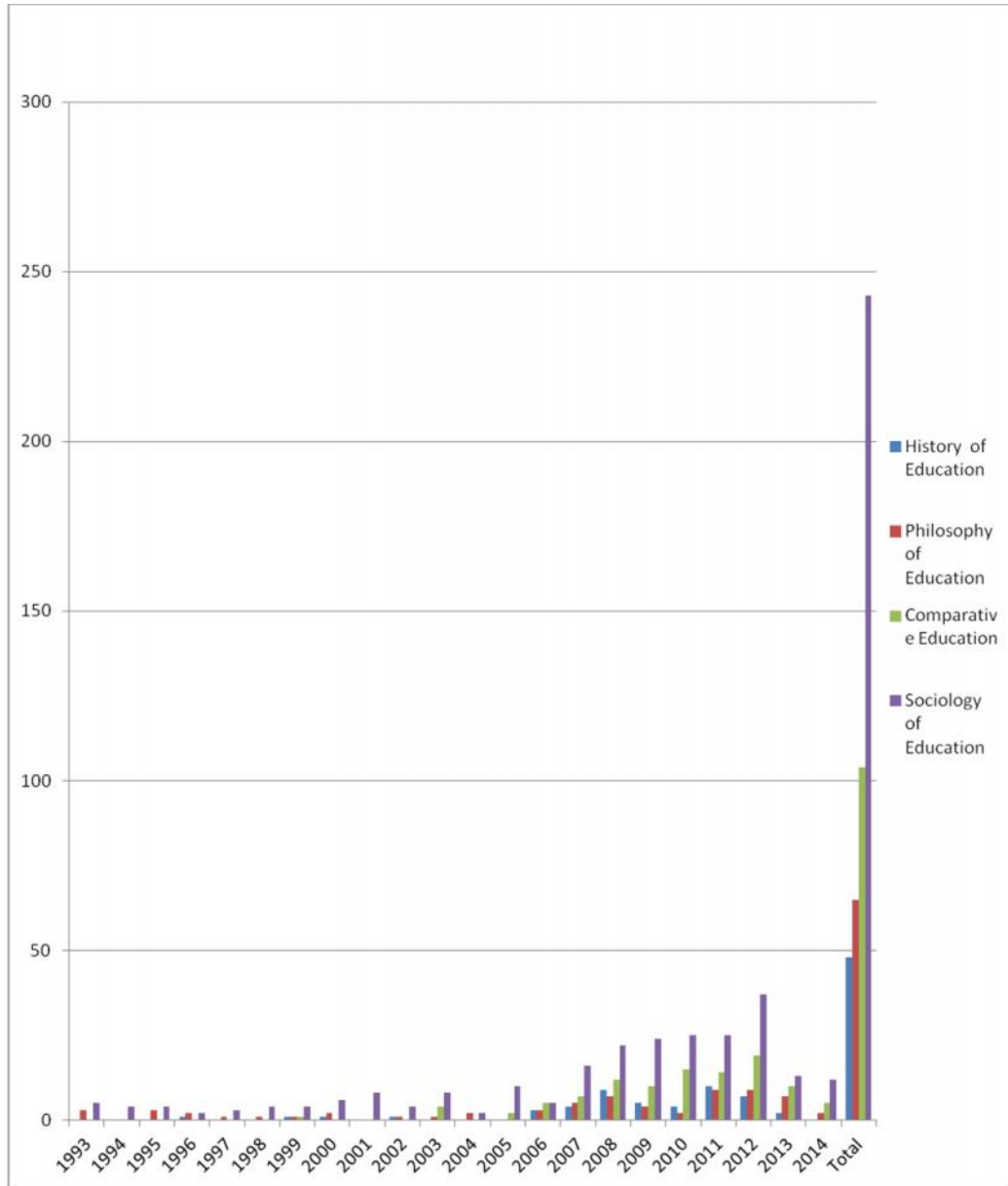
<b>Year</b>	<b>History of Education</b>	<b>Philosophy of Education</b>	<b>Comparative Education</b>	<b>Sociology of Education</b>
<b>1993</b>	0	1	0	3
<b>1994</b>	0	0	0	2
<b>1995</b>	0	1	0	1
<b>1996</b>	1	1	0	2
<b>1997</b>	0	1	0	3
<b>1998</b>	0	0	0	2
<b>1999</b>	1	0	1	2
<b>2000</b>	1	2	0	4
<b>2001</b>	0	0	0	5
<b>2002</b>	1	1	0	1
<b>2003</b>	0	0	1	3
<b>2004</b>	0	0	0	2
<b>2005</b>	0	0	0	2
<b>2006</b>	0	0	0	1
<b>2007</b>	1	0	0	4
<b>2008</b>	2	1	1	9
<b>2009</b>	2	0	0	0
<b>2010</b>	2	2	9	17
<b>2011</b>	4	6	7	12
<b>2012</b>	4	4	10	22
<b>2013</b>	0	4	5	7
<b>2014</b>	0	0	1	2
<b>Total</b>	<b>19</b>	<b>24</b>	<b>35</b>	<b>106</b>

Data contained in Table 4.1 showed that from 1993 to 2003 KU had enrolled 41 students in the Masters Degree programme. The findings further reveal that in the year 2012, KU had admitted 40 students into the Master Degree course which was the highest in the period under study. The results in the data established that between 2004 and 2014, a total of 143 students had enrolled for the studies in the Masters Degree courses. This finding shows an overall growth of 28.7 per cent in student enrolment. The findings indicated that student enrolment grew in the History of

Education, Philosophy of Education; Comparative of Education and Sociology of Education with 26.6 per cent, 41.2 per cent, 09.1 per cent and 35.7 per cent respectively. From Table 4.1 it could be deduced that enrolment of student reached its peak in the year 2012 before declining downward in 2013. The researcher attributed this to the fact that most applicants were teachers employed by the teacher's service commission (T.S.C) hence preferred the school based mode. The study observed that with the strict policies that most employers had on their workers, it led to low number of students furthering their studies. Such observations were supported by the research conducted by Karugu and Otiende (2001) which reported that KU had not improved in the number of students enrolling for the Masters Degree programmes due to challenges at their place of employment.

Furthermore, the results of Table 4.1 showed that between the year 2004 and 2014, Sociology of Education had enrolled 78 or 54.5 per cent of the students, Comparative Education had 33 or 23.1 per cent of students, Philosophy of Education had 17 or 11.9 per cent of students and History of Education had 15 or 10.5 per cent student enrolment as from 2004 to 2014. From the respondent's perspectives, the high enrolment of students in Sociology of Education was associated with the large number of the employed academic staff levels in the department and employment opportunities of the graduates both in the private and public sectors. The findings further indicated that from 1993 to 2014, History of Education accounted for 10.3 per cent, Philosophy of Education accounted for 13 per cent, Comparative Education had 19 per cent and Sociology of Education 57.7 per cent of all student enrolment in the department. The study observed that the trend in the number of students enrolling for Masters Studies as reflected in Table 4.1 would lead to the shortage of teaching

staff and potential PhD students in the upcoming universities offering Bachelor of Education degree.



**Figure 4.1 Trend in student enrolment at KU: 1993-2014**

Data captured in Figure 4.1 showed the trend in Masters Degree student enrolment at KU has been declining since 1993 to 2006 before it rose in 2007. The Figure indicates that KU recorded the largest number of Masters Degree students in 2012 which was 40 students. As shown in Figure 4.1 there was steady growth in the number of student enrolling in the Masters Degree programmes between 2010 and 2012. The study argued that, sharp rise in the number of students who enrolled during the 2010 and 2012 period resulted in the government advocacy for high skill in education. The economic value from those who had been absorbed in different government sectors was a motivation to other scholars. The years that followed as revealed in Figure 4.1 KU experienced a drop from 40 students to 16 students. The next government that took Power initiated stringiest policy of denying study leave to teachers who formed the largest number of enrolled students. This contributed to the decline of students in the Master Degree studies in 2013 onwards. The impression of Figure 4.1 was that the year 2005 had the least student enrolment in the department. The general visual impression of Figure 4.1 was that KU has been admitting few students in the Masters Degree Programmes over the years from 1993 to 2008. This visual impression contradicts Tettey (2010) assertion that if an institute had enough human resource then it attracted more clients when other variables were constant. The difficult encountered by KU in attracting more students is a global phenomenon.

Stevens and Huffman (2006) argued that, as institutions transform to meet learner needs, program planning and recruitment hinges on students' preferences. At the same time, Educational graduate programs grapple with funding cuts, increasing tuition and fees, and fewer jobs in the disciplines for graduates. Overall analysis found that KU had enrolled 184 students as from 1993 to 2014. The findings shed light on the relationship between the number of students enrolled in a particular discipline and the

number of academic staff levels. What came out clear was student's enrolment in Sociology of Education was 106; Comparative Education 35, Philosophy of Education 24 and History of Education had 19 students in the Masters studies in the duration under the study. Therefore, from the findings, KU had realized gradual growth in student enrolment between 2010 and 2012 before declining in 2013. The study posit that, student enrolment in the Master Degree in History of Education and Philosophy of Education could be improved by applying what the Academic Partnership, (2012) of adopting the Academic Partnerships' model with upcoming universities to attract more student. The academic staffs in these disciplines should embrace the academic talk on the value of pursuing the Master Degree in these disciplines to broaden the student's knowledge of other areas of employment in the labour market which most learners are not aware of.

#### **4.4 Students Enrolment in Masters Degree programmes at MU: 1993 -2014**

The findings on the student enrolment in the Masters Degree programmes in the Department of Educational Foundations at MU was achieved through the analysis of 1 postgraduate student admission file and 1 academic registrar's enrolment file. Interview guide was used to establish the cause of student's preferences in different disciplines of Masters Degree courses. The results of the analysis were summarized in Table 4.2.

**Table 4.2 Student Enrolment in Masters Degree Programmes at MU: 1993–2014**

<b>Year</b>	<b>History of Education</b>	<b>Philosophy of Education</b>	<b>Comparative Education</b>	<b>Sociology of Education</b>
<b>1993</b>	0	2	0	2
<b>1994</b>	0	0	0	2
<b>1995</b>	0	2	0	3
<b>1996</b>	0	1	0	0
<b>1997</b>	0	0	0	0
<b>1998</b>	0	1	0	2
<b>1999</b>	0	1	0	2
<b>2000</b>	0	0	0	2
<b>2001</b>	0	0	0	3
<b>2002</b>	0	0	0	2
<b>2003</b>	0	1	0	2
<b>2004</b>	0	2	0	0
<b>2005</b>	0	0	0	4
<b>2006</b>	1	1	1	2
<b>2007</b>	3	2	0	3
<b>2008</b>	5	2	0	7
<b>2009</b>	3	1	2	12
<b>2010</b>	0	0	0	0
<b>2011</b>	4	1	0	6
<b>2012</b>	1	1	0	5
<b>2013</b>	0	0	0	0
<b>2014</b>	0	0	0	5
<b>Total</b>	<b>17</b>	<b>18</b>	<b>03</b>	<b>64</b>

The analysis of data contained in Table 4.2 revealed the enrolment at MU from 1993 to 2004 was 28 students in the Masters Degree Programmes. On average about 3 students enrolled in the Masters Degree Studies per year. The study observed that as a new university located far from Eldoret town, it took some time before attracting many students in the programmes. The study found that the period 1993 to 2003 was the time the department was setting in terms of lecturer staff levels and the programmes structures that led to few student enrolments.



Osahon (1997) asserted that before organization achieved enrolment equilibrium; growth in student enrolment took some time as the institute attained growth in the number of the teaching staff. Because of this, MU had dismal number in student enrolment in comparison to that of OBAU (2016) in Nigeria that had an enrolment 32 students in the Masters Degree Programmes. The finding indicated that period between 2004 and 2014 realized some growth in student enrolment. During that span of ten years a total of 74 students enrolled for the Masters Degree Courses which was an addition of 46 students over the previous ten years. This implied that the department had achieved growth in the enrolment of students by 62.3 per cent over the same period of ten years. The findings in Table 4.2 further showed that the year 2009 had the highest enrolment of 18 students in the department. The study attributed this to the leeway the university gave to satellite campuses to enrol students in the Masters Degree Studies. Concerning the sudden increase in student enrolment, one respondent i argued that,

When the university allowed Odera Akang'o, Kitale and Eldoret West campuses to admit students in the Masters Degree Programmes, the admission shot up. The increase had adverse effects on the department that had limited staff forcing the university to freeze further admissions at the satellite campuses the year that followed (Respondent i; personal communication: 2<sup>nd</sup> November 2016).

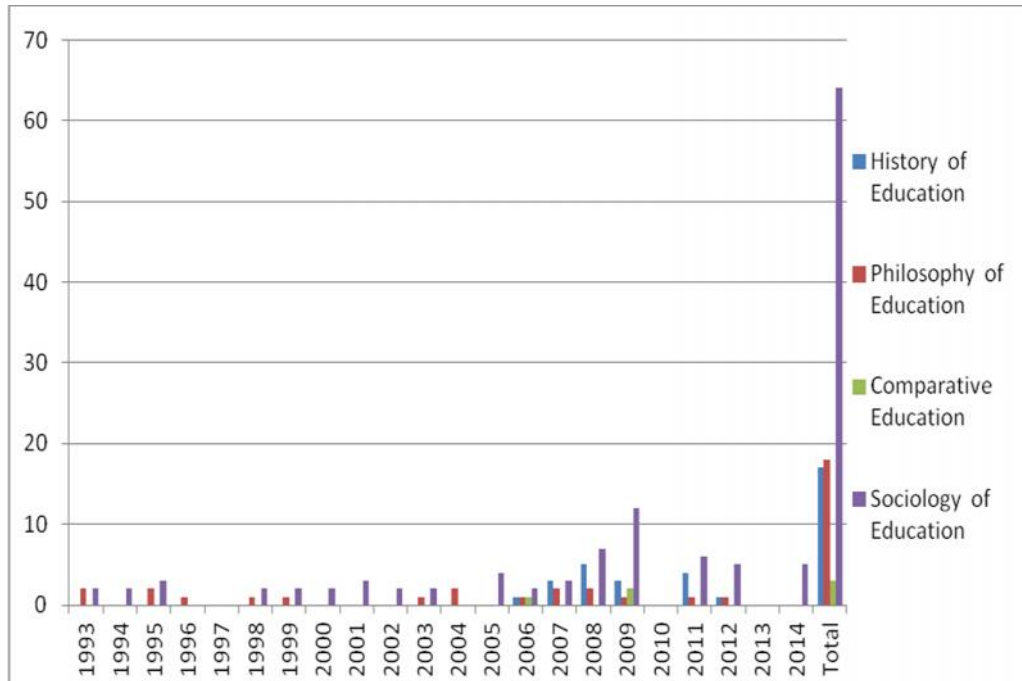
The study revealed that the increase in the enrolment resulted from the school based programmes the University established to cater for its clients. Adelman (2006) studies was in agreement with the finding that, most Masters degree students enrolled as part-time for a variety of reasons, including inability to get a slot in a required course, university policies or a preference for more leisure time. The study observed

that students who enrolled for full-time programme were likely to complete on time as they had time to concentrate on their studies.

After analyzing student enrolment in different disciplines, it was found that Comparative Education had enrolled 3 students in the last nine years as from 2004 to 2014. The findings further showed that Sociology of Education recorded 64 student enrolments from 1993 to 2014. This enrolment of 64 students accounted for 62.3 per cent whereas History of Education enrolled 17 students accounting for 16.6 per cent of student's enrolment at Moi University. Table 4.2 results further revealed that Philosophy of Education had enrolled 18 students which represented 17.6 per cent of the Masters Degree students. The study area that had the least enrolment in the department was Comparative education which had 3 students accounting for 2.9 per cent of the enrolment in the department. The study established that there was a likelihood of a challenge in these discipline. These views concurred with Bound, Lovenheim and Turner (2010) who suggested that the duration one took to earn a degree and an increase in time to complete the degree could largely be explained by either growth or decrease in enrolment of students. Furthermore, any learning institution with high student- lecturer ratios did influence the student's enrolment. The study observed that development of an enrolment plan utilized in developed countries was the only way for MU. This involved strategies on the events such as campus marketing methods, funds needed and effective use of media and student contacts.

The study found that there was need to realize that prospective Masters Students had diverse needs and goals in their pursuit of higher education. The needs include family obligations, employment demands and financial implications. Stacy (2014) argued that the graduate education in many universities ought to develop the graduate

programmes and encourage more research grants. This move enhanced the sample size for the graduate students to benefit from other stakeholders thereby re-vitalize the dwindling enrolment as experienced in MU.



**Figure 4.2 Trend in student enrolment at MU: 1993 – 2014**

Data contained in Figure 4.2 displayed, the trend of students enrolling for Masters Degree Programmes at MU from 1993 to 2014 has been. In 1998 the department had an enrolment of 3 students and the number rose steadily to 18 students in 2009. However the Figure also reflect that after attaining the peak in 2009, the number of student enrolling in the Masters Degree Programmes declined drastically from 18 student to 5 students in 2014. The results further revealed that the enrolment into the Masters Degree Programmes from 1993 to 2007 had not surpassed 10 students. Additionally, the number of student enrolling in the Masters Degree Courses declined from year to year in MU as shown in Figure 4.2. The study concludes that MU has

been enrolling few students in the Masters Degree Programmes for since 1993 to 2014.

When similar challenges befell the University of Texas Arlington, THECB (2012) observed that the university initiated Academic partnership which led to increased enrollment from 173 students in the fall of 2009 to 558 students in the fall of 2010 and 695 students in the fall of 2011. These dramatic changes influenced enrollment in another universities across the region. One unintended consequence was an oversupply of graduates in the area of Educational courses. The consequence of this was that more universities were moving to direct marketing plans to compete with for-profit universities. The study observed that the way out for Masters Education at MU would be pioneering academic partnership with other universities and stakeholders in order to realize growth in enrolment per the department. The overall analysis established that MU had enrolled a total of 102 students in the Masters Degree Courses as from 1993 to 2014. It was also revealed that Sociology of Education enrolled 64 student, philosophy of Education 18 students, History of Education 14 and Comparative Education 3 students between the 1993 and 2014.

#### **4.5 Student Enrolment in Masters Degree programmes at UON: 1993 – 2014**

The finding on the enrolment of students in the department of Educational Foundations at the University of Nairobi was obtained through the analysis of 1 student admission records and 1 academic registrar's students file. The findings were summarized as shown in Table 4.3.

**Table 4.3 Student Enrolment in Masters Degree programme at UON: 1993-2014**

<b>Year</b>	<b>History of Education</b>	<b>Philosophy of Education</b>	<b>Comparative Education</b>	<b>Sociology of Education</b>
<b>1993</b>	0	0	0	0
<b>1994</b>	0	0	0	0
<b>1995</b>	0	0	0	0
<b>1996</b>	0	0	0	0
<b>1997</b>	0	0	0	0
<b>1998</b>	0	0	0	0
<b>1999</b>	0	0	0	0
<b>2000</b>	0	0	0	0
<b>2001</b>	0	0	0	0
<b>2002</b>	0	0	0	1
<b>2003</b>	0	0	3	3
<b>2004</b>	0	0	0	0
<b>2005</b>	0	0	2	4
<b>2006</b>	2	2	4	2
<b>2007</b>	0	3	7	9
<b>2008</b>	2	4	11	6
<b>2009</b>	0	3	8	12
<b>2010</b>	2	0	6	8
<b>2011</b>	2	2	7	7
<b>2012</b>	2	4	9	10
<b>2013</b>	2	3	5	6
<b>2014</b>	0	2	4	5
<b>Total</b>	<b>12</b>	<b>23</b>	<b>66</b>	<b>73</b>

The results in Table 4.3 indicated that from 1993 to 2001 the department had zero students were enrolment in Master Degree programmes. The study established that during the said period the Department of Educational Foundations was laying out the logistics for teaching the Masters Degree programmes. The tabulation in Table 4.3 established students were first admitted for the studies in 2002 onwards attaining its peak in the year 2012. The results depicted that 174 students had been enrolled in the Masters Degree Programme from 1993 to 2014. Therefore between the year 2004 and 2014, the department had enrolled 167 students into the Masters Degree programmes. It also reveals that from 1993 to 2003 the department had enrolled only 7 students into the programmes. In terms of the enrolment of students in different disciplines, it was

established that Sociology of Education had the highest enrolment of 73 students. This accounted for 42 per cent of the total student enrolment in the department. Comparative Education had the second highest enrolment of 66 students whereas Philosophy of Education had 23 students. These disciplines represented 37.9 per cent and 13.2 per cent respectively of the departmental enrolment. The findings in the Table further presents that History of education had enrolled 12 students in the last 20 years. This was the least enrolment in the department accounting for 6.9 per cent of the student population. The findings represented that the enrolment growth begun to drop from 25 students in 2012 to 11 students in 2014. A respondent, a lecturer X at UON suggests:

The drastic fall in student enrolment had been caused by the changes in TSC policies in not attaching job promotion to graduates of master's degree. This had made the future candidates of the masters degree not to see the need of investing in further studies as it lacked financial benefit (Respondent X personal communication: 13<sup>th</sup> October 2016)

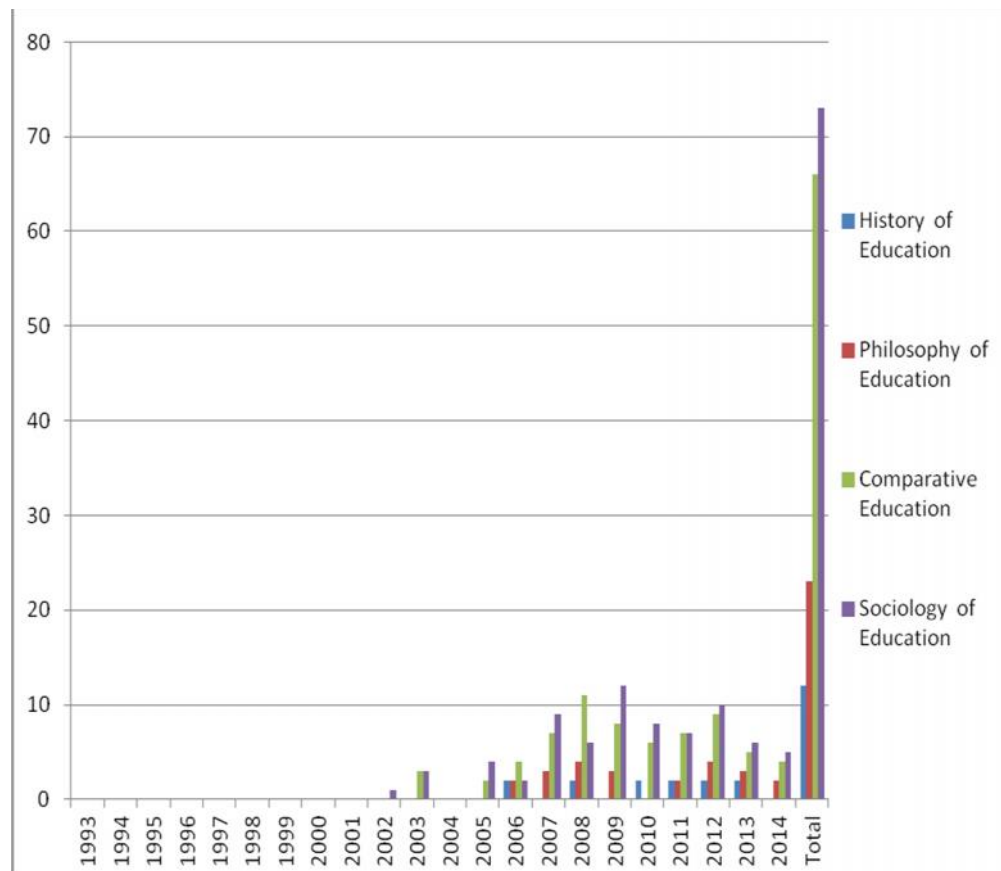
Findings from interviews also identified that changes in the mode of application for admission at the University of Nairobi could have locked out many potential students.

Another respondent W at UON says:

The reduction in the number of students enrolling in our department was disturbing. The establishment of new Universities was seriously affecting us in terms of student enrolment. The enrolment of many students as we had hangs in the balance. The challenge was, that, new universities enrolled them with the promise of being retained as academic staff upon completion of their studies (Respondent W personal communication: 16<sup>th</sup> October 2016).

Respondent W views reflected job insecurity caused by the reduced student's enrolment in Masters Degree programmes. As argued by Meltcalf, Rolfe, Stevens and Weale (2005), "Academic staff in some of the case study universities and departments

were concerned at the decline in student numbers in their own area and at the implications of this for their job security” (P, 135). The views concurred with Sevier (2004) who supports a model of using brand marketing to create awareness, direct marketing to generate responses, and customer relationship management for client retention. Other academicians argued, with the increase in competition and resources constraints, more universities are focusing on a target marketing approach to identify and pursue prospective students (Lewison & Hawes, 2007). Students were no longer viewed as learners, citizens, scholars, and ambassadors, but are seen as investors who are investing in their own future (Reader, 2011). This meant that prospective Masters Degree students ought to be searched for by the universities to boost their population.



**Figure 4.3: Trend of student enrolment at UON: 2004 – 2014**

Data captured in Figure 4.3 displayed the trend of the student enrolment in the department of Educational Foundations at UON. It is clear that the year 2012 had the highest student enrolment of 25 students and afterwards the enrolment dropped in 2013. The Figure further depicted that the years 2002 and 2005 had the same number of student enrolment whereas the year 2002 had 2 students being the least enrolment in the department. As shown in Figure 4.3 the department realized gradual student enrolment between 2005 and 2012. However, the sudden drop in student enrolment in 2013 signified that students got mixed signals about the costs and benefits hence creating uncertainty about the returns they expected per given area of specialization.

Additionally from the interview schedules, the study noted the up-front tuition costs and even more significantly, the opportunity cost by not choosing to work adversely affected enrolment of students (UON, 2013). Respondent X in the Department of Educational Foundations opine:

The Department of Educational Foundations does not offer grants or study scholarships to students. The potential students are employees of T.S.C and they have been denied study leave with pay which is working against us as a department. To make it worse they rarely receive monetary benefit upon completion of their courses (Respondent X personal communication: 13<sup>th</sup> October 2016).

The results suggest that the government changes on policies with special reference to TSC policies have had an influence on the trends of student's enrolment in the Masters Degree programmes. The researcher observed that those students enrolling for Masters Degree were doing so because of the intrinsic motivation to develop their skills. The study findings demonstrated that UON had realized good enrolment when compared with those admitted in MU. Respondent V observed that the School of Education especially:



At UON, department members mentor graduate students, supervise project work and provide collaborative research opportunities for students. Given this nature of interaction as academic staff we market our courses and this was assisting in maintaining the enrolment in the department. The extensive advertisement we do help the department in securing more students for the department. However, the challenge we face is our revamped online application procedure which denies us some students especially in regions with poor internet connectivity (Respondent V personal communication: 9<sup>th</sup> November 2016).

The Respondent V responses concurred with Pam, Lesley, Susan and Liza (2014) findings that, delivery of coursework and convenience were identified by the majority of participants as influential factors. Tuition cost and reputation were the third and fourth top factors, respectively at the University of Texas. Interestingly, although tuition cost was identified by participants as important, the same participants indicated that the availability of scholarships and financial aid mattered much less. UNESCO (2009) also suggested that, true progress in teaching and learning depended on the level of completion for all population groups. It was upon such suggestions by UNESCO (2009) that Respondent V, felt mentorship programme at UON could have boosted enrolment in the Masters Degree Programmes as presented in Table 4.3. In agreement to this argument, Renn and Jessup-Anger (2008) noted that, the more learning opportunities a program was able to offer to the students the easier they would find appealing to enrol for. The students often identified the significance of assistantships and other learning opportunities, not coursework, which was identified to be worthy and valuable in their initial assignment as professionals. Accessibility to this information in advance had an effect on the search phase to the selection phase of the program. Having prospective learners who knew what they wanted and knew that these studies were aligned within their study discipline was ideal in enhancing enrolment in the department (Moore, 2005, para. 20).

The overall findings established that the UON had enrolled 174 students in the Masters Degree Programmes as from 1993 to 2014. These findings found that Sociology of Education had enrolled 73 students, Comparative Education 66 students, Philosophy of Education 23 and History of Education had admitted 12 students during the period under review. It was also found that in 2012 the department enrolled 25 students that stood as the highest enrolment between 1993 and 2014. The study suggest that with proper incentives from government or other financial organizations which could include scholarships, study leave with pay and wider employment avenues more students would make optimal enrolment decisions for these courses in the years to come.

#### **4.6 Overall Students Enrolment in Master Degree programmes: 1993 - 2014**

Data on student's enrolment in Educational Foundations courses at KU, MU and UON were derived from the 3 student's admission files and 3 academic registrar's student's files from the three departments. Like in the preceding analysis, the items from admissions registers were analyzed and presented in a summarized in Table 4.4.

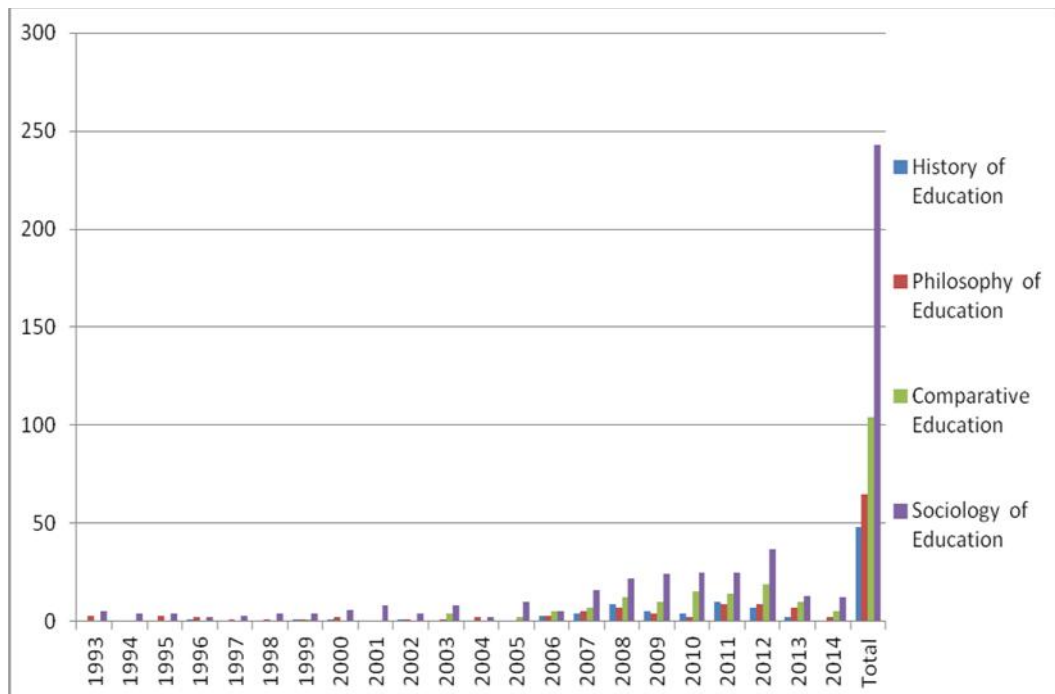
**Table 4.4 Overall Trends in Students Enrolment in Masters Degree programme**

<b>Year</b>	<b>History of Education</b>	<b>Philosophy of Education</b>	<b>Comparative Education</b>	<b>Sociology of Education</b>
1993	0	3	0	5
1994	0	0	0	4
1995	0	3	0	4
1996	1	2	0	2
1997	0	1	0	3
1998	0	1	0	4
1999	1	1	1	4
2000	1	2	0	6
2001	0	0	0	8
2002	1	1	0	4
2003	0	1	4	8
2004	0	2	0	2
2005	0	0	2	10
2006	3	3	5	5
2007	4	5	7	16
2008	9	7	12	22
2009	5	4	10	24
2010	4	2	15	25
2011	10	9	14	25
2012	7	9	19	37
2013	2	7	10	13
2014	0	2	5	12
<b>Total</b>	<b>48</b>	<b>65</b>	<b>104</b>	<b>243</b>

Data captured in Table 4.4 showed that the departments have been enrolling students in the Masters Degree Programmes since 1993. It also revealed that the departments achieved the highest student enrolment in the year 2012 which stood at 72 students. An important implication of the findings was that enrolment in the Educational Foundations had been growing from the year 2004 before it began declining in 2013. The results showed that between the years 1993 and 2014, the discipline of Sociology of Education had attracted the highest number of enrolment of 52.8 per cent students whereas History of Education had 10 per cent being the least number of students enrolment in the three departments.

The fields of Philosophy of Education and Comparative Education had an enrolment of 14.1 per cent and 22.6 per cent student's enrolments respectively. The results depicted that student enrolment in Masters Degree in education varied from one

discipline to another. For example, 52.8 per cent per cent of the students had enrolled in Sociology of Education which was more than half of the student enrolment in Educational Foundations programmes. The study observed that the futuristic anticipation by candidates tended to influence enrolment of Masters Degree students in Educational Foundations courses. These results were related to the results of the research work conducted by Okebukola (2004) who focused on the development to additional programmes in diverse departments, Schools and Faculties in universities. He noted that in Nigerian State Universities, the general student enrolment had grown at a rate of 12 percent yearly during the 1990's and the conditions had not been altered at all in the years after 2000.



**Figure 4.4 Overall trends on student enrolment at KU, MU & UON: 1993-2014**

Figure 4.4 displayed the general trend of the Masters degree student's in the three departments. It is clear that the year 2012 had the highest student enrolment which stood at 74. Figure 4.4 revealed that the years 1994, 1995 and 2004 recorded the least

enrolments which stood at 4 students. The student enrolment in the departments grew gradually from 4 students in 2004 and reached its peak of 74 students in 2014 as shown in Figure 5. The findings indicated that, after the departments attained the peak in student enrolment in 2012, the enrolment tumbled drastically from 74 students to 32 students and have continued declining onwards. The most likely negative results are meeting the demand of the new human resource development for the upcoming universities. The most interesting approach to this enrolment has been proposed by Agboola and Adeyemi (2001) that:

Experience had shown that enrolment trend does not occur in isolation; increases and decreases in enrolment are correlated with multiple influences such as labour markets trends, social and economic factors. Identifying factors that could influence enrolment is the university system; becomes crucial as this would only allow governments and institutions to forecast enrolment more effectively, but also permit them to make adjustments to meet current or future labour needs. A financial constraint was identified as one of the major factor that had influenced enrolment rate and inhibited further expansion of tertiary system, while retaining satisfactory levels of quality in the University system (P:6).

The study shared the same observation of Agboola and Adeyemi (2001), that the departmental initiatives were essential in the process of initiating individual contact by the academic staff. This could be in terms of the discipline either at the undergraduate level, recommendation to the program or by encouraging the students to enrol for the studies. This “individual touch” (Olson, 1992, p. 204) found to influence students toward enrolling into the program or becoming a prospective student when finances would be available for their studies. The philosophy of the discipline upheld was the base upon which enrolees built upon, encouraged research within the specific area, granted practical opportunities to assistantship vacancies and could provide a clear career prospective upon graduation from the program. The study

suggests that different department models in the universities determined the number of students who had enrolled.

The study conceptualized that, not only was the area of specialization and those that relate to the program vital, but also, the brand name the university had was a factor that the future and current students considered to be key in the process. On top of gaining a positive work experience, the students desired to be guaranteed of the departmental support system in a highly valued public university where they were to spend their graduate assistantship hours within these departments. The study done by Pam, Lesley, Susan and Liza (2014) noted that almost half of Masters-level students preferred enrolling in a university program that was close to their residence and the suitability of scheduling learning session was critical to them. Overall, Masters-Degree students were bothered greatly with the program being location to their place of work. When it came to strategies employed in recruitment of new students preference by the modern society was online advertising and contact with via a university or program representatives. The study argued that even though many students preferred enrolling in universities closer to their residence, the Kenya low enrolment per department contradicted such observation.

The study called for selective borrowing of approaches utilized in developed countries even though our budgetary allocations are strained. For instance, developed countries tend to use a combination of strategies suggesting that Kenya university managers should rethink of applying a mix of traditional, face-to-face recruiting methods, and new technological methods such as social media to market their university programs to prospective students (Moore, 2005, Renn & Jessup-Anger, 2008). From these different arguments by different scholars, it is clear that Masters-level students would

easily be reached through a face-to-face university representative being crucial to boosting the enrolment in Educational Foundations programs. This would be contrary to the general approaches the department had been relying upon like the online advertising as potentially effective. Such arrangements invited formulation of proactive policies by the public universities in Kenya.

In agreement with such suggestion was Ngolovoi (2012) that the strategy to achieve high enrolment of students was possible through providing innovative teaching, learning, research and services responsive to national and global needs. Such approaches were in line with Makerere University (2013) policies which pursued her core values that emphasised loyalty to the university moral values, client satisfaction, work expertise and open to divergent opinion. In the present study however, the researcher argued that attention should be placed to the enrolment of each discipline of Educational Foundations. From the findings in Table 4.4 it was clear students enrolled in the Masters Degree Programmes per discipline in Kenya public universities from 1993 to 2014.

The documentation of trends in student's enrolment in the Masters Degree was crucial for the study as it showed how enrolment in the Kenyan Public universities is with special reference to the Department of Educational Foundations. Based on the results of the three departments, it has been concluded that from 1993 to 2014, a total of 460 had enrolled in the Masters Degree Programmes. From the outcome of the investigation, student's enrolment was determined by their preferences in terms of specialization. The study established that 52.8 per cent of the students enrolled for Sociology of Education, 22.6 per cent of the students enrolled for Comparative

Education, 14.1 per cent enrolled for Philosophy of Education and 10.4 per cent were enrolled for History of Education.

The findings of research revealed that the department had realized growth in student enrolment of 83 per cent between the 2 decades under the study. However, the study observed, there was a link between the number of students enrolment and the number of, or in availability of academic staff levels. For instance the disciplines History of Education and Comparative Education in the three departments had a single student enrolment or none during the period 1993 to 2002. The said disciplines did not have academic staff to instruct the learners. This was evident in MU due the lack of academic staff level for Comparative Education that caused the department to enrol only 3 students for the programme in the last 22 years. The study suggested that the department H.O.Ds advice the university management on regular basis on the staff levels per discipline for healthy departmental operations.

#### **4.7 Summary on Student Enrolment in departments**

Summing up the findings, it could be deduced that the departments had been enrolling students in the Masters Degree programmes from 1993 to 2014. The findings depicted that KU had been recruiting large number of students which stood at 184 students. UON had enrolled a total of 174 students from 1993 to 2014 while MU had admitted a total of 102 students between 2004 and 2014. As demonstrated in the findings, the three universities had enrolled a total of 460 students between 1993 and 2014. The results indicated that from the year 1993 to 2003, the three universities had enrolled a total of seventy six (76) students while the period 2004 to 2014 they had enrolled a total of 384 students. This meant the departments had attained growth in student enrolment by 83 per cent in student enrolment from the year 1993 to 2014.



The result per discipline showed that History of Education had 48 students, Philosophy of education had 65 students; Comparative Education had 104 students and Sociology of Education had 243 students. Of all the students who enrolled for studies in Educational Foundations courses, Sociology of Education accounted for 52 per cent in the department. Comparative Education course accounted for 22 per cent, Philosophy of Education accounted for 14 per cent and History of Education had the least representation of ten (10) per cent. The large percentage of students enrolling in Sociology of Education reflected the economic value the field grants the graduate. The attention on incomes after attainment of a Masters degree, a system or a department that attracted high enrolment as it was socially important. The low-paying disciplines with less or no career progression appeared less productive and hence attracted less number of students. It was upon such concerns that respondent observed History of Education and Philosophy of Education enrolled the least number of students in the three departments.

**CHAPTER FIVE**  
**DATA ANALYSIS, INTERPRETATIONS AND PRESENTATION**  
**ACADEMIC STAFF**

**5.1 Introduction**

In this chapter, data was collected on academic staff levels in the departments of Educational Foundations. The chapter analyzed the findings and interpreted the data of the departments at KU, MU and UON based on research objective and research question enlisted in chapter one. The chapter sought to answer the following research question; - What has been the trend in academic staff levels in the department of Educational Foundations from 1993 to 2014? The documentation on trends of academic staff levels sought to analyse the availability and the designation of the academic staff levels for the Masters Degree in the department under the study.

**5.2 An Overview analysis of Academic staff levels in Departments**

The university as a self- governing institution empowered with instruments of propagating higher knowledge is an indispensable institution in the national development plan (Cloete, Brailey & Maassen, 2011). Therefore the teaching force has a central role in facilitating the achievement of this goal. Upon this ground it was necessary to collect data from 25 teaching staff which represented 78 per cent of the sample size, 3 Heads of departments accounting for 100 per cent of the target group and 3 staff departmental files. The total number of teaching staffs' was 32 while heads of departments were three. To obtain the research data needed, the approaches that were used to collect data were 25 interview schedules, 3 questionnaires from the human resource manager and 3 academic staff files analyses.

The study targeted of over 70 per cent of the total population studied because the total size of the target was 32 respondents. According to Mugenda and Mugenda (2003), in a population size of 500 and less, half of the population should participate. The questionnaire was administered to 2 academic registrars. Data from the staff file regarding the academic staff levels in the Departments of Educational Foundations were also utilized. The documents examined had information on the academic staff levels at KU, MU and UON represented as follows:

### **5.3 Analysis of Academic staff levels at KU: 1993-2014**

The study obtained data from 1 academic staff file and questionnaires collected from 14 teaching staff at KU with the objective of determining the number of teaching staff who were involved in teaching of the Masters Degree programmes per discipline of Educational Foundations. The findings were tabulated and summarized as shown in Table 5.1.

**Table 5.1: Academic staff levels at KU: 1993-2014**

<b>Year</b>	<b>History of Educ.</b>	<b>Philosophy of Educ.</b>	<b>Comparative Educ.</b>	<b>Sociology of Educ.</b>	<b>Total</b>
1993-2003	3	2	1	4	10
2004 -2014	4	4	2	8	18
<b>Percentage Increase</b>	<b>33.3</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>80</b>

The result captured in Table 5.1 revealed that the Department of Educational Foundations had set their target of improving the teaching staff levels. As shown in Table the department at KU had 10 academic staff between 1993 and 2003. During the period from 2004 to 2014 the department had eighteen (18) teaching staff that meant 8 more academic staffs were employed in duration of 10 years. The increase in

the number of academic staffs was evenly distributed across the fields of specialization in the ratio of one to one. In general the number of teaching staff in the department had grown by 80 per cent between 1993 and 2003 and the periods 2004 to 2014. The findings also indicated that the academic staff for Sociology of Education had doubled from 4 to 8 between 1993 and 2014. This represented the highest recruitment of the teaching staff in the School. On the other hand, the discipline of Comparative Education had the least number of teaching staff levels. The discipline of Comparative Education had 2 teaching staff which represented 11.1 per cent of all the departmental academic staff levels. The remaining two disciplines namely History of Education and Philosophy of Education had 4 teaching staffs represented 22.2 per cent respectively of the teaching force in the department. The findings further indicated that even though KU had 18 academic staff levels, there was a shortage of 3 members of staffs in the department. Bland and Ruffin (1992) observed that higher departmental productivity was seen in those departments or faculties that had mentorship and good academic staff levels. Respondent A, in the department at Kenyatta University noted; student- academic staff interaction was constrained due to heavy academic staff workload. The respondent A:

Student-lecturer interaction was a big challenge especially during the research period. This was because the academic staff had heavy workload of teaching the undergraduate students, Master's classes and the supervision of the PhD students. This contributed to Master's degree students taking long to complete their studies. In some cases the department was forced to intervene by allowing the student to proceed with the help of the third supervisor brought on board. The addition of the third supervisor assisted the students to complete their studies. (Respondent A; personal communication: 09<sup>th</sup> October 2016).

The study established that similar high lecturer – student ratio noted by respondent A did exist at the College of Education and External Studies (CEES) in MAKU, Uganda. Weikhe, Omara and Serwanga (2016) observed that lecturer – student ratio during the academic year 2012/13 at CEES was 1: 400 students that made it difficult for student-lecturer interaction either in class or outside. On top of this, such challenges of lecturer-student ratios in the Departments of Educational Foundations were counterproductive in realizing quality education. This called for the need to hire more academic staff to meet the increased student enrolment in the Faculty of Education. The examination of the interview schedule at KU, further found that the reduced number of academic staff in the department had been caused by the academic staff moving elsewhere. According to respondent (Vii), a long serving Dean in the School of Education at Kenyatta University, the department had lost many academic staff to other universities. Respondent (vii) posited:

Our Department of Educational Foundations has become a fishing ground for the upcoming universities which take away our experienced staff leaving a huge gap in the academic staff levels. We keep on struggling to recruit new staff by offering them PhD scholarship especially the Tutorial Fellows to mitigate the loss we incur. However, the challenges were still enormous because you cannot deny a colleague a transfer especially if it involves promotion and more so financial gain Respondent (vii), Dean School of Education, personal communication: 09<sup>th</sup> October 2016)

The observations by the Dean School of Education were in agreement with the findings of Rong'uno (2016) who established that most universities teaching staff comprised of the Tutorial Fellows who could not supervise thesis development and writing process. Concerning the teaching staff levels in the field of Comparative Education, one academic staff (V) observed;

I am very worried that one of my colleagues would retire soon. This would now leave the department with one teaching staff to handle both the Masters and PhD supervision on top of the undergraduate classes. This is a big challenge ahead of us. Unless the department recruits more teaching staffs the situation could comprise the gains attained, (Academic staff (V), personal communication, 20<sup>th</sup> November 2017).

According to the respondent L, Kenyatta University:

The department was grappling with a challenge of some of the qualified academic staffs who were soon exiting due their age. It would be worse for the discipline of Comparative Education because it would be remaining with one teaching staff that has a PhD qualification to supervise Masters Degree class. The discipline at the same time has had five students completing their Master's degree since 1993 to 2014, (Respondent L, personal communication, 20<sup>th</sup> November 2016).

The study observed that the finding was a pointer to inadequacy of the academic staff levels to handle the Masters Degree programmes in the department. Even though the academic staff level was inadequate, the document analysis of the staff files indicated that KU had 7 professors, 11 academic staffs and 8 Tutorial fellows which were far above the numbers at MU and UON. This meant that the department had a total of 26 members of staff as per the December 2015 records. Overall analysis identified that KU had 18 lectures as by 2014 involved in the teaching of Masters Degree programmes. The department had its staff distributed as follows; 8 lecturers of Sociology of Education, 4 academic staffs of Philosophy of Education, 4 academic staffs of History of Education and 2 academic staffs of Comparative Education. The overall growth in staff levels between 2003 and 2014 was 80 per cent. The study observed that with the CUE academic - student ratio of 1:50 in theory based courses; KU had inadequate academic staff levels. Based on the total population of 25,324 students and 140 academic staff members in the School of Education, the Academic

staff – student ratio was 1:181. The study interpreted that the department had a shortfall of 3 teaching staff members to cater for the large student enrolment.

#### **5.4 Analysis of Academic Staff levels at MU: 1993-2014**

The study obtained data from 1 academic staff file and questionnaires collected from 5 academic staffs at MU with the objective of determining the number of academic staff involved in teaching the Masters Degree programmes per discipline in the Department of Educational Foundations. The findings were tabulated and summarized as shown in Table 5.2.

**Table 5.2 Academic staff levels at MU: 1993 – 2014**

<b>Year</b>	<b>History of Educ.</b>	<b>Philosophy of Educ.</b>	<b>Comparative Educ.</b>	<b>Sociology of Educ.</b>	<b>Total</b>
1993 -2003	3	2	0	3	8
2004 -2014	3	0	0	4	7
<b>Percentage representation</b>	<b>42.8</b>	<b>0</b>	<b>0</b>	<b>57.1</b>	<b>-12.5</b>

Data contained in Table 5.2 indicated that the department had 8 academic staffs during the period 1993 to 2003 and during the next timeline of 2004 to 2014 the number of academic staffs reduced from 8 to 7. This represented a reduction of 12.5 per cent in the teaching staff for the Masters Degree programmes. The findings showed that Sociology of Education had 4 teaching staff representing 57.1 per cent whereas History of Education had 3 academic staff representing 42.8 per cent of the teaching staff. The study found that the disciplines of Philosophy of Education and Comparative Education in the department did not have teaching staff with PhD and above qualifications. The study also found that the department had been unable to retain the 2 teaching staff in the field of Philosophy of education between 2004 and

2014. The study noted that the department had a challenge in terms of the teaching staff levels and urgent attention from the University was unavoidable. From the interview, it was established that due to lack of qualified academic staff in Comparative Education, the department did not recruit students into the M.Ed study program. According to respondent v:

The department was unable to recruit Masters Degree student in the field of Comparative Education because there was no academic staff that had specialized in Comparative Education. The sole teaching staff recruited in the 2004, was granted a scholarship for studies abroad. It was not known whether the academic staff completed his studies or not. Furthermore the university has taken long to advertise the recruitment of more academic staff especially in the field of Philosophy of Education which had lost 2 teaching staffs. Life was tough as we content with large number of students in the undergraduate programmes, (Respondent V, Personal communication 12,)

From the findings, the study argued that the challenge of retaining teaching staffs in the university departments was a global problem. For instance the study identified that, in the USA and Cote d'Ivoire in the 1997, about 7.7 per cent of the permanent academic staffs at the universities left their institutions for other careers, 29 per cent retired while 11 per cent relocated due various reasons (National centre for Educational statistics, 2001). In almost a similar situation regarding teaching staff levels is the faculty of education in Cote d'Ivoire. The number of academic staffs needed for the Education courses had a sharply reduced from 828 academic staff to 412 in 2000 accounting for 50.2 per cent drop (Houenou and Agbo, 2003). Additionally, Tettety (2010) asserted that 28 per cent of teaching staffs in Ghana, 15 per cent in Mozambique and 12 per cent in Uganda had PhD and above qualifications as from 2004 to 2006. The data informed the study that the statistics on teaching staff



levels in the Department of Educational Foundations-MU was not an isolated case in terms of the academic staff levels as other African public universities had the same.

From these data at MU, it was evident that the reduced academic staff level was likely to have an influence on the Masters Degree enrolment in the Department of Educational Foundations. Sharing the study opinion was Agboola and Adeyemi (2001), while commenting on Nigerian Universities posited:

Staff scarcity was attributed to long-term brain drain, insufficient output from national postgraduate program, and cost of procuring higher degree in the face of economic recession. Many universities in Nigeria had not yet developed the Masters and PhD programs, either because of inadequate experienced academics or physical facilities, (P: 7).

The study findings in Table 5.2 showed that the teaching staff levels in MU had not realized any growth during the period 1993 to 2014. The internal audit in MU report agreed with the study findings that they had lost highly qualified staff partly due to better remuneration packages offered by other local, regional and foreign universities and other institution (Moi University, 2006). This could be the likely cause of the less input in the field of Comparative Education and Philosophy of Education as shown in Table 5.2. The implication of this situation was strained teaching staffs that had to contend with large classes. A respondent (i) at the department observed;

The workload is heavy. The lecturer – student ratio in the department stand at 1:900 students. We take more than two months to mark examinations in the department. The situation was worse for one in two units. This translates to marking 1800 scripts as a lecturer. This implies that the quality of teaching staff had been impacted negatively, (Respondent (i) at Moi University, personal communication: 12<sup>th</sup> November 2016).

An interviewee (iii) who was the coordinator of Postgraduate programme at MU observed that:

The situation is desperate. At times I handle a class with an enrolment of about 700 students on top of other classes scheduled at the satellite campuses. This forces me to take three months in marking undergraduate's scripts leaving me with minimal time to seriously supervise the research work of the Masters Degree programmes, (Respondent (iii) personal communication: 10<sup>th</sup> November 2016).

