



STUDENTS' PERCEPTION ON IMPLEMENTATION OF COMMISSION FOR  
UNIVERSITY EDUCATION GUIDELINES ON QUALITY EDUCATION  
PROVISION AT UNIVERSITY OF NAIROBI, KISUMU CAMPUS

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## DECLARATION

This research project proposal is my original work and has not been presented for any qualification in any other university.



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## DEDICATION

This research project is dedicated to my mother Caren Oloo and my father Caleb Mumia Omolo for their moral support and prayers to its successful completion.

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## **ABBREVIATIONS AND ACRONYMS**

CHE: Commission of Higher Education

CUE: Commission of University Education

EFA: Education For All

HEIs: Higher Learning Institutions

ICT: Information Communication Technology

KC: Kisumu Campus

MoE: Ministry of Education

MoEST: Ministry of Education, Science and Technology

PLWD: Persons Living With Disability

QA: Quality Assurance

QAPs: Quality Assurance Programmes

QAS: Quality Assurance Systems

QMS: Quality Management Systems

SAGAs: Semi-Autonomous Government Agencies

SDGs: Sustainable Development Goals

SIMS: Srinivas Institute of Management Studies

SLWD: Students Living With Disability

SoE: School of Education

STEM: Science, Technology, Engineering and Mathematics



## ABSTRACT

Quality education remain an area of concern to Higher Education Institutions. This is due to its significant contribution to economic development as a preparatory stage for human capital which releases their knowledge, skills, attitudes and competencies in the labour market. The role it plays call for an examination of the inputs and process that results to the desirable output. Quality institutions such as Commission for University Education outlines standards and guidelines to guide quality and to ensure its enhancement. This study purposed to investigate students' perception on the utilization of these guidelines to provision of quality education in UoN, Kisumu Campus. The researcher's aims were as follows: To assess the perception of students on physical facilities, to determine the perception of students on assessment of teaching-learning process, to investigate the perceptions of students on quality of teaching staff and; to assess the perceptions of students on the role of ICT on provision of quality education at the University of Nairobi, Kisumu Campus. The research set out to provide answers to: to what extent was the students' perception on the condition of physical facilities an approval to the provision of quality education, what were the perception of students on the implementation of assessment of course programmes to what extent does students' perception on the contribution of teaching staff qualifications affects the provision of quality education and to what extent were students' perception of the role of ICT contribute to provision of quality education at the University of Nairobi, Kisumu Campus? The target population included all students of Kisumu Campus of University of Nairobi which was 1629, out of which 259 were sampled for the study and 134 return rate achieved. To choose the study participants, stratified sampling and straightforward random sample approaches were used. Data were gathered using questionnaires as well as a planned schedule of observations. In one of the university's campuses, testing was done. Students provided answers to the online questionnaire questions and the researcher's physical observation. Data was analyzed by making raw entries, coding, categorization, and tabulation using an SPSS program. Tables and charts, including pie charts & histograms, were utilized to analyze as well as show the data. The study found that there is provision of quality education in the institution. However, there were acute inadequacies of recreational facilities and physical facilities in some areas, particularly, that SLWD required more social amenities. The study also found out that online learning during the pandemic assisted students to acquire quality education although the need to improve on the ICT infrastructure to suit commendable student-facility ratio. However, there were challenges of unaffordability of virtual class attendance among some students. The study also discovered that some students were dissatisfied with some lecturers' pedagogical techniques which needed to be diversified to adopt to learner-centred approach. The study concluded that there is need to improve further in the physical facilities for the increased enrollment in the institution and to focus in providing additional out-door games facilities, and that SLWD receive learner-friendly facilities. The study

recommends that Kisumu Campus focus on improvement of the physical facilities and the ICT infrastructure to meet increasing enrolment rate and students' variability for attainment of quality assurance and enhancement.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background to the Study**

"Planned and systematic actions [deemed] necessary to provide adequate confidence that a product or service will satisfy stated requirements for quality" are referred to as "quality assurance" (Borahan and Ziarati, 2002). It is a method through which a facility may confidently and unambiguously guarantee that the standards and quality of its educational offerings are being upheld and improved (ESIB, The National Union of Students in Europe, 2002). Higher learning institutions (HLIs) are essential for the growth of human resources, for scientific research, and for technological innovation (Machumu & Kisanga, 2014). Many countries around the world make decisions based on evidence from scientific studies, technical advancements, as well as contemporary skills that are produced as byproducts of HLIs. Formal education contributes strategically to human capital including individual talents (UNESCO, 2005).

According to Harbison (1973) as well as Hénard & Mitterle (2010), a country's prosperity is less dependent on its physical resources than it is on its ability to grow its human resources. As a result, any nation that is unable to effectively employ the knowledge and competencies of its populace in the national economy will not be able to develop anything else (Ojiambo, 2009). This makes it essential that the steps involved in the development of human capital in any nation be guided by principles and benchmarks that guarantee success.

These Standards outline the degrees of achievement that can be used to compare performance. A measure of fitness for a specific purpose is typically implied by the achievement of a standard (ISEB, The National Union of Students in Europe, 2002). Notwithstanding these norms, the development of human capital, a major function of higher education, may not be able to fulfill the standards of labor market requirements, making it insufficient to meet societal needs and even those of national or international growth.

The significance of quality education in HEIs is tied to the expectation of the society to benefit from higher education's contribution on all-round national development draws thus making nations invest in it globally (Olaniyan & Okemakinde, 2008; World Bank, 2010). In Adamu and Addamu (2012) analysis, the production of highly skilled personnel in technology and other fields of professionalism and, the production of higher educations' own corps of academic personnel necessitates this quality. Notably, Bloom, Canning, and Chan (2006), established that University education standard is crucial for states' development by possibly generating a total increase of 0.63 percentage points in Africa's GDP in the first year. In comparison of the rates of return per level of education globally, the tertiary level leads by an average of 16.8 percent, followed by primary and secondary, at 10.3 percent and 6.9 percent, respectively (Montenegro and Patrinos, 2013). In addition, higher education institutions produce professionals and officers for other levels of human resources development institutions (Faganel & Dolinšek, 2012; Ekundayo & Adedokun, 2009). It is

therefore significant to examine the process of provision of education given its role in socio-economic development. Earlier studies have indicated that the fiscal constraints and increasing demand for Higher Education have adverse effects on quality of learning in HEIs. This is characterized by overcrowding, deteriorating infrastructure, lack of resources for non-salary expenditures, such as textbooks and laboratory equipment, and a decline in the quality of teaching and research activities (El-Khawas, DePietro-Jurand and Holm-Nielsen, 1998). It is imperative to note that under such conditions, quality education is unattainable hence compromised end-product. To ensure that quality education is attained depends on quality drivers in form of sufficient resources, both physical, human and environmental, which should fall within specific guidelines and standards of quality assurance that guides quality output.

The usage of the institutional resources that are readily available will be impacted by HEIs that follow quality standards for physical infrastructure. Therefore, it is crucial for higher education institutions to guarantee that there are enough physical resources available to achieve quality education (Oyedum & Nwalo, 2011). Based on adequate physical facilities, educational activities including giving lectures, undertaking research projects, seminars, workshops, and practical assignments will be productive and effective (Omotayo, 2008). Gudo, Olel, & Oanda (2011) concluded that universities lacked the essential physical infrastructure to efficiently provide services to their students in their study of views of the quality of service delivery and opportunities for excellent university

education in Kenya. Physical facilities include teaching-learning resources since they are necessary for effective instruction and learning. These include both audio and visual teaching ict facilities like projectors, interactive whiteboards, white boards, or blackboards, as well as office and student computer systems (Ugwuanyi, Eze and Obi, 2013). Physical facilities were found to have the following qualities in Narang's (2012) examination of management students' perceptions of the quality of education in public institutions: Include things like instruction in modern technology, well-equipped communication classrooms with efficient classroom management, adequate infrastructure and facilities for service delivery, computer labs with cutting-edge equipment, extensive learning resources, residential and recreational facilities, and also an aesthetic appreciation of the facilities. According to the UoN Quality Report by CUE (2016), the main higher HEI should give the existing campuses access to the same amenities that are offered on the main campus. This same emphasis on learning outcomes includes the following: It includes a framework for developing in education, versatility to modern techniques, design of course structure based on job requirements, problem-solving skills, sense of social responsibility, opportunities for on-campus training and placement, as well as extracurricular activities.

The criteria used by CUE to evaluate academic programs should concentrate on how well-suited they are to the job market, innovation, entrepreneurship, and lifelong learning (CUE, 2014). The academic courses that colleges offer are known as academic programs. These courses ought to be current, relevant to the

labor market, and supportive of lifelong learning. For instance, studies conducted in Nigeria suggested changing the curriculum to better serve students and society. It promotes the full development of the cognitive, emotional, and psychomotor systems for high-caliber output and meaningful social integration for sustainable life. (Egwa, 2016; cf. Udosen, 2003; Njoku, 2003) Narang (2012) argues that academic programs should emphasize the following: the academic schedule, the suitability of the subject teachers, the accessibility of faculty for student consultation, the supervision of students' work, the faculty's expertise, the organization of the lectures, and the faculty's communication skills. The implication is that academic programs should be provided that can be comprehensively and uniformly measured.

Academic staff qualifications in HEIs shouldn't be jeopardized. No university or other tertiary educational establishment must use a lecturer or other person participants were selected for the purpose of instructing students whose academic credentials do not adhere to the requirements set by the NCHE by regulations, according to Uganda's University as Well as other Tertiary Institutions Act, 2001, section 119. Legislative Act No. 50 of 2010 contains the standards. Every university is supposed to have openly disclosed policies and procedures for hiring, promoting, and letting go of employees. At all levels of education supply, HEIs should have sufficient and qualified human resources, according to CUE (2014). This directly affects the final result, the caliber of graduates. For tutorial



fellows, their qualifications should be Graduate (Master's degree holders), and for full lecturers, Postgraduate (Doctorate qualification holders).

Textbooks, electronic materials, and the buildings that host them are all considered library resources. In a thorough study that included many research methodologies and was conducted in the United States, library resources were found to have an impact on students' literacy abilities, competency, quality of research, inventiveness, and class successes, among other things (Brown and Malenfant, 2015).

Other qualities of quality are taken into account by Narang (2012), such as sensitivity, which includes the elements of responsiveness such as prompt service provided by the various support departments, politeness, helpful attitude, cleanliness, systematic and thorough approach, accountability of official procedure, and norms and rules. Professional development, including support for athletic competitions and extracurricular activities, knowledge expansion, and student appreciation.

The University of Nairobi has a student population that is above 68,000 and among these, approximately 3000 students enrollment is in Kisumu Campus. KC was established by the UoN in accordance with Articles 43, 44 and 45 of the Universities Regulations 2014; UoN Charter 2013; CUE Standards and Guidelines 2014 and UoN Policy on Establishment of Campuses. It was inspected by CUE and recommendation for accreditation. The Open, Distance

and e-Learning Campus was established in 2017 at the level of a college under Statute XXXVI of the UoN. To ensure quality enhancement, UoN conducts self-assessment at intervals to identify areas of improvement for effective and efficient service delivery. Self-assessment audits are important to sustain and enhance quality of the university services and products (Mutoro, 2013). Mbiti (2013) asserted that UoN's diversity in academic programmes, research themes, staff composition, array of physical infrastructure, robust ICT and library system contribute to the dynamism that continuously propels it to greater heights. It is the purpose of this research to investigate students' perceptions about the inputs and processes manifest in the institution whose existence is less than a decade.

Through its strategic plan, UoN is committed to recruiting academic staff by reviewing and implementing policy on doctoral training, providing modern and adequate equipment for teaching and learning, develop libraries to improve learning and quality of research through information and communication Technology by establishing and equipping computer laboratories for students and staff. These efforts are aimed at ensuring quality of the programmes and graduates produced by the university. Therefore, it is imperative for this study to investigate the perception of students on provision of quality education in the University of Nairobi, Kisumu Campus. This largely depends on how CUE Schedules' guidelines have been adhered to by the UoN in the provision of quality education, and how they have managed to enforce policies within their systems that controls the process for quality output, through physical facilities,

academic programs, teaching staff and library resources. Kagundu and Marwa (2017) recommended in their findings the need for each of Kenya's HEIs to fortify their internal Quality Assurance Programs (QAP) which can be achieved through formulation of appropriate quality assurance policies and procedures that should be embedded as part of their strategic plans. The compliance to this statutory instrument enables universities to design quality assurance mechanisms and maintain quality control to guide the nature of physical facilities, qualifications of teaching staff, library resources and academic programs, among other standards.

## **1.2.Statement of the Problem**

The background information indicates that Quality Assurance (QA) is the means to ensure quality education at Higher Institutions. QA is the means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced ([www.esib.org](http://www.esib.org)). Investment in education in Sub-Saharan Africa for the last two decades has not translated into functional knowledge and skills that can transform individuals and economies in which they live (EFA Global Monitoring Report, 2012). In view of this, several studies have established the un-employability of graduates and their underperformance due to low quality (Mhalanga, 2008; Kitila, 2013; Marwa, 2014; Ponge, 2013; World Bank Report, 2015). This calls for an investigation in the process of developing human capital with specificity to the

perception of service recipients, the students. HEIs have steadily focused on QA practices that involve standardization of admission procedures, up-to-date library resources, scaling the qualification of human resources and provision of sufficient physical facilities.

The reviewed studies show that nations of the world and regions strive for attainment of quality in HEIs. The need for quality assurance guidelines is a requirement since the ingredients of quality encounters several challenges (Kangondu & Marwa, 2017). Being a valuable tool, HEIs should invest in Quality Assurance Systems (QAS) that guide the process so that the products are capable of meeting their roles as human capital in education-related fields and professions. Ponge (2013) points to some challenges that hinders the provision of quality education as obsolete facilities, poor research and innovation, lecturers' incompetence among others.

Several studies have been conducted on the subject of Quality Assurance (QA), and its influence on Quality Education at HEIs. The existing literature indicates that such studies in Kenya lack information on adherence to CUE guidelines in line with students' perception on quality attainment. Egwa (2016) study found that quality can be enhanced through curriculum modification, availability of qualified human resources, supervision of teaching-learning process and adoption of Information and Communication Technology. Kuja (2016) found out that Institutional factors have direct impact on quality education at the universities in

that their adequacy ascertain attainment of quality. QA in HEIs is viewed as their ability to meet appropriate criteria relating to academic and administration matters: which among others include staff professionalism, physical facilities, and adequate library facilities. Adequacy of various inputs in higher education system, in terms of quality and quantity practices, exercises tremendous influence on QA in the higher education system itself (Machumu and Kisanga, 2014). Kumar (2013) notes that QA is a supplement and a domesticated version of quality management to improve quality of education offered in HEIs and that improved QA practices is not a panacea of all management strategies to all organization (Kumar et al., 2013). This makes it necessary to examine adherence to practicing guidelines to ascertain quality education is received by the students.

However, very little has been done to investigate the students' perceptions on provision of quality education based on adherence to these guidelines for quality since CUE was established in Kenya. In particular, since its establishment in 2017, no study has investigated the perceptions of students on provision of quality education in the University of Nairobi, Kisumu campus. And Kisumu Campus being less than a decade since its establishment necessitates a study to look into its implementation of CUE standards in attaining quality. Qualitative study conducted by McCowan (2018) indicates inadequate research to examine the quality process in higher education in Kenya. Inadequate attention has been paid to the initial infrastructure and personnel provided by higher education institution, the experiences of the students within these institutions and the learning that they

come out with. This creates a knowledge gap in regard to the institution's assessment of students' response to its adherence to CUE guidelines in provision of Quality Education based on the General Quality Report for UoN, 2016. It was therefore imperative that the relationship between students' perception on provision of quality education vis-à-vis its adherence to CUE guidelines on quality education be investigated. As noted in a study by the World Bank, coordination, control, and maintenance of appropriate QA practices impact on production of high quality graduates (World Bank, 2003). This study investigated students' perceptions on CUE guidelines on physical facilities, assessment of the teaching-learning process, qualifications of teaching staff and availability of library resources and role of ICT. As noted in a study, students' perception about academic services has become relevant to continuous improvement in the institutions (Kara et al., 2016). Students' feedbacks are essential for measurement of the performance of HEIs and to exploration of avenues for service quality enhancement which is vital because of the variability of quality service constituents in HEIs (Cullen et al., 2003; Nicholson, 2011). It is, therefore, calls for the necessity of HEIs to determine from the students' perspective what constitutes a quality service.

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

The goal of the research was to find out the perception of students on provision of quality education at the University of Nairobi, Kisumu Campus.

#### **1.4. Research Objectives**

The study was guided by the following objectives:

- i. To assess the contribution of physical facilities in provision of quality education at the University of Nairobi, Kisumu Campus
- ii. To determine the assessment of teaching-learning process in provision of quality education at the University of Nairobi, Kisumu campus.
- iii. To investigate the qualifications of teaching staff in provision of quality education at the University of Nairobi, Kisumu Campus.
- iv. To assess the role of ICT in provision of quality education at the University of Nairobi, Kisumu Campus.

#### **1.5. Research Questions**

The study was guided by the following research questions:

- i. To what extent does the physical facilities contribute to the provision of quality education in University of Nairobi, Kisumu Campus?
- ii. To what extent does the implementation of assessment of course programmes affect the provision of quality education in University of Nairobi, Kisumu Campus?
- iii. To what extent does teaching staff qualifications affect the provision of quality education, at the University of Nairobi, Kisumu Campus?

- iv. To what extent does ICT contribute to provision of quality education at the University of Nairobi, Kisumu Campus?

### **1.6. Significance of the Study**

The findings and recommendations that have resulted from this study will be fundamentally useful to university management authorities in identification of the existing gaps discovered in this study with regard to quality systems within the University of Nairobi, Kisumu Campus. Current students will find leading areas for further studies from this work. The department of Quality Assurance within the university may find the recommendations useful to improve their work of quality enhancement from the strengths of their input for quality products. CUE, a policy maker will also benefit by reference to the findings from this study to focus on improving its policies for quality attainment in higher education institutions.

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

The respondents' availability due to the present pandemic situation propelled by Covid-19 was major challenge. This was realized during the data collection process. During a pre-visit, the number of students was found to be 1631. However, during the online data collection, only 359 contacts were made. This made the researcher to sample all for the study and contacts made through online



methods which included making phone calls and e-mail addresses. The researcher was added to the WhatsApp for a for the various school to facilitate effective and efficient data collection. Similarly, the fear to provide information especially where respondents' contacts were known. An assurance of confidentiality was made to the contacts which encouraged them to provide information required for the study. The interview schedules prepared for the study were never administered as the administrators referred the researcher to the quality document that contained information about the institution ranging from physical facilities, staff qualifications and academic programmes among others. The secondary source was crucial in corroborating information provided by the students during data analyses. The researcher gave assurance of confidentiality and anonymity of the respondents and that obtained data would be used for academic purpose only.

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

The study was confined to the experiences of University of Nairobi, Kisumu campus. During the proposal development, the Campus Director, the Coordinators of programmes, academic staff, and students were sampled. However, during the data collection, secondary data was introduced to replace the teaching and administrative personnel. This implies that only students were contacted for primary data. Furthermore, the study focused on CUE guidelines on physical facilities, assessment of academic programs, quality of academic staff and the role of ICT. The elements of inputs and processes of quality were examined with limited focus on output. The students' perception thence got

aligned to the elements that guide teaching-learning process which were further streamlined to three CUE Standards and Guidelines despite the fourteen guidelines indicated on the CUE document. Both Policy documents developed by the University of Nairobi and Kisumu Campus served as secondary data, during data analysis. The information obtained was interpreted and recommendations made to suit the context of the study.

### **1.9. Definitions of Key Terms**

**Academic Programme:** means an architectural design of learning content, which is multidimensional and includes intentions, structure of content, delivery modes, academic resources and assessment modes

**Academic Staff** refers to means members of the teaching staff of a university

**Accreditation:** the process of providing a legal authority for an institution to provide higher education

**Efficiency:** the use of little resources to produce more of what is desired

**Effectiveness:** the realization of desired results

**Guidelines:** this refers to instructions that gives the standards to be met by an institution's actions to provide quality education

**Higher Education Institutions:** this refers to the post-secondary institutions, with respect to the colleges and universities

**Information and Communications Technology:** all the infrastructure and all its components that facilitate modern computing.

**Kisumu Campus:** this refers to a constituent campus of the University of Nairobi that trains students in three main disciplines in the Faculty of Law, School of Business, ODEL-Campus and the Faculty of Arts.

**Perceptions:** the basic knowledge and understanding of students with respect to the key aspects of the study that directly affects them

**Quality:** this refers to the ability of graduates to apply knowledge, skills, values and competences in the job market effectively and efficiently

**Quality Assurance:** this refers to all plans and systems put in place to ensure that graduates are competent

**Satisfaction:** a function of expectation and experiences which may contribute to the perception of students about Higher Education Institutions

**Standard:** refers to a measure or a principle to which an institution or program should adhere, and by which one's quality is judged.

### **1.10. Organization of the Study**

The study was organized into six chapters. The first chapter was introduction which covered background to the study, statement of the problem, purpose of the study, research objectives and research questions, limitations and delimitations of the study, definition of key terms and organization of the study. Chapter two

contained literature review on students' perceptions on implementation of CUE guidelines on provision of quality education at the universities with focus on the objectives questions, theoretical and conceptual frameworks. Chapter three contained the research methodology which included research design, target population, sample size and sampling procedures, description of research instruments, validity and reliability of these instruments, data collection procedures, data analysis techniques, and ethical considerations. Chapter six contained data analyses, interpretation and recommendations for the study outcome.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

This section contains literature review of studies related to influence of learning facilities on quality education, assessment of academic programmes, quality of teaching staff and role of ICT on provision of quality education in HEIs.

The Commission for University Education (CUE) was established under the Universities Act, No. 42 of 2012, as the successor to the Commission for Higher Education. It is the Government agency mandated to regulate university education in Kenya. It has developed several Standards, Guidelines and Schedules that directs the provision of quality education in HEIs in Kenya. This study focuses on four main areas related to the teaching-learning process in line with the students' perceptions. The literature review shall be aligned to these key areas.

#### **2.2. The Concept of Quality Education**

Quality is vague when it comes to defining it. It depends on the perception of its context. It is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs (British Standard Institution, BSI, 1991). There are different approaches in defining quality. One of approach adopted in this study is fitness for purpose which dictates that customers be satisfied with the products or services offered that is, quality should meet the stated purpose, customer specifications and satisfaction (Green and Harvey, 1993).

Garvin (1988) placed quality definitions into five groups namely: transcendent definitions which are personal and subjective; product-based definitions which interprets quality as a measurable value based on objective values of the product; user-based definition which focuses customer satisfaction; manufacturing –based definitions which conforms to requirements and specifications and; value-based definitions which relates quality to its costs, which is providing good value for the costs. The study shall limit students’ perceptions to product-based, user-based and manufacturing based quality groups.

Quality concept in education assumes different meanings in different contexts (Abukari and Corner, 2010). This makes the concept of educational quality multifaceted and multi-dimensional with respect to conceptualization, assessment and measurement and it is difficult to assess through one perspective (Sahney et al., 2008). In improving the quality of education, it is pivotal to know and

quantify the prevailing quality levels. HEIs need more effective delivery systems to address the quality issues and improve performance as a professional organization with complex processes (Vroeijenstijn, 2003). The need for more accountability and responsiveness to customers needs for more efficiency and effectiveness and customer-centric in service delivery is a stronger purpose of quality in HEI. Quality should be given a priority for its essentiality in research and analysis, conceptualization, assessment and measurement of quality in higher education. In this pursuit, the perceptions of students towards quality is an inevitable essentiality.

### **2.3. Students' Perception of Quality Education**

Students keeps their identity as the primary customers among the HEIs stakeholders (Pereira and Da Silva, 2003; Abdullah, 2006). Consequently, the result of students' perceptions on service quality are relevant to the continuous improvement of the HEIs (Kara et al, 2016). Students' satisfaction in higher education enterprise correlates to quality of academic service delivery (Rouf et al., 2016). It is therefore the obligation of HEIs to operate under market forces for the satisfaction of students both efficiently and competitively (Bunce et al., 2016) if they are to be sustainable. Sustainability of HEIs depends on the attraction, service delivery and retention of students (Le Roux and Van Rensburg, 2014).

Students as customers have expectations especially regarding academic services they receive from the HEIs and may be contented when these products/services

meet their expectations (Rouf et al., 2016). Some of the factors that affect students' satisfaction may include teacher expertise (Butt and Rehman, 2010) availability of academic resources such as lecture halls, laboratories, libraries, ICT facilities (Prasad and Jha, 2013), inadequate funding (World Bank, 2010), among others.

#### **2.4. Perception of Physical Facilities and Quality Education**

Physical facilities refer to the physical spaces available for utilization by both academic staff and the students. This include lecture halls, library facilities, staff offices, playgrounds, accommodation and recreational facilities. In Kenya, CUE guidelines and standards for physical facilities are outlined in Schedule Two, Standards of Physical Resources. HEIs should provide appropriate and adequate facilities sufficient and suitable for the programmes offered and enrolment population (CUE, 2014). Findings of some studies indicate the significance of physical facilities in determination of the kinds of academic programmes to be offered by HEIs and their levels (Machumu and Kishanga, 2014; Mukhwana, 2016). Physical facilities are a source of motivation both for teaching staff and students. Odhiambo (2011) observed that increased enrolment caused strain on physical facilities whose conditions deteriorated. Inadequacy of physical facilities has negative impact on quality education (Kagondy and Marwa, 2017). For instance, Mukhwana's study (2016) examined the condition of physical facilities in both public and private HEIs in Kenya discovered that physical facilities in



public universities were inadequate to the students' population. The study recommended that an assessment be done to ascertain the nature of their establishment, availability and adequacy of resources and space, facilities, and teaching staff, before their accreditation by CUE (Mukhwana, 2016). This has a positive bearing on the quality of teaching-learning at these Higher Learning Institutions.

## **2.5. Assessment of Academic Programmes and Quality Education**

Assessment is a key factor in determination of quality education. It occurs in two areas, that is, by the universities meeting CUE's guidelines of course requirements, and assessment of the teaching-learning process by the Universities. If conducted well, assessment provide feedback on learning and enable teachers to prepare for delivery of learning process. It also enables learners to develop their competencies, skills and knowledge. According to CUE's guidelines, assessment is a critical part of course evaluation under the academic programs, as contained in Third Schedule Standards and Guidelines for an Academic Programme. CUE recommends that the procedures for evaluation of the course programmes are documented in totality. Based on Arthai & Kumar (2016) studies on assessment and evaluation at Srinivas Institute of Management Studies (SIMS), the areas of focus during learners' evaluation include class assignments, internal tests, attendance, and classroom discipline, among others. Further exploration of reforms undertaken by SIMS, Arthai & Kumar (2016) on key areas of focus as

initiation of reforms by the university in form of revision of syllabus, increased internal assessment weightage, computerization of examination process, and other students' assessment techniques.

The assessment of academic programs is tied to the qualifications of students who enroll for course programs (Nyabuto, 2018). Yet an inspection conducted by Commission for University Education (CUE, 2017) found that there was Abuse of Credit Accumulation and Transfer Systems (CATS) and that some universities offered academic programs which were not approved by the University senates.

## **2.6. Qualifications of Teaching Staff And Quality Education**

Teaching, research, publications and outreach remains the core duties of academic staff (Muchemeza, 2016). In addition, innovation and human capital development is a fundamental role of universities. The academic staff provide quality teaching in order to produce quality education. Quality teaching is the use of pedagogical techniques to produce learning outcomes for students (Roseveare and Henard, 2012). It involves several dimensions, ranging from effective design of curriculum and course content, to variant learning contexts, evaluation consideration, and dynamic learning environments and student support service (Hénard, and Roseveare, 2012). CUE presents policies that determine entry and

retention of the academic staff in HLIs, which is tied to academic credentials namely qualifications, experience and consistent research. (CUE, 2014). In Uganda, the University and Other Tertiary Institutions Act, 2001, section 119 indicates that the quality of teaching staff determines their employability as based on standards set by the NCHE regulations on standards provided in Statutory Instrument No. 50 of 2010. For instance, all universities are required to have publically known rules and regulations for hiring, promotion and firing staff. Similarly, in Ethiopia, Proclamation No.351/2003 – ‘the Higher Education Proclamation provides for the modes of governance and operation of higher education. (Abdalla and Elhadary, 2010). Qualifications, adequacy and experience of teachings staff also influence quality of teaching (Teferra, 2007).

The information on academic staff qualifications should be public. This should be on an internet service for global access. A study conducted by Mushemeza (2016) found that the rationale of making the profiles and qualifications of academic staff public is connected to providing an opportunity to interested stakeholders to know the involvement of an academic in research and scholarship which underpins the high quality of teaching of university’s courses. A profile also avails interested individuals, potential students and parents/guardians to know the extent an academic has made a contribution in consultancy with private and public sector organizations, professional associations, adviser on government bodies, conducting research, and his/her work in collaboration with other academics at home and abroad. Such profiles are usually found on university websites. The

academic association is drawn to the best brains, work and qualifications found in a ‘World Class University’ (Feng, 2007). Failure to publicize academic staff profile denies the university publicity in this era of internet hence their unattractiveness to students and financial support (Mushemeza, 2016). This may affect enrolment negatively, reduce funding from external courses and a decline in quality offered. Quality education is influenced by admission of quality students and academic staff and providing an enabling environment for academic productivity. Public universities have the greatest concentration of highly qualified academic staff and research activity, face the challenge of overcrowding, insufficient numbers of lecturers and degraded facilities (McCowan, 2018).

## **2.7. The role of ICT and Quality Education**

ICT was one of the major areas for the Kenya Education Sector Support Program (KESSP), which was created by the MoE in 2005 with the intention of mainstreaming ICTs further into teaching and learning process. The Ministry of Education was inspired to create a profound sector strategy on ICT in education by the National ICT Policy, which established it as a national priority (Farrell, 2007).

Numerous papers have been written about how ICT has the ability to change teaching, learning, research, and management in higher education. There is a huge variation in ICT in HEIs in developing economies, particularly among HEIs in

Sub-Saharan Africa, including Kenya, and an apparent digital gap even among the institutions that have adopted ICT in Education.

Both the UoN Self-Assessment Report from 2018 and the CUE Assessment Report from 2017 show that UoN has built a strong ICT system supported by infrastructure and systems, sufficient people, and computer laboratories. As a result, the institution has been able to accomplish its goals in terms of research, communication, e-learning for administration and planning, monitoring tool application, teleconferencing, virtual learning, and other educational programs.

Network access (information infrastructure, availability, affordability, network speed, and quality), networked campus (network environment, and e-campus), networked learning (improving education with ICTs in libraries, research and innovation, and developing ICT workforce), networked society (people and organizations online, locally relevant content, ICTs in everyday life, and in the workplace), and institutional research and development are the key indicators that determine the effectiveness of ICT in HEIs (ICT strategy alignment, ICT financing and ICT human capacity) Kashorda and Waema(2011). These guiding sub-indicators help the ICT system work effectively and efficiently in attaining quality education in HEIs.

Academic personnel and students can use library resources for teaching and learning. The enrollment rates of HLIs should correspond with the supply of teaching-learning resources (CUE,2014). The quality of education is negatively

impacted by inadequate library resources. According to a study by Brown and Malenfant (2015), library resources should be used in conjunction with library instruction to ensure students receive high-quality education. According to the study's findings, the purpose of library instruction is to increase students' comfort levels with the research process, academic success, and evidence of improved information literacy skills. Additionally, the research and study areas of libraries foster a sense of academic and social community among students. Student learning and success are supported through library instruction and collaborative instructional activities and services.

## **2.7.Theoretical Framework**

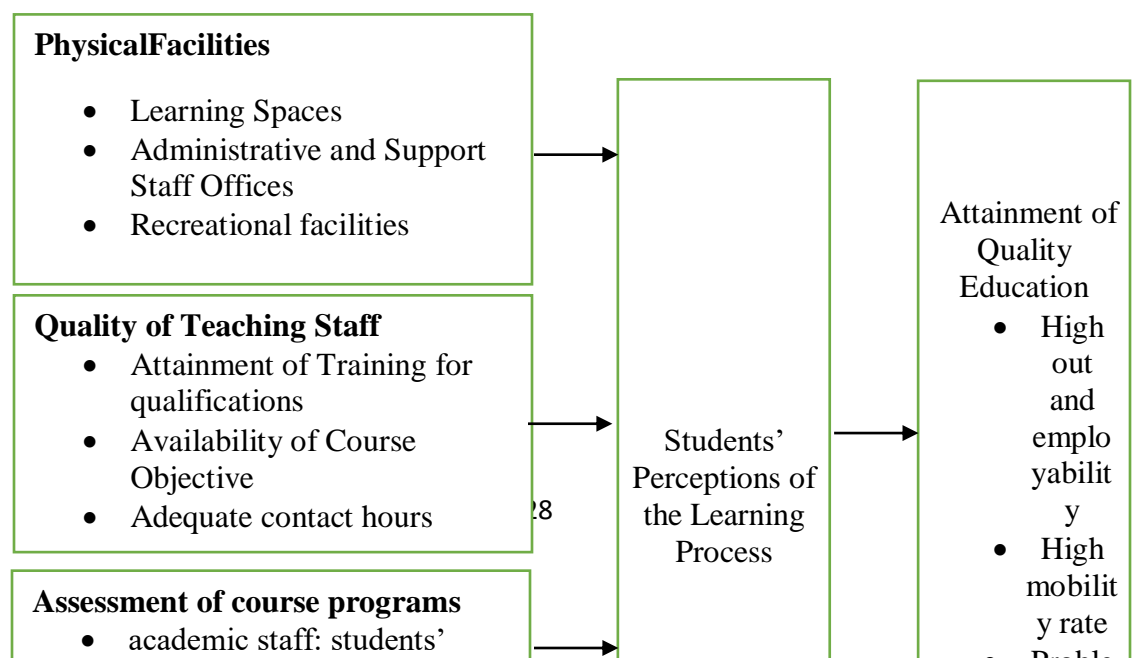
The social psychologist Uri Bronfenbrenner later modified Ludwig Von Bertalanffy's systems theory by looking at human biological systems in an ecological context and coming to the conclusion that systems have studyable qualities. This research is based on his work (Anderson et al, 2009). A system is an organized whole made up of elements that interact over time in a way that is different from how they interact with other entities (Anderson et al, 2009). This theory seeks to elaborate complex systems along a continuum that includes the individual and their surroundings (Anderson et al., 2009), and it enables us to understand the parts and dynamics of client systems in order to assess issues and create plans for long-term fixes. According to systems theory, one of the main goals to be accomplished is to ensure that high-quality education is provided by

all HLIs (Mullins, 2010). This means that in order to transform inputs from the environment into outputs that are useful to the environment, all of the subsystems that make up the complete system must function as an organization through inputs from the environment (Mullins, 2010). Through adherence to its standard requirements on physical facilities, academic programs, academic human resource, and adequate library resources at HEIs, the CUE quality system guides the process of providing high-quality education.

## 2.8. Conceptual Framework

The conceptual framework is indicated in table 1.1. In this table, the role of CUE is critical in the provision of quality education at HLIs. The key parameters considered include its role in determination of the quality of academic staff, standardized learning facilities and credible examination procedures. Quality education is attainable through interplay between the CUE guidelines and the implementation of the parameters by HEIs.

Figure 1.1: Conceptual Framework



## **CHAPTER THREE**

### **RESEACH METHODOLOGY**

#### **3.1 Introduction**

This section discusses methodology with specific focus on study design, target population, sample size and sampling techniques, instruments for data collection and procedure, their validity and reliability, data analysis and ethical considerations.



### **3.2 Research Design**

According to Orodho (2003), a research design is a strategy, plan, or basic blueprint utilized to provide research question responses. According to Kothari (2013), a research design is the conceptual framework through which the study will be carried out. This study used a descriptive survey approach to look into how students felt about receiving high-quality instruction. Based on UoN compliance with CUE's rules and criteria for Quality Education, the effectiveness of education was evaluated. A descriptive study is used to discover the who, what, when, where, and how of an occurrence, according to Cooper and Emory (1995). In order to determine how respondents felt about the teaching-learning process' contribution to achieving a high standard of education at the University of Nairobi's Kisumu Campus, data were gathered from respondents. Descriptive survey methodology was chosen because it allowed the researcher to get data by asking sampled respondents questions to learn their honest opinions in addition to looking for quantitative and qualitative data (Orodho & Kombo, 2002).

### **3.3. Target Population and Sample Population Study**

A complete collection of individuals or components that share at least one characteristic is referred to as the target population (Kombo & Tromp, 2018). To enable the researcher to draw findings that are generalizable, samples are gathered from the entire population (Kombo & Tromp, 2018; Kothari, 2013; Matula, et al, 2018). The whole student body of Kisumu Campus was the intended audience.

During the pre-visit, a total of 3000 students were anticipated to attend classes. However, 1629 students were contacted via social media during the actual data collection phase. 259 of these students were chosen at random, and 135 of them returned the questionnaires that were given out for the study.

### **3.4. Sample Size and Sampling Procedure**

Sampling is the method a researcher uses to obtain subjects for a study (Kombo & Tromp, 2018). It is a collection of observations that only represents a subset of the population (Lapin, 1987). Good dependability is provided as a result of careful sample size selection (Mugenda & Mugenda, 2003; Kombo & Tromp, 2018; Matula, et al, 2018).

On the smallest sample size that can be used for a descriptive survey, several scholars have theories. Gay (1992) estimates for a small population of roughly 5000 people range from 10% to 20%. He notes that a researcher chooses the sample because of numerous restrictions that would prevent studying the entire population gathered. The research only included people who could be reached through this method because it utilised online data access from respondents. Other researchers agree with this suggestion (Mugenda & Mugenda 1999 and Kasomo, 2006).

**Table 1.1. Sample Size**

Respondents	Target Population	Sample Size Units	Sample Size (%)
<b>Postgraduate</b>	8	8	100

<b>Graduate</b>	83	17	20.5
<b>Undergraduate</b>	1538	234	15.2
<b>Total</b>	<b>1629</b>	<b>259</b>	<b>45.25</b>

The study used purposive random sampling to select respondents from the Postgraduate School. Stratified sampling technique was used to obtain 17 samples out of 83 Graduate students and simple random sampling techniques used to select the study respondents of the list of contacts obtained from the undergraduates that resulted to 234. This was done after the initial stratified sampling of the first 3 digits of the coded cellphone contacts, to make a split. The simple lottery was used to identify the respondents. A total of 259 respondents were selected for the study as indicated on 3<sup>th</sup> column of Table 1.1., an equivalent of 45.23% in 4<sup>th</sup> column.

### **3.5. Research Instruments**

Data from the students' responses to questionnaires that include both open-ended and closed-ended questions was gathered (Kombo & Tromp, 2018). Section A of the questionnaires was designated for collecting demographic information, while Sections B through E were for responding to objective questions using a Likert scale. These responses were later utilized to create dependent research variables. Due to its capacity to gather a substantial amount of data quickly, the questionnaire is the most suitable instrument (Kothari) (2004). Utilizing an observation schedule, the institution's physical facilities were compared to the

indicators in the UoN, Kisumu Campus Assessment Report (2016) and the CUE, Quality Report (2017).

### 3.6. Rate of Return on Research Instruments

The questionnaires were then administered via e-mail and mainly through WhatsApp. A one week duration was permitted for respondents to give feedback on the questionnaires and the researcher ended with a total of 29 units (11.2%). The process was repeated during the second proportion yielding 68 units (26.25%) attainment, beyond the recommended value (Orodho & Kombo, 2002). This process was repeated the 3<sup>rd</sup> time culminating to a total return rate of 135 (43.26%) of the respondents' sampled as shown on 5<sup>th</sup> column of Table 1.2.

Table 1.2: Rate of Return

Respondents	Sample Population	Sample Size	Rate of Return (%)
<b>Postgraduate</b>	1	1	12.5
<b>Graduate</b>	17	11	64.71
<b>Undergraduate</b>	234	124	52.56
<b>Total</b>	<b>259</b>	<b>135</b>	<b>43.26</b>

### 3.6. Piloting Study

The piloting was carried out with respondents in one campus not in the sample in Kisumu Campus. Piloting of the instrument was important because:

- i. It helped the researcher to detect unclear instructions and wrong phrasing of questions.
- ii. It enabled the researcher to restructure questions which were vague since the respondents left them blank meaning they failed to interpret them
- iii. It enabled the researcher to understand the appropriateness of the analytical techniques.

### **3.7. Validity of Research Instruments**

The term 'validity' describes the extent to which an instrument produces data that is both accurate and understandable (Mugenda and Mugenda, 2009; Matula, et al, 2018). In the words of Orodho (2005), validity is the degree to which an instrument examines what it was originally intended to measure. (Mugenda & Mugenda, 2009) claim that using a professional or expert in the relevant subject is the accepted practice when evaluating the validity of a measure. The validity of the instruments' content was assessed. The degree to which the test or questionnaire's content is indicative of the subject matter or set of abilities is known as content validity. Supervisors and academic staff members evaluated and examined the questionnaire's contents to assess the items' clarity. This made sure that the questions were appropriate for the targeted respondents and that the appropriate vocabulary and sentence structure were used. The researcher established validity by asking his supervisors' professional opinions. This was accomplished by holding talks and offering pertinent criticisms and suggestions that helped to create and improve the research instrument.

### **3.8. Reliability of Research Instruments**

The degree to which an instrument measures what it is intended to measure is referred to as instrument dependability or reliability. To a certain extent, reliable tools and methods should yield consistent outcomes across trials (Matula, et al, 2018; Kothari, 2008; Mugenda & Mugenda, 2009). Reliability is defined by Mugenda & Mugenda (2004) as a measure of how consistently a research instrument produces outcomes or data after numerous trials. The constancy of the observation of an outcome serves as proof. The reliability of the research equipment was evaluated using the test-retest method. This was accomplished by three 34-series data gathering iterations. In order to determine the degree to which the contents of the questionnaires are consistent in evoking the same replies each time the instrument is administered, the correlation coefficient was computed using the Spearman rank order correlation. In order to ensure that the research instruments were appropriate for the study, instruments with coefficients above 0.8 were utilized. This indicated that the results were very reliable.

### **3.9. Data Collection Procedure**

The researcher obtained a letter of introduction from Department of Educational Administration and Planning, which was used to apply for a research permit from the National Commission of Science, Technology and Innovation (NACOSTI). A courtesy call was made to Kisumu County Director of Education and the Office of the Governor to obtain letters of authorization to collect data within Kisumu

County. The researcher then visited the office of Director of Kisumu Campus for the authority to collect data and to do a physical observation of the physical facilities. He was then referred to the Co-coordinators of the four main schools: Faculty of Arts, School of Business, College of humanities and Social Sciences and Open and Distance e-Learning. Through their permission, the contacts of students were accessed through the various student representatives. The Campus also advised the researcher to seek the Quality Assurance and Standards Officer for obtaining the quality documents developed by the UoN namely: CUE Institutional Quality Audit Undertaken on March 5<sup>th</sup> – 9<sup>th</sup> 2028, Status Report on Implementation of the Roadmap for Second Quarter October, 2018 and UoN Self-Assessment Report for Institutional Quality Audit, 2017. These classified documents were instrumental in interpretation of the collected.

### **3.10. Data Analysis Procedures and Techniques**

According to Kothari (1990) as well as Orodho (2009), classification refers to the process of grouping or classifying data based on shared features. The restricted information underwent modification. According to Orodho (2004), editing raises the caliber of data before coding. According to Onyango (2001), SPSS is renowned for its capacity to handle enormous volumes of data and offers a broad range of statistical techniques specifically tailored for social sciences. Prior to tabulation, the data was submitted to coding. Coding is the process of putting responses into a limited number of groups or groupings by assigning numbers or other symbols (Kothari, 1990). The data was tabulated for analysis after coding.

Data summarization and concise display were done by tabulation for later analysis (Kothari, 1990). The statistical program for social sciences (SPSS) version was used to examine the Likert Scale data using descriptive statistics. For each year between 2015 and 2020, the mean average of the responses from students was calculated, and a table was created to show the distribution of respondents' percentages. It also computed the median. Every variable's response from the pupils was calculated. The easiest way to assess difference is range. The difference between the largest and smallest random variable is what matters. It was used to demonstrate how students perceived a quality metric according to CUE requirements.

The following methods of data presentation were used: pie charts, histograms and frequency tabulations. Pie charts were used to illustrate students' gender, Schools respondents' rate and certain variables especially where Likert Scale values were two. Histograms and frequency tabulations were used to present data on Likert Scale variables. The collected data were screened, coded and entered into the computer for analysis. Quantitatively collected data was analyzed by descriptive statistics since this research was a descriptive survey (Matula, et al, 2018).

### **3.11. Ethical Considerations**

A legal procedure was followed by seeking permission from relevant bodies and offices to conduct the study in Kisumu Campus, UoN. The respondents consent was sought and they responded voluntarily. Their confidentiality and anonymity was assured and highly valued to ascertain upholding of privacy. The information



obtained was used for the purpose of this research and respondents' cellphone contacts and e-mail addresses preserved exclusively for research purposes.

#### Assumptions of the Study

The study was based on two assumptions:

1. Quality education in HEIs are dependent on implementation of CUE guidelines
2. Students' had the ability to comprehend the quality indicators in the institution.

## **CHAPTER FOUR**

## **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **4.0. Introduction**

This chapter focuses on data presentation, analysis and discussion of findings. The data was gathered through questionnaires completed by selected students from Kisumu Campus. The responses provided by the respondents were analyzed to provide information relevant to the main objectives of the study. The analysis of respondents' response rate was made to determine the number of respondents who actually answered the questionnaires vis-à-vis the initial contacts issued with the research instrument. Quantitative technique was applied to analyze questionnaires under each objective and research question addressed by the study. The presentation of findings took the form of tables, pie charts and histograms. To increase data validity, secondary data sources from classified documents were used which increased the reliability of research findings toward making the conclusion of the study. In addition, it ensured that the findings presented contributed towards achieving the main objective of the study which was to investigate students' perception on implementation of CUE guidelines in provision of quality education at UoN, Kisumu Campus. The data was analyzed using the SPSS SDAP64 software. This tool was suitable for this kind of analysis since it is used for Social Science Research. Qualitative technique was used to analyse data obtained from the observation checklist and the data corroborated with the Quality Reports obtained from the UoN, QASO.

### **4.1. Analyses of Demographic Data**

#### 4.1.1. Respondents' Population by Gender (Female and Male)

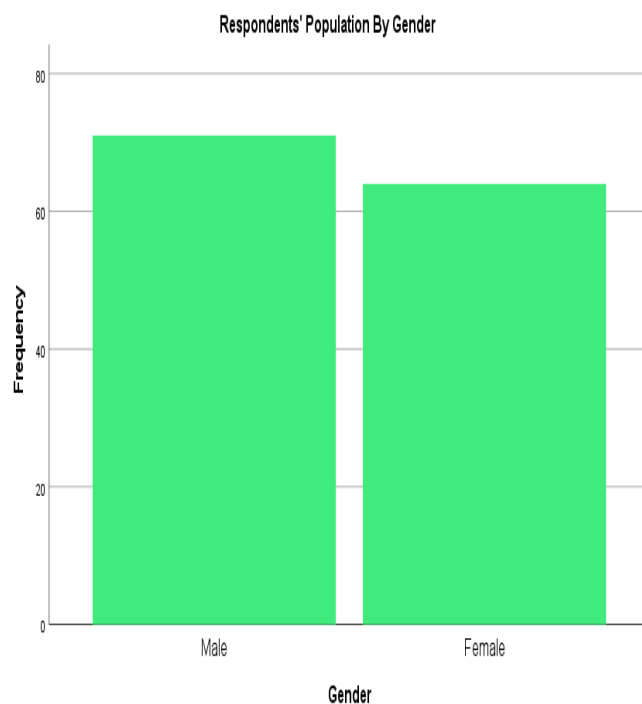
Gender refers to the social differences and relations between men and women which are learned, very widely among societies and cultures, and changes over time. It is used to analyze the roles, responsibilities, constraints and needs of women and men in all areas and in any given social context. (ABC of Women Worker's Rights and Gender equality, ILO, 2000). Gohen (2010) clarifies that gender impacts people's attitudes, social roles and reaction to situations. An assertion is made that females are kind and soft, but firm in nature. Their male counterparts are often aggressive, decisive and quick in decision making. The student respondents were asked to indicate their gender as it was considered crucial in providing information about gender composition of the institution as well as in making recommendations for the study. Similarly, Students population by Gender as discovered by the study indicates that there were more male students than female students, that is, 52.6% and 47.4 %, respectively, as illustrated on the table below.

**Table 1.3: Respondent Population By Gender**

Respondents	Sample Population	Percentage	Cumulative Percent
Male	71	52.6	52.6
Female	64	47.4	100.0
<b>Total</b>	<b>135</b>	<b>100</b>	<b>100</b>

The bar chart similarly showed a representation of a higher number of males to females, which indicates a slight indifference in the gender population as indicated. Hence the findings of this study will be dominated by male orientations striving to balance with the female orientations as indicated on Bar Chart 1.1.

**Figure 1.2: Gender Respondents**



Several studies indicate existence of gender imbalances despite the massive expansion in HEIs. Gender imbalance has shaped and continue to shape the development of higher education in Kenya. It is clear that the proportion of girls' enrolment declines as they move up the educational ladder (Mumiukha, et al, 2015). In public universities, there are more male students than female students enrolled at all programme levels. The highest disparity is at the PhD level where the ratio of male to female students is over 2:1 (Mukhwana et al., 2016)

#### 4.1.2. Students Population By Year of Admission

The Student respondents' population by year of admission was as indicated in the table below. The majority of students who responded were admitted in 2018 followed by 2019, 2020, 2017 and 2015, notably, 2016 missed in the list of respondents. This information was important in identification of the students' experiences based on the duration taken in the institution. The longer the duration the more informed the respondent is with regard to familiarity with the institution. The frequency table revealed that the larger number of students who responded to the questionnaires were admitted in the year 2018 and 2019, that is 45 and 42 students, respectively. The subsequent years of 2019 and 2020 indicated 41 and 32 respectively as 2017 and 2015 was 16 and 1 respectively. This implied that that there was a high enrolment of students in 2018 and 2019 followed by 2019, 2020, 2017 and 2015, in Kisumu Campus. Alternatively, the population of students who responded could possibly be concerned with quality enhancement compared to the non-respondents. There were no students captured in 2016 enrolment.

<b>Admission Year</b>	<b>Total population</b>	<b>Percentage(%)</b>	<b>Cumulative (%)</b>
<b>2015</b>	1	.7	0.7
<b>2016</b>	0	0	0.7
<b>2017</b>	16	11.9	12.6
<b>2018</b>	45	33.3	45.9
<b>2019</b>	41	30.4	76.3
<b>2020</b>	32	23.7	100
<b>Total</b>	<b>135</b>	<b>100</b>	<b>100</b>

Table 1.4: Respondents' Population by Enrollment Year

Figure 1.3 clearly indicated the enrolment population is higher in 2018 and 2019, and lower in 2015, 2017 and 2020, respectively. The representation indicates a decline in the population of students in Kisumu Campus. This might have been affected by the admission policy introduced by the MoE which requires direct admission of KCSE candidates who scored grade C+ and above to all universities- public and private. There is a probability that candidates' choices increased and KUCCPS placements enrolled them in other universities.

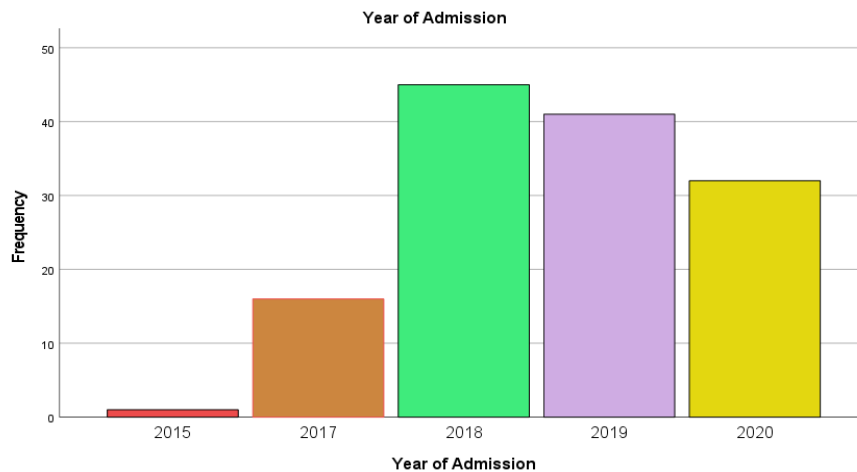


Figure 1.3: Bar Chart indicating Year of Admission

#### 4.1.3. Student Respondents' Population according to Level of Study

The study found out that the higher the level of study, the fewer the students. Notably, there were more undergraduate students compared to graduate and postgraduate. In postgraduate, there was only one student. This indicated a higher degree of indifference in the undergraduate cohort, to graduate and postgraduate cohorts. This reveals that transition from undergraduate to graduate and postgraduate is indicating a decline. This could possibly infer that a larger

percentage of higher education falls to the undergraduate. Therefore, quality parameters will affect more undergraduate students compared to graduate and postgraduate students, positively or negatively. Similarly, that the input of the postgraduate data is insignificant to this quantitative study and would be useful to obtain qualitative data, using interviews.

<b>Level of Study</b>	<b>Population</b>	<b>Percentage</b>	<b>Cumulative (%)</b>
Postgraduate	1	.7	.7
Graduate	11	8.1	8.1
undergraduate	123	91.1	91.1
Others	0	0	0
<b>Total</b>	<b>135</b>	<b>100.0</b>	<b>100.0</b>

Table 1.5: respondents' population by level of study

CUE Study Report (2017/2018) revealed that there were fewer doctoral than master's degree holders. The evidence further points to the fact that the number of males with master's and doctorate degrees is consistently higher than that of females with such degrees. The distribution of men and women across ranks shows that the latter are underrepresented at the higher ranks — from senior lecturer to full professor — and overrepresented at the level of lecturer and below. In public universities the highest disparity between male and female students' enrollment is at the PhD level where the ratio of male to female students is over 2:1 (Mukhwana et al., 2016)

#### **4.1.4. Respondents' Population by School**

Students respondents' population according to school was as illustrated in the

table below. The largest percentile representation came from the School of Business followed by Faculty of Arts and ODeL at, 58.5%, 33.3% and 8.1%, respectively. This implies that there are more students taking business related courses than Arts-related courses. The ODeL course specialty was however not indicated. An assumption is made that they are both in the Business and Arts courses including education. No respondents were captured from the College of Humanities and Social Sciences.

<b>School</b>	<b>Population</b>	<b>Percentage</b>	<b>Cumulative (%)</b>
Faculty of Arts	45	33.3	33.3
School of Business	79	58.5	58.5
ODeL	11	8.1	8.1
CHSS	0	0	0
<b>Total</b>	<b>135</b>	<b>100.0</b>	<b>100.0</b>

Table 1.6: Population by School

The SoB had 79 student respondents, FoA 45 and ODeL 11 students respectively. This implies that the student population is largely composed of the SoB and the FoA compared to ODeL. It also implied that Kisumu Campus provides Arts-Based related courses as its area of specialization vis-à-vis engineering and Mathematics and Science courses.



## **4.2. Students' Perceptions and Physical Facilities on Provision of Quality Education**

### **4.2.1. Adequacy of Learning Facilities and Spaces**

Lecture Halls and Room are part of the physical facilities required for teaching-learning process. Their adequacy determines the population of students and the conduciveness of the Teaching-Learning process.

The study discovered that the larger population of students were satisfied with the spaces provided by the university. This percentage was at 75.6 compared to 15.5 who expressed dissatisfaction. However, the degree of satisfaction also varied from 44.4 to 31.1 just like the level of dissatisfaction at 5.9 to 9.6. a total of 8.9 percent were undecided. This concurs with the findings of the Status Report on the Implementation of Technical Inspection which discovered that Kisumu Campus adherence to physical facilities was confirmed (CUE Technical Inspection Report, 2016). Some studies have revealed that physical facilities are essential component of student performance indicators that pertain to their engagement with curriculum, faculty and staff, and increases in knowledge, skills and abilities that leads to gainful employment for instance, increased critical thinking (Cheng and Tam, 1997; Lacovidou et al, 2009; Scott, 2008).

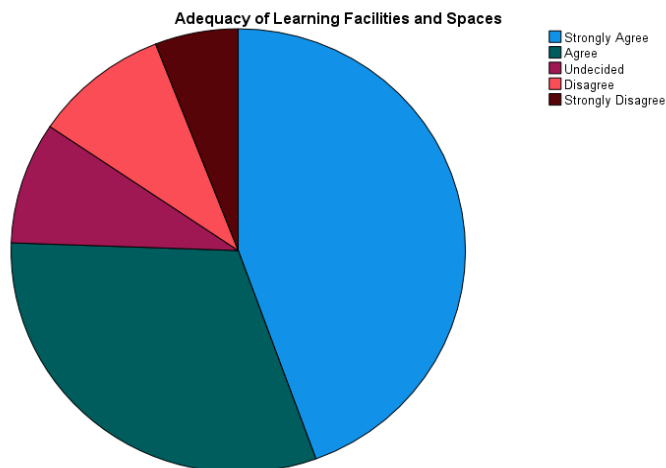


Figure 1.4: Adequacy of Physical Facilities

This was further confirmed by the findings of the Technical Inspection Report as indicated on Table 1.7.

Item	Capacity	Number	Size (M <sup>2</sup> )
Lecture Room	96	2	193.51
	96	7	386.41
Seminar Room	50	5	145.46
	52	2	61.95
Lecture theatre	440	1	330.06
	210	2	192.34
Computer Lab	100	1	192.24
Teleconferencing Room	60	1	61.95
Moot Court	96	1	386.41

*Table 1.7: Availability of learning facilities*

The document also revealed that there are a total of 22 spaces for all the support staff ranging from Library Staff (515.01M<sup>2</sup> for 168 occupants, Postgraduate Library for 50 occupants (145.46M<sup>2</sup>), ICT office for 4 occupants (145.46M<sup>2</sup>) and

1 parking space for 8 for vehicles (48.19M<sup>2</sup>). these spaces range from 8.75M<sup>2</sup> for Games tutor and 515.01M<sup>2</sup> for Library Staff. The problem of inadequate facilities has been persistent in Kenya's Universities. Inadequate and poor physical infrastructure was found to contribute to degradation quality teaching-learning in Kenya's universities as it spreads to overcrowded classrooms and reduces variant pedagogical techniques as the physical interaction between students and the teaching staff is minimal (Altbach et al, 2009; Tilak, 2013). This albeit contributes to low output.

#### 4.2.2. Sufficiency of the Recreational Facilities

Recreational facilities serve the purpose of engaging students to express their talents and utilize their rest time well. Figure 1.5 shows that the degree of satisfaction stood at 35.6 compared to the degree of dissatisfaction at 48.9 percent, that is 48 students in contrast to 66 students, respectively. This demonstrated that a higher population of students were dissatisfied with the availability of recreational facilities which were insufficient. Notably, 15.6 percent of students were undecided. This is as illustrated in Figure 1.5.

Recreational facilities are found to enable students diversify their talents, invest their leisure time in productive activities and develop their skills and techniques

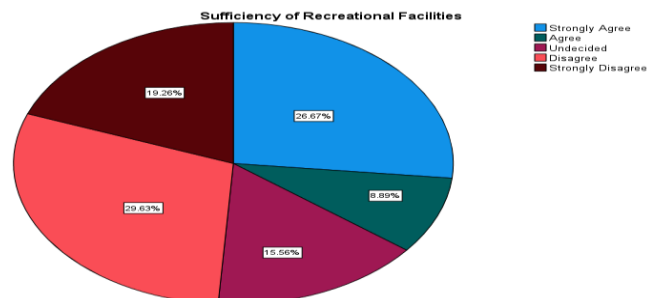


Figure 1.5: availability of recreational facilities.

The students' dissatisfaction may be attributed to the existence of in-door games facilities and equipment as opposed to outdoor games activities. UoN, Self-Assessment Report, KC (2017) revealed the availability of indoor games in the institution.

To sum up, KC avails a number of in-door recreational facilities which includes: Table Tennis Table Triumph Roller 12mm 1 piece, table tennis net and post set clip-on 1 set, table tennis loop perform 1 2 pieces, table tennis ball 1 piece, scrabble original 11 pieces, chess 9 pieces, Dart board No Door SupaBull II 1 piece and Dart Tungsten 2 pieces. This indicated that the Campus lacked an outdoor recreational facility hence students are unable to fully exploit their talents and creativity.

#### **4.2.3. Availability of Water and Sanitation Services**

Water is required for several purposes including fire extinction, sanitation and human consumption. The condition of water supply met a 60.7 percent cumulative satisfaction compared to 20.7 percent cumulative dissatisfaction. 18.5 percent of students declined to express their satisfaction on water supply. Quantitatively, out of 135 students, 82 were satisfied with water and sanitation services in contrast to 28 students. The undecided number closed in at 25 students. The percentage of satisfaction revealed that Kisumu Campus water provision is adequate. However, the 20.7 percent dissatisfaction should indicate room for improvement in water provision as indicated in Figure 1.6.

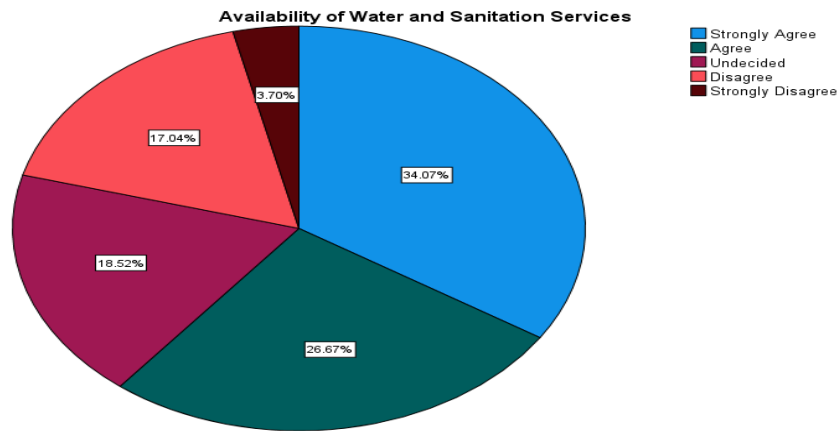


Figure 1.6: availability of water and sanitation services

The Self-Assessment Report for KC (2017) indicated there is a water storage capacity of 10 000 litres that is sufficient for sanitation and ablution services, fire extinguishing and public consumption, with dispensers at strategic position in the physical facilities buildings and ground.

The washrooms met the recommendations of the CUE Standards and Guidelines, in specific, 14 males were served with 18 Washroom basins, 15 females served with 16 washroom basins whereas Persons Living With Disabilities (PLWD) had an equal ration of 3 washroom basins to 3 persons. Notably, every Floor of the facility had washroom services yet for PLWD, no washroom services in 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> Floors of the Modern Building.

The institution has sufficient support facilities such as libraries, clinic, assistant dean of students, students’ counselors, games tutor, maintenance foreman, caretaker, bookstore, cafeteria, kitchen, kitchenette, students centre, chief security, security control room, service room, ICT office, reception/huduma centre, UoNSA office, and Pump house.

#### 4.2.4. Maintenance and Repair Activities of the Institutional Facilities

In regard to the maintenance and repair activities in the school facilities, 96 students (71.1%) were satisfied compared to 26 (19.2%) who were dissatisfied. However, 13 (9.6%) remained nonresponsive as shown in Table 1.8.

Table 1.8: Data response on infrastructure maintenance

Response Status		Frequency Units	Percent (%)	Cumulative Percent
Valid	Strongly Agree	28	20.7	20.7
	Agree	68	50.4	71.1
	Undecided	13	9.6	80.7
	Disagree	8	5.9	86.7
	Strongly Disagree	18	13.3	100.0
	Total	135	100.0	

The KC Quality Report (2017) revealed that maintenance and repair services are conducted in the campus facilities frequently to assure safety and functionality of the physical facilities for effective use.

#### 4.2.5. Adequacy of Teaching Staff Offices

The study sought to establish the adequacy of office spaces for the teaching staff. The availability of office spaces for the teaching staff is a motivating factor to service delivery hence a contributor to quality education.

The students were in agreement that the teaching staff offices were adequate to a total of 96 (71.1 cumulative percentage) compared to 30 (22.3 cumulative percentage) who disagreed. 6.7 percent were undecided, as shown on Table 1.9.

Students' Response		Population	Percent (%)	Cumulative Percent (%)
Valid	Strongly Agree	32	23.7	23.7
	Agree	64	47.4	71.1
	Undecided	9	6.7	77.8
	Disagree	14	10.4	88.1
	Strongly Disagree	16	11.9	100.0
	<b>Total</b>	135	100.0	

Table 1.9: Response on Adequacy of Teaching Staff Offices

The KC quality document revealed there are sufficient spaces and offices for both academic and support staff. In KC, there are offices for the Campus Director, five Coordinators for campus programmes measuring between 8.6M<sup>2</sup> and 61.95 M<sup>2</sup>. It is therefore sufficient to conclude that there's a strong correlation between the students' responses and the KC Quality Report.

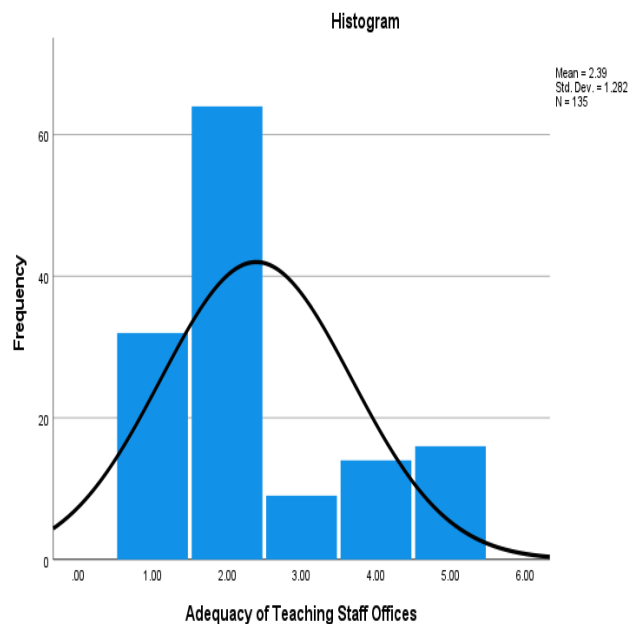


Figure 1.7: teaching staff offices

The histogram diagram indicated a negatively skewed curve to the left which

demonstrated a higher degree of confirmation for the existence of these physical facilities compared to their denial.

**4.2.6. All doors Open Outwards for Safety of Occupants/Users of Rooms**

To guarantee safety of the physical facilities occupants, it is a requirement that all doors open outwards. This presume easy exit in case of danger such as fire outbreak, safety threat and stampede. The study sought to uncover whether the Physical facilities adhere to the infrastructure development recommendations as a measure of safety for students and other occupants.

The majority of students 99 (66.7%) were satisfied that their safety is guaranteed compared to 19 (14.1%) who were dissatisfied. 17 students were undecided

Indeed, the KC Quality Report (2017) confirmed that all doors open outwards to guarantee the safety of students and other users.

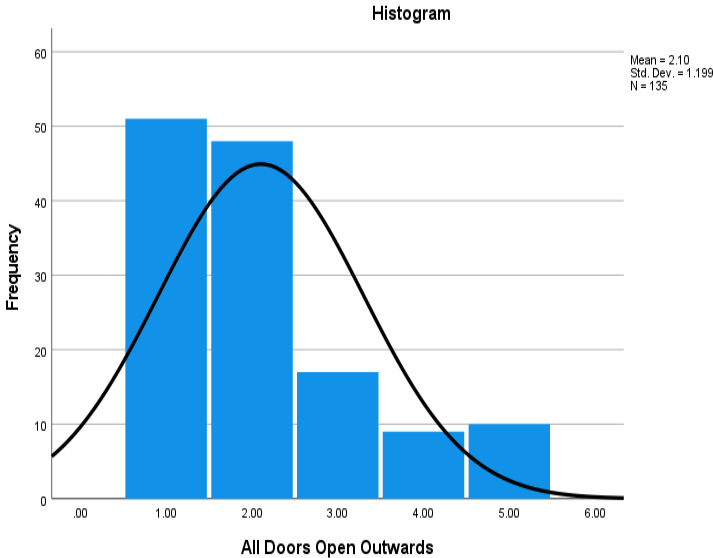


Figure 1.8. shows a negatively skewed curve sloping to the left which shows a higher population satisfaction with their safety with the buildings facilities.



#### 4.2.7. Access to the Library Resources

Library is the centre for knowledge access by students. The nature of the library would determine the quality of knowledge acquisition, the nature of programmes offered and the level of study in a higher education institution. The study sought to find out whether there were enough and up-to-date resources in the library.

Figure 1.9. shows the study discovered that 90 (66.7%) of students were satisfied with the library resources unlike the 21 (15.6%) who were dissatisfied. There were 24 (5.2%) who were undecided.

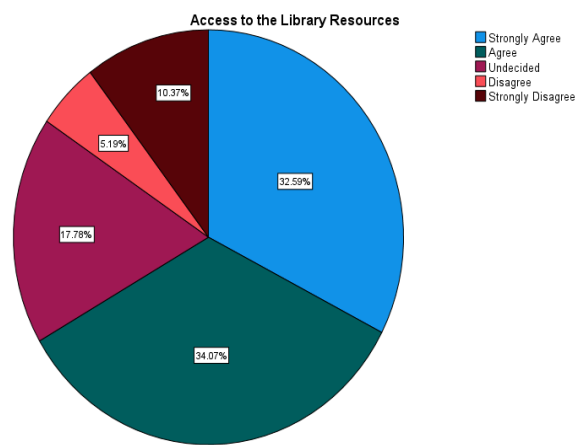


Figure 1.9: Access to library resources

Figure 1.9 revealed a significant proportion (17.78%) of students undecidedness and discontentment proportion (15.55%). This implies that access to library resources contributes to quality education in KC. However, the few areas of discontentment should be addressed. Certain characteristics include up-to-date resources and library capacity to disseminate knowledge to the students.

#### 4.2.8. Availability and Support of the library staff

Library staff is pivotal in guiding students to access library resources and maintain

sanitation of the library facilities. The support students receive from the library staff enable them to access resources efficiently and conveniently. This contributes to effective use of their learning time and knowledge development. The study sought to find out the availability and support of the library staff to students.

The majority of students (80.0%) were satisfied with the availability and support of the library staff compared to 11.1% who were dissatisfied as 3.0% were undecided.

<b>Response Status</b>	<b>Population</b>	<b>Percent (%)</b>	<b>Cumulative (%)</b>
Strongly Agree	52	38.5	38.5
Agree	56	41.5	80.0
Undecided	11	8.1	88.1
Disagree	4	3.0	91.1
Strongly Disagree	11	8.1	99.3
22.00	1	.7	100.0
Total	135	100.0	

Table 1.10: Availability and Support of Library Staff

The study sought to find out the availability of library spaces. Library spaces are required for in-library study and research by students, especially where students need a quiet environment for studies.

The study discovered that the majority of students (85.2%) were satisfied with the library spaces adequacy compared to 5.1% who were dissatisfied as 9.6% remained undecided.

The KC quality document indicated the library has a total of 6 staff in the cadre of librarian (1), senior library assistant (2), library assistants (2) and 1 cleaner. This

implies that the service and condition of the library support knowledge acquisition. For example, they conducted orientation programmes for all new students to induction on library resources consumption (KC Quality Report, 2016).

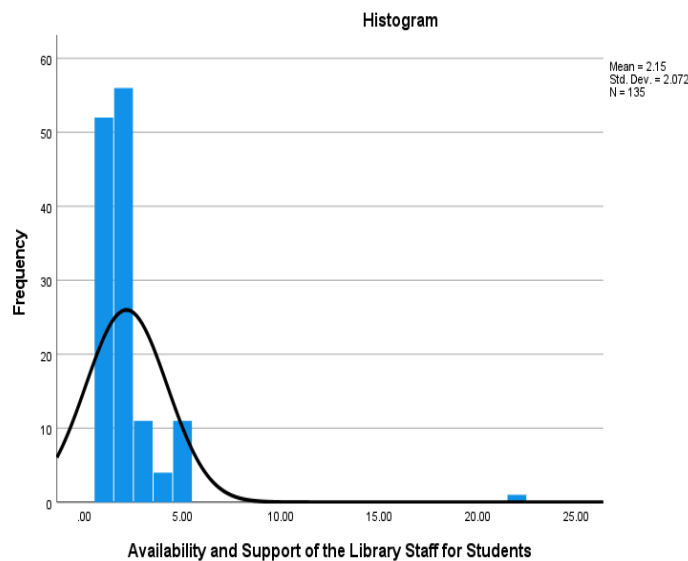


Figure 1.10: Availability and Support of the Library Staff

#### 4.2.9: Adequacy of Library Spaces

The histogram displays information which is negatively skewed to the left which implies there is a weak confirmation against insufficiency and support services of library staff and a strong affirmation of their availability and support to students.

The study sought to establish the adequacy of library spaces. Library spaces are essential in provision of space for smooth learning. The higher percentage of students were satisfied with the Libray spaces whereby 60 students strongly agreed, 55 agreed, 13 were undecided, 6 disagreed and 1 agreed, which expressed into percentages is 44.4%, 40.7%, 9.6%, 4.4% and 0.7% respectively. This is

further illustrated in Figure 1.11.

KC Quality Report (2016) indicated there were enough spaces for the library Staff (515.01M<sup>2</sup> for 168 occupants, Postgraduate Library for 50 occupants (145.46M<sup>2</sup>))

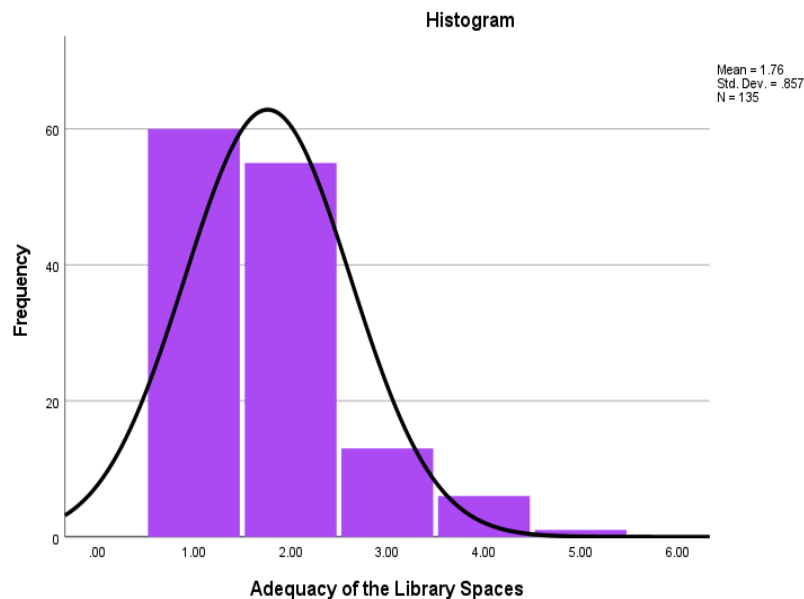


Figure 1.11: Adequacy of the Library Spaces

### **4.3. Students' perception on Assessment of Teaching-Learning Process and Provision of Quality Education**

#### **4.3.1. Introduction**

Assessment of the teaching-learning process is based on the CUE requirements of the Course Programmes offered in higher education institutions. These requirements are documented in the CUE Standards and Guidelines, 2014. The assessment tools include qualifications for enrolment to programmes, evaluation of students and teaching staff. To achieve quality, these standards must be met. This is in line with the current actions taken by CUE to enhance quality of higher

education include rolling out of course evaluation procedures and changes to promotion of criteria for such evaluations.

#### 4.3.2. Admission through KUCCPS programme

The study sought to find out the proportion of students who secured admission through KUCCPS which is a body authorized to register learners for admission in tertiary institutions includes Universities and technical institutions.

The study discovered that 34.8% of students were admitted via KUCCPS as 61.9% were not admitted through it as 2.2% were silent to comment on this issue.

This information was further corroborated by the coordinators who justified that the majority of their students are self-sponsored who choose to join the institution.

Enrollment in local colleges, 2005

<b>Response Status</b>	<b>Population Units</b>	<b>Population (%)</b>	<b>Cumulative (%)</b>
Strongly Agree	24	17.8	17.8
Agree	23	17.0	34.8
Undecided	3	2.2	37.0
Disagree	47	34.8	71.9
Strongly Disagree	38	28.1	100.0
<b>Total</b>	<b>135</b>	<b>100</b>	

*Table 1.11: KUCCPS Admission*

The study revealed that a higher enrolment rate joined the institution through self-sponsored programme and that KUCCPS enrolled students formed a lower rate of the population.

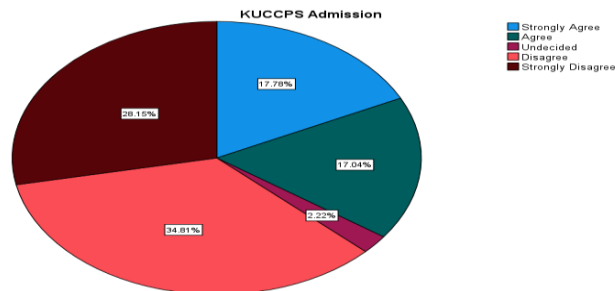


Figure 1.12: KUCCPS Admission

In Figure 1.12, the percentage distribution indicates that majority of students fall in the category of self-sponsored students vis-à-vis those admitted via KUCCPS. The admission via KUCCPS possibly belongs to the cohort admitted by the MoE Policy of Placement that provides for university enrolment for students who scores C+ upwards.

#### 4.3.3. Attendance of 75% Minimum Contact Hours

Students' attendance to lecture lessons is a clear indicator to quality attainment among them. Physical interaction with teaching staff contribute to critical thinking and acquisition of skills and techniques in an area of knowledge through contact hours with the lecturers. The contact hours are critical determinants of level qualifications. The study sought to investigate the proportion of students who avail themselves to attend the lecture lessons in order to gain contact hours.

The study found out that the majority of students (91.1%) attended the lecture lessons compared to 8.8% who failed to turn in for the lessons. Notably, all students made a decision and none were undecided which demonstrates their complete comprehension of the variable.

Response Status	Population Units	Population (%)	Cumulative (%)
Strongly Agree	85	63.0	63.0
Agree	38	28.1	91.1
Undecided	0	0	91.1
Disagree	6	4.4	95.6
Strongly Disagree	6	4.4	100.0
<b>Total</b>	<b>135</b>	<b>100</b>	

Table 1.12: Attendance of Lecture Lessons by Students

The histogram indicated a higher degree for confirmation of the students attendance of the lessons to low objection. This is because attendance policy dictates knowledge acquisition and examinations process.

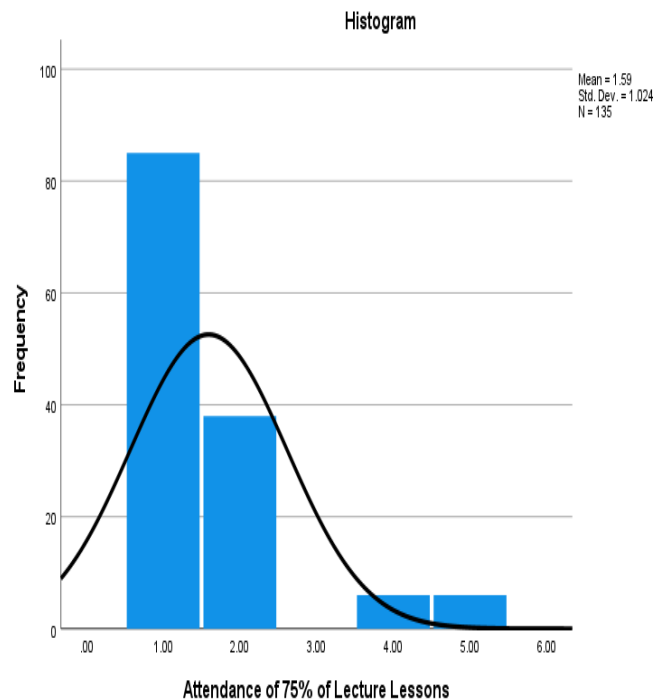


Figure 1.13: attendance of Lecture Lessons by Students

#### **4.3.4. Coverage of the Examination Questions is 75% of the Class Content**

The content learnt in class should determine the content set for the examinations. This is due to the fact that examination entails learning assessment. This involves the process by which one attempts to measure the quality and quantity of learning and teaching using various techniques such as final examinations and standardized tests among others (International Directory of Education, By G. Terry Page and J.B. Thomas, p26, Kogan page, London).

As noted earlier, the examinations cover 70% of the total evaluation and assessment of the learning process. The outcome of the teaching-learning process is predominantly determined by examination process.

The study sought to find out the extent to which the examinations relate to the content covered in actual learning. As a standard set by CUE, this should be at least 75%.

It was discovered that the examination covers 75% of the content taught by the lecturers. Notably, none were undecided in this response. Quality Report (2017) indicated that students are graded into two segments; 30% for CATs/projects and 70% for the end-semester examinations.

Table 1.13 shows that 135 (100%) were satisfied that content set in examinations were in compliance with the syllabus content delivered during class lessons.



Response Status	Population Units	Population (%)	Cumulative (%)
Strongly Agree	75	55.6	55.6
Agree	60	44.4	100
Undecided	0	0	100
Disagree	0	0	100
Strongly Disagree	0	0	100
<b>Total</b>	<b>135</b>	<b>100</b>	

The figure 1.14 indicates there degree of contentment with the content of examinations and syllabus coverage is complete at 100% where 75 students (55.6%) and 60 (44.4%), respectively.

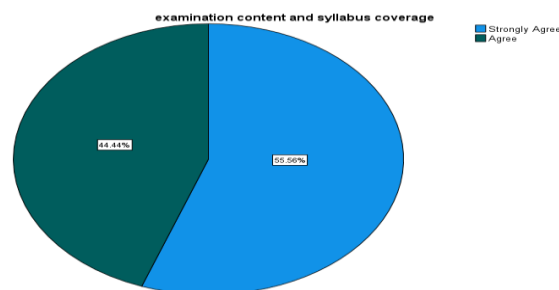


Figure 1.14: Examinations Content and Syllabus Coverage

#### 4.3.5. Participation in Practicum/Attachment

Learning ought to relate to the industrial requirement or the job market prerequisites. In order to ascertain the level of achievement by students, it is a requirement that they are taken through a preparatory process normally known as attachment or practicum.

The study aimed to find out the participation of students in this sexercise.

It was discovered that the majority of the students had attended to their attachment or practicum compared to 37.7% who had not attended to this exercise. This response indicates that there were students who were in their final year of graduation or who had attended to the exercise whereas other were in their early beginner's years and had not attained the minimum qualification for the attachment.

<b>Response Status</b>	<b>Population Units</b>	<b>Population (%)</b>	<b>Cumulative (%)</b>
Strongly Agree	31	23.0	23.0
Agree	53	39.3	62.2
Undecided	0	0	62.2
Disagree	6	4.4	66.7
Strongly Disagree	45	33.3	100
<b>Total</b>	<b>135</b>	<b>100</b>	

*Table 1.14: Students' Participation in Practicum*

Studies have found that the educational institutions have discovered the need for quality focus because of the key changes in the external environment in terms of consumer awareness and expectation, technology and competition. The operating environment of higher education institutions has undergone changes in terms of increasing demand for higher education, technological advancement, evolving knowledge economy, and pressure to respond to the needs and aspiration of their stakeholders (Blackmore, 2009). It is therefore imperative that knowledge and skills are collected to the demands of the labour market. Quality as process of

transformation: The focus of this definition of quality is on the learners. It aims to achieve the goal of empowering students with specific skills, knowledge and attitudes through effective higher education institution system. (McCowan, 2018)

#### 4.3.6. Marking of Examinations and Release of Results Within the Semester

Quality is determined by the examination process and reception of results. The study sought to find out whether the examination administration adhere to the CUE recommendation that marking is done before the end of the beginning of another semester.

As illustrated on Figure 1.15, the study discovered comparatively that the majority of students concurred that their examinations were marked and results released within the recommended schedule, 77 (57%) and 40 (29.6%, cumulative respectively. However, 13.3% were undecided.

To further corroborate this response, some studies found out that there were instances of delays occasioned by reasons as vast as staff-related, administrative and personal development.

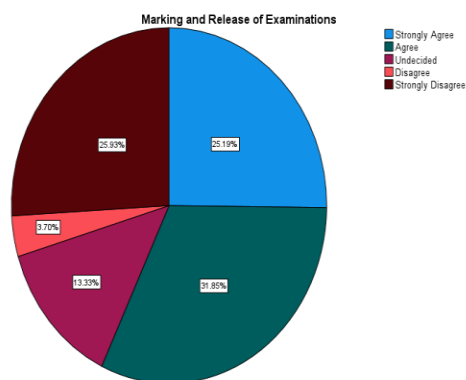


Figure 1.15: Marking and release of examination

The examination process alone is not enough. Studies indicate that HEIs need to

develop alternative evaluation procedures to assess and maintain quality and increase accountability by measuring and assessing the major outcomes. It requires defining the desired results or outcomes of a particular instructional/educational process. Notably, outcome based assessment has now become a general trend (Mollis and Marginson, 2002). Most of the accrediting bodies have endorsed outcome based assessment as the appropriate tool for evaluating institutional effectiveness. These are interpreted in examination processes at the end of semesters. The accumulation of credit is used to compute the final grades of students.

#### 4.3.7. Missing Marks Experience

The challenge of missing marks has dominated majority of universities students especially where graduation is held. The study sought to find out the condition of missing marks in the university.

It was discovered that there are less cases of missing marks occurrence (44.5%) compared to 53.3% of the cases that aren't experienced. There were 2.2% who never responded to this question.

<b>Response Status</b>	<b>Population</b>	<b>Percent(%)</b>	<b>Cumulative(%)</b>
Strongly Agree	48	35.6	35.6
Agree	24	17.8	53.3
Undecided	3	2.2	55.6
Disagree	14	10.4	65.9
Strongly Disagree	46	34.1	100.0
<b>Total</b>	<b>135</b>	<b>100.0</b>	

*Table 1.15: Missing Marks Experience*

Table indicates the number of students who admitted to occurrence of missing

marks cases are less than the number that denied. Missing marks are known delays towards graduation timelines.

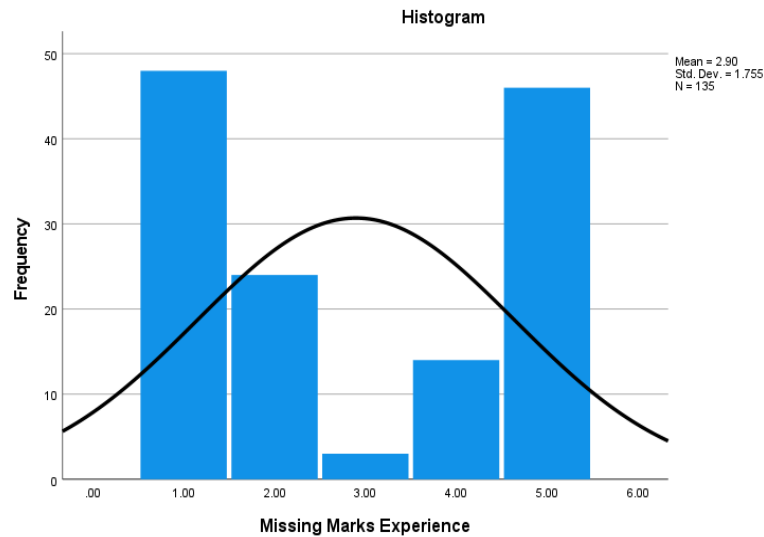


Figure 1.16: Missing Marks Experience

The histogram indicates a balanced skew between agreement and disagreement cases with the line sloping equally positive and negative to the left and right respectively.

#### 4.4. Students' Perceptions on Qualifications of Teaching Staff and Provision of Quality Education

##### 4.4.1. Introduction

The quality of teaching staff is determined by the training, level of achievements and recruitment process. The CUE Standards and Guidelines indicates that teaching staff in HEIs should have attained at least Graduate qualifications level for tutorial fellows and Postgraduate qualifications for Full lecturers. Their qualifications should be in tandem to their performance in the teaching-learning

process and further research. The study sought to find out the performance of the teaching staff in the teaching-learning process. Their qualifications were already identified on the KC Quality Report (2017).

#### 4.4.2. Issuance of the course objectives outline

Course objectives serve as guidelines to indicate the content of the learning module and as a motivation for students to undertake personal research for a deeper knowledge acquisition. As illustrated in Figure 1.17., The study discovered that the teaching staff issue course objectives at the introduction of the course module. Significantly, 72 (54.1%) manifested a higher level of satisfaction compared to 58 (43.1%) who were satisfied. The insignificant 3% were undecided possibly for reasons that are learner-related.

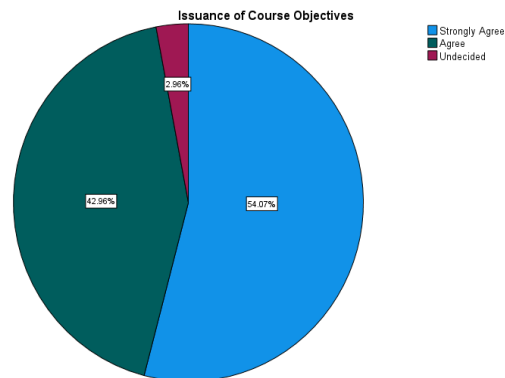


Figure 1.17: Issuance of Course Objectives Outline

#### 4.4.3. Application of a Variety of Teaching Methodology

The study found out that 75.6% of the teaching staff employs different teaching methods. There were however 20.7% of students who disagreed that variant pedagogical techniques were applied by lecturers. Only 3.7% were undecided in their response.

A study by McCowan (2018) pointed at the jeopardy to peddle stereotypes about pedagogy in African universities since many lecturers use progressive methods to ensure a rich and engaging learning environment for students. However, traditional techniques of transmission pedagogy and use of outdated pedagogy was noted to dominate most universities in Kenya. This is directly influenced by factors related to allocation of inadequate resources by political decision making organ of the government.

Other factors that hinder variant pedagogy include staff-student ration, congested classrooms and training and development of staff and age of the teaching staff among other cultural-related factors (McCowan, 2018). For instance, it was discovered that younger teaching staff preferred student-centred pedagogy to staff-centred one adopted by the older teaching staff.

<b>Response Status</b>	<b>Population</b>	<b>Percent (%)</b>	<b>Cumulative (%)</b>
<b>Strongly Agree</b>	54	40.0	40.0
<b>Agree</b>	48	35.6	75.6
<b>Undecided</b>	5	3.7	79.3
<b>Disagree</b>	18	13.3	92.6
<b>Strongly Disagree</b>	10	7.4	100.0
<b>Total</b>	135	100.0	

*Table 1.16: a variety of teaching methodologies*

#### **4.4.4. Linking Course Objectives to Industrial Application**

Industrial application of the course content determines the employability of the graduate. The study revealed that 70.4% of students were contented with the linking of the course objectives to industrial needs. Yet 25.9% were dissatisfied with how their course objectives linked to industrial needs.

Likert Scale	Population	Percentage	Cumulative (%)
Strongly Agree	40	29.6	29.6
Agree	55	40.7	70.4
Undecided	5	3.7	74.1
Disagree	12	8.9	83.0
Strongly Disagree	23	17.0	100.0
Total	135	100.0	

*Table 1.17: Linking Course Objectives to Industry*

Quality is constituted by a key element of outcomes in addition to inputs and processes (UNICEF, 2000; UNESCO, 2004). Not only should the focus be on the inputs and process, but also on the outcome-skills and techniques that suit the industry to meet the reality of graduate employability and reduce the educated unemployment rate.

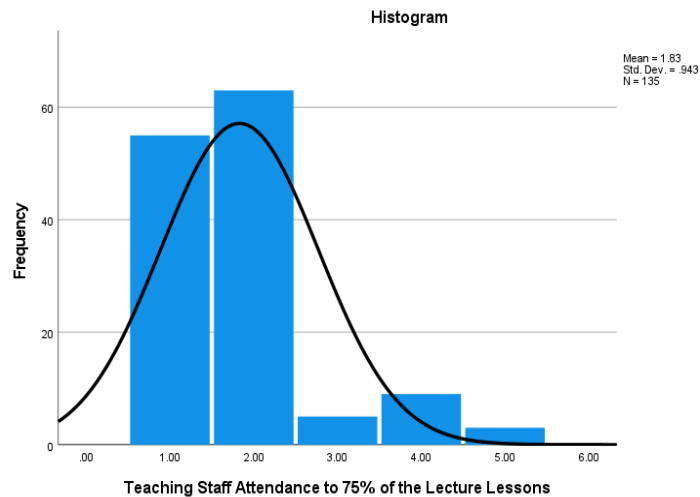
#### **4.4.5. Teaching Staff Attendance to 75% of the Actual Teaching Hours**

The study discovered that 117 (87.4%) of the students were satisfied that their lecturers attend the minimum 75% of the student-staff contact hours. This is imperative in that student-staff interaction contributes to quality. There were 12 (8.9%) who were dissatisfied with the lecturers' attendance of lessons unlike 6 (4.4%) who were undecided.

Several studies have found out that certain factors that affect contact hours include poor remuneration of staff and personal professional development which points to more focus on self-development at the expense of students (McCowan, 2018). Despite the many challenges, lecturers and departments are beating the odds to



provide a rich and inspiring learning environment for their students (AFELT, 2017). Availing self for physical learning is one such sacrifice teaching staff undertakes.



*Figure 1.18: teaching Staff Attendance of 75% Lecture Hours*

In figure 1.18, the curve is negatively skewed, sloping to the left which indicates a stronger students' confirmation of lecturer's attendance to their lessons compared to objections.

#### **4.4.6. Availability of Teaching Staff for Outside Class Students' Consultation**

McCowan (2018) reflections on competence and availability of staff points to existence of a professional comfortable environment. Availability of lecturers for outside class consultation is a proof of diverse pedagogy and increment in contact hours and academic support. The challenge of overcrowded lecture halls implies more students to attend to. The recommended ratio by CUE for science is 1:7 and arts is 1:18. However, given the number of teaching staff in this institution, which does not exceed 32, physical contact is a challenge.

The study discovered that 67.4 % of students were satisfied with contact hours outside the classroom unlike the 23.4% who were dissatisfied as 5.2% remained undecided.

Issuance of projects and assignments in small groups aid the teaching staff to increase their contact hours. Yet where there are inadequate resources and facilities, it is almost impossible to achieve this.

In Kenya's universities, examinations account for 70% of the total assessment of the course outcome. The project or assignments in form of term papers accounts for 30%. This implies that the outcome quality parameter used to categorize students into ranking system of 1<sup>st</sup> Class, 2<sup>nd</sup> Class and Pass, is based on examinations scores.

The role of lecturers in supervision of the examination process determines the credibility and quality of grades. The study found out that the teaching staff effectively and adequately avail themselves to supervise the process. It was discovered that 82.2% of students agreed that lecturers present themselves in class to supervise the examinations unlike 17.8% who disagreed. The degree of contentment exceeds the degree of discontentment.

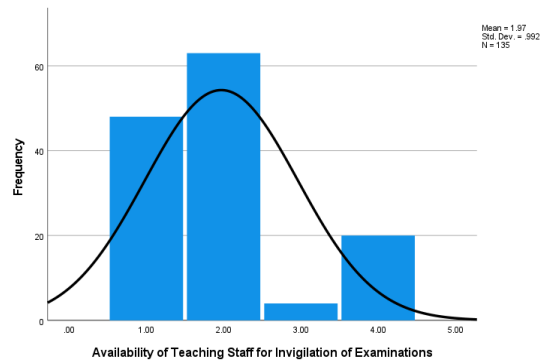


Figure 1.19: Teaching Staff Availability Outside Class

In figure 1.19, students concur to the availability of lecturers outside class compared to those who are in denial. This indicates their commitment to the quality product.

#### 4.4.7. Lecturers' attendance for learners with disability effectively

Learner's with disability are critical service consumers. The study sought to find out the extent to which learners' with disabilities. The students ty are attended to in the campus. The majority of the students (56.3%) agreed that learners with disability were being attended to base on physical facilities support and teaching staff. There were a significant population (34.8) of the respondents who disagreed to that the attendance were inadequate. The undecided population stood at 21.5%. Several studies indicates that most facilities lack disability friendly resources and infrastructure.

Several studies indicates that most facilities lack disability friendly resources and infrastructure. A study conducted on Kikuyu Campus showed the inadequacy of facilities friendly to PLWD and recommended consideration for availing them

(Wasike, 2019). This study showed that attendance to students by the teaching staff were inadequate.

In figure 1.20, students agree that SLWD are well attended to although there is a disparity of opinions since the number that denies are significant. There is enough evidence as discussed in quality document that disability cases are considered in physical facilities design and social amenities provision with need for improvement.

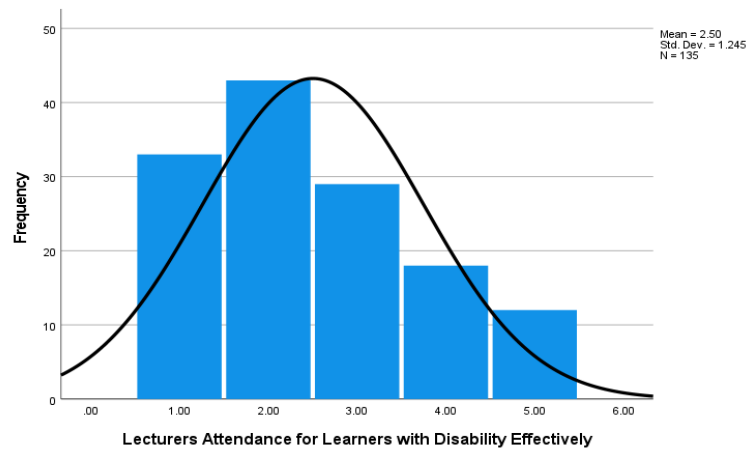


Figure 1.20: attendance to Students with Disability Cases

#### 4.4.8. Lecturers' Availability for Supervision of Projects

Availability of teaching staff for supervision contributes to the quality of the research. It shows relationship between students and faculty. McCowan (2018) recommends that approachability, friendliness, and concern of the faculty shown when students have a problem. The majority of students 95 (70.4%) agreed that the lecturers were available and supportive to their projects. A lower number 21 (15.5%) were in objection as 19(14.1%) remained neutral. This implies that the

quality of the outcome was credible to add to knowledge.

Response Status	Population	Percentage (%)	Cumulative(%)
Strongly Agree	39	28.9	28.9
Agree	56	41.5	70.4
Undecided	19	14.1	84.4
Disagree	13	9.6	94.1
Strongly Disagree	8	5.9	100.0
<b>Total</b>	<b>135</b>	<b>100.0</b>	

Table 1.18.: lecturers' availability for Projects' Supervision

Students' evaluation is critical component of quality assessment, improvement and certification. Students are recipients of first hand service by the teaching staff. Their comments on the students' evaluation sheets is useful to assist the staff improve and develop their methodologies and knowledge content.

The study aim to find out whether the evaluation forms were availed for students at the end of every semester. In response, average population of students we satisfied as they strongly agreed (27.4%) and agreed (22.2%) to this inquiry compared to 49.9% who were dissatisfied as 12.6% disagreed and 33.3% disagreed to this inquiry. 4.4% remained undecided.

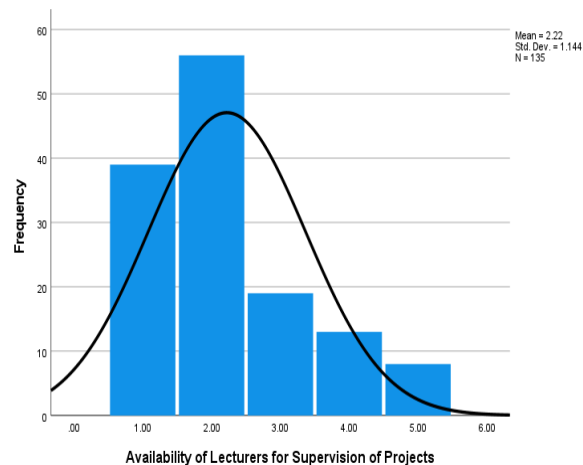


Figure 1.21: availability of lecturers for projects supervision

The histogram graph is positively skewed towards the left with a higher positive distribution to left compared to the lower negative distribution to the right where it slants. This shows a positive confirmation of teaching staff availability and support.

#### 4.4.9. Availability of Course Evaluation Sheets

The issuance of course evaluation sheets to students was also considered in the study. the findings showed a close balance and limited indifference of students cognizance of the course evaluation sheets distributed every semester, 67 and 62 respectively.

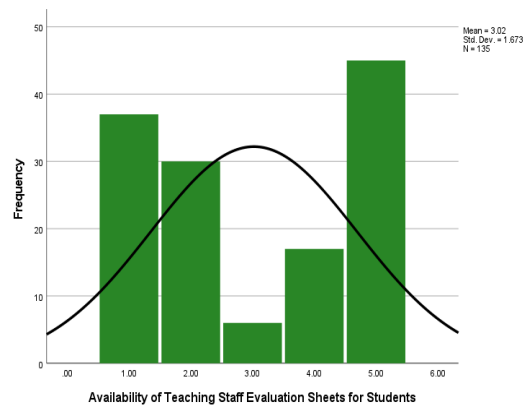


Figure 1.22: availability of course evaluation sheets

Data obtained from Course Evaluation Results May-August 2018 Semester (KC Self-Assessment Report, 2019) indicated that the course evaluation is comprehensive and covers objectives, methodology, materials, assessment, lecture's availability, preparation, delivery and course evaluation. The findings are used to enable the teaching staff improve on their course in these areas depending

on the average score.

Item Ratings	Average Score (%)	
	Lecturer I	Lecturer II
Objectives	90.0	82.4
Content & methodology	85.8	82.9
Materials	74.0	70.0
Evaluation	82.5	76.1
Lecturer's Availability	96.7	87.1
Preparations	88.7	77.4
Course Delivery	94.0	79.4
Course evaluation	90.8	87.1
Overall Rating	86.7	65.7
<b>Average Score</b>	<b>87.3</b>	<b>79.6</b>

*Figure 1.20: Issuance of Course Evaluation*

In order to improve on future teaching techniques for better results, students comments are attached with the memo for the teaching staff further analysis.

#### **4.5. Students' Perceptions on the role of ICT and provision of quality Education**

##### **4.5.1. Introduction**

ICT is seen as a potent tool for changing and reforming education. A number of earlier research have demonstrated that effective ICT use can improve educational quality and link classroom instruction to real-world contexts (Lowther, et al. 2008; Weert and Tatnall 2005). The purpose of the study was to ascertain how Kisumu Campus students perceived the role that ICT played in delivering high-quality instruction. Computers, the Internet, including electronic delivery systems including radios, televisions, as well as projectors are all examples of ICT infrastructure.

##### **4.5.2. Stability of the On-Campus Internet Access**

Stability of on-campus internet access determines the frequency of internet usage to support resource finding and research by students. The study sought to find out how the internet was stable for use by students whenever they were on campus.

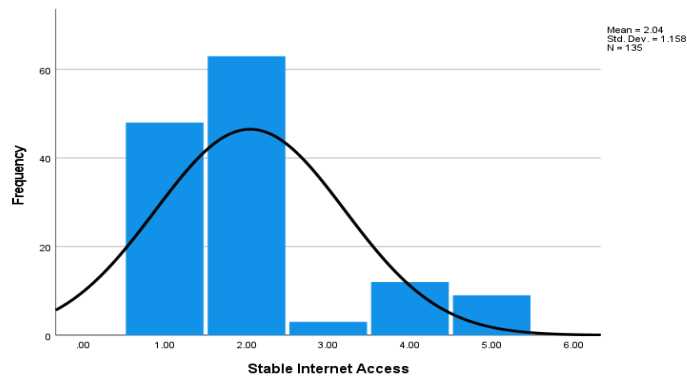
The majority of students (82.2%) were satisfied with internet stability unlike the 15.6% who were dissatisfied as only 2.2% were undecided. As shown below, 48 students strongly agreed, 63 agreed, 3 were undecided, 12 disagreed while 9 strongly disagreed the availability of stable internet access. Access to internet requires computer gadgets or smartphones that easily connect to internet. Since the university was found to have a stable internet; its access depends on the learners' ability to afford these gadgets. KC Self-Assessment Report (2019) indicated that UoN has a well-established ICT centre that supports ICT functions.

<b>Response Status</b>	<b>Population</b>	<b>Percentage (%)</b>	<b>Cumulative(%)</b>
Strongly Agree	48	35.6	35.6
Agree	63	46.7	82.2
Undecided	3	2.2	84.4
Disagree	12	8.9	93.3
Strongly Disagree	9	6.7	100.0
<b>Total</b>	<b>135</b>	<b>100.0</b>	

Table 1.21: Internet Accessibility

There is a confirmation indicated on the histogram that a majority of students are satisfied with accessibility of internet in the institution with a minority discontented.





### 4.5.3. Adequate Computer-Laboratories

Computer laboratories enable students to access the online library systems established by the university of Nairobi, to develop and work on their term papers and projects and to engage in additional assignments delivered by the lecturers. The study sought to establish the adequacy of functional computers in the computer laboratories.

The majority of students were satisfied with availability of functional computers in the computer laboratories compared to 14.1% who were dissatisfied, as 5.2% remained undecided.

Response Status	Population	Percentage (%)	Cumulative(%)
Strongly Agree	42	31.1	31.1
Agree	52	38.5	69.6
Undecided	22	16.3	85.9
Disagree	7	5.2	91.1
Strongly Disagree	12	8.9	100.0
<b>Total</b>	<b>135</b>	<b>100.0</b>	

In figure 1.22, there is a strong satisfaction with the adequacy of computer laboratories. Conversely, there is a limited degree of dissatisfaction.

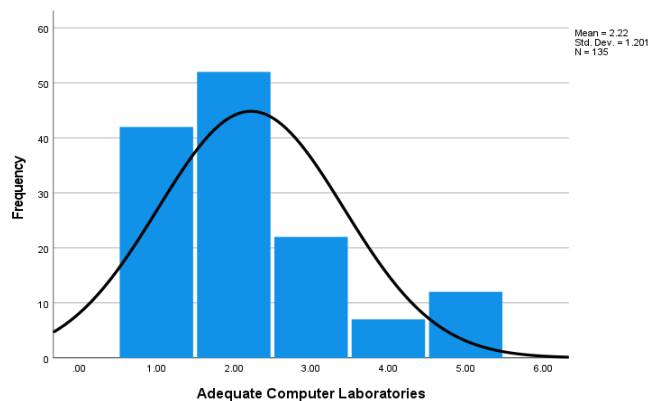


Figure 1.22: adequacy of computer laboratories

#### 4.5.4. Availability of supportive ICT staff in the computer laboratories

The computer laboratories require ICT literate staff to support students source for materials and resources online. The study sought to establish the presence and accessibility of ICT literate staff in the laboratories. The majority of students (77.0%) were satisfied with the access and services of the ICT staff in the Computer laboratories compared to 12.6% who were dissatisfied as 3.7% remained undecided.

Response Status	Population	Percentage (%)	Cumulative(%)
Strongly Agree	36	26.7	26.7
Agree	68	50.4	77.0
Undecided	14	10.4	87.4
Disagree	5	3.7	91.1
Strongly Disagree	12	8.9	100.0
<b>Total</b>	<b>135</b>	<b>100.0</b>	

The KC Self-Assessment Report (2018) indicated there are 140 ICT staff who support students in all the UoN campuses. In Kisumu Campus, there are 3 ICT staff members, and 2 computer laboratory assistants, of the total 72 staff

members available in the Campus.

In figure 1.24, the degree of contentment with the ICT staff is higher compared to dissatisfaction, to their availability and services they offer.

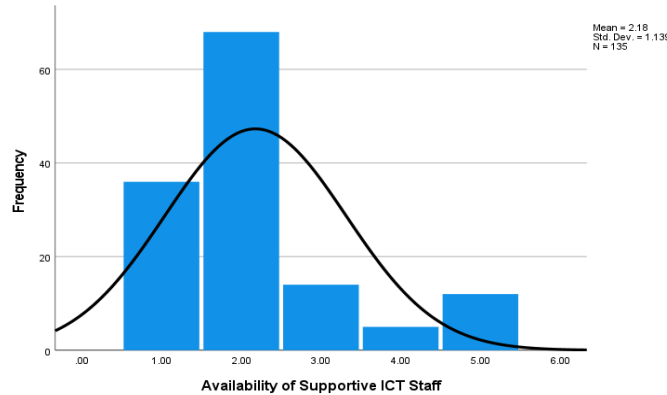


Figure 1.24: availability of supportive staff

#### 4.5.5. Frequency of Use of the Internet and ICT Resources to Online and Virtual Learning

The study sought to discover whether the students used internet and ICT resources in their on-campus studies. In achievement of quality education, it is not only essential to provide educational facilities and resources but equally important is their utilization.

To identify the use of available ICT infrastructure, the response revealed that 71.9% of students did use these resources unlike 12.6% who never used them, and 10.4% were undecided. Further interrogation revealed that those who disagreed were not frequent on-campus learning and that the undecided were part of the ODeL cohort.

Response Status	Population	Percentage (%)	Cumulative(%)
-----------------	------------	----------------	---------------

Strongly Agree	34	25.2	25.2
Agree	63	46.7	71.9
Undecided	21	15.6	87.4
Disagree	14	10.4	97.8
Strongly Disagree	3	2.2	100.0
<b>Total</b>	<b>135</b>	<b>100.0</b>	

*Table 1.23: ICT in Online and Virtual Learning*

Frequency of internet use is determined by availability of ICT infrastructure and ICT policy in the country. Limited access to electricity and phone lines hindered access to internet. Currently, there are commonplace mobile phones and internet users number increasingly rapidly due to availability of internet cafes, shops and access centres in urban areas (Farrell, 2007).

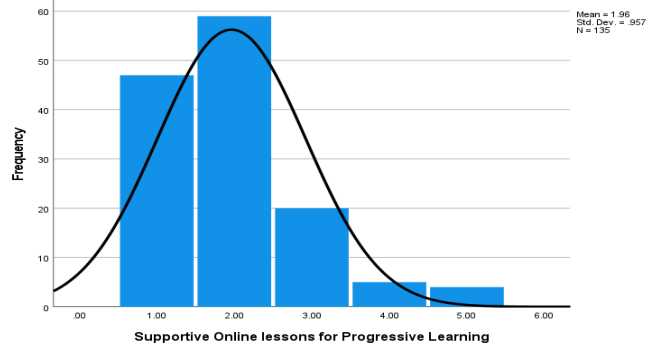
#### **4.5.6. Effectiveness of the Online Learning System and Programme to Learning**

The study sought to find how effective was the online system and programme to learning specially preceded declaration necessitated by the outbreak of Covid-19 pandemic.

The majority of students (78.5%) agreed that online learning was effective unlike 6.7% who disagreed, as 14.8% were undecided. This is further illustrated in figure 1.14 and table 1.14 as indicated.

<b>Response Status</b>	<b>Population</b>	<b>Percentage (%)</b>	<b>Cumulative(%)</b>
Strongly Agree	47	34.8	34.8
Agree	59	43.7	78.5
Undecided	20	14.8	93.3
Disagree	5	3.7	97.0
Strongly Disagree	4	3.0	100.0
<b>Total</b>	<b>135</b>	<b>100.0</b>	

*Figure 1.24: Effectiveness of Online Learning System*



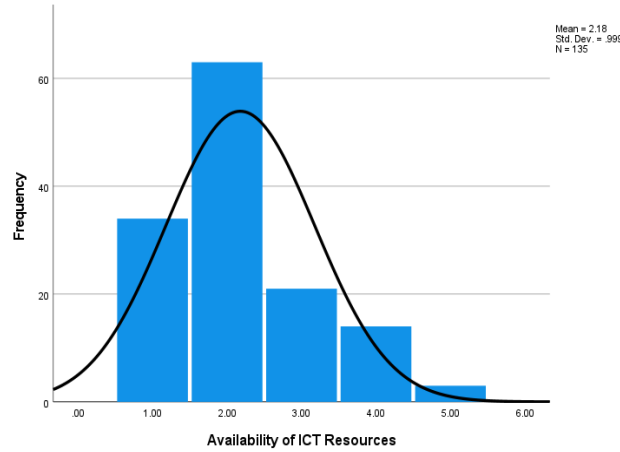
#### **4.5.7. The efficiency in the cost of attending online or virtual learning**

The study sought to determine the affordability of the online learning to students. To get online, students need access to internet through purchase of bundles or a stable internet connectivity in their homes.

The study discovered that 61.5% of the students could easily afford internet access compared to 27.4% who could hardly afford the internet us 20.7% remained undecided. The proportion of the undecided and the unaffordable is significant revealing the need to enhance systems that support internet availability for students to facilitate uninterrupted learning.

Research indicates that ICT expand access to education in several ways: learning can occur anytime and anywhere through providing 24-hour access to online course materials, permitting teleconferencing classrooms that allows both learner and teacher to interact simultaneously with ease and convenience, availing abundant multiple resources on the Internet, and acquiring knowledge through video clips, audio sounds, visual presentation (Shan Fu, 2013). several researchers indicates that ICT assists in transforming a teaching environment into a learner-

centered one (Castro Sánchez and Alemán 2011).



#### 4.5.8. There is higher cost of attending online and virtual learning

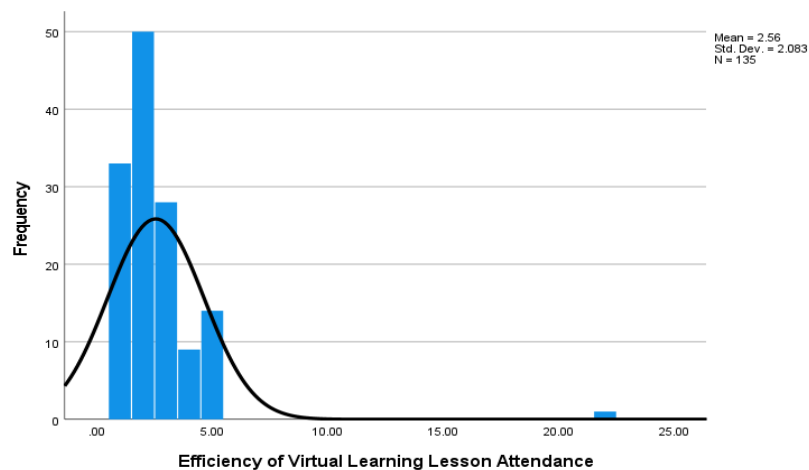
The research sought to analyse the affordability of the online and virtual learning especially during the Covid-19 pandemic. The respondents confirmed that the costs incurred in attendance of the online classes is higher compared to those who showed objections, that 83 (61.5%) to 23 (17.1%). The data showed that 28 (20.7) were undecided.

Response Status	Population	Percentage (%)	Cumulative(%)
Strongly Agree	33	24.4	24.4
Agree	50	37.0	61.5
Undecided	28	20.7	82.2
Disagree	9	6.7	88.9
Strongly Disagree	14	10.4	99.3
<b>Total</b>	<b>135</b>	<b>100</b>	

Table 1.26: higher cost of online learning

The affordability is not just a reality experience for students. According to a World Bank Institute survey, the state of ICT infrastructure in African universities

can be summed up as “too little, too expensive, and poorly managed (Steiner et al., 2010). The current economic situation of households may hinder students affordability of virtual learning though the UoN has a developed ICT infrastructure having core functions of: network, communication and telephony, e-learning technology, among others. It is this e-learning technology that supports online and virtual learning. Kenya’s institutions of higher learning have made efforts to establish a high-speed, reliable, and sustainable network for the interconnectivity of all learning institutions. UoN has a network infrastructure that covers all campuses of the institution through a Wide Area Network (WAN) and remote campuses are connected to WAN through Kenya Data Networks (KDN) and have Local Area Networks (LAN) with fibre backbones. It is therefore easy to access internet on-campus that attending virtual learning from home.



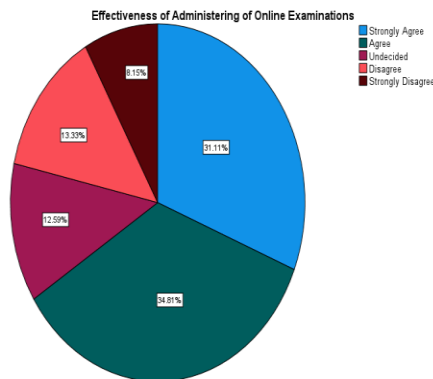
#### 4.5.9. Effectiveness of Online Administering of Examinations

The study sought to establish how effective it was to administer examinations online. The majority of students (65.9%) were satisfied with the online

administering of examinations compared to 21.4% who were dissatisfied as 13.3% were undecided.

This implies that the institution has established an online examination system that effectively facilitate online writing of examinations by the students.

Supervision of the examinations is the major challenge of administering online examination. This is possibly the reasons for the discontentment.



The pie chart indicates that 31.11 percent and 34.81 percent contentment. Conversely, 13.33 percent and 12.59 percent were discontented. This indicate a higher percentage of satisfaction with online administering of examinations in contrast to discontentment. This may be attributed to a strong network system developed by the UoN, and supported by quality and effective ICT infrastructure.

#### **4.5.10. Availability of Course Evaluation Sheets Online**

The study sought to inquire the extent to which online availing of students evaluation sheets is conducted by the lecturers. As noted earlier, evaluation is a tool that enable the lecturers to improve on their pedagogy, knowledge and even research.

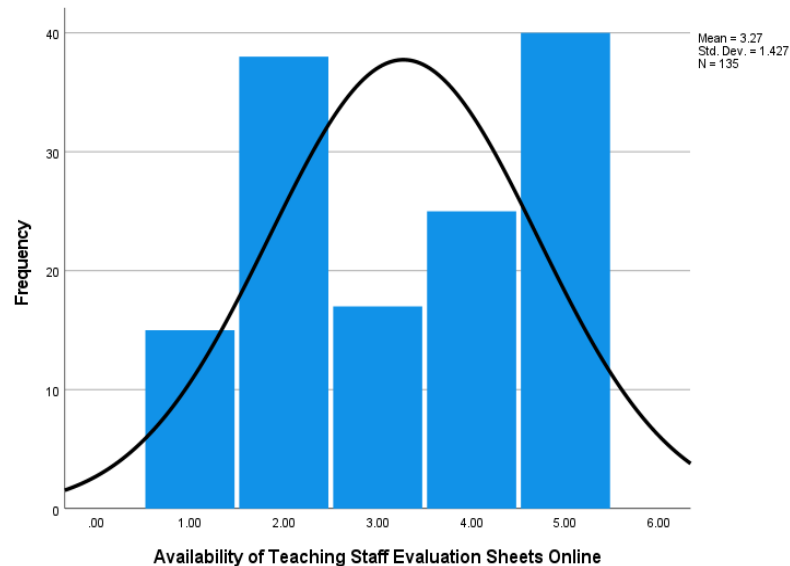


The study discovered that online evaluation sheets were inadequate for the students to respond to. This is because, 39.3% of students were satisfied with online availing compared to 48.1% who were dissatisfied as 12.6% remained undecided.

Likert Scale	Number of Students	Percentage	Cumulative (%)
Strongly Agree	15	11.1	11.1
Agree	38	28.1	39.3
Undecided	17	12.6	51.9
Disagree	25	18.5	70.4
Strongly Disagree	40	29.6	100.0
Total	135	100	

Table 1.26: Availability of Course Evaluation Sheets Online

This indicates consistency of the institution to conduct course evaluation. This is evidence for quality improvement among the teaching staff.



#### 4.5.11. Availability of media facilities and resources (ICT/media room)

Media facilities and resources prepares students for industrial work as well as

self-evaluation for improved performance and self-development. The study sought to find out the availability of media resources especially whether there is a media facility or room in the institution. The majority of students (54.8%) were satisfied with the media facilities in the institution unlike 35.6% who were dissatisfied. There were 15.6% who were undecided.

Figure 1.29 shows that the students rate of satisfaction with media resources in the institution from in confirmation to objection in the series: 48, 26, 13, 21, 27, respectively. There is strong confirmation as opposed to objection. However, the rejection proportion is equally significant implying the need to improve the state of media facilities in the institution.

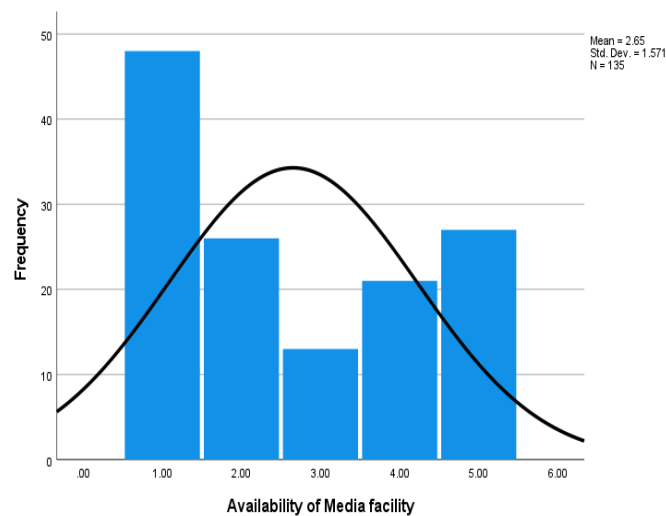


Figure 1.29: Availability of media services

**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, CONCLUSIONS AND**  
**RECOMMENTATIONS**

**5.0. Introduction**

This chapter gives the summary of the study with focus on: purpose of the study, objectives of the study, procedure for conducting the study, findings and its implications, conclusions, recommendation for policy and practice and recommendations for further study

**5.1. Summary of Purpose and Objectives of the Study**

The purpose of this study was to investigate students' perception on provision of quality education at the UoN, Kisumu Campus. The study sought to meet the following research objectives:

- i. To assess the perception of students on physical facilities on provision of quality education
- ii. To determine the perception of students on assessment of teaching-learning process on provision quality education
- iii. To investigate the perceptions of students on quality of teaching staff on provision of quality education
- iv. To assess the perceptions of students on the role of ICT in online and virtual learning on provision of quality education

## **5.2. Procedure for Conducting the Study**

The study was conducted in Kisumu Campus, a constituent College of the UoN. The authority to conduct the study was sought from the office of the Governor for Kisumu County, Kisumu County of Education Officer and the Kisumu County Secretary or Education. The researcher personally visited Kisumu Campus and sought audience with the administration for data collection and physical observation of the institution's facilities. The researcher was referred to the QASO, UoN office to obtain Quality Documents for more information, which were later used as secondary data during data analysis. The researcher sought

consent from the administration to obtain students contacts and subsequently administered the questionnaires using online platforms through the obtained cellphone contacts. Raw data was inspected, tabulated, coded and edited to establish accurateness, avoid confusion during entry and to ensure cohesion for entries and analyses on SPSS programme. The data was mainly analysed using quantitative method, in addition, qualitative method was also used and all findings presented using pie charts, graphs and frequency tables.

### **5.3. Findings of the Study**

The study established existence of physical facilities contribution towards quality education. The statistics indicated that students' had knowledge of the adequacy of physical facilities in the institution and that improvement needed to be made especially by availing outdoor recreational facilities since the indoor games were limited to the growing population of students.

Results show that the majority of the students were satisfied with assessment process of the teaching-learning. Students who are enrolled in KC met the minimum qualification in each level of study. Students were satisfied with contact hours they have with the lecturers and the content learnt corroborated the summative assessments. This implied that students' motivation for study remain steady. Yet the study highlighted certain discontentment with some learners' experience of contact hours with lecturers and comprehension of objectives. The

study however found out that SLWD needed more social amenities especially washrooms that lacked in some floors of the building.

The study showed that the teaching staff met minimum qualification for recruitment. The process of recruitment was found to be rigorous, professional and indiscriminative. All staff applied for their position, were interviewed and those who qualified, issued with letters of appointment. This transitted to the quality of their work as revealed in the course assessment sheets. The teaching staff were found to demonstrate high professionalism, dedication and commitment to their work. They created time for students' consultation beyond the normal lesson times and guided students undertaking various projects. However, a significant population of students experienced inadequacies in contact hours with the lecturers.

The study found out that ICT's role in supporting online and virtual learning is pivotal. Students were contented with the progress of online and virtual learning which met its objectives in content delivery, consultation and administering of examinations. The ICT infrastructure of the university was found to support continuous learning through availing an e-library that is accessible 24-hours. Library spaces were however found to require more expansion for the growing number of students who need physical learning.

#### **5.4. Implications of the Findings**

The findings indicate a high compliance of quality at the UoN, Kisumu Campus and the need to focus on prevailing inadequacies to maintain quality enhancement in the institution. There is a pivotal necessity for sufficient outdoor recreational facilities in the institution to enable students diversity their talents and exploit their potentials for creativity and holistic education outcome. The findings further imply the need to focus on learners' with disability and expansion of library spaces for the growing enrolment.

### **5.5. Conclusions**

The study concluded that the condition of physical facilities was adequate for quality education. However, improvements were realized in recreational facilities that support outdoor co-curricular activities and availing adequate facilities for the SLWD. The study establish that KC is served with staff who met the minimum qualification and uphold professionalism in doing their work. The ICT infrastructure supports online learning and e-library. However, the cost of attending virtual classes was hardly affordable to majority of students although it contributes to learning during the pandemic. The assessment procedures and purposes was satisfactory to the majority of students.

### **5.6. Recommendations**

In view of the various factors that emerged from this study, the researcher made the following recommendations:

- i. The institution should focus on availing additional infrastructure and space especially for recreational facilities, library and the disability cases social amenities.
- ii. The assessment procedures and purposes should be considered for the few cases that are discontented, perhaps improvement sought and implemented.
- iii. The training and capacity building for teaching staff to diversify methodologies in teaching, and to provide them with adequate spaces for physical consultation with students
- iv. The improvement of the existing, and development of an ICT infrastructure that is cost-effective especially for virtual online learning.

### **5.7. Recommendations for Further Study**

- i. A study should be done about inventive ways of establishing a cost-effective e-learning and conducting virtual to support higher education continuity amidst disaster or natural calamities such as Covid-19 pandemic.



- ii.** A study should be done on all UoN campuses or/and universities to determine the overall perception of students on provision of quality higher education.

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## **APPENDIX I: LETTER OF INTRODUCTION**

Omolo, Jacob Odhiambo,  
P.O. Box 62,  
Kikuyu.

4<sup>th</sup> July 2020.

Dean,  
School of Education,  
P. O. Box 62,  
Kikuyu.

Dear Sir/Madam,

### **REF: REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

I am a student at the University of Nairobi, REG. NO. E55/8504/2017, currently pursuing a Masters' degree in Educational Planning. I am carrying out a research on **'Students' Perceptions on implementation of Commission for University Education Guidelines on Provision of Quality Education, at University of Nairobi, Kisumu Campus'**. I write to request you to permit me conduct the study in your institution. The research instruments are designed to obtain information for purposes of this study only.

Thank you in advance.

Yours Faithfully,



Jacob Omolo.

**Appendix II: Questionnaire for Students**

This questionnaire is designed to help the researcher find out ‘**Students’ Perceptions on implementation of Commission for University Education Guidelines on Provision of Quality Education, at University of Nairobi, Kisumu Campus**’. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

**Questionnaire for Students**

This questionnaire is designed to help the researcher find out data on the study topic: ‘**Students’ Perceptions on implementation of Commission for University Education Guidelines on Provision of Quality Education, at University of Nairobi, Kisumu Campus**’. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

**Section A: Demographic Data**

Please indicate the correct option by inserting a tick (√) in appropriate box provided

1. Indicate your gender Female [ ] Male [ ] Others (.....)
2. Indicate level of study: Postgraduate [ ] Graduate [ ] Undergraduate [ ] Other [ ]
3. Indicate your school: School of Business [ ] Faculty of Arts [ ] ODeL [ ] Faculty of Law [ ] College of Humanities and Social Science [ ]
4. Year of admission .....
5. Year of study in the programme .....

**Note:** in sections B-E, indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree N=Neutral D = Disagree SD = Strongly Disagree

**Section B: students’ perceptions on CUE’s Guidelines of Physical Facilities on Quality Education**

Statement	SA	A	N	D	SD
The lecture halls and rooms are adequate in your course area					
There are sufficient recreational facilities in the campus					
Water and sanitation services available and steady/uninterrupted in supply					
Frequent maintenance and repair activities ongoing in facilities					
Lecturers’ offices are adequate in your area of specialization					
All doors open outwards for safety of occupants/users of rooms					

The Libraries you access have up-to-date and relevant books/resources					
The library staff are available and supportive in guiding students towards accessing library resources					
The library spaces permits uninterrupted in-library studies					

**Section C: Students' perception on Assessment of Course Requirements on provision of Quality Education**

Statement	SA	A	N	D	SD
You got admission through KUCCPS programme					
You attend at least 75% of total lecture sessions					
The examination questions cover 75% of the content learnt					
You take part in practicum/teaching practice/attachment					
Exams marked and results released before within semester					
You don't experience missing marks challenge					

**2.3. Section D: students' perceptions on CUE's Guidelines on quality of Teaching Staff on Quality Education**

Statement	SA	A	N	D	SD
Lecturer issues outline of the course objectives					
Lecturers employ a variety of teaching methodology					
Lecturers link units of training to application or industry					
Lecturers attend 75% of the lecture lessons hours					
Lecturers are available for consultation beyond normal lessons					
Lecturers invigilate examinations and tests administered					
Lecturers' attend for learners with disability effectively					
Lecturers are available to supervise projects and give guidance					
Lecturers' evaluation sheets are availed for students every semester to respond to					

**2.4. Section E: Students' Perceptions on the role of ICT in provision of quality education**

Statement	SA	A	N	D	SD
There is a stable internet access in your campus 24 hours					
There are adequate computer-laboratories					
There are ICT staff to assist students in the computer laboratories					
There are ICT resources at students' disposal					
There are online lessons and virtual learning					
The network system supports online learning					
The administering of online examinations is effective					
Course evaluation sheets are availed online to you every semester					
There are adequate media facilities and resources (ICT/media					

room					
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### Appendix III: OBSERVATIONS CHECKLIST FOR FACILITIES

#### Introduction

The following areas will be observed and commended accordingly

Item	Adequate	Not Adequate	Comments
<b>Physical Facilities</b>			
Lecture halls			
Hostels			
Kitchen facilities			
Media Room			
Medical facilities			
Science laboratories			
Recreational facilities/fields			
Staff offices			
<b>Library &amp; ICT Resources</b>			
E-resources			
Coursebooks			
Computer laboratories			
Library staff			
Current publications			

**Appendix IV: Work Plan**

<b>Task</b>	<b>Ma y</b>	<b>Jun e</b>	<b>Jul y</b>	<b>Augus t</b>	<b>Sep t</b>	<b>Octobe r</b>	<b>Novembe r</b>	<b>Decembe r</b>
Identificatio n of research topic								
Literature review								
Defense								
Data collection								
Data presentation , analysis and interpretatio n								
Writing Final research project								
Graduation								

### Appendix V: Budget

No.	Item	Quantity	Unit Cost	Total Cost
1.	Stationery Rim	5	500	2500
2.	Internet Data Bundles	2	4000	8000
3.	Printing copies	320	10	3,000
4.	Binding copy for final research project	7	625	7500
5.	Transport trip for data collection	4	2000	8000
<b>Total</b>				<b>29,000</b>

