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## Contributions of Module II Programmes to Improvement of University Resources for Improved Quality of Education

**Kitainge K.M. (Ph.D)**

*Lecturer, Moi University, Kenya  
School of Technology Education, Moi University  
P.O. Box 3900, Eldoret, Kenya  
Email: kitainge@yahoo.com*

**Nganga S.I.**

*Senior Lecturer,  
School of Human Resource and Development,  
Moi University, Kenya  
P. O. Box 3900 Eldoret Kenya  
Email: iruranganga@yahoo.com*

**Margaret W. Muhoro**

*KIM Branch Manager  
The Kenya Institute of Management  
P. O. Box 43706, GPO Nairobi, Kenya  
Email: muhoro@kim.ac.ke*

### 1 Abstract

*Universities in Kenya have embarked on marketing their education services throughout the country on what they know best by identifying their resources and ways of exploiting them commercially. This has formularised their organisational structure in terms of improving their provision of quality education by their faculties for conventional academic and research (Kiamba, 2003). This paper seeks to establish the current state of affairs as regards quality of education by examining the factors and resources that affects quality and effects of Module II Degree Programmes on them. The data collection instruments used included Questionnaires, Interview Schedules, Observation Guides, and Documentary Analysis Guide. The instruments were tested for content and construct validity and reliability during a pilot study after which research assistants were trained and deployed to personally administer the instruments and collect data. A total of 1,630 students enrolled in public universities in Kenya, collaborating colleges, lecturers and administrators were sampled. 484 responded to the questionnaires, which were deemed to be enough response for the analysis. The study employed a Survey Methodology with Constructivism as Its Epistemology Underpinning the Study. The Data was analysed both qualitatively and quantitatively using SPSS Program. The study findings obtained indicates that the students are significantly dissatisfied with all indicators of improvement of resources at the universities for the sake of improvement of the quality of education offered, except for the qualification of their lecturers where they seem to be unsure  $n(t=0.485, p=0.628)$  at the 95 percent confidence level. This suggests that, according to the students not much of the money received from Module II is directed towards improvement of quality of education. The study recommends that there is need for the Government to speed up efforts that will see Module II Programmes Students get*

*sponsorship in line with the HELB model as this will see many potential students gain access to higher education. Key words: Resources, Faculty and Higher Education.*

## 2 Introduction

Provision of quality education faces problems throughout the world. Universities are underfunded, raising worries about quality of their education programmes. Africa in general and Kenya in particular would do well to improve efficiency at all level of education particularly in higher education if they wish to attain the goal of being a middle level income state by 2030. This research study paper is justified on the grounds that it seeks to generate important information from individual institutions. Stiefel and Schwartz (2001) sought to provide an understanding of the factors that determine the differences in performance through provision of quality education across institutions in New York. They used school panel data. A major recommendation of that study was that future research should explore longer time series and should use individual student data. Student's support systems are inadequate and that funding universities from public funds acquired from taxation tends to disadvantage students from poor and disadvantaged backgrounds. Education is important to both the individual and the nation in that it is a determinant of a person's life chances and national economic performance. Its financing requires well designed systems that enhance quality and desirability, improved access for both efficiency and equity, (Ongeti, 2008). To meet this twin challenges of financing higher education, the concept of cost sharing emerged and has been embraced in both developed and developing countries.

## 3 Statement of the Problem

Module II Degree Programmes have proved to serve a large percentage of Kenyans and others who miss chances in JAB selection, and who have a thirsty for higher education (Mwiria, 2004). There is, however, no sufficient empirical data and literature to show whether Module II Programmes offered by universities and middle level colleges have improved the quality of higher education.

## 4 Purpose of the Study

This study sought to establish the current state of affairs as regards quality of education by examining the factors and resources that affects quality and the effect Module II Degree Programmes have had on them.

## 5 Research Objectives

The study sought to achieve the following specific objectives:

1. To establish the current state of affairs as regards quality of education by examining the factors that affect quality of Module II Degree Programmes.
2. To establish how resources availability affects the quality of Module II Programmes.

## 6 Study Rationalisation

This study research paper is important because it adds to the existing body of literature on how institutions of higher learning can attain greater efficiency. It is important for university management, staff, students' parents and policy makers in education to understand why institutions are not completely efficient in offering quality university education. Kenya's often declared development goal is to industrialise the economy by 2030. Industrialisation comes through better education and more efficient ways of doing things (Ongeti, (2008). Data was collected from pupils in schools and it described individual learners in the school. Stiefel and Schwartz (2001) sought to provide an understanding of the factors that determine the differences in performance across schools in New York. They used school panel data. A major recommendation of that study was that future research

should explore longer time series and should use individual student data. This study was an attempt to use individual pupil data.

In Kenya, Maundu (1986) found a significant correlation between teacher qualification and pupil performance in various subjects. The researcher attributed high performance to excellent instruction provided by qualified teachers with the support from the institution. In yet another local study, Kathuri (1986) found a significant correlation between pupil performance and quality of tutors as measured by their level of education and training, attendance of in-service courses and work of modern teaching methods. The positive correlations between teacher qualifications and pupil performance reported above notwithstanding, certain other studies have revealed either zero or negative correlation between teacher qualification and pupil performance. Ongeti (2005) found that private primary schools perform well in national examinations without regard to the qualification of teachers. An earlier study in Latin America suggests that students perform almost as well when studying under teachers trained in a post-secondary college as they do when taught by university graduates (World Bank, 1974).

## 7 Methodology and Data Collection Procedure

### 7.1 *Research Design*

**Survey Research Methodology** was employed in this study. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Mugenda and Mugenda, 2003). According to Babbie (1990), survey can apply **Questionnaires** or **Structured Interviews** for data collection. **Survey Design** was chosen because it is economical and has a rapid turnaround in data collection. It also has the advantage of identifying attributes of a large population from a small group of individuals (Babbie, 1990; Fowler, 2002; Patton, 2002). A Survey Research is present-oriented and is used to investigate populations by selecting samples to analyse and discover occurrences (Onen and Oso, 2005). Its main purpose is to provide quantitative and numeric descriptions of some part of the population. It was appropriate in this study because it considers issues such economy of the design, rapid data collection and ability to understand populations from a part of it.

### 7.2 *Target Population*

A population is the entire set of individuals of interest to the researcher (Gravetta and Forzano, 2006; Mugenda and Mugenda, 1999). Although the entire population usually does not participate in research, the results from the study are generalised to the entire population (Patton, 2002). The study targeted all students, lecturers and administrative staff in the seven public universities in Kenya (Nairobi, Jomo Kenyatta, Kenyatta, Egerton, Maseno, Moi and Masinde Muliro). Students enrolment has increased from a mere 571 in 1963 to 91,500 in 2005 (Kinyanjui, 2006). This latter figure includes all students both in public and private universities, but excludes students studying abroad. The study was interested in the 81,590 students currently accommodated in public universities in both Module I and Module II Degree Programmes (Kinyanjui, 2006). The study also targeted students and lecturers of colleges collaborating with public universities in offering degree programmes.

### 7.3 *Sampling and Sample Size*

A sample is a set of individuals selected from a population and usually is intended to represent the population in a research study (Neuman, 2000). Therefore the goal of a research is to examine a sample and then generalise the results to the population. How accurately we can generalise results from a given sample to the population depends on the representativeness of the sample. The degree of representativeness of a sample refers to how closely the sample mirrors the population (Gravetta and Forzano, 2006).

The researchers ensured a high degree of correspondence between a sampling frame and the sample population as the accuracy of the sample depends on the sampling frame. Further, Patton (2002) argues that the sample size depends on what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with the available time and resources. The most commonly used sampling method in survey research studies is probably Incidental Sampling (Gravetta and Forzano, 2006). Therefore the study adopted **Incidental and Snowball Sampling Techniques**. The total combined sample size of the study was 487 comprising 372 students, 81 lecturers and 33 Module II administrators. Table 1, has the details.

Table 1: Sample Size for the Study.

Sampled /Issued Questionnaires					Returned /Issued Questionnaires				
University/ college	Stud	Lect	Admin	Total	Stud	Lect	Admn	Total	%
Egerton	100	40	20	160	53	9	3	65	40.60
JKUAT	100	20	10	130	79	5	3	90	69.23
Kenyatta	50	20	10	80	31	13	2	48	60.00
KIM	180	120	70	370	14	10	5	29	7.83
Moi	195	85	65	325	105	24	9	139	41.85
Masinde	40	20	45	70	6	5	1	12	17.14
Maseno	50	20	10	80	16	1		17	21.25
RVTI	40	15	10	45		3	6	16	35.55
SPS	40	10	10	35					
Nairobi	100	40	5	160	68	10	4	82	51.25
NIBS	20	10	20	35					
KTTC	20	10	5	35		1			2.85
Eldoret Poly	20	10	5	35					
Alphax	20	10	5	35					
Elgon View	20	10	5	35					
Total	995	440	295	1630	372	81	33	487	29.87

Snowball Sampling Technique was used in the case of issuing questionnaires to administrators and lecturers (Mugenda and Mugenda, 1999; Patton 2002). Snowball Sampling is a multistage technique. It begins with one or a few people and spreads out on the basis of links to the initial cases. This was especially important where the research assistants were new to the research site. At the conclusion of each interview, the researchers would ask the respondent to kindly suggest another lecturer/administrator who was considered well versed with Module II Programmes and who might be willing to provide information.

Incidental Sampling was used to sample students who were easy to get. In this method, respondents are selected on the basis of their availability and willingness to respond (Gravetta and Forzano, 2006). Incidental sampling is an easier, less expensive, faster than the probability sampling techniques, which involve identifying every individual in the population and using a laborious random process to select participants for research. Incidental Sampling is considered a weak form of sampling because the researcher makes no attempt to know the population.

This study used three strategies to help correct most of the serious problems associated with Incidental Sampling. First, researchers tried to ensure that their samples were reasonably representative and not biased. Second, the study provided a clear description of how the sample was to be obtained and who were to be the participants. In this case, the emphasis was to select degree-seeking students who were both in Module I and Module II Degree Programmes. The third method of controlling the composition of an incidental sample is to use the same techniques that are used for stratified samples and for proportionate stratified samples. For example, the study ensured that students in both Module II and I were equally represented in a sample of 990 students from each university. Rather than taking the first 990 students, regardless of the module of study, who agree to participate, the study imposed a quota of roughly 2:1 when selecting Module II and module I students respectively.

The students' sample represents a 1.2 percent of the target population in public universities. Neuman (2000) argues that for large populations (over 50,000), small sampling ratios (1 percent) are possible and can be very accurate. To sample from very large populations (over 10 million), one can achieve accuracy using tiny sampling ratios (0.025%). The size of the population ceases to be relevant once the sampling ratio is very small and sampling size of about 2,500 are as accurate for populations of 200 million as for 10 million (Neuman, 2000). In addition, this sample size was adequate for the study since Neuman (2000) argues that we cannot study every case of whatever we are interested in, nor should we want to. Every scientific enterprise tries to find out something that will apply to everything of a certain kind by studying a few examples the results of the study being as we say, "generalisable."

While Neuman (2000) indicates that a sample size is adequate so long as it allows for reliable data analysis by cross tabulation, provides desired level of accuracy in estimates of the large population and allows for testing for significance of differences between estimates; Patton (2002), argues that the sample size depends on what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with available time and resource. Lincoln and Guba (1985) in Patton (2002) recommend sample selection should be: "To the point of redundancy thus if the purpose is to maximise information, the sample is terminated when no more new information is forthcoming from new sample units, and that redundancy in the primary criterion (P 246)."

## 8 Data Collection Instruments

The data collection instruments used included **questionnaires, interview schedules, observation guides and documentary analysis guide**. The instruments were tested for content and construct validity and reliability during a pilot study after which research assistants were trained and deployed to personally administer the instruments and collect data. Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. Validity therefore, has to do with how accurately the data obtained in the study represents the variables of the study. If such data is a true reflection of the variables, then inferences based on such data will be accurate and meaningful (Kerlinger, 1978). The instruments were rated in terms of how effectively they sampled significant aspects of the purpose of the study. According to Mugenda and Mugenda (1999), the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. To establish the reliability of the questionnaire, pre-testing through piloting was done. The reliability of the items was based on estimates of the variability of respondents responding to the items. The reliability coefficient was determined by **Test-Retest Technique**. The instruments were then administered to the same subjects after an intervening period of one week. This technique was used because it determines the stability of the research instrument.

Data was analysed both qualitatively and quantitatively with the aid of **SPSS Program**. The study findings are presented in the following sections under themes according to the study objectives and research questions. The findings are presented covering the state and effect of Module II Degree Programmes on access to, quality and equity of university education and then

collaborations, satellite campuses and other emerging issues as relates to management of Module II Degree Programmes. The study issued out 1,630 questionnaires (990 – students, 440 – lecturers, and 295 – administrators). Only 372 questionnaires were returned from students, 81 from lecturers and 33 from administrators. This represents a 29.9 percent return rate.

## 9 Findings on Access and Module II Programmes

### 9.1 Research Findings on Quality of Education

When asked about their assessment of the level of quality of education offered in Module II Degree Programmes, most of the respondents, 212 (57.0%) students, 40(49.4%) lecturers and 5(14.7%) managers indicated that the quality was average. The distribution of the responses on assessment of quality is as shown in Table 2.

Table 2: Assessment of the Level of Quality of Education Offered in Module II Degree Programmes.

Assessment	Students		Lecturers		Managers	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Low	48	12.9	6	9.9	5	14.7
Average	212	57.0	40	49.4	11	47.1
High	77	20.7	27	33.3	11	32.4
Missing	35	9.4	6	7.4	7	20.6
Total	372	100.0	81	100.0	34	100.0

This information was presented in a bar graph and Figure 1 shown below was obtained.

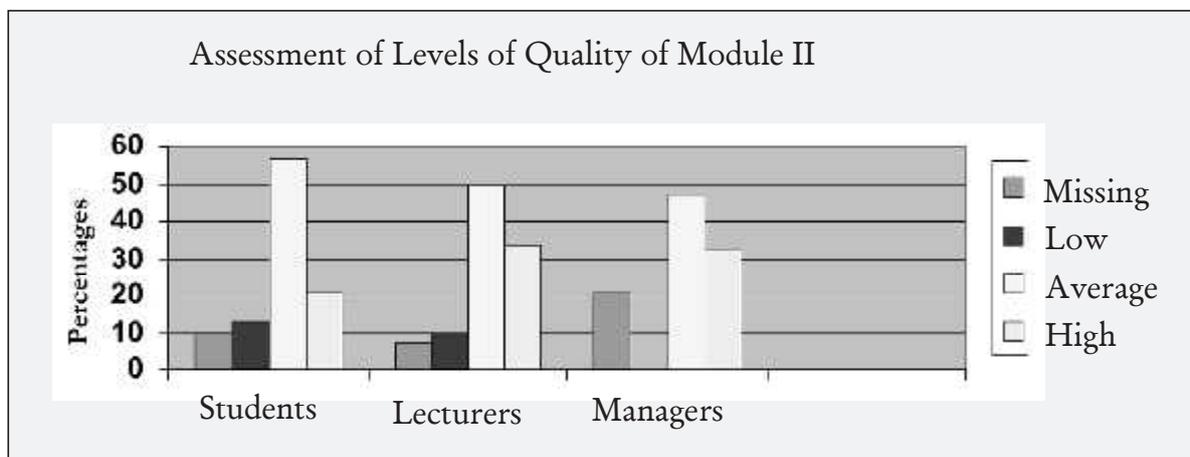


Figure 1: Respondents' Assessment of Overall Quality of Education.

It should be noted that a significant 48 (12.9%) of the students and 6 (9.9%) of the lecturers respondents indicated that the quality is low. Asked whether the respondents were satisfied that the quality of education offered in Module II Degree Programmes is the same as that offered in Regular Programmes, a significant 151(40.6%) of students, 21(25.9%) of lecturers and 10(29.4%) of managers indicated that the quality was not the same. Table 3 below shows the distribution of the responses on the comparison of quality of education.

Table 3: Comparison of Quality of Education in Module II Degree Programmes.

Respondent	Students		Lecturers		Managers	
Assessment	Frequency	%	Frequency	%	Frequency	%
Quality is the same (Yes)	189	50.8	52	64.2	16	47.1
Quality is not the same (No)	151	40.6	21	25.9	10	29.4
Missing	32	8.6	8	9.9	8	23.5
<b>Total</b>	<b>372</b>	<b>100</b>	<b>81</b>	<b>100</b>	<b>34</b>	<b>100</b>

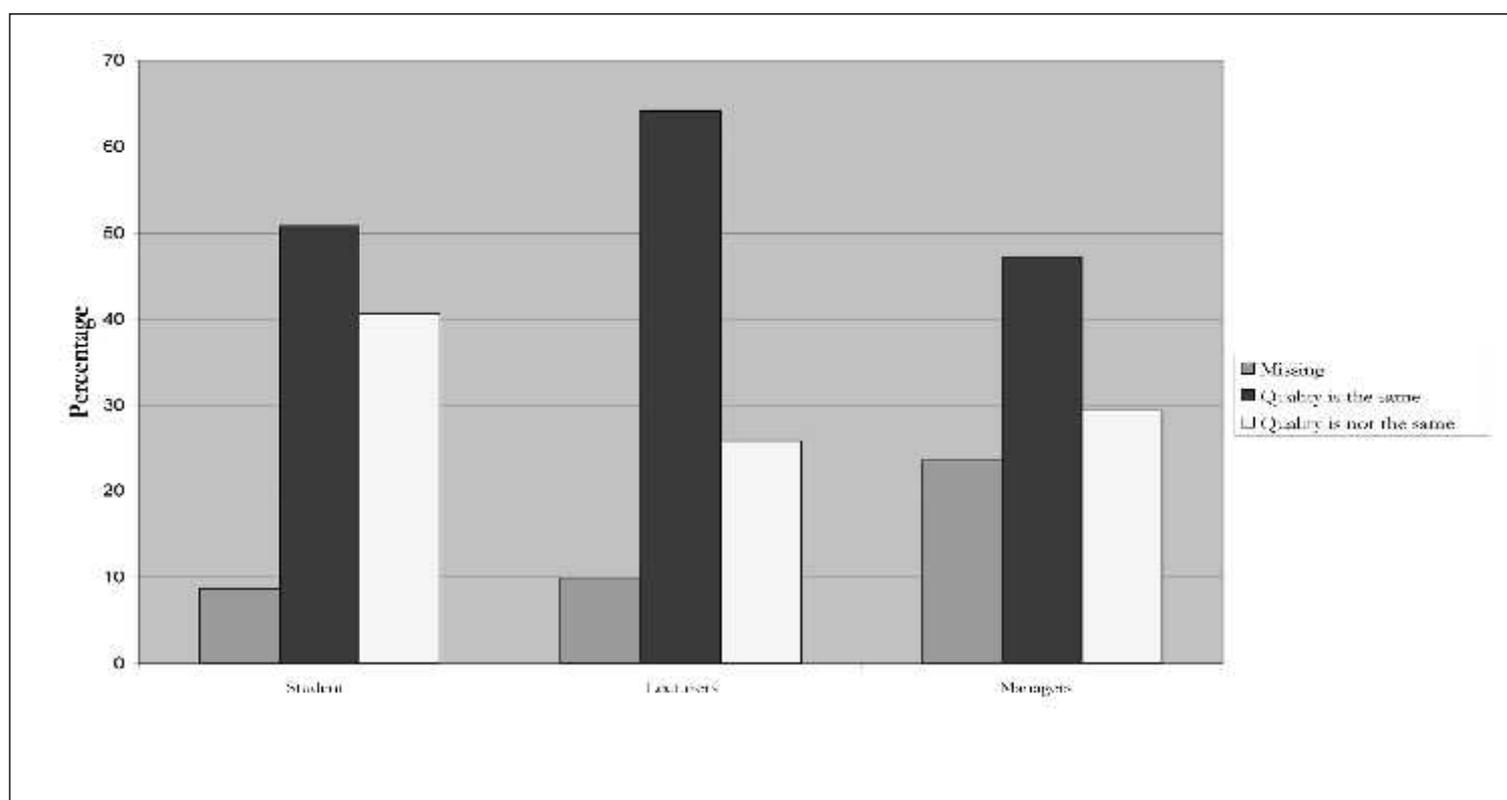


Figure 2: Respondent's Comparison of Quality of Education in Module II to that of Regular Programmes.

Since the majority of students, 266 (71.5%), respondents indicated that they attend day classes, it means most Module II Programmes Students are integrated with Regular Programmes Students and it would be expected that the quality would be the same. The same view is held by most lecturers, 30(30.9%), who indicate that they teach Module II Programmes Students in day classes. There is however a significant proportion of Module II Programmes Students who are taught on their own as shown in Figure 3 and Figure 4.

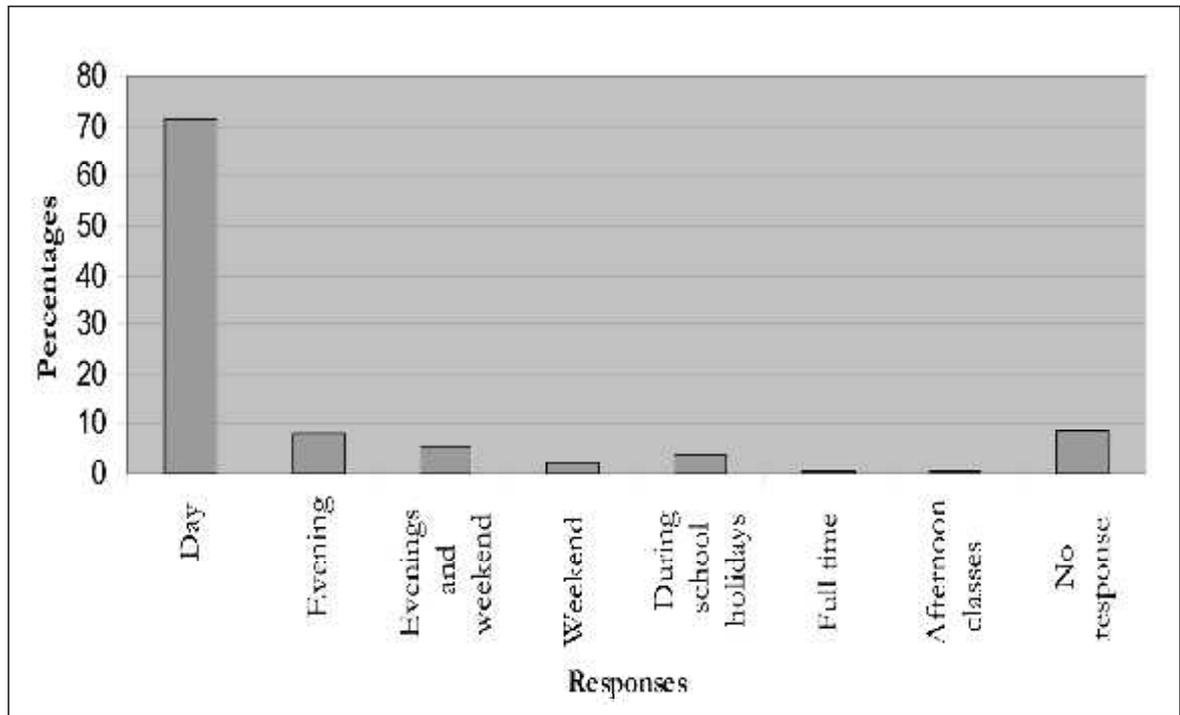


Figure 3: Distribution of Modes of Contact Applied in Module II Programmes Responses from Students.

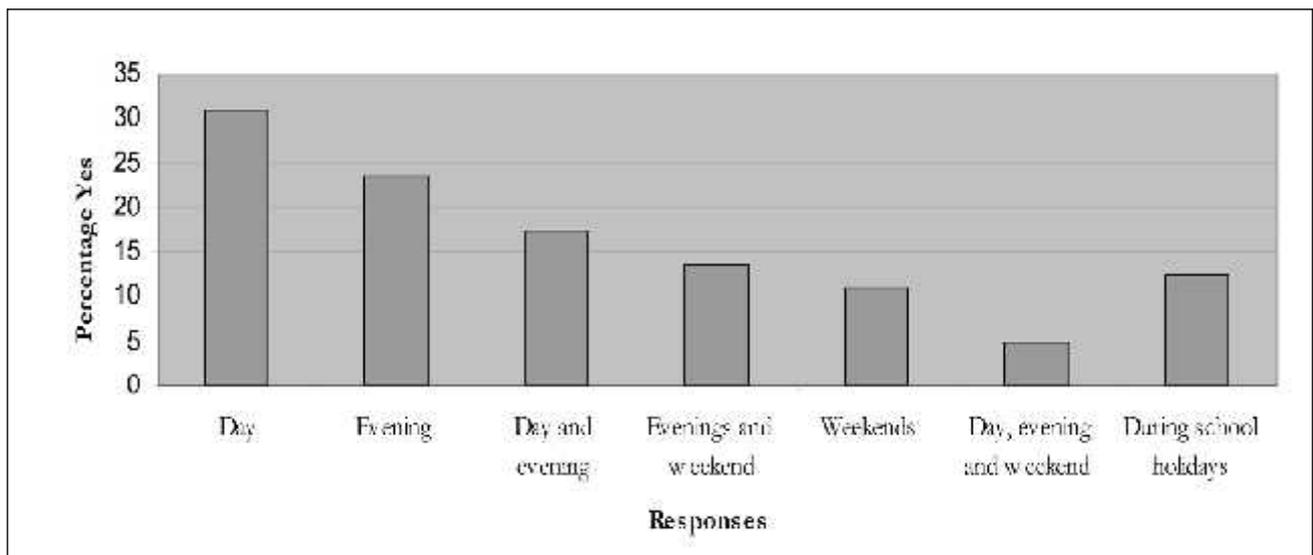


Figure 4: Distribution of Modes of Contact Applied in Module II Programmes Responses from Lecturers.

These finding indicates that there is a significant proportion of stakeholders who are not satisfied with the quality of education offered.

The study further sought to investigate the specific areas or resources that ought to have improved with increased funding from Module II Degree Programmes. Students' and lecturers' perceptions were sought on the status of teaching facilities and academic faculty members capacity improvement. On the whole, the student's assessment was negative. Specifically the students were unanimous that most of the indicators of provision of quality education have not improved as shown in Table 4.

Table 4: Descriptive Statistics and One Sample t-test of Students' Assessment of Module II Programmes Contribution to Improvement of Resources for Improved Quality of Evaluation.

	Descriptive statistics			One sample t-test statistics	
	N	Mean	Std. Deviation	t-value	p-value
Department has acquired enough lab and workshops necessary for practical sessions that improved quality of education	337	2.8635	1.6812	-12.4	0.000*
Students access the facilities as frequent as need arises	330	2.8727	1.5966	-12.83	0.000*
An adequate supply of tools equipment and materials needed in teaching and learning in the university	330	3.0182	1.6372	-10.0	0.000*
Spaces are adequate for students occupying them at a time	332	2.9247	1.7786	-11.02	0.000*
Library is well resourced	318	2.9560	1.7306	-10.8	0.000*
Students access current books, journals in the library in acceptable time	341	3.1730	1.6775	-9.1	0.000*
Students have adequate information from both electronic and print media in the library which improve their learning	340	3.0500	1.7142	-10.2	0.000*
Students easily access the Internet as a source of current information and creative ideas	322	3.1832	1.7845	-8.23	0.000*
Recreation facilities are good and adequate to facilitate relaxed stress free mind ready for creative thinking	325	2.9723	1.7610	-10.52	0.000*
The department continuously acquires new facilities to accommodate changes in technology	314	2.9490	1.6491	-11.3	0.000*
Most faculties are highly qualified and experienced	291	4.0481	1.6931	0.485	0.628
Most faculties have written articles, written books and chapters in books thanks to availability of funds from Module II	312	3.4295	1.6380	-6.152	0.000*

	Descriptive statistics			One sample t-test statistics	
	N	Mean	Std. Deviation	t-value	p-value
Most faculties engage in consultancy activities that use academic knowledge	313	3.6166	1.6093	-4.215	0.000*
Most faculties attend and present papers in seminars conferences and workshops	319	3.8150	1.6020	-2.062	0.040
Faculties in the department access good facilities to enhance their academic abilities	309	3.3172	1.6266	-7.379	0.000*
Faculties have secretarial support for faculty processing academic documents hence spends more time on research and creative work	301	3.4219	1.7563	-5.710	0.000*
Faculty access grants money for business research and hiring assistants	293	3.1195	1.7009	-8.861	0.000*
Faculty members have good offices spaces for individual research work preparation and consultation with students	312	3.3942	1.7054	-6.274	0.000*
Faculty members interact directly with students during supervision of projects and advising student majors in their fields of specialisation	309	3.6893	1.7190	-3.177	0.002*
Faculty encourage graduates to work with them in joint projects and publish papers jointly	309	3.4595	1.6023	-5.929	0.000*
Use of creative teaching methods to teach old courses using modern teaching media such as PowerPoint	307	3.2313	1.6613	-8.107	0.000*
Faculty members conduct research and present new creative ideas in class and encourage obtaining feedbacks from undergraduates and graduates	306	3.4542	1.7100	-5.583	0.000*
Faculty members hold positions on merit and have contributed greatly in my learning creativity throughout my stay in the department	308	3.9221	1.7256	-0.793	0.000*

	Descriptive statistics			One sample t-test statistics	
	N	Mean	Std. Deviation	t-value	p-value
Faculty members are not overloaded overworked hence have enough time for research and creative work	310	3.2258	1.7276	-7.890	0.000*
Student ratio is good allowing direct contact and learning that facilitates creativity and improvement in the quality of education	311	2.9614	1.7703	-10.346	0.000*

\* = significant at  $\alpha = 0.05$ .

The statistics indicate that the students are significantly dissatisfied with all indicators of improvement of resources at the universities for the sake of improvement of the quality of education offered, except for the qualifications of their lecturers where they seem to be ambivalent ( $t=0.485$ ,  $p=0.628$ ) at the 95 percent confidence level. This suggests that according to the students not much of the money received from Module II is directed towards improving the quality of education. This finding is in agreement with *The Kinyanjui Report (2006:25)* that “The universities have not utilised the financial benefits to expand facilities but rather to meet expenditure deficits.”

On their part, faculty members/lecturers respondents were asked to rate the contribution of Module II Degree Programmes towards the improvement of some indicators of quality of education in the university. Most of them indicate positive assessment of the contributions except on workloading where they do not agree that Module II has facilitated hiring part-time lecturers leaving full time lecturers with adequate time for research and other creative works, has availed research funds and can afford them time to acquire industry-based experience. A summary of descriptive statistics analysis and one sample t test is shown in Table 5.

Table 5: Descriptive Statistics and One Sample t-test of Lecturer's Assessment of Module II Programmes Contribution to Improvement of Resources for Improved Quality of Evaluation.

	Descriptive statistics			One sample t-test statistics	
	N	Mean	Std. Deviation	t-value	p-value
Fees from Module II Programmes have been used to bridge university budget deficit hence improved quality of education	72	4.3056	2.0185	1.284	.203
Module II Degree Programmes fees have been used to expand and improve facilities thus improving access and quality	74	4.3108	1.8500	1.445	.153

	Descriptive statistics			One sample t-test statistics	
	N	Mean	Std. Deviation	t-value	p-value
Faculty members who teach Module II Degree Programmes and Regular Programmes are the same hence quality is the same	76	4.8026	2.0266	3.453	.001*
Faculty members teaching university programmes have adequate teaching and industry experience and qualifications	75	4.7733	2.0307	3.298	.001*
Fees from Module II Degree Programmes are used to compensate lecturers for any resulting overloads hence lecturers earn more and have better job satisfaction	76	4.2237	1.9973	.976	.332
Able to hire part-time lecturers leaving tenured faculty members with adequate time for research and creative work hence better work performance	76	3.3289	2.0225	-2.893	.005*
Faculty can now afford to give faculty member research grants and funds for research work, academic writing	75	2.9600	1.8704	-4.815	.000*
Part-time lecturers hired from industry and give full-time faculty members workplace leave for much needed industry experience update on current technologies and improve curricula to match industry needs	75	2.8800	1.8885	-5.136	.000*
Enabled universities to finance regular newsletters, journals and other means that facilitate sharing of research ideas	73	3.8630	1.9742	-.593	.555
Module II Degree Programmes have enabled universities improve access, quality and equity of higher education	73	4.6712	1.7245	3.326	.001*

\* = significant at  $\alpha = 0.05$ .

The findings indicate that lecturers are satisfied that the quality of education in Module II Degree Programmes is the same as in Regular Programmes, that lecturers have adequate qualification and work experience and that Module II has improved access, quality and equity in higher education.

They are however dissatisfied with availability of adequate time for research work, provision of research grants and also facilitation of lecturers to gain industrial workplace experience. There are several indicators on which are undecided which include whether Module II funds bridge budget deficit hence improved quality of education, expansion of facilities, compensation of lecturers and financing access to current journals. This implies that some universities and institutions do while others do not and that even within a university some schools or departments do while others do not hence the mean score that is not significantly different from the test statistic (4).

A further examination of the lecturers competence and workload indicates that most 41(50.6) of the lecturers have a masters degree with the distribution of other qualifications shown in Figure 5.

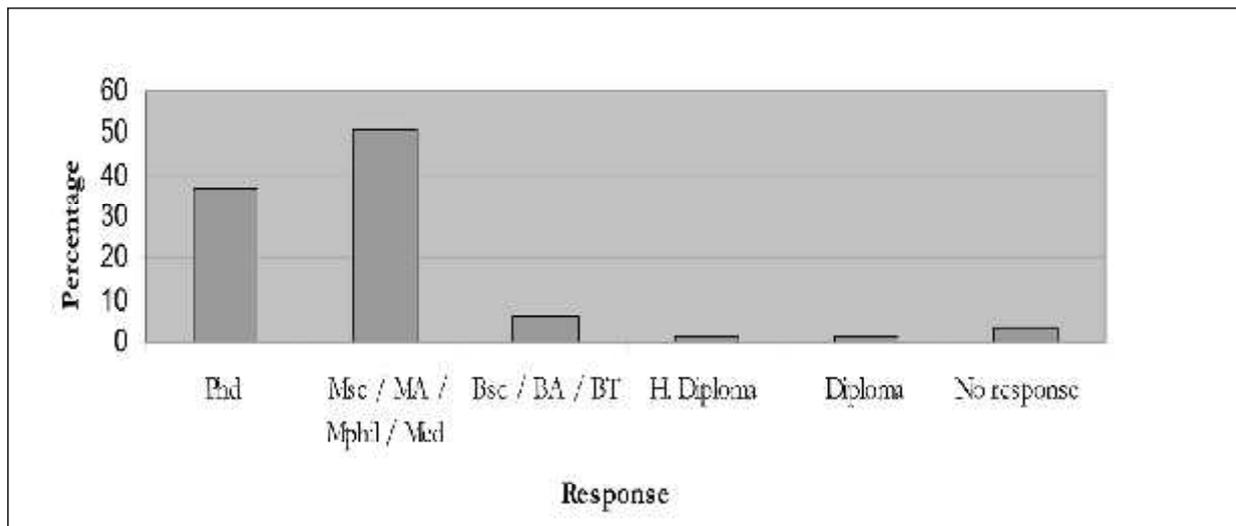


Figure 5: Academic Qualifications of Faculty Members.

It can be seen that majority of the teaching staff for Module II Degree Programmes are Ph.D and Masters Degree holders. Very few have lower qualification and hence the competence of teaching staff based on their qualification is adequate. Most 56 (69.1%) have permanent and pensionable terms of service, 9 (11.1%) work on contract and 13 (16%) work on part-time basis. This augurs well for long term commitment to quality teaching. The distribution of their ranks/positions is as shown in Figure 6.

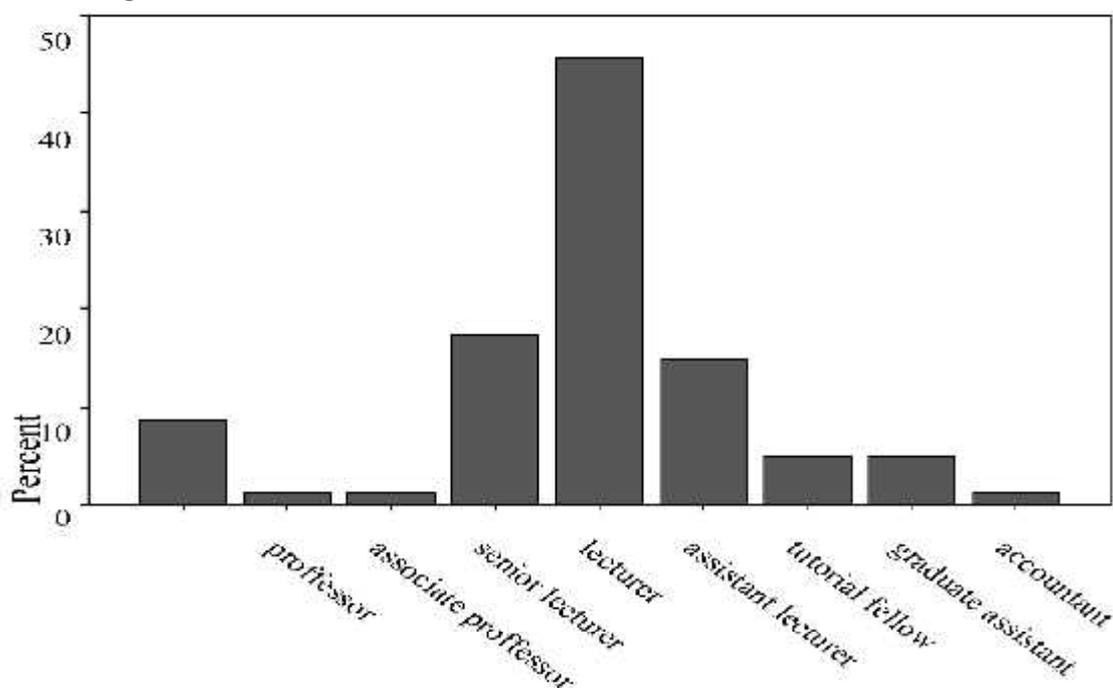


Figure 6: Current Employment Position or Rank of Faculty Members Respondents.

As the main objective of the research study on Module II Degree Programmes contribution to improvement of resource for improved quality of education, the faculty members were asked to indicate their current rank, according to their responses majority of them were lecturers which seems to suggest that there is an over concentration of the middle level faculty members which could mean that the upward mobility is limited or the members do not have what it takes to go up the ranks. The lecturers who have a teaching experience of 9.06 years on average, earn a monthly salary of Kshs 88,442 on average and take home an average of Kshs 28,442 from the Module II Programmes per month. On Self-Development activities going on, the faculty members indicate that the majority are pursuing further education with 22 (27.2%) undertaking doctoral studies.

*Table 6: Faculty Members' On-Going Self-Development Activities.*

Self-Development activity	Frequency (F)	Percentage (%)
Those with on going Self-Development activities	59	72.8
Pursuing Phd studies	22	27.2
Pursuing Mphil/Msc/Med studies	5	7.3
Pursuing C.P.S.	2	2.5
Pursuing P.G. Diploma	2	2.5
Pursuing business administration course	2	2.5
Writing books	2	2.5
Carrying out a research project	1	1.2
Investing in company/college	2	2.5
Run business	3	3.7

The data suggests that lecturers have a greater devotion to academic pursuits. When they were asked who finances the self-development activities, the majority 48 (59.3%) indicated that they finance their own activities but a significant 14 (17.3%) get funding from university staff development and research funds as shown in Table 7.

*Table 7: Financing of Faculty Members' Self-Development Activities.*

Source of funds	Frequency F	Percentage %
University staff development and research funds	14	17.3%
Allocations from Module II funds	5	6.2
Self-financing	48	59.3
Donors/Outside grants/ Sponsorship/Private-funded research projects	10	12.3

It should be noted that while the faculty members earn on average Kshs 88, 442 most of them still have to use the same for self-development so as to be more efficient in their academic workplace. This may explain why the majority of the faculty members never rise beyond the lecturer level. Other indicators of the faculty members level of competence hence ability to offer quality university education is as set out in Table 8.

Table 8: Descriptive Statistics on Lecturer Attributes that Affect Quality of Education.

Attributes	N	Minimum	Maximum	Mean	Std. Deviation
Your age in years	67	24	65	39.48	9.87
Your current monthly pay in place of full employment	37	6700	180000	88276.08	41540.36
Average monthly pay in teaching Module II on part time	40	2000	120000	28442.50	22951.49
Experience in teaching at university level	63	1	24	9.06	6.50
Teaching in other institutions	44	1	25	7.70	6.01
Working in business/industry/government	20	0	22	8.05	5.70
Consultancy/research projects	31	1	20	6.16	4.98
Number of publications books	17	1	6	2.53	1.46
Chapter in edited book	7	1	12	3.43	4.08
Articles in refereed journal	29	1	42	9.31	12.26
Conference attended in last 2 years	39	1	16	3.64	3.06
Number of articles published since appointment to that position	41	1	26	4.68	5.07
Teaching workload number of courses taught per semester in regular undergraduate programme.....unit/credit courses is equal to .....contact hours per week	57	2	90	11.53	12.36
Number of course taught per semester to module 2 undergraduate programmes. (----unit/credit courses is equal to contact hours per week)	56	1	90	10.68	15.42
Number of course taught undergraduate programmes as a part timer in other departments/institutions (.....unit/credit courses = ----- contact hours per week)	29	2	45	7.07	7.85
Number of courses taught per semester at post graduate level (----unit courses = ----contact hours per week)	32	2	90	10.72	17.40
Number of hours taught to post graduates in other institutions (----unit courses = -----contact hours per week)	6	3	90	19.50	34.61

Attributes	N	Minimum	Maximum	Mean	Std. Deviation
Your age in years	67	24	65	39.48	9.87
Number of hours for undergraduate courses for each contact hour	69	1	20	3.70	4.22
Post graduate courses for each contact hour	38	1	40	4.34	6.20
Number of hours spent supervising post graduate thesis work per week	46	1	50	6.50	7.79
Proportion of your total time spent on teaching duties	62	8	95	64.42	20.27
Original research work in hours	47	1	720	57.21	121.82
Improvement/development of technologies in hours	31	1	300	35.87	73.37
Creative work performance in hours	28	1	120	25.36	34.67
Academic writing and original composition in hours	43	1	240	32.95	52.72
Presentation in scholarly conferences/workshops in hours	36	1	100	14.14	18.92
Investigation and research on improved pedagogy in hours	32	1	60	13.25	16.05
Interpretation and integration of knowledge in hours	32	1	300	22.22	53.75
Improvement of academic curricula in hours	34	1	300	21.21	51.88
Professional growth and development in hours	37	1	300	30.43	53.43
Participating in fellowship, grants prizes awards and citations of faculty members works in hours	27	1	100	18.33	27.56
Indicate proportion of total time spent on scholarly research work in %	50	3	90	33.92	21.75
Current workload in serving various departmental and university committees in hours	39	1	80	11.59	18.60
Serving graduate students from outside the department in hours	33	1	40	6.36	8.15
Serving professional societies and organisations in hours	36	1	150	12.17	29.12

Attributes	N	Minimum	Maximum	Mean	Std. Deviation
Your age in years	67	24	65	39.48	9.87
Serving in professional capacity addressing society and community needs in hours	37	1	100	11.46	20.75
Serving as a faculty advisor for students organisations	31	1	80	6.61	14.36
Provide professional practices responsibilities in hours	24	1	300	30.29	74.53
Indicate the proportion of total time you spend in providing professional service in %	47	1	90	31.40	22.90

The most noteworthy thing about these indicators is that they are rarely recorded if at all and tend not to be given emphasis both at university, school, department or individual level and they all indicate points of concern if quality of education is to reach acceptable levels by all stakeholders. The university administrators were asked the strategy they use in their institutions to ensure that quality of education is offered to Module II Programmes Students is equal to expected standards. The most commonly employed strategies are hiring qualified lecturers and improving university facilities to provide enough for the student population was reported by 8 (23.5%) of the respondents. Other strategies reported are as shown in Table 9.

*Table 9: Strategies Used in Universities to Ensure that Quality of Education Offered to Module II Programmes is to Expected Standards.*

Strategy	Frequency F	Percentage %
Course taught by same lecturers	6	17.6
Moderation of courses/exams by both internal and external examiners	7	20.6
Hiring qualified lecturers	8	23.5
Improving university facilities/provide enough for all student population	8	23.5
Giving enough assignments / CATs	5	14.7
Admitting students the university can handle and who are academically able	5	14.5
Involving external/outside opinion to assist mould the university	1	2.9
Ensuring time allocated for a course is sufficient for the course	2	5.9
Consulting to know market needs	2	5.9

It is worthy noting that there is no strategy common to all or most of the respondents a fact that lack of clear cut universal policy that governs operations in all universities on matters pertaining to quality. Asked how often curriculum is reviewed in their universities, most 20 (58.8%) of the administrator respondents indicated that it is done within less than 5 years after adoption, 3 (8.8%) said it takes more than five years to be reviewed, 1(2.9%) said that it is not reviewed while a significant 10 (29.4%) did not respond indicating they do not know. Ogot (2002) states that the quality of higher education in higher institutions could be questionable at present. He argues that the fact that there are inadequate facilities as well as personnel compared to the influx of students as a result of Module II Programmes is reason enough. In addition, Ngolovoi (2006) argues that increased workload and lack of competence by some lecturers could be affecting the deliverance of quality education to students in higher institutions in Kenya.

## 10 Conclusions

The rate of development of the Module II Degree Programmes should be checked by the Kenyan universities in order to ensure that customers are satisfied with the quality offered. There seems to be faster expansion in population capacity than in acquisition and development of relevant resources and facilities for use in teaching.

## 11 Recommendations

Based on the research findings, the following recommendations were generated:

1. The university staffs who have qualifications lesser than a Masters degree should continue upgrading their academic qualification.
2. The universities should not admit more students than those who can effectively be supported by human and physical infrastructure in order not to violate the policy set on staff to student ratios or distort the programme-based Full Time Student Equivalent (FTSE).
3. Government supported and self-supported students should be amalgamated for admission and teaching purposes in order to maximise on the utilisation of available capacity and resources in the universities. Regular Programmes Students should also be free to choose whether to attend day, evening, weekend or holiday classes so that at all times there should be no class made up of Module II Programmes Students only.
4. The income generated from fee-paying students should be consolidated with the normal government grants and used to enhance the quality of academic programmes and provide staff incentives by supporting research, teaching and students support as decided by each university.

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