The views of respondent (iii) suited Bock's (1997) argument that, evaluating productivity per credit hours should not be a measure of learning, for instance, when an academic staffs has 300 students. It became hard to bring up a discussion and nearly impractical to give each student a chance to demonstrate their ability in synthesizing information on essay examinations. The finding from the interviews revealed how hard it was for one to gauge productivity of the academic staffs in MU. These findings established that the 7 teaching staffs in MU were not enough to handle all the programmes in the Educational Foundations department effectively. The study observation was in agreement with Hayward (2010) views that:

In many respects, postgraduate studies programmes were hostage to the expansion of undergraduate training far beyond the human and physical capacities of institutions. For public tertiary institutions in particular, this expansion has drained resources, overburdened faculty members, encouraged 'faculty flight' (academic staff leaving a faculty) and reduced overall quality. Since faculty research is a critical backbone of postgraduate education, this has hindered the development of these programmes, (P: 35).

Furthermore Mushemeza (2016) posited that:

Quality academic, highly trained and experienced staff was central to building a strong and well- functioning department. This means that recruitment, appointments and promotions of potential candidates and existing ones was to be done professionally, (p 243).

The finding showed the challenges the department at MU finds itself in meeting the suggestions expressed by Mushemeza (2016). The study interpreted that the Department of Educational Foundations in MU was not strong as 2 of its core Masters Degree programmes. The solution for this challenge lay in human resource development by the department. Overall analysis established that MU had 7 academic staff levels as by 2014 to teach the Masters Degree programmes. The department had its staff distributed as 4 teaching staffs for the discipline of Sociology of Education, 3 academic staffs for History of Education whereas for disciplines of Philosophy of Education and Comparative Education they had none. The overall growth in the staff levels from 1993 to 2014 was a reduction of 1 teaching staff through natural attrition leaving 7 teaching staffs accounting for 12.5 per cent negative growth. The study opined that with a student population of 10238 students and 125 teaching staffs in the School of Education, the academic staff- student ratio translated to 1:81. This ratio contradicted the CUE standard ratio of 1:50 students. The department of Educational Foundations was hence understaffed to meet the CUE quality standards. On the minimum side the Department had a deficit of 2 academic staff members to satisfactorily discharge the academic mandate in the study programmes.

#### **5.5 Analysis of Academic Staff levels at UON: 1993-2014**

The study collected data from 1 teaching staff file and questionnaires collected from 6 academic staffs at UON with the objective of determining the number of academic staff instructing the Masters Degree programmes per discipline in the Department of Educational Foundations. The success of the Department of Educational Foundations at UON was enshrined in its rich history of being the first university to be set up in Kenya. With this rich history the data on academic staff levels was essential in

understanding its delivery of services in the Masters Degree programmes. The findings were summarized as shown in Table 5.3.

**Table 5.3 Academic Staff levels at UON: 1993 -2014**

<b>Yr</b>	<b>History of Educ.</b>	<b>Phi. of Educ.</b>	<b>Comp. Educ.</b>	<b>Socio. of Educ.</b>	<b>Total</b>
1993 -2003	0	1	2	1	4
2004-2014	1	2	2	2	7
<b>Percentage representation</b>	<b>14.2</b>	<b>28.6</b>	<b>28.6</b>	<b>28.6</b>	<b>100</b>

Information contained in Table 5.3 showed that department at UON had four (4) teaching staffs for the Masters Degree programmes between 1993 and 2003. The finding also revealed that the department had 3 more academic staffs added to it from the year 2004 to 2014. The results in Table 5.3 further established that the discipline of Sociology of Education, comparative Education and Philosophy of Education has 2 teaching staffs each whereas the discipline of History of Education had 1 academic staff. This translated to 28.6 per cent per discipline and 14.2 per cent respectively. According to the World Bank (2011), education was associated with better skills, higher productivity, and improved human resources for better decent life. This could be achieved when the departments had enough human personnel. No wonder one Respondent (viii) posited:

The department has seven academic staff member who were involved in the supervision of the Masters Degree courses. This number was dismal when you compare with the number of teaching staffs at Kenyatta University. However, the department had learnt to cope up with such situation, (Respondent (viii) L, personal communication, 20th November 2016)

From the finding, it was clear that there were 7 academic staffs involved in the teaching of the Masters Degree programmes at the Department of Educational Foundations. The study interpreted that the department was relying on Part-time teaching staffs from other universities to teach some of the units in the Masters Degree programmes. The findings could also mean the academic staff enjoyed security of employment. This was so because the number of academic staff levels increased by 3. However, the academic staff levels of 7 pointed to the university policy regarding the staff levels or control in employing new staff members.

The study attributed this low academic staff levels to the basis for the recommendation that Masters Degree students undertake their researches by project work rather than by thesis as the case of KU or MU. Overall analysis established that UON had 7 teaching staff levels as by 2014 who were involved in teaching of the Masters Degree programmes. The department had its staff distributed as 2 academic staffs in the discipline of Sociology of Education, 2 teaching staffs for Philosophy of Education, 2 academic staffs for Comparative Education and 1 academic staff for History of Education. The findings further established that the academic staff level had growth by 3 teaching staff members which accounted for 42.9 per cent growth. The study observed that, in relation to student's population of 7150 and 63 academic staff levels, the Department of Educational Foundations had an academic staff-student ratio of 1:113. When this ratio was compared to the CUE academic staff ratio of 1:50, then the department had short fall of 2 academic staffs. The solution for this shortfall relies in recruiting more academic staff especially in History of Education that had only one academic staff suitable of instructing Master Degree in the discipline.

## 5.6 Comparisons of Academic Staff levels in the Departments: 1993-2014

The data on teaching staff levels at KU, MU and UON were collected from the 3 staff files and 25 interview schedules of the three departments. Four items were sought from the academic staff interviews and the documents analyzed. Similar to the preceding analysis, the response from the teaching staff and the analyzed documents were presented in a summarized in Table 5.4.

**Table 5.4 Comparative analysis of academic staff levels in the departments**

Year		History of Educ.	Philosophy of Educ.	Comp. Educ.	Sociology of Educ.	No. of Lectures	Percentage change
1993	KU	3	2	1	4	10	45.45
2003	MU	3	2	0	3	8	36.36
	UON	0	1	2	1	4	18.18
<b>Sub total-1</b>		<b>6</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>22</b>	<b>100</b>
2004	KU	4	4	2	8	18	56.25
-2014	MU	3	0	0	4	7	21.88
	UON	1	2	2	2	7	21.88
<b>Sub-total-2</b>		<b>8</b>	<b>6</b>	<b>4</b>	<b>14</b>	<b>32</b>	<b>100</b>
<b>Percentage change</b>		<b>25</b>	<b>16.7</b>	<b>25</b>	<b>42.8</b>	<b>31.3</b>	

The study endeavoured to compare how the departments fared in the academic staff levels. As tabulated in Table 5.4, the three departments had a total of 22 teaching staffs between 1993 and 2003. The findings also indicated that KU had the highest teaching staffs between the same periods which stood at 10 academic staff members. These were academic staffs involved in the teaching of the Masters Degree courses. This represented 45.45 per cent of the academic staffs teaching the Masters Degree courses in the three departments. From the same analysis MU followed with 8 academic staff levels respectively accounting for 36.36 percent of the total academic staff levels.

The results also revealed that UON had 4 academic staff from 1993 to 2003 which translated to 19.35 per cent of the academic staffs teaching the Masters Degree programme in the three departments. This analysis of the teaching staff levels for the Masters Degree programme in a period of ten years helped in informing the universities of the growth that has been attained. Because of this, the data in Table 5.4 also showed the academic staff levels between 2004 and 2014. The results indicated that the three departments had 32 teaching staff levels from 2004 to 2014.

The data revealed that between the two decades, that was, 1993 to 2003 and 2004 to 2014, 10 more academic staff member had been employed by the departments representing 31.3 per cent growth in the teaching fraternity. Sociology of Education had 14 academic staff levels which formed the highest number of teaching staff in the three Departments of Educational Foundations. The study found that a total of six more teaching staffs in Sociology of Education had been added representing a growth of 42.8 per cent in teaching staff levels. The Findings revealed that the disciplines of History and Comparative Education had a growth of 25 per cent; whereas Philosophy of Education attained a growth of 16.7 per cent in the three departments as from 1993 to 2014. The study found that the total number of academic staffs at MU and those at UON were less than those at KU. The findings showed that between the periods 1993-2003 and 2004 -2014 the departments had attained a growth of 31.3 per cent. This meant the academic staff levels in the Departments of Educational Foundations had attained growth.

As shown in Table 5.4, KU and UON had academic staff required in all the disciplines of the Department of Educational Foundations. Even though the departments seemed well staffed as per the research findings, it was far below the CUE (2017) academic

staff level –student ratio of 1:50. The academic staff levels at KU had shortage of 3 academic staff member which poses a future challenges to the Master Degree programme. According the Respondent L at the Department of Educational Foundations at KU:

The department was grappling with a future challenge of some of the qualified academic staffs were soon exiting due to their age. The challenge would be worse for the discipline of Comparative Education because it would be remaining with one a lecturer who has a PhD qualification to supervise Masters Degree class. The discipline at the same time has had only five students completing their Masters Degree since 1993 to 2014 (Respondent L at KU personal communication: 23<sup>rd</sup> September 2016).

As stated by the interviewee, the findings in Table 5.4 indicated the overall teaching staff per discipline between 1993 and 2003 in the three departments under the study. The discipline of Sociology of Education had eight (8) academic staff s with PhD qualification followed by History of Education which had six academic staff. The findings further indicated that the discipline of Comparative Education had 4 being the least number of academic staff in the departments. The researcher found that, between 1993 and 2003 the three Departments of Educational Foundations had a total of 22 academic staff. Since the same teaching staff taught the undergraduate classes, the findings of Table 5.4 showed the likelihood of academic staffs instructed the Masters Degree courses to have been overloaded. The study also appreciated the diversity of specialization in the departments. Because of this, the findings in Table 5.4 demonstrated that the Department of Educational Foundations at MU did not have a single academic staff for Comparative Education and Philosophy of Education during the period 2004 to 2014. On the hand, UON had only 1 academic staff for History of Education teaching the Masters Degree programme as shown in Table 5.4. The Findings showed that the Departments of Educational Foundations in total had



recruited 10 more academic staff members from 2004 to 2014 representing a 31.3 per cent growth. This meant that the teaching staff levels for the Masters Degree programme in the Departments of Educational Foundations had grown over the last twenty years.

The data in Table 5.4 established that KU had the highest number of qualified academic staff levels which stood at 18 members. The findings showed that the total number of teaching staff at MU and UON was not even half of the academic staffs at KU. The study reports that the department at KU had invested in recruitment of academic staffs involved in the teaching the Masters Degree classes. The departments at MU and UON had 7 academic staff members each with PhD qualification and above qualifications. When the numbers of academic staff levels in the three departments were translated to percentages; KU had 56.25 per cent, MU 21.88 per cent and UON 21.88 per cent of all the teaching personnel in the departments. The findings were in agreement with Adeyemi and Uko- Aviomah (2003) findings that there was a gap that existed in the number of academic staff levels being hired and those being retained by various disciplines. The low number of teaching personnel with PhD and above in the department was a challenge to the future of postgraduates programmes.

The low number of academic staffs as observed by (UNESCO: 2009) was a fundamental cause of “the growing tension between demand, limited budgets and greater accountability has resulted in a discouraging environment for academic programmes... No university could achieve success without well-qualified committed academic staff” p 89, adequate to meet the high student enrolment. The data on the designation of the academic staff levels in the Department of Educational Foundations

at KU, MU and UON was hence necessary. In regard to teaching staffs, Porter and Umbach (2001) asserted, departmental productivity was categorized into five groups namely; individual demographics, academic staff workload, career status, personal careers biasness and investment in human capital especially knowledge, skills, education and training. When the activities per department were examined, time invested and the afterwards results depending on diversity of each university, it became clear how hard it was for one to measure the departmental productivity. On different occasions in the world of education, the area of specialization pops up as a vital variable as some academicians such as Adam and Roberts (1993) and Beecher (1994) engaged in discussion on the importance of re-examining productivity. Biglan (1993) reported the existence of variations in the level of social interaction within the academic department and commitment to instructing the students despite the inadequacy of staff positions.

On this basis, the study found the categories of the teaching staffs as those with doctorates and above in the three Departments of Educational Foundations varied greatly per university. To this end, the study relied on the analysis of the staff files and academic interview guide. The findings were summarized and presented in Table 5.5 as either professors or doctorates.

**Table 5.5: The academic staff by designations; 1993 – 2014**

<b>University</b>	<b>Professors</b>	<b>PhD holders</b>	<b>Total</b>	<b>Percentage</b>
KU	6	12	18	56.5
MU	3	4	7	21.9
UON	2	5	7	21.9
<b>Totals</b>	<b>11</b>	<b>21</b>	<b>32</b>	

Data in Table 5.5 confirmed that, KU had 6 professors while MU and UON had 3 and 2 respectively. The total numbers of professors were 11 or 34 per cent of the teaching

personnel while the academic staffs with PhD qualifications only were 21 or 65.7 per cent of the teaching staff. The findings showed that KU had double the number of the teaching staff with professorship cadre. This meant that the total number of Professors at MU and UON were less than half of the total number professors at KU. In terms of human resource investment, KU had invested in the two cadres of lectureship. The findings in Table 5.5 revealed that 12 academic staffs worked in KU which accounted for 56.5 per cent of the academic staff with PhD qualification and 55 per cent of Professors. MU accounted for 27.3 per cent of the total professors in the departments and another 19 per cent of academic staffs were categorized as PhD holders.

On the same note, the findings indicated that UON had 23.8 per cent of the academic staffs with PhDs whereas 18.2 per cent of the academic were professors in the departments. The findings on the departments' staff levels were similar to others globally. UNESCO (2009) analysis of the universities suggested that: "In China, the world's largest academic system, only 9 per cent of the academic profession were doctorates... 35 per cent of Indian academicians had doctoral qualification" p 92. The gender of the academic staff who participated in the study was also noted. The aim was to see if the gender disparity did exist in different Departments of Educational Foundations. The summary was presented in Table 5.6.

**Table 5.6 Distribution of Academic staff levels by Gender: 1993 - 2014.**

University	Professors		PhD Holders only		Total
	Male	Female	Male	Female	
KU	5	1	8	4	18
MU	2	1	3	1	7
UON	1	1	4	1	7
<b>Total</b>	<b>8</b>	<b>3</b>	<b>15</b>	<b>6</b>	<b>32</b>

The information captured in Table 5.6 on the academic staff placement by gender indicated that the teaching staffs were dominated by the male gender in the three

universities. The findings showed that, 23 of the academic staff member were male while 9 were female. These results translated to 74.2 per cent representing the male gender and only 25.8 the female. The finding was interpreted to mean that there was gender disparity in employment in Kenyan public universities. The analysis of the findings in Table 5.6 revealed that 5 of all the professors at KU were male whereas 1 constituted the female gender. Additionally, 8 academic staff members with doctorates at KU were males whereas the female gender was represented 4 academic staff members.

Data in Table 5.6 indicated that 2 or 66 per cent of the professors at MU were male whereas the female gender constituted of 1 or 33 per cent of the instructors. In the category of doctorates, MU had 3 or 75 per cent male and a mere 1 or 25 per cent under the female gender. However at the UON, the findings revealed that both male and female had same representation in the category of professorship of 1 academic staff or 50 per cent representation. Unfortunately according to findings in Table 5.6, the doctorates cadre was mainly of male domain as 75 per cent were male and 25 per cent female. The findings in Table 5.6 further indicated that 8 academic staffs employed were female. This was 25 per cent of the total instructors in the departments. The total representation of female gender under the professorship cadre was 09.7 per cent in relation to the academic staffs. The findings revealed that most of the Masters Degree students were taught with male academic staffs with PhD qualification only accounting for 48.9 per cent of teaching staff. The finding showed that the female gender accounted for 16.3 per cent of the academic staffs in the departments. In all the three universities under the study, women experienced gender inequality in the academic world, particularly at the professorship and senior lectureship positions. The study findings was a replica of what Robinson (2006) found

in the research work that, in New Zealand most of the women work as part-time academic staffs. The female gender who progressed to the cadre of professorship accounted for 18 per cent of the academic staffs. The study observed that the low number of the female gender in the academic staff presentation in the higher cadre is a global phenomenon. The finding revealed that the male domination in employment was a global challenge whose influence would be felt in future especially among the female Masters Degree students in the departments.

### **5.7 Summary of the Academic Staff levels in the Departments**

Based on data analysed and the research findings, the study established that KU had 18 academic staff levels, MU and UON had 7 academic staff respectively teaching the Masters Degree courses. The field of Sociology of Education had 14 teaching staffs, History of Education had 8, philosophy of Education had 6 and Comparative Education has 4 academic staffs in the three departments. Out of 32 academic staff levels, there were 9 female teaching staff and 23 male academic staffs. This was equivalent to 26 per cent female academic staffs and 74 per cent male teaching staffs. The analysis had revealed of gender inequality in three departments in terms of academic staff levels. From the study the researcher noted that the departments at KU, MU and UON had many academic staff levels who were assistant academic staff or Tutorial Fellows. Overall analysis of the data found that the Departments of Educational Foundations had realised growth in the number of academic staff levels had increased from 10 between the years 1993-2003 to 32 teaching staffs in the period 2004- 2014. However, this did not consumerate with the increase in the number of Masters Degree student enrolling in the Departments of Educational Foundations.

**CHAPTER SIX**  
**DATA ANALYSIS, INTERPRETATIONS AND PRESENTATION ON**  
**MASTERS DEGREE GRADUATES**

**6.1 Introduction**

In this chapter, data was obtained on the number of graduates in the Departments of Educational Foundations. The chapter also captured the data on the number of students who graduated with Master Degree and those who had been absorbed as academic staff in the Department of Educational Foundations. The chapter analysed the findings and interpreted the data of the departments at KU, MU and UON based on research objective and research question enlisted in Chapter One. The chapter sought to answer the following research question; what has been the number of Masters Degree graduates and those absorbed as academic staff in the Department of Educational Foundations from 1993 to 2014 in the Kenyan Public Universities? The documentation on the number of students who had obtained their Master Degree aimed at identifying the increase made the number of those absorbed as academic staff or Assistant Academic staff in the department under the study.

**6.2 Graduates of Masters Degree Programmes at KU: 1993 to 2014**

In order to determine the number of graduates from the Educational Foundations courses at the selected public universities in Kenya, the study relied on analysis of 22 graduation booklets and 1 departmental graduation file. With the use of document analysis guide, the statistics of the number of graduates from the department were captured. The data on the number of Masters Degree graduates at KU were captured and summarized in Table 6.1.

**Table 6.1: Graduates of Masters Degree Programmes at KU: 1993-2014**

Year	History of Educ.		Philosophy of Educ.		Comparative Educ.		Sociology of Educ.		Total	
	SE	SG	SE	SG	SE	SG	SE	SG	TE	TG
2014	0	0	0	0	1	2	2	4	03	6
2013	0	1	4	0	5	2	7	1	16	2
2012	4	1	4	0	10	0	22	0	40	1
2011	4	0	6	0	7	0	12	0	29	0
2010	2	1	2	0	9	0	17	0	30	1
2009	2	0	0	1	0	0	0	3	02	4
2008	2	0	1	0	1	0	9	2	13	2
2007	1	0	0	0	0	0	4	0	05	0
2006	0	0	0	0	0	0	1	1	01	1
2005	0	0	0	0	0	0	2	0	02	0
2004	0	0	0	2	0	0	2	0	02	2
<b>Sub-Total</b>	<b>15</b>	<b>3</b>	<b>17</b>	<b>3</b>	<b>33</b>	<b>2</b>	<b>78</b>	<b>11</b>	<b>143</b>	<b>19</b>
2003	0	0	0	1	1	0	3	0	04	1
2002	1	1	1	0	0	0	1	2	03	3
2001	0	0	0	1	0	0	5	0	05	1
2000	1	0	2	2	0	0	4	0	07	2
1999	1	1	0	0	1	0	2	0	04	1
1998	0	0	0	1	0	0	2	1	02	2
1997	0	0	1	1	0	1	3	0	04	2
1996	1	0	1	1	0	0	2	0	04	1
1995	0	0	1	0	0	0	1	0	02	0
1994	0	0	0	0	0	0	2	0	02	0
1993	0	2	1	1	0	0	3	0	04	4
<b>Sub-Total</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>28</b>	<b>4</b>	<b>41</b>	<b>16</b>
<b>Total</b>	<b>19</b>	<b>7</b>	<b>24</b>	<b>10</b>	<b>35</b>	<b>3</b>	<b>106</b>	<b>15</b>	<b>184</b>	<b>35</b>

Key SE- Students Enrolled, SG- Students who have graduated, TE -Total number of Student Enrolled, TG- Total number of Students graduated

Information obtained in Table 6.1 revealed that a total of 184 students had enrolled in the Master Degree programme out of which 35 students had graduated between 1993 and 2014 inclusive. The data further revealed that 3 students had graduated in Comparative Education against 35 enrolled students whereas 15 students had graduated in Sociology of Education compared to 106 students who had enrolled in the department. The other disciplines namely Philosophy of Education and History of Education had 10 against 19 enrolled students and 7 graduates against 24 students

enrolled in the study respectively. The results from the questionnaires indicated that most students enrolled in the discipline of Sociology of Education due to the high demand in the labour market. As shown in Table 6.1 KU had 6 students graduating in Educational Foundations courses in 2014 which were the highest number in the duration under the study. The study reported that the numbers of students completing their studies remained a challenge because a total of 184 students had enrolled into the programme as shown in Table 6.1 but only 35 students had reached completion. It was clear from the data that sixteen (16) Master Degree students had graduated between 1993 and 2003 compared to 41 students who had enrolled during the same period. Additionally between 1993 and 2003, the number of students who graduated was 39 per cent in respect to the 41 enrolled students during the same period. The study further noted that, 61 per cent of the students were yet to complete their studies hence leading to a 'heaped up group'. The study identified that the department had 18 academic staff which were far more than those in UON in terms of academic staff levels but the department experienced low completion rates. One respondent at KU referred to as student W said:

Master Degree students in the department take more than four years to complete Master's degree course. The situation was stressful leaving us in a state of confusion whether we are the problem or our supervisors. The number of times we take to make corrections in our proposal makes us feel either we did not comprehend the research methods or our supervisors do not read our work correctly, (Respondent W personal communication: 2<sup>nd</sup> November 2016).

The respondent's suggestions were in agreement with the findings of Karugu and Otiende (2001) who posited that 48 per cent of learners did not complete their studies within the stipulated time of two years for a full time student. The study interpreted that supervisors had large number of candidates to supervise in addition to their heavy



teaching load in the undergraduate classes that stood at 1: 181. The implication of this was a continuous ‘ongoing enrolment’ that directly affected the number of students graduating. A former Master Degree student (v) who had relocated to another university said;

There was poor lecturer to student feedback channels at the department. After following my supervisors for two years to hand over corrections to me in vain, I opted to quit and join another university. I was in total despair as a student to continue with my studies especially when it dawned on me that I may take more than five years to complete timeline especially during research work I could have finished my studies on time (Respondent (v) personal communication: 2<sup>nd</sup> December 2016).

The respondent views were related to Nwankwo (1981) argument that the relationship between the actual - year investment and the optimum student-year investment for the output of the educational system was expressed as an input-output ratio, determining its efficiency. However the findings from the academic registrar’s file (2013) on student affairs demonstrated that, the management would not wish to compromise academic standards by allowing poor thesis to proceed for examination; this would contradict its strategy for attaining excellence in research and high quality programmes.

The findings were surprising and suggested that the number of students graduating in KU had not deviated much from that of 1993 to 2003 period. The study found that the department had maintained its model of handling the Masters Degree programmes. For instance, during the period 2004 to 2014, the department enrolled 143 students and from the finding in Table 6.1 only 19 students had graduated. The 124 students who were yet to graduate accounted for 87 per cent and formed the ‘heaped-up

group'. The researcher adopts the use of "heaped- up group" to represent the cases of students who had remained in the Masters Degree programme beyond the stipulated duration of two years. The most likely explanation of the low number of student graduating was that, the 'heaped up group' of students increased the workload on individual lecturer making it a burden on the teaching staff in the department.

In contrasts to some reports in the literature, there was similar percentage of Masters Degree students graduating at KU and those in the OECD. According to OECD (2008), Master's programmes or its equivalents, in most cases take duration of between one to four years and nurtures students for a second degree after attaining Bachelor's degree. The total study time of learning at the postgraduate level was thus four to 8 years or even longer. In 2009, an average of 18 per cent of the total students had graduated from this type of study mode; in Belgium, Denmark, Iceland, Ireland, Italy, the Netherlands, Poland and Sweden, at least 25 per cent of the enrolled students graduated. Since the factors affecting completion were not part of the research study, however, the research noted the implications of students failing to graduate on time may have an effect on the number of students graduating and those seeking admission in the Department of Educational Foundations at Kenyatta University as captured in Table 6.1.

During the interview session, Respondent (vii) reported that, the small number of students who graduated depicted that most Masters Degree students did not have the stamina to withstand the vigour of thesis development necessary for one to qualify for graduation. Additionally, the departments advocated for thesis as key for those pursuing Masters Degree in Educational Foundations courses which must be supervised by two or more supervisors. Another lecturer T says, "The Department of

Educational Foundations placed quality first such that in case of divergent views by supervisors, a student was normally given a third supervisor as a moderator.” This was because research took a big portion in the Masters Degree programme and in the learning process of a student. The study noted that; Masters Degree students encountered challenges like inadequate mentorship programme, inadequate research funds and research materials as supported by few graduates captured in Table 6.1. Overall the analysis revealed that a total of 35 students had completed their studies as from 1993 to 2014. The total number of students who had graduated in the department in Sociology of Education, Philosophy of Education, History of Education and Comparative Education was 15,10,7 and 3 from 1993 to 2014 respectively. The study argued that, the number of graduates in a given discipline was shaped by the student commitment, dedication to scholarly and the availability of academic staff in the Department. With academic staff level of 8 members in Sociology of Education, No wonder the discipline had also the highest number of students completing their studies.

### **6.3 Graduates of Masters Degree Programmes at MU: 1993 – 2014**

The data on the number of graduates in Educational Foundations courses at MU was obtained through analysis of the 22 graduation booklets and 1 departmental graduation file. The data was summarized and tabulated in Table 6.2.

**Table 6.2 Graduates of Masters Degree Programme at MU: 1993 -2014**

Year	History of Educ.		Philosophy of Educ.		Comparative Educ.		Sociology of Educ.		Total	
	SE	SG	SE	SG	SE	SG	SE	SG	TE	TG
2014	0	0	0	0	0	0	5	0	5	0
2013	0	4	0	1	0	0	0	6	0	11
2012	1	1	1	0	0	0	5	1	7	2
2011	4	0	1	0	0	0	6	0	11	0
2010	0	0	0	2	0	0	0	0	0	2
2009	3	-	1	-	2	-	12	-	18	-
2008	5	0	2	1	0	0	7	0	14	1
2007	3	-	2	-	0	-	3	-	8	-
2006	1	0	1	0	1	0	2	0	5	0
2005	0	0	0	0	0	0	4	0	4	0
2004	0	0	2	0	0	0	0	0	2	0
<b>Subtotal</b>	<b>17</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>44</b>	<b>7</b>	<b>74</b>	<b>16</b>
2003	0	0	1	0	0	0	2	0	3	0
2002	0	0	0	0	0	0	2	0	2	0
2001	0	0	0	1	0	0	3	0	3	1
2000	0	0	0	0	0	0	2	0	2	0
1999	0	-	1	-	0	-	2	3	3	-
1998	0	0	1	1	0	1	2	0	3	2
1997	0	0	0	1	0	0	0	0	0	1
1996	0	0	1	1	0	0	0	0	1	1
1995	0	0	2	0	0	0	3	1	5	1
1994	0	0	0	0	0	0	2	0	2	0
1993	0	0	2	0	0	0	2	0	4	0
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>20</b>	<b>1</b>	<b>28</b>	<b>6</b>
<b>Total</b>	<b>17</b>	<b>5</b>	<b>18</b>	<b>8</b>	<b>03</b>	<b>1</b>	<b>64</b>	<b>8</b>	<b>102</b>	<b>22</b>

Key SE- Students Enrolled, SG- Students who have graduated, TE -Total number of Student Enrolled, TG- Total number of Students graduated

Data captured in Table 6.2 indicated that 22 students graduated with Masters Degree against an enrolled population of 102 in the department between the years 1993 and 2014. The data in Table 6.2 further revealed that 28 students had been enrolled out of which 6 students had graduated between 1993 and 2003 whereas between 2004 and 2014, 74 students had been enrolled out of which 16 graduated with Masters Degree in the programme. The results above, 8 students attained their Masters Degree in Philosophy of Education and Sociology of Education whereas History of Education

had 5 graduates' as from 1993 to 2014. The findings established that Comparative Education had managed to oversee only 1 student to graduation from 1993 to 2014. The study acknowledged that learning by the Masters degree students up to graduation time was a process that had to grow gradually.

Data in Table 6.2 indicated that between 2004 and 2014, a total of 74 students had enrolled in the Masters Degree programme out of which 16 students graduated with Masters Degree. This meant that 58 students were yet to graduate and hence formed the 'heaped up group'. These 'ongoing enrolments' accounted for 78 per cent of all the students who had enrolled in the department between 2004 and 2014 inclusive. The study concluded that only 22 per cent had attained their Masters Degree at MU in a span of the last 10 years of the study. The findings suggested that the department should come up with ways of addressing the large percentage of the 'ongoing students enrolments' urgently. The reduction of the 'ongoing student enrolment' at any level of education was very crucial to the achievement of the national overall goals through education.

Holm-Nielson (2001) argued that there would be an increase of student enrolment into university education, because of the benefits accruing from it on one hand and the completion rates on the other hand. The findings expressed in Table 20 pointed to few students graduating in comparison with the entire School of Education. In the same span of analysis a total of the 610 students had been awarded Master Degree in the School of Education of which only 16 were from the Department of Educational Foundations. The large numbers of 'ongoing enrolment' students had an influence on the number of students enrolling for the Masters Degree in the department and more so, on the workload of the supervisors. The great number of 'heaped group' in the

study carried is a clear testimony that time factor is yet to be conceptualized in the Department of Educational Foundations. The low number of students graduating was in agreement with the findings of Ekpoh (2016), who acknowledged that the number of student who graduated with postgraduate studies was 6 students out of the 43 enrolled during the 2005/2006 intake in Ghana. The findings were in agreement with Omoregie (1981) who noted that:

Time, however has been identified as a major input factor in any organized system, with education consuming a great deal of it. In other words, time instead of money has been projected as a measure of a system's efficiency. This is most evident in educational system, that is, the school system's internal efficiency is often determined through a flow audit to students. This means that each year, a student spends in school represents a student-year investment of time and money in the schools systems. Thus the speed at which the students pass through an educational system becomes an index for measuring its efficiency (P: 75).

Contradicting this view of Omoregie was Council (2012) argument that using productivity index to a specific industry or enterprise could be challenging, especially in education and certain other social service sectors of the economy. When used in higher education, productivity index might track the different kinds of worker-hours that go into producing a student degree. The limitation of this method was that, because higher education applied several operational methods, which relied on an even broader variety of inputs of which many of them cannot be measured regularly, it may not be possible to establish a general model based explicitly and exclusively on measurable departmental actions. The qualities of inputs such as students, academic staff levels and facilities and outputs which included the degree tend to vary greatly across each department. The study observed that the magnitude of delay in completing a Masters Degree courses in the department emanated from different

factors that sometimes were beyond the department. A respondent Z (2016) who belongs to the 'heaped-up group' said:

I began my course work in year 2003 with a lot of excitement. But now down the line, delays have persisted for me during the proposal writing time. I have tried to get feedback on the way forward and it seems all channels are blocked. This is 2016 and have contemplated of registering a fresh elsewhere like my other classmates but it is a matter of time before I take a step (Respondent Z personal communication: 2<sup>nd</sup> September 2016).

The study recommended that the departmental policies be re-examined to reduce the large number of student who were yet to graduate. According to Webber (2010), departmental factors could influence the time to complete a degree indirectly, and directly, by creating obstacles to graduation. On top of this, the rate of return on different degrees, and universities in general, differ from time to time with respect to the evolving labour market. The findings from the interview schedule depicted the desperations of the 'heaped up group' go through over time. It also implied that there are insufficient department human resources to ease the overburdened academic staffs'. This affected the degree of completion because of limited time of advising students on proposal writing. The delay of students in completing their studies on time contributed greatly to the 'heaped up group' (Bound, Lovenheim & Turner, 2010). The study opined that addressing the large number of the 'ongoing enrolment' if well worked upon would increase the rates of students completing their studies on time. Additionally, the university board of management to mitigate the inadequate staff levels by offering incentives to attract academic staff for Philosophy of Education and Comparative Education.

#### 6.4 Graduates of Masters Degree Programme at UON: 1993 - 2014

The findings of the number of students who had graduated from the Educational Foundations courses at UON were obtained by analysis of 22 graduation booklets and 1 departmental graduations file. With the help of a document analysis guide the data of the number of graduates who had graduated in the department were obtained and summarized as shown in Table 6.3.

**Table 6.3: Graduates of Masters Degree Programme at UON: 1993 - 2014**

Year	History of Educ.		Philosophy of Educ.		Comparative Educ.		Sociology of Educ.		Total	
	ES	SG	ES	SG	ES	SG	ES	SG	TE	TG
2014	0	1	2	2	4	8	5	10	11	21
2013	2	1	3	3	5	1	6	15	16	20
2012	2	0	4	0	9	10	10	8	25	18
2011	2	4	2	1	7	5	7	13	18	23
2010	2	1	0	0	6	3	8	12	16	16
2009	0	1	3	0	8	1	12	7	23	9
2008	2	0	4	1	11	3	6	6	23	10
2007	0	0	3	0	7	2	9	0	19	2
2006	2	0	2	0	4	1	2	4	10	5
2005	0	0	0	0	2	0	4	3	6	3
2004	0	0	0	0	0	2	0	5	0	7
<b>Subtotal</b>	<b>12</b>	<b>8</b>	<b>23</b>	<b>7</b>	<b>63</b>	<b>36</b>	<b>69</b>	<b>83</b>	<b>167</b>	<b>134</b>
2003	0	-	0	-	3	-	3	-	6	-
2002	0	0	0	0	0	0	1	0	1	0
2001	0	0	0	0	0	0	0	0	0	0
2000	0	0	0	0	0	0	0	0	0	0
1999	0	0	0	0	0	0	0	0	0	0
1998	0	0	0	0	0	0	0	0	0	0
1997	0	0	0	0	0	0	0	0	0	0
1996	0	0	0	0	0	0	0	0	0	0
1995	0	0	0	0	0	0	0	0	0	0
1994	0	0	0	0	0	0	0	0	0	0
1993	0	0	0	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>7</b>	<b>0</b>
<b>Total</b>	<b>12</b>	<b>08</b>	<b>23</b>	<b>07</b>	<b>66</b>	<b>36</b>	<b>73</b>	<b>83</b>	<b>174</b>	<b>134</b>

Key SE- Students Enrolled, SG- Students who have graduated, TE -Total number of Student Enrolled, TG- Total number of Students graduated

Data captured in Table 6.3 indicated that 134 students had graduated with Masters Degree in Educational Foundations programme. The results further revealed that Sociology of Education had 83 graduates whereas Comparative Education had 36



Masters Degree graduates. The analysis established that, the disciplines of History of Education and Philosophy of Education had 8 Masters Degree graduates and 7 Masters Degree graduates from 1993 to 2014. The information in Table 6.3 showed that since the year 2008, the number of students graduating with Masters Degree in UON has been rising steadily. The steady growth in the number of graduates was realized between the year 2009 and 2011. In these three consecutive years the students who graduated increased by seven and nine candidates respectively. This represented 41 per cent and 52 per cent growth of the total number who graduated in the department of Educational Foundations. The study conclude that out of the 174 students who had enrolled, 134 had graduated with Masters Degree representing 77 per cent while 40 students were yet to graduate accounting for 22 per cent. The findings from the data in Table 6.3 revealed that between the year 1993 and 2003, no student had graduated nor enrolled in the department. The 77 per cent of the student who had graduated was the highest percentage.

The study reported that the mode of using Project during research had given the department the success in the number of students graduating. An observation from an interviewee R at UON observed that “Masters Degree was time bound and highly dependent on course type, economic and socio-political in nature that has encouraged the department to offer research by Project work instead of the Thesis”. The aim of documenting the number of graduates in Educational Foundations courses was to highlight on how the department exited their Masters Degree students. The overall analysis of the data show that 134 students had graduated from 1993 to 2014. The total number of students who had graduated in Sociology of Education were 83, Comparative Education were 36 graduates, History of Education were 8 graduates and Philosophy of Education had 7 being the least number of graduates in the department.

The study observed that UON number of students completing their studies on time was excellent. With 77 percent of the students graduating from 1993 to 2014, the mode of using project during research time was suitable in addressing the high ‘ongoing student enrolment’ be lingering other universities.

### 6.5 Overall Graduates of Masters Degree Programmes in the selected Universities

The data of the overall Masters Degree graduates was derived from the analysis of 66 graduation booklets and 3 graduation departmental files as shown in Table 6.4.

**Table 6.4 Overall Graduates of Masters Degree in selected universities**

Year	History of Educ.		Philosophy of Educ.		Comparative Educ.		Sociology of Educ.		Total	
	SE	SG	SE	SG	SE	SG	SE	SG	TE	TG
2014	0	1	2	2	5	10	12	14	19	27
2013	2	6	7	4	10	1	13	22	32	33
2012	7	2	9	0	19	10	37	9	72	21
2011	10	4	9	1	14	5	25	13	58	23
2010	4	2	2	2	15	3	25	12	46	19
2009	5	1	4	1	10	1	24	10	43	13
2008	9	0	7	2	12	3	22	8	50	13
2007	4	0	5	0	7	2	16	0	34	2
2006	3	0	3	0	5	1	5	5	16	6
2005	0	0	0	0	2	0	10	3	12	3
2004	0	0	2	2	0	2	2	5	4	13
2003	0	0	1	1	4	0	8	0	13	1
2002	1	1	1	0	0	0	4	2	6	3
2001	0	0	0	2	0	0	8	0	8	2
2000	1	0	2	2	0	0	6	0	9	2
1999	1	1	1	0	1	0	4	0	7	1
1998	0	0	1	1	0	1	4	1	5	3
1997	0	0	1	2	0	1	3	0	4	3
1996	1	0	2	2	0	0	2	0	5	2
1995	0	0	3	0	0	0	4	1	7	1
1994	0	0	0	0	0	0	4	0	4	0
1993	0	2	3	1	0	0	5	1	8	4
<b>Total</b>	<b>48</b>	<b>20</b>	<b>65</b>	<b>25</b>	<b>104</b>	<b>40</b>	<b>243</b>	<b>106</b>	<b>460</b>	<b>191</b>

Key SE- Students Enrolled, SG- Students who have graduated, TE -Total number of Student Enrolled, TG- Total number of Students graduated.

Data contained in Table 6.4 indicated the summary of graduates of Masters Degree programmes in the selected universities. This information revealed that a total of 460 students had been enrolled in three departments out of which only 191 had graduated between 1993 and 2014. It was further revealed that 106 students had graduated in the field of Sociology of Education was 106 compared to 243 student enrolled in the between 1993 and 2014. The information in Table 6.4 also indicated that, 40 students had graduated in Comparative Education accounting for 20.9 per cent of the graduates. Analysis captured in Table 6.4 revealed that 25 students graduated with Masters Degree in Philosophy of Education whereas 20 students graduated in History of Education.

However the low number of students completing their studies was a common feature at KU and MU in the Departments of Educational Foundations. Such scenario of low number of students completing Masters Degree was a common phenomenon in African universities. In agreement of this observation was the report by the task force commissioned to examine the future of postgraduate research supervision at the University of Botswana in 2009 which contended that the number of graduates in postgraduate programmes at the university ranged from 14 per cent to 37 per cent of the total number of registered students (University of Botswana, 2009). Fundamental problem of the low number graduating lay in the increased student enrolment in undergraduate courses while the academic staff remained the same. According to Mutula (2009), an area leading to the low levels of completion was Thesis development and poor research methods. Mutula argue:

To further enhance the quality of research, it is important that seminars and workshops are built into postgraduate programmes to impart knowledge and skills in such areas as time management, project management,... oral examination, thesis writing, responsible conduct

during research, formatting research essays, citing and referencing techniques, using archival sources, content analysis, critical discourse analysis, quantitative/qualitative research, literature reviews, and basic and applied research, (P. 5)

Contrary to the low completion rates common in African universities the study underscores that the developed countries had a large number of their postgraduate students graduating. The number of students graduating with the Masters Degree increased gradually as more students endeavoured to further their education. Understanding what force propelled students enrolling in a Master's program was increasingly becoming necessary in developed countries especially when recruiting and retaining students. According to the statics by (NCES, 2011a) in 2011, there were 730,635 Masters Degrees convocations from different universities as compared to 463,185 in the year 2000. With this growth upward, there have been several factors leading to this expansion such as economy which forced students to pursue graduate education instead of entering the labour market (Olson, 1992; Light, 1996; Bedard & Herman, 2008; Stone, 2009) and an increase in labour opportunities that were requiring a postgraduate degree (Bound & Turner, 2010).

The latest solution was described by the Council (2012) that co-production as used in higher education referred to the student personal effort as both an input and an output. This was consistent with the opinion that the basic goal of a department was to enhance strong interaction of the Masters Degree students in their own education. Equally basic, was that, departments in universities offer service to a highly stratified student population, and many departments and programs within those universities had dedicated their effort to selecting students by ability. In the absence of essential data on the aptitude levels of the enrolled students, comparing graduation rates or numbers across departments and programs may not provide a useful measure of performance.

Because of this, the study endeavored to capture data of how independent department facilitated their students to completion. This would help the department come up with appropriate actions befitting their challenges. Additionally, the general solution to the Kenyan problem of delay in completion by Master's degree student lies in borrowing success strategies. The strategies employed by the advanced states include employing of the Tutorial Fellows and internships in Educational Foundations courses to relieve the overburdened academic staff.

The research contended that relying on the graduating rates as an accountability tools being a one-dimensional gauge and time-to-completion could be abused to support misleading conclusions (such as, comparing differences between universities with very different aims). The argued that, the fact that graduation rates are strongly shaped by incoming student ability, applying them in a high-stakes nature may force the departments to alter their assigned mission. Application of these different ratio standards may similarly push departments to enroll very many students especially those with a view of transferring their credits to another university. The capability of differentiating these outcomes was important both for interpreting student-department ratios and for policy making 'both inside and outside the university' (Council 2012).The goal of gathering data on the number of graduates per departments was to document the general trend of graduates in Educational Foundations programmes. The documentation of graduates would assist the department to have self-evaluation touching on the time taken to graduation.

A part from this, the data collected could be used in improving and minimizing their misuse when dealing with the department's heterogeneity. This would remove the inconsistency between the fulltime and school based student's enrolments

incompletion rates. Because of this, the numbers of students who enroll at other times other than the full semester especially in the digital school, and the proportion of transferred students would be taken into account. The study observed that, 191 students completed their studies compared to 460 enrolled students accounting for 41.5 per cent completion rates of the Masters Degree programmes.

#### **6.6 Masters Degree Graduates Recruited as Assistant lecturers/Tutorial Fellows in the Departments**

Following the recommendations of Commission of University Education that universities should only employ academic staff members with PhD qualification; contrary to this, universities did employ teaching staffs with Masters Degree qualifications. The findings on the academic staffs absorbed as Assistant Lectures or Tutorial Fellows in the university department attested to this. The data was collected from KU, MU and UON from the 3 departmental academic staff files, 3 questionnaires from human resource managers and 56 interviews. The absorption of the Assistant academic staff and Tutorial Fellows as academic staff was explored to determine the extent those who completed their Masters studies were absorbed by the universities. As argued by Nana et al (2010), the influence of staff exists dominates the need to recruit new staff each year. For instance, Annual exits in Australia each year rate an average of 6.5 per cent, ranging from 4.8 per cent for academic staff in the humanities subjects. The data on the number of graduates employed by the departments was collected through document analysis and the interview guide. The data was summarized and presented in Table 6.5.

**Table 6.5 Masters Degree Graduates Recruited as Academic staff**

<b>1993-2003</b>	<b>H.E</b>	<b>P.E</b>	<b>C.E</b>	<b>S.E</b>	<b>Total</b>
KU	0	1	3	4	<b>8</b>
MU	1	2	2	3	<b>8</b>
UON	2	1	2	2	<b>7</b>
<b>Sub-Total</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>9</b>	<b>23</b>
<b>2004- 2014</b>					
KU	2	1	2	1	<b>6</b>
MU	0	0	1	1	<b>2</b>
UON	0	1	0	1	<b>2</b>
<b>Sub-Total</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>10</b>
<b>Total</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>12</b>	<b>33</b>
<b>Percentage representation</b>	<b>15.2</b>	<b>18.2</b>	<b>30.3</b>	<b>36.4</b>	<b>100</b>

**Key:** H.E- History of education, P.E- Philosophy of education, C.E -Comparative education, .S.E -Sociology of education & TOT- total.

Data captured in Table 6.5 showed that Departments of Educational Foundations had been employed Masters Degree graduates as academic staff since 1993 to 2014. The information contained in Table 6.5 indicated that 33 Masters Degree graduates had been recruited by the three universities as Assistant Lectures or Tutorial Fellows during the time under the study. The findings established that between 1993 and 2014, the department's employed 12 academic staffs who were graduates of Sociology of Education accounting for 36.4 per cent while Comparative Education absorbed 10 academic staff representing 30.3 per cent of the hired academic staffs. The fields of Philosophy of Education and History of Education, the departments had absorbed 6 and 5 Tutorial Fellows respectively. The findings revealed that KU had absorbed 14 Masters Degree graduates, followed by MU with 11 and UON absorbed 9 Masters Degree graduates which were the least number of employees. The data depicted how the three departments absorbed the academic staffs in different disciplines depending on their demand. From the finding, 10 more academic staff with Masters Degree were absorbed by the departments which represented 30.3 per cent of new Tutorial Fellows

employed during the period between 2004 and 2014. The employment of assistant academic staff and Tutorial Fellows in the selected universities under study could be interpreted that departments invested in staff development, mentorship and career progression of students who graduated. As obtained from the interview, one Assistant Lecturer at UON reported:

Securing a position in the department was not easy. But because the department had inadequate members of staff, the department had to employ us. This was after waiting for more than six years after attaining my Master Degree qualification, (Respondent vii. 13<sup>th</sup> October 2016)

Another interviewee at KU who was a Tutorial Fellow U said,

I felt lucky to have secured the employment as a Tutorial Fellow. The stakes were high because I was a perpetual part-time lecturer at several universities, (Respondent U, 23<sup>rd</sup> April 2017).

Similar to Kenyan public universities, many universities in the world do offer opportunities of employment to their Masters Degree graduates. It is worth noting that, similar opportunities were offered by the University of Botswana due acute shortage of academic staffs. This is well captured in the University of Botswana report (2009: 27) as follows:

The University continues to face challenges in its drive to recruit suitably qualified staff and to retain those already in services. All available avenues are being explored to ensure greater efficacy in the recruitment and retention of staff in the best interest of the University, (p27).

According to Aghenta (2006) argument in support of the principle of investing in human resource, he reports that;



Academic staff planning is concerned with the knowledge about current manpower resources and capacities and setting objectives to meet manpower problems as well as specific training for maximum productivity. This will involve the projection of manpower demand, supply and the action to bring demand and supply to a desirable state of equilibrium. The purpose of staff planning is to ensure that adequate staff of right quality and quantity is provided for the University system (p 25-26).

Furthermore the complexity of securing a job by the Masters Degree graduates were explicitly elaborated by Nana, Laura and Lynn (2010) contend that, “The performance-based research fund disadvantages departments that recruit recent graduate, which is also influencing the recruitment of potential academic staff”. In this regard, therefore, university system could only permit a department to hire a new staff in relation to the availability of funds. Sawyerr (2014) concur that the financial cash crunch had influenced negatively the teaching staff when it came to employment.

The consequence was failure by universities to maintaining high calibre academic staff levels and limitation of incorporation of fresh members by the departments.

Nana et al (2010: 17) observes that:

The New Zealand university sector therefore needs to work harder to attract and retain the next generation of academicians. The outflow of staff leaving means that universities must train and encourage more people to enter the sector. If the turnover is reduced, some effort could be applied to increase the skill level... in the areas of mentorship to increase productivity, (p 17).

Nana et al (2010) demonstrated that the need for staff development programmes in universities and securing more job opportunities for the Masters Degree graduates. The mitigation process for the departments with high lecturer student ratio lay in hiring of more Masters Degree graduates as Tutorial Fellows or Assistant Academic

staff. The data from the interviews complimented the results on the employed new staff members. The findings illustrated that the employment of Masters Degree graduates at KU, MU and UON had enabled the departments to increase the much needed human resource as the graduates continued pursuing their PhD studies. In agreement to such arrangements, Sawyerr (2014: 232-233) suggests:

Together with a renewed emphasis on local graduate programs, it is necessary to create conditions for a soft landing for new appointees to the faculty (third generation), through initially lighter teaching loads, special support services, and, whenever possible, attachments to senior colleges as mentors, (pp 232-233).

The respondent L at KU concurred with the approach of soft landing. The respondent L notes that:

The graduate or employed Tutorial Fellows are only allowed to handle two teaching units as they pursue their PhD studies. Additionally, through the staff development programme, the Tutorial Fellows have their tuition fees subsidized greatly because they only remit 17, 000 Kenyan shilling per year for their education. More so they work hand in hand with their supervisors to meet the end of this mentorship goal, (Respondent L personal communication: 23<sup>rd</sup> September 2016).

The data on Masters Degree graduates absorbed in the university could be treated as a mini-tracer study for the three public universities under study. In essence tracer studies could be avenues for analyzing Masters Graduates in relation to the labour market and their mentorship in career progression (Schomburg (2008). Tracing of the total number of graduates in the department shows how the graduates were employed by various sectors. This was in agreement with the strategic plan of CEES 2011/12-2018/19 that show MAKU had employed 14 Academic staffs in the Department of Educational Foundations and Curriculum Studies to boost the academic staff levels. In Kenyan scenario, KU, MU and UON had employed 14, 10 and 11 Masters Degree

graduates as Tutorial Fellows during the period 1993 to 2014. The findings established that KU absorbed 42.42 per cent graduates, MU had absorbed 30.30 per cent graduates and UON had recruited 27.27 per cent graduates of the Masters programmes.

**Table 6.6: Comparison of Academic staff levels with PhDs and Masters Holders**

<b>University</b>	<b>No of teaching staff with PhDs &amp; above</b>	<b>No. of teaching staff with Masters qualification</b>	<b>Totals</b>	<b>Percentage of masters to PhDs holders &amp; above</b>
KU	18	14	32	43.7
MU	7	10	17	58.8
UON	6	9	15	60
Totals	31	33	64	
<b>Percentage</b>	<b>48.4</b>	<b>51.6</b>	<b>100</b>	<b>100</b>

Data contained in Table 6.6 indicated the comparison of the Assistant Academic staff/Tutorial Fellows to that of academic staff with PhDs and above was in the selected universities. The finding depicted that teaching staff with PhD and above accounted for 48.4 per cent of the teaching staff while teaching staff with Masters Degree were 53 per cent of the teaching force in the universities. The finding showed that KU had 43.75 per cent of teaching staff were Masters Degree holders and 56.25 per cent have PhD and above. These study findings at KU contradicted Keriga (2009) report that, “Kenya’s public universities have fewer PhD staff compared to many sub-Saharan Africa. Attainment of a PhD was no longer a requirement for tenure, because academic staffs with Master Degree could teach undergraduate and even postgraduate students”. The findings showed that KU had more PhD and above than the Masters Degree holders who are teaching staffs. At the same time Kiriga’s (2009) findings was similar to staffing at MU and UON. As presented in Table 6.6, MU had 58.82 per cent of the academic staffs possessing only a Master Degree qualification while 41.18

per cent were PhDs and above holders. The findings further indicated that the Department of Educational Foundations at UON had 60 per cent as Master Degree holders whereas the 40 per cent were PhD and above holders. From the findings in Table 6.6, the Departments of Educational Foundations had absorbed a large percentage of academic staff with Masters Degree qualification which stood at 51.6 per cent. This meant more than half of the teaching staffs in the departments were the absorbed Masters Degree graduates. The finding revealed that the academic staff who had only Masters Degree qualifications offered limited services to the students in the departments. The summed up findings demonstrate that KU had absorbed 43.75 per cent of the Masters Degree graduates, MU had absorbed 58.82 per cent of the graduates and UON had absorbed 60 per cent of the graduates of Educational Foundations course from 1993 to 2014. Lastly, the three universities with reference to the objective of the study, had employed 51.6 per cent of the Masters Degree graduates and 48.4 per cent of the teaching personnel are holders of PhD and above.

**Table 6.7 Percentage of Assistant Academic staff/Tutorial Fellows per Discipline**

		<b>History of Education</b>	<b>Philosophy of Education</b>	<b>Comparative Education</b>	<b>Sociology of Education</b>	<b>Totals</b>
Assistant Academic staff/Tutorial Fellows		5	6	10	12	33
PhDs & above holders		7	6	4	14	31
Totals		12	12	14	26	64
<b>Percentage Tutorial Fellows to PhDs</b>		<b>41.6</b>	<b>50</b>	<b>71</b>	<b>46.2</b>	<b>100</b>

The data captured in Table 6.7 indicated that universities employed Masters Degree holders depending on the shortage of academic staffs per discipline. The greatest beneficiaries were Masters Holders with specialization in Comparative Education accounting for 71 per cent of the teaching personnel in the field. Sociology of Education as shown in Table 6.7 absorbed 46.2 per cent when compared to academic

staff with PhDs and above. Academic staffs with Master Degree in History of Education against the teaching staffs with PhDs and above accounted for 41.6 per cent. The field of Philosophy of Education had an equal representation of teaching staffs with Master Degree qualification and those of PhD and above holders which was 50 per cent. The findings found that nearly all the discipline with the exception of Comparative Education had employed about 40 per cent of the Masters Degree holders from 1993 to 2014. However Comparative Education had employed 71 per cent which was rather very high percentage of Masters Degree holders implying the existence of acute shortage of academic staffs with PhD qualification in the discipline.

#### **6.7 Summary of the Masters Degree Graduates**

In summary, between 1993 and 2014 the Departments of Educational Foundations had graduated 191 students with Masters Degree in the departments. The data revealed that between 1993 and 2014, 134 students had graduated with Masters Degree at UON, 35 students had graduated at KU and 22 students graduated at MU. The findings outlined that 191 students had graduated out of the 460 student enrolled in the departments between 1993 and 2014 which accounted 42 per cent of completion rate. This meant that 58 per cent of students were yet to complete their studies or had relocated elsewhere. The findings indicated that 106 students in Sociology of Education, 40 students in Comparative Education, 25 students in Philosophy of Education and 20 students in History of Education were conferred with their Masters Degree between 1993 and 2014. An important implication of the findings was that, there has been growth in the number of students graduating per discipline in the Departments of Educational Foundations.

The results established that, the Masters Degree graduates were employed in the Department of Educational Foundations. The 33 Masters Degree graduates employed by the departments as Assistant Academic staff or Tutorial Fellows accounted for 19 per cent of the graduates. The results clearly demonstrate that between 1993 and 2014 the departments absorbed 12 academic staff of Sociology of Education, 10 academic staff of Comparative Education, 6 academic staff for Philosophy of Education and 5 lecturers for History of Education. The significance of these findings was that the graduates of Masters Degree Studies in the department were recruited as Assistant Lecturer or Tutorial Fellows by the universities.

## **CHAPTER SEVEN**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **7.1 Introduction**

This chapter presented the summary of the study, conclusions and recommendations arrived at, as per the research results. It also proposed areas for further research

#### **7.2 Summary of the study**

The study sought to critically analyse Master of Education Degree programmes in the Departments of Educational Foundations in Kenyan public universities from 1993 to 2014. Three research objectives were set to guide the collection of the required information. The objectives of the study were, to establish the enrolment trends of students in Masters Degree programmes in the department of Educational Foundations in Kenyan public universities between 1993 and 2014, to determine the trends in the number of academic staff levels of Masters Degree programmes in the Departments of Educational Foundations in Kenyan public universities from 1993 to 2014, and to determine the absorption rate of graduates of the Masters Degree courses as academic staff in the departments of Educational Foundations in the three selected Kenyan public universities from 1993 to 2014.

The reviewed literature revealed that an increase in the number of public universities and the establishment of new ones had brought challenges in the education sector. These challenges included the number of academic staffs teaching Masters Degree studies, the enrolments of students into the Masters Degree programmes, the number of students completing their studies and those recruited as academic staff in public universities. This study used both qualitative and quantitative methods and relied upon the document analysis, interview guides and questionnaires to collect the data

objectively based on historical study design. The study was conducted in three Kenyan public universities which were purposively selected. The selected Universities comprised of Kenyatta University, Moi University and the University of Nairobi because they had developed Schools of Education appropriate for the study. The sample size comprised of the following: 3 heads of department, 3 academic registrars, 25 academic staff, 28 employed Masters Degree holders and 4 ongoing students. A total of 64 respondents responded to the interview schedules, 72 documents were analyzed and 34 questionnaires were collected used in the analysis of data. The qualitative study, utilized documents analysis schedules, interviews and questionnaires.

The findings indicated that the three departments had a total of 32 academic staff involved in the teaching of the Masters Degree programmes and a total of 460 students had been enrolled for the studies from 1993 to 2014. The findings show that the departments had recruited 33 academic staff with Masters Degree qualification as academic staff. The results outline that the Department of Educational Foundations had inadequate teaching staff in Philosophy of Education, History of Education and Comparative Education. The disciplines which had low numbers of academic staffs did also have low enrolment of students into the programmes offered in the universities. The results revealed that the number of academic staff a given discipline had, had an influence on the students enrolling for the study. In order to mitigate the shortage in the number of academic staff levels the study recommended that universities to invest in recruiting more academic staff, human resource development, capacity building and a comprehensive policy framework that take care of student enrolment and the workload of the teaching staff.



### **7.3 Major Findings of the Study**

The study indicated that the three departments of Educational Foundations had a total of 32 academic staff who teaches the Masters Degree programmes from 1993 to 2014 inclusive. The study identified that KU, MU and UON had enrolled 460 students in the Masters Degree programmes in the period under the study. The findings further revealed that 191 students had graduated whereas 269 students were still pursuing their studies. The Department of Education Foundations had employed 33 academic staff with Masters Degree qualifications as teaching staff. Regarding to specific objectives, the major findings are as follows:

#### **7.3.1 Trends in Student Enrolment in the Masters Degree Programmes**

The documentation of student enrolment showed that Kenyatta University had been recruiting large number of students which stood at 184 students. The University of Nairobi had enrolled a total of 174 students from 1993 to 2014 while Moi University had admitted a total of 102 students between 1993 and 2014. From the data analysis, the departments of Educational Foundations in the three institutions had enrolled a total of 460 students between 1993 and 2014. The results indicated that from the year 1993 to 2003, the three departments had enrolled a total of seventy six (76) students while the period 2004 to 2014 they had enrolled a total of 384 students. This meant that the departments had attained growth in student enrolment by 83 per cent from the year 1993 to 2014.

The findings on the student enrolment per field report that History of Education had 48 students; Philosophy of Education had 65 students while Comparative Education had 104 students and Sociology of Education had 243 students respectively. The study showed that of all the students who enrolled for studies in Educational

Foundations courses, Sociology of Education accounted for 52 per cent in the department. Comparative Education course accounted for 22 per cent, Philosophy of Education accounted for 14 per cent and History of Education had the least representation of 10 per cent.

### **7.3.2 Academic Staff levels for the Masters Degree Programmes**

The documentation of academic staff levels depicted that KU had eighteen (18), MU had seven (7) and UON had seven (7) to teach the Masters Degree courses. The field of Sociology of Education had 14 teaching staffs being the highest numbers of academic staffs' in the departments. The results found that Kenyatta University had 6 professors while Moi University and the University of Nairobi had 3 and 2 respectively. The total number of professors was 11 or 35 per cent of the teaching staff while the academic staffs with PhD qualifications only were 20 accounting for 65 per cent of the teaching force. The findings confirmed that when you combined all the teaching staff with professorship at MU and UON, they were less than half of the total number at KU. In terms of human resource investment, KU had invested heavily in the two cadres of lectureship. The findings in Table 4.4 indicated 12 out of the twenty academic staff in the three universities worked in KU. These results demonstrated that 60 per cent of the academic staffs with PhD and 55 per cent of Professors were in KU. Focusing on the same findings, UON accounted for 20 per cent of those who had PhDs with 18 per cent being professors. The results revealed that the academic staff' placement by gender of the teaching personnel was dominated by the male gender in the three universities. This findings outlines that out of the 31 academic staff, 23 were male while 8 were female. This translated to 74.2 per cent male gender and 25.8 the female. The findings could be depicted that there was gender inequality in employment in Kenyan public universities.

### **7.3.3 Graduates of Masters Degree Programmes**

The study found that during the period 1993 to 2014, a total of one hundred and ninety one (191) students had been conferred with Masters Degree from the 3 universities. The findings further revealed that between 1993 and 2003, nineteen (19) students attained their Masters degree at KU and six (6) students graduated at MU. Additionally, out of the 460 student enrolled in the departments between 1993 and 2014, 42 per cent of students had graduated. This presented 58 per cent of students had not completed their studies or had relocated elsewhere. The findings on Masters Degree graduates outlined that 106 students of Sociology of Education, 40 students in Comparative Education, 25 students in Philosophy of Education and 20 students in History of Education were conferred with their degree between 1993 and 2014. This illustrated that there has been an increase in the number of students graduating per discipline in the Departments of Educational Foundations.

In line with CUE recommendation for one to qualify to be appointed as an academic staff in Kenya, one must have earned a PhD or a Master Degree with three years of teaching experience at the university. From the study findings, Department of Educational Foundations did employ graduates of Masters Degree programmes as shown in Tables 6.5, 6.6 and 6.7. It was revealed that the academic staffs employed were graduates of Sociology of Education which accounted for nine academic staff while Comparative Education had 10 academic staff between 1993 and 2003. The results illustrated that KU had employed 14 Masters Degree graduates, followed by UON with 11 and MU recruited 10 academic staff. The study also reported that 33 Masters Degree graduates had been recruited from 1993 to 2014 by the three departments. The findings found that 12 more academic staff with Masters Degree

was employed by the departments which represented 32 per cent of academic staff who were employed between the years 2004 and 2014.

#### **7.4 Conclusions of the Study**

Based on the study data analysis and the findings, the following were the conclusions from the study: the department of Educational Foundations enrolled students in the Masters Degree programmes from 1993 to 2014. It was also established that KU had the highest student's enrolment while MU had the least number of students enrolled in the Master Degree programmes. In regard to students enrolment per discipline; the study found that students enrolled in different disciplines depending on their attitude and preferences. This was evident with the high number of student's enrolment in Sociology of Education followed by Comparative Education. However, History of Education had the least number during the period under study in the three selected universities. The study concluded that many students had preference for Sociology of Education for it offered many alternative employment opportunities. The least number of students enrolling for History of Education was based on student's attitude that upon completion of the studies, it offered limited opportunities of employment other than being absorbed by universities.

The study also concluded that the departments had recruited academic staff involved in the teaching of the Masters Degree courses. These academic were staff categorized as Professors and Academic staff as they had PhD qualifications and above. The discipline of Sociology of Education had the highest number of academic staff levels whereas the discipline of Comparative Education had the least number of academic staff with PhD qualifications and above. In regard to the number of professors and gender distribution, KU had high numbers of Professors in the three selected

universities and UON had the least number of academic staff who were professors. MU Department of Educational Foundations realized a negative growth in the number of academic staff with PhD and above qualifications. Furthermore the Department was yet to have an academic staff member in Comparative Education with PhD qualification since 1993.

The study findings revealed that, University of Nairobi had the highest number of students completing their Master Degree studies while KU had the least number of students graduating from the programme. The overall trend by the three departments showed that more half of the students had not graduated during the period under study. The study concluded that, 'the ongoing students' in the departments was a challenge faced by the departments. The departmental data showed the existing of such students and there was need for setting a framework of addressing the issue. The large number of students who had not graduated contributed to the heavy workload the department face especially Kenyatta and Moi Universities. These students formed the 'heaped -up group' which demonstrate the challenges faced by the Masters Degree programmes in Kenyan public universities. The study suggested in the event the numbers of academic staffs were overworked, the use of projects during the research time would be ideal. The use of some penalty to students who had overstayed in the system be introduced. Such measure would assist in weeding out students who were not committed to academic endeavour and made them take personal initiative to finish their studies on time.

Even though the Commission of Universities Education had recommended facing out the academic staff members with Master Degree qualifications, study concluded that the departments had high number of these teaching staff. The reason for such large

number of teaching staff with Master Degree qualification was the inadequate staff levels in the departments. Additionally, the need for staff development, mentorship and capacity development programmes could not be done away with by departments.

Lastly the study concluded that the government recommendation of eliminating the teaching staff with Master Degree qualification by 2019 was a tall order to be achieved. The high number of employed academic staff in the discipline of Sociology of Education as Assistant Academic staff/Tutorial Fellows was a clear testimony to this. However, the discipline of History of Education had the least number recruited teaching staff coupled with low number enrolling for the studies was worrying trend the department.

### **7.5 Recommendations from the Study**

In line with the findings of the study, the study recommended that:

- (i) The Departments of Educational Foundations should collaborate with the government through the Ministry of Education to offer study leave with pay to teachers pursuing Master Degree studies in Educational Foundations courses.
- (ii) The university management to enhance their marketing strategies through financial organizations that could offer scholarship and grants to students pursuing Masters Degree programmes in Educational Foundations. This will boost student enrolment in the Master Degrees programmes.
- (iii) The departments should address academic staff levels in Philosophy of Education and Comparative Education as they are seriously understaffed. This could be achieved through recruitment and provision of academic scholarships to assistant academic staff/Tutorial fellows to complete their studies on time as

a human resource development strategy. Furthermore, the Universities should review allowances of academic staff to attract and maintain qualified staffs who view university salaries unattractive.

(iv) Departments of Educational Foundations should strengthen the monitoring mechanism of student's progress in order to identify those who have dropped, stagnated or those who have passed on. This would not only increase the number of student graduating in the departments but also clean the registers of the unwanted names for effective allocation of students to supervisors.

(v) The departments with large 'ongoing students' enrolment comprising of KU and MU; the study recommend that they revert to the use of projects during the research rather than research by thesis. Alternatively, KU and MU departments should subject students to pay 35 percent penalty of each academic year extended. This could be applied after the third year of staying in the system. Such measure may assist in eliminating students who were not serious with their academic progression and enable students take personal initiative in finishing their studies on time.

(vi) Ministry of Education, Science and Technology should partner with the department of Educational Foundations in offering job opportunities in the fields that need the expertise of the students who have graduated from the programme.

(vii) More assistant academic staff/Tutorial Fellows be offered job opportunities in the universities through the career study programme as a mode of developing more human resource capitals for the Departments of Educational Foundations.

## **7.6 Suggestions for further Research**

On the basis of the findings of this study, the following areas would inform future research;

- (i) Tracer's studies in order to inform the universities on the progress made in terms of the number of students who have graduated and where they have been employed.
- (ii) A further study to determine factors responsible for students enrolling in a given discipline of Educational Foundations.
- (iii) A study on the attitudes, motivation and factors contributing for students enrolling in Educational Foundations courses in Kenya public universities.
- (iv) The current study may be replicated elsewhere specially in the newly established public and private universities.



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## APPENDICES

### APPENDIX I

#### INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENTS

##### Introduction

I am Hardley Musiega Sogoni a PhD student at the University of Nairobi. I am currently conducting research on, “A critical analysis of Master of education degree programme in the Department of Educational Foundations in selected public universities in Kenya from 1993 to 2014”.

Purpose: The purpose of this interview is to seek your views on the Master Degree programme in the Department of Educational Foundations in Kenyan selected Public Universities from 1993 to 2014. The information that you will provide will be used purely for academic purpose and will be treated with at most confidentiality.

##### 1. Programme planning

a). Let’s talk a little bit about the Master Degree programmes in the department. Can you provide an overview of the core programmes offered to the students?

b) How has your Master Degree programme evolved to where it is now?  
\_\_\_\_\_

c) What was the initial departmental focus and how has it expanded to this point?  
\_\_\_\_\_

d) What do you see as the key that connects the various disciplines in the department? \_\_\_\_\_

e) I want to talk briefly about your planning process. What problem informs a decision to develop a new Master Degree programme? \_\_\_\_\_

f) Who is involved in that process of developing a new programme of study? How are they involved?

g) What guides your Master Degree programmes? Is there a strategic plan that provides a long term or do you only have one year plan? \_\_\_\_\_

h) From the departmental strategic plan, how do you assess your progress of the Master Degree programmes? \_\_\_\_\_

##### 2. Master Degree programme implementation

a) Describe your program implantation. Who does what?  
\_\_\_\_\_

b) What is the role of senior academic staffs? Probe about Professors, senior lecturers, lecturers and Tutorial Fellows \_\_\_\_\_

c) How do you ensure there is quality in the Master Degree programmes? \_\_\_\_\_

d)What do you see as your strength in implementing Master Degree programme implementation? \_\_\_\_\_

e) How do you go about trying to improve the Master Degree programme in your department? Probe about staff levels per discipline needed for Master Degree studies \_\_\_\_\_

### **3. Monitoring**

a) How do you document your work both, what you do and the results of Master Degree studies? \_\_\_\_\_

b) How is the documentation reviewed and by who? \_\_\_\_\_

c). As the Master Degree programme ends- what happens? Probe about analysis of students who complete their studies \_\_\_\_\_

d) Do you have a monitoring and evaluation system in place? Tell me how it works and what you see as its role \_\_\_\_\_

e) When think about the long term, what do you think will help the department to remain academically viable? Probe about student's enrolment and hiring of new academic staffs \_\_\_\_\_

### **4. Academic Staff' Staffs**

a) Most departments in universities develop departmental structure and the shifts and change over time. Can you provide me a quick overview of your structure? Probe aimed at staff promotions and capacity building mechanism \_\_\_\_\_

b) Obviously a number of challenges encountered by educational departments is having qualified and sufficient academic staff levels. Who is responsible for recruiting the academic staffs? \_\_\_\_\_

c) How many academic staffs do you have at the moment? Give me a brief explanation of how you identified them? \_\_\_\_\_

d) What would you describe as your approach in handling the academic staff levels? Do you have a plan? Or do you take opportunities as they come? \_\_\_\_\_

e) When you have been most successful in having enough academic staff levels, what would you say contributed to the success?

f) Do you have Master Degree co-ordination team? Who does it include and what is their role? \_\_\_\_\_

g) Briefly tell me about the systems that facilitate the supervision of students during research time. How do you manage, organize and streamline your work procedures? \_\_\_\_\_

h) What policies are in place to guide student's supervision during research time in order to monitor progress made? \_\_\_\_\_

i) What more do you suggest should be done to overcome the challenges faced in relation to teaching staff in the University? \_\_\_\_\_

THE END-

Thank you for your co-operation

## APPENDIX II

### INTERVIEW SCHEDULE FOR THE ACADEMIC STAFF

#### Introduction

I am Hardley Musiega Sogoni a PhD student at the University of Nairobi. I am currently conducting research on, “A critical analysis of Master of education degree programme in the Department of Educational Foundations in selected public universities in Kenya from 1993 to 2014”.

Purpose: The purpose of this interview is to seek your views on the Master Degree programme in the Department of Educational Foundations in Kenyan selected Public Universities from 1993 to 2014. The information that you will provide will be used purely for academic purpose and will be treated with at most confidentiality.

1. The University Name \_\_\_\_\_
2. Professional qualifications at the beginning of service \_\_\_\_\_
3. Present professional qualification \_\_\_\_\_
4. Number of years in service \_\_\_\_\_
5. If promoted indicate whether promotion was on academic achievement or on merit  
\_\_\_\_\_
6. In your opinion, which discipline need immediate attention in the departments?  
Probe for: Measures taken to alleviate the situation, Staffing challenge response.
7. Are you currently involved in teaching the Master Degree programme Yes ( )  
No ( )  
If, No please explain why you are not involved in teaching the Master Degree programme. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Do you have other University responsibilities? List them \_\_\_\_\_

9. Please give your recommendation on how Master Degree programmes should be improved so that more students can be enrolled.

---

10. What problems hinder Master Degree students completing their studies on time in this department? \_\_\_\_\_

11. In your own opinion, what do you think could be the greatest challenge facing the Master Degree programmes in this department? \_\_\_\_\_

12. Does the Department have a policy dealing with academic staff levels? Probe for: Implementation if there is one. \_\_\_\_\_

13. How do you rate time students complete their Master Degree studies? \_\_\_\_\_

14. What challenges do academic staffs experience when supervising their Master Degree student's? Probe for: Problems experienced by academic staff with large undergraduate students and many Master Degree students. \_\_\_\_\_

15. Give suggestions of what should be done to the number of students completing their studies on time. Probe for: The programme viewed to be important.

THE END-

Thank you for your co-operation.

## APPENDIX III

### QUESTIONNAIRE FOR ASSISTANT LECTURERS/TUTORIAL FELLOWS

#### Introduction

I am Hardley Musiega Sogoni a PhD student at the University of Nairobi. I am currently conducting research on, “A critical analysis of Master of education degree programme in the Department of Educational Foundations in selected public universities in Kenya from 1993 to 2014”.

Purpose: The purpose of this study to seek your views on the Master Degree programme in the Department of Educational Foundations in Kenyan selected Public Universities. Instructions: This questionnaire seeks to capture your views on several issues regarding Master Degree programmes in Educational Foundations department.

**Please answer all questions by expressing your view in the spaces provided.**

Your responses will be treated with utmost confidentiality.

#### SECTION A: BACKGROUND INFORMATION

1. Where did you undertake your Masters Degree course? \_\_\_\_\_
2. What is the area of your specialization? \_\_\_\_\_
3. In your own opinion, what made you to pursue Master Degree in the area of your specialization? \_\_\_\_\_
4. As you look back through the department you pursued your Master Degree studies, what were some of the challenges or successes the department had that helped you be employed as an academic staff? \_\_\_\_\_
5. In which year did you start your studies and when did you graduate?  
\_\_\_\_\_
6. How many were you in your class and how many did not graduate?  
\_\_\_\_\_

7. What was your strength as a Master Degree student in the programme? What are the areas of work where you have developed a strong expertise? \_\_\_\_\_
8. What challenges did you experience as a Master's degree student? [Probe in terms of supervision, funding and mode of study] \_\_\_\_\_
9. Is there one overall set of policies that guided your hiring as an academic staff at the department? Highlight a little on the set of policies if any that guided your employment. \_\_\_\_\_
10. What is your role as Assistant lecturer/Tutorial Fellow? \_\_\_\_\_
11. In your own opinion, what measures has the department put in place to enable you move to the next grade/cadre? Probe about academic staff development and incentives  
\_\_\_\_\_
12. Most departments in universities that have inadequate academic staff levels make use of the Assistant Lecturers/Tutorial Fellows to teach some Master Degree units. Can you provide me a quick overview of the units allocated to you? \_\_\_\_\_
12. What are the strengths of the department in offering the Master Degree courses?  
\_\_\_\_\_
13. Briefly comment on the academic staff –student ratio in the area of your specialization at your current department. \_\_\_\_\_
14. What recommendations would you make in order to improve on the Masters Degree programmes in the universities?  
\_\_\_\_\_
15. How long did it take you before securing a university job? \_\_\_\_\_

THE END-

Thank you for your co-operation.



## APPENDIX IV

### QUESTIONNAIRE FOR ACADEMIC REGISTRARS

#### Introduction

I am Hardley Musiega Sogoni a PhD student at the University of Nairobi. I am currently conducting research on, “A critical analysis of Master of education degree programme in the Department of Educational Foundations in selected public universities in Kenya from 1993 to 2014”.

Purpose: The purpose of this study is to investigate the growth and development of Masters Degree programmes in the Kenyan public Universities: a case of the departments of Educational Foundations; 1993-2014.

Instructions: This questionnaire seeks to capture your views on several issues regarding university education.

Please answer all questions by expressing your view in the spaces provided.

Your responses will be treated with utmost confidentiality.

#### SECTION A: BACKGROUND INFORMATION

1. How many students are enrolled in the Educational Foundation courses?

\_\_\_\_\_

2. How do you rate students pursuing Educational Foundations courses?

Very Adequate [ ] Adequate [ ] Inadequate [ ] Very Inadequate [ ]

a) Masters degree holders \_\_\_\_\_ b) PhD holders \_\_\_\_\_ c) Professors \_\_\_\_\_

3. What challenges do you office encounter in enrolling students into the master’s degree courses? \_\_\_\_\_

4. What strategies have the university put in place do address the above stated challenge? \_\_\_\_\_

6. What recommendations would you make in order to improve on the Masters Degree programmes in the universities? \_\_\_\_\_

THE END-

Thank you for your co-operation

## APPENDIX V

### DOCUMENT ANALYSIS SCHEDULE

#### a) Academic staff Levels & Qualifications

Department of Educational Foundations: teaching levels & qualifications

year	1993	1994	1995	1995	1997	1998	1999	2000	2001	2002	2003
<b>H E</b>											
PhD & +											
Masters											
<b>SE</b>											
PhD & +											
Masters											
<b>A.ED</b>											
PhD & +											
Masters											
<b>C.E</b>											
PhD & +											
Masters											
<b>P.E</b>											
PhD & +											
Masters											

#### b) Document analysis schedule

Department of Educational Foundations: teaching levels & qualifications

year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>H E</b>											
PhD & +											
Masters											
<b>SE</b>											
PhD & +											
Masters											
<b>A.ED</b>											
PhD & +											
Masters											
<b>C.E</b>											
PhD & +											
Masters											
<b>P.E</b>											
PhD & +											
Masters											

**Key + and above**

**c) Document analysis schedule**

Department of Educational Foundations: Students enrolment & the graduates

year	1993	1994	1995	1995	1997	1998	1999	2000	2001	2002	2003
<b>H E</b>											
Enrolment											
Graduated											
<b>SE</b>											
Enrolment											
Graduated											
<b>A.ED</b>											
Enrolment											
Graduated											
<b>C.E</b>											
Enrolment											
Graduated											
<b>P.E</b>											
Enrolment											
Graduated											

**KEY**    S E- Sociology of Education,            C.E - Comparative Education  
              HE- History of Education                A.ED- Adult Education  
              PE - Philosophy of Education

**d) Document analysis schedule**

Department of Educational Foundations: Students enrolment & the graduates

year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>H E</b>											
Enrolment											
Graduated											
<b>SE</b>											
Enrolment											
Graduated											
<b>A.ED</b>											
Enrolment											
Graduated											
<b>C.E</b>											
Enrolment											
Graduated											
<b>P.E</b>											
Enrolment											
Graduated											

**KEY**        S E- Sociology of Education,            C.E - Comparative Education  
              HE- History of Education                A.ED- Adult Education  
              PE - Philosophy of Education

**APPENDIX VI**  
**RESEARCH PERMIT AND AUTHORIZATION LETTERS**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

**NACOSTI/P/16/63199/13407**

**26<sup>th</sup> August, 2016**

Hardley Musiega Sogoni  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**


**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*The growth and development of Masters Degree Programmes in Kenyan Public Universities: a case of departments of educational foundations from 1993 to 2014,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi and Uasin Gishu Counties** for the period ending **26<sup>th</sup> August, 2017.**

You are advised to report to the **Vice Chancellors of selected Universities, the County Commissioners and the County Directors of Education, Nairobi and Uasin Gishu Counties** 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.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

  
**COUNTY COMMISSIONER**  
**UASIN GISHU COUNTY**  
7<sup>th</sup> Sep 2016

Copy to:

The Vice Chancellors  
Selected Universities.

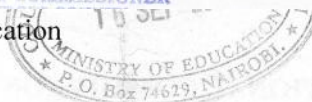
The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

The County Commissioner  
Uasin Gishu County.

The County Director of Education  
Uasin Gishu County.

**COUNTY COMMISSIONER**



**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

**RESEARCH CLEARANCE PERMIT**

**11778**

Serial No.A

CONDITIONS: see back page

**THIS IS TO CERTIFY THAT:**  
**MR. HARDLEY MUSIEGA SOGONI**  
**of UNIVERSITY OF NAIROBI, 0-50317**  
**Chavakali, has been permitted to**  
**conduct research in Nairobi,**  
**Uasin-Gishu Counties**  
**on the topic: THE GROWTH AND**  
**DEVELOPMENT OF MASTERS DEGREE**  
**PROGRAMMES IN KENYAN PUBLIC**  
**UNIVERSITIES; A CASE OF**  
**DEPARTMENTS OF EDUCATIONAL**  
**FOUNDATIONS FROM 1993 TO 2014**

**Permit No : NACOSTI/P/16/63199/13407**  
**Date Of Issue : 26th August, 2016**  
**Fee Received :Ksh 2000**



**for the period ending:**  
**26th August, 2017**

*[Signature]*  
**Applicant's**  
**Signature**

*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**



**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: dvrpe@uonbi.ac

**UON/RPE/3/5/Vol.XVII**

September 29, 2016

Hardley M. Sogoni  
P.O. Box 236-50317  
CHAVAKALI

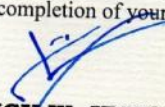
Dear Sogoni,

**AUTHORITY TO CARRY OUT RESEARCH AT THE UNIVERSITY OF NAIROBI**

I refer to your request dated September 27, 2016 to conduct research at the University of Nairobi for your PhD Degree entitled: "*The Growth and Development of Master's Degree Programme in Kenyan Public Universities: A case of Departments of Educational Foundations from 1993 to 2014.*"

I write to inform you that your request has been approved.

You are however required to share the findings of your study with the University of Nairobi by depositing a copy of your research findings with the Director, Library and Information Services on completion of your study.

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

Copy to: Vice-Chancellor  
DVC, A&F  
DVC, AA  
DVC, SA  
Principal, CEES  
Chairman, Dept. of Educational Foundations  
Director, Library & Information Services  
Director, CIPL  
Registrar Administration



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# MOI UNIVERSITY

OFFICE OF THE DEPUTY VICE CHANCELLOR  
ACADEMICS, RESEARCH AND EXTENSION

Tel: (053) 43355  
(053) 43620  
Fax: (053) 43412  
Email: [dvc\\_are@mu.ac.ke](mailto:dvc_are@mu.ac.ke) or [dvcresearchmu@gmail.com](mailto:dvcresearchmu@gmail.com)

P.O. Box 3900  
Eldoret - 30100  
Kenya

**REF:** MU/DVC/REP/27B

**Date:** 13<sup>th</sup> September, 2016

TO WHOM IT MAY CONCERN

**RE: PERMISSION TO CARRY OUT RESEARCH – HARDLEY SOGONI**

The above subject matter refers.

Hardley Sogoni who is a Ph.D Student at University of Nairobi has applied for authority to conduct research within Moi University. We would be grateful if he is permitted to conduct his research on *"The Growth and Development of masters degree programme in Kenya in Public Universities; a case of departments of Educational Foundations from 1993 to 2014"*

By a copy of this letter authority is hereby granted to him to conduct the research.

After the completion of the research, a complete report both on hard and soft copy will be handed over to the office of Deputy Vice-Chancellor, Academics, Research & Extension.

Any assistance accorded to him will be highly appreciated.

Thank you.

Yours faithfully,

**PROF. I. N. KIMENGI Ph.D**  
**AG. DEPUTY VICE-CHANCELLOR**  
**(ACADEMICS, RESEARCH & EXTENSION)**

*SK/aw*

REPUBLIC OF KENYA



**MINISTRY OF EDUCATION  
(STATE DEPARTMENT OF BASIC EDUCATION)**

Telegrams: "EDUCATION", Eldoret  
Telephone: 053-2063342 or 2031421/2  
Mobile : 0719 12 72 12/0732 260 280  
Email: [cdeuasingishucounty@yahoo.com](mailto:cdeuasingishucounty@yahoo.com)  
: [cdeuasingishucounty@gmail.com](mailto:cdeuasingishucounty@gmail.com)

Office of The County Director of Education,  
Uasin Gishu County,  
P.O. Box 9843-30100,  
**ELDORET.**

When replying please quote:

Ref: No. MOEST/UGC/TRN/9/VOL.2/226

7<sup>TH</sup> September 2016

Hardley Musienga Sogoni  
University of Nairobi  
P.O Box 30197 -00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

This office has received a letter requesting for an authority to allow you carry out "*The Growth and Development of masters Degree programmes in Kenyan in public universities; a case of departments of educational foundations from 1993 to 2014,*" Within Uasin Gishu County.

We wish to inform you that the request has been granted for a period ending **26<sup>th</sup> August 2017**. The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this research.

A handwritten signature in blue ink, appearing to read 'Rop Kiplagat', written over a horizontal line.

Rop Kiplagat  
FOR: COUNTY DIRECTOR OF EDUCATION  
UASIN GISHU COUNTY.



## APPENDIX VII

### LISTS OF INFORMANTS

#### Oral Interview Lists of Informants

<b>Name</b>	<b>Social Status</b>
Respondent A	Professor – KU
Respondent B	Professor – KU
Respondent C	Professor – KU
Respondent D	Professor MU
Respondent E	Professor –KU
Respondent F	Professor – UON
Respondent G	Professor – KU
Respondent H	Senior Lecture KU
Respondent I	Senior Lecturer KU
Respondent J	Lecturer KU
Respondent K	Lecturer -MU
Respondent L	Former H.O. D – KU
Respondent M	Lecturer MU
Respondent N	Lecturer –MU
Respondent O	H.OD - KU
Respondent P	Senior Lecturer MU
Respondent Q	Lecturer MU
Respondent R	Senior Lecture
Respondent S	Lecturer S
Respondent T	Lecturer MU
Respondent U	Lecturer -KU
Respondent V	Lecturer MU
Respondent W	Lecturer -UON
Respondent X	Lecturer –UON
Respondent Y	Lecturer –UON
Respondent Z	Student ongoing KU
Respondent (i)	Tutorial Fellow KU
Respondent( ii)	Lecturer MU
Respondent iii	Tutorial Fellow KU
Respondent iv	Tutorial Fellow KU
Respondent v	Tutorial Fellow MU
Respondent (vi)	Student Ongoing –KU
Respondent (viii)	Student-Ongoing KU
Respondent (ix)	Lecturer KU