

**RELATIONSHIP BETWEEN SELECTED INSTITUTIONAL  
MANAGEMENT PRACTICES AND STUDENT RETENTION IN PART-TIME  
TEACHER EDUCATION PROGRAMS IN UNIVERSITIES: THE CASE OF  
KABARAK UNIVERSITY**

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**A Thesis Submitted to the Institute of Postgraduate Studies of Kabarak  
University in Partial Fulfillment of the Requirements for the Award of Master of  
Education (Management and Leadership) Degree**

**KABARAK UNIVERSITY**

**NOVEMBER, 2024**

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## RECOMMENDATION

To: The Institute of Postgraduate Studies

This thesis titled '**Relationship between Selected Institutional Management Practices and Student Retention in Part-Time Teacher Education Programs in Universities: The Case of Kabarak University**', written by **Verah Buliba Andati**, is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the thesis and recommend it be accepted in partial fulfillment of the requirement for the award of the degree of Master of Education in Management and Leadership.

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## **DEDICATION**

I dedicate this thesis to my parents; Mr. and Mrs. Genevieve Andati for their tireless support since childhood and their constant encouragement throughout this academic journey.

## ABSTRACT

Student retention in part-time teacher education programs has been a key concern to most universities in Kenya and beyond. The government of Kenya has made several attempts to address part-time programs through its regulator, Commission for University Education (CUE). Despite these attempts, student retention in part-time teacher education programs is still low. This study sought to address the problem of low student retention in part-time teacher education programs in Kabarak University. The objectives of this study were to determine the relationship between selected institutional management factors (cost management factors and instructional resources and part-time program management policies) and student retention in part-time teacher education programs in Kabarak University in Nakuru County, Kenya. This study used a close-ended questionnaire, focus group discussion and an interview schedule as the instruments of data collection. The study adopted case study design. The main sampling techniques that was used in this study is census and purposive sampling technique. Purposive sampling was used in the selection of the part-time program which is the main interest to the researcher; part-time teacher-education programs as well as the university under study. The target population was a total of 261 students enrolled in Part-time Teacher Education Program with a sample size of 155 students. The theoretical framework was Tinto's theory of retention espoused in 1970. The findings revealed that there is a statistically significant negative relationship between cost related factors and student retention ( $r=-0.434$ ;  $p<0.05$ ). Moreover, there exists a statistically negative relationship between Management Policies and student retention ( $r=-0.465$ ;  $p<0.05$ ). There was evidence of a statistically negative relationship between availability of instructional resources and student retention ( $r=-0.531$ ;  $p<0.05$ ). The study concludes that the problem of low student retention in the universities is exemplified by the ever-increasing tuition in institutions which could have a significant impact on student retention. Moreover, policy decisions made by universities may have a direct impact on the retention of students who use their services. The study recommends that universities should focus on financial aid programs from the start for student studies particularly those from low-income families as well as finding ways to meet their tuition costs. Policy issues that determine success and retention to different students in universities needs to be refined and must be implemented in collaboration with other stakeholders across the campus community. Universities must provide technologically enhanced educational resources. Provision of resources for technology enhanced learning could help guide students through appropriate learning experiences, resulting in increased student retention at the university.

**Keywords:** *Cost-related Factors, Instructional Resources, Part-time Program Management Policies and Student Retention*

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

CUE	Commission for University Education
CRF	Cost Related Factors
IR	Instructional Resources
PTTEP	Part-Time Teacher Education Programs
PPMCC	Pearson Product Moment Correlation Coefficient

## OPERATIONAL DEFINITIONS OF KEY TERMS

<b>Part-time Teacher Education Programs:</b>	This refers to Programs offered in Kabarak University, Kenya to train teachers during April, August and December school holidays. They have been previously been referred to as School-Based, School Focused or Holiday Based Programs for Kabarak University
<b>Student Retention:</b>	<p>According to Tight (2020) student retention can be defined as the number of students who have successfully completed an academic program and made it to graduation.</p> <p>In this study, this shall refer to the number of students actively pursuing part-time teacher education programs since their first enrollment between the years 2014-2020 in Kabarak University</p> <p>Retention, also refers to students who are in the system and have not officially dropped out. Specifically, for this study, the retention figures do not consider people who joined or dropped midway.</p>
<b>Selected Institutional Management Practices:</b>	This refers to Practices relating to management of costs, availing of instructional resources and program management policies to those enrolled in part-time teacher education programs in Kabarak University
<b>Student Retention Rate</b>	This refers to percentage of students enrolling in two consecutive terms in the School-based education programs in Kabarak University
<b>Cost-Related Factors:</b>	This refers to the monetized cost elements met by students enrolled in part-time teacher education program in Kabarak University

<b>Program Management Policies:</b>	This refers to relatively permanent decisions and practices used to manage part-time teacher education Program in Kabarak University
<b>Instructional Resources:</b>	Teaching and learning resources used in part-time teacher education program in Kabarak University



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This section of the thesis is divided into various sub-sections, namely: the background of the study, problem statement, purpose of the study, research objectives, hypotheses, justification, scope, limitation as well as the assumptions of the study.

#### **1.2 Background of the Study**

Student enrollment in universities has been a source of concern to most education managers (Tight, 2020). Scholars have also been interested in issues of student enrollment in universities. The interest in issues of student enrollment is motivated by the fact that most universities view students' fees as a source of funding for many operations in their universities (Cattaneo, Holter, Malligetti, Meolla, & Paleari, 2018; Nieuwoudt & Peddler, 2023). Thus, most universities endeavour to enroll as many students as possible in their programs in different modes of study. According to Niamatulla, Gao and Shafi (2015), and Wong and Chapman (2023) student enrollment in institutions of higher learning may be influenced by university facilities, presence of courses they desire in the universities, proper marketing, the personal desire of fulfillment and testimonies from other students. The aforementioned factors suggest a variety of factors which may influence student enrollment. It is not clear whether the same factors relate to student retention in universities.

Al Hallak, Ayoubi, Moscardini, and Loufti (2019) aver that there could be missing links between student enrollment and management variables. However, this has not been established yet; especially for part-time teacher education programs. This study seeks to establish whether there exists a relationship between selected institutional management practices and student retention in part-time teacher education programs in universities. The selected institutional management practices of interest to the researcher are the availability of instructional resources, program management policies, and cost-related factors.

According to the Commission for University Education (2014), part-time programs in universities refer to academic programs in university programs which run parallel with

the normal university academic calendar. Part-time programs in Kenya were established to increase access to higher education for all people. Most professionals rely on part-time programs to make academic progression in their lives. This study attempts to establish whether there exists a relationship between selected institutional management factors (cost related factors, availability of instructional resources and program management policies) and student retention in universities; specifically, for part-time teacher education programs since the selected factors appear to affect their retention in universities more as compared to other management factors).

### **1.2.1 Cost Related Factors in Universities**

On the issue of education costs, students enrolled in universities are directly affected by costs incurred to facilitate their studies (Forbes, 2017). According to Verder (2018), students enrolled in universities in the United States of America acknowledge the high tuition fees they pay for their university education. Coughlan (2018) and Allaire (2018) further observe that despite the high tuition fees paid by these students, the universities still face high student dropout rates because of their inability to fund their studies. These studies suggest that students face difficulties in meeting tuition fee costs in universities abroad. It is not clear whether these difficulties in meeting tuition costs in universities relate to student retention in part-time teacher education programs in these universities.

In South Africa, students enrolled in universities suffer strain for their tuition fees, expensive cost of meals, books and instructional materials (Steyn, Harris & Hartel, 2014; The Conversation, 2017). The situation is no different in universities in Western and Central Africa; Nigeria, Zimbabwe, and Ghana. Students have to part with their own finances to fund internet costs yet they have paid for internet facilities as part of the administrative charges costs (Bishau & Samkange, 2015). Cases of malnutrition have been observed among students in these universities (Sawyer, 2019). It implies that there is a problem with the high cost of education in universities in West and South Africa. From these studies, it is not clear whether the high cost of education in West and South African universities relates to student retention in these universities.

The state of funding of university education in East Africa is still in crisis. It is not clear which body is responsible for the funding of education (Provini, 2019; Evans & Mendez Acosta, 2021). In their view, Oketch (2016), Indire (2022) and Tibarimbasa (2010) suggest that the costs of funding may have a direct impact on consumers in terms of

economic strain. Constraints in payment of fees affect the students' sense of welfare in East- Africa and Kenyan Universities as observed by (Makokha & Mutisya, 2016; Indire, 2022). These studies indicate that students have a problem with meeting personal costs in universities. These studies focus on the funding of higher education and high costs of tuition fees in most universities. However, the link between cost-related factors and student retention has not been established; especially for part-time teacher education programs in universities in West and South Africa.

### **1.2.2 Instructional Facilities in Universities**

A few universities in the World have excellent instructional facilities. Such universities include top-rated universities like Cambridge, Oxford, and Harvard (Times Higher Education, 2018). On the contrary, universities in West and South Africa indicate limited learning resources and shortage of specialized teaching staff (Fredua-Quarteng & Ofusu, 2018; Jekayinfa, 2011). African Population and Research Center (2016) observes that most universities in East Africa operate with limited instructional resources. Most universities have inadequate stationery, limited audio-visual equipment, outdated reading materials in the libraries, shortage of qualified lecturers and insufficient teaching space (Ssempebwa, 2011). These studies show that there are limited instructional resources in most universities in the world. However, these studies do not indicate whether the limited instructional resources are related to student retention in part-time teacher education programs in universities.

In Kenya, the shortage of staff in libraries and laboratory also affect the quality of instruction (Munene, 2016). Poor internet facilities, overcrowded students in lecture halls and lack of the incorporation of the use of technological, audio-visual equipment in instruction have been seen to compromise the quality of instruction (Manyasi, 2010; Gudo & Olel, 2011; Mwangi & Udoto, 2011). Findings by Ngala (2018), in his research on universities in Nakuru County, indicate that there are challenges in the provision of high-quality instructional resources for students. Ngala (2018) further observes that lectures need to utilize allocated teaching time adequately to maximize the achievement of learning objectives for the courses they teach. Nasimiyu (2017) also observes that teacher education programs offered on a part-time basis in most Kenyan Universities lack adequate qualified lecturers, inadequate duration of completion of set syllabus and poor infrastructural resources to support studies. These studies show that universities

in Nakuru and Kenya in general offering teacher education programs on part-time study mode lack adequate instructional resources. These studies focus on the status of instructional resources in institutions of higher learning. However, limited research has been done on the relationship between instructional resources and student retention in part-time teacher education programs.

### **1.2.3 Program Management Policies in Universities**

Program management policies are critical in running part-time programs in universities. According to the University of Edinburg (2019) and University of Pennsylvania (2019) students are admitted to respective programs based on specific qualification requirements for these programs. Besides, students are expected to comply with the set policies and regulations of the university. Witte and Sneyers (2016) further suggest that other policies which affect students' welfare in the universities include policies regarding enrollment, dismissal, progression, mentorship, and financial policies.

In Africa, education is regulated by the respective commissions for higher education (Association of African Universities, 2019). Therefore, the programs rolled out by the universities need to comply with the guidelines of these commissions. According to Lewin and Mayowo (2017), the success of students in Universities in South Africa is determined by a variety of factors: funding, qualification, quality assurance, institutional cultures and policies, pedagogical challenges as aspects and planned enrollments for the different programs in universities as well as the socio-cultural factors affecting students in South Africa. Students in West and East African Universities suffer similar challenges (African-America Institute, 2015). In Kenya, university education is regulated by the Commission for University Education (CUE, 2014). These studies indicate regulatory responsibility of various commissions of higher education in Africa. However, as Czerniewicz and Brown (2009) observe, there still remains a challenge as to whether the established policies for part-time programs support student welfare for those enrolled in these programs in South and West African universities. Thakrar, Wolfenden and Zinn. (2009) further observe that policies in Sub-Saharan Africa do not support teacher education progression. These studies highlight the use of regulatory bodies and policies to manage academic programs in universities. The relationship between these policies and student retention has not been established in these studies especially for part-time teacher education programs in universities.

#### **1.2.4 Student Enrollment in Universities**

Student enrollment in a given university is influenced by a variety of factors. According to Sabir, Ahmad, Ashraf, and Ahmad (2013), students' choice of where to pursue their studies in Universities in Pakistan is influenced by the university reputation, low tuition costs, graduate job placement, and staff profile. Further, recommendation from friends, marketing in social media platforms, institutional reputation, and availability of modern technology could influence student enrollment in universities in Sri Lanka (Spearman, Ljepava & Ghanayem, 2016). Program flexibility and affordable fees seem to influence a student's decision to enroll in a given program in the university (Dadigamwa & Senanayake, 2012; Kunwar, 2017). These studies only show how program flexibility and affordability relate to student enrollment. It is not clear whether the same aspects of program flexibility and affordability relate to student retention in universities in Pakistan and especially for part-time teacher education programs.

In specific relation to part-time programs, student enrollment in the universities seems to increase in universities in Europe. According to Russell (2019), enrollment in teacher education programs for adult learners offered on part-time seemed to be on the increase in most European universities. Al Hallak, Ayoubi, Moscardini, and Loutfi (2019) observe that student enrollment in Syria in part-time programs in universities was high. Similarly, universities in Australia have witnessed increased enrollment in part-time programs (Shah, Vu & Stanford, 2019). In the United States of America, there is increased enrollment in part-time programs (McAlister-Shields, Hutchison & Jones, 2019; Baron & McNeal, 2019; Christesen, Ardichvili, Collins, Kim, Bartlett, Twigg, & Yang, 2019). Most international students in Japan and Asia prefer enrolling in part-time programs in universities (Ishikura, 2019; Kuroda, Sugimura, Kitamura & Asada, 2019). These studies indicate increased enrollment of students in part-time programs in universities in Asia, Japan, Europe, Syria, United States of America and Australia. It is not clear according to these studies whether increased student enrollment necessarily translates to increased student retention in part-time programs in these specific universities.

Whereas, the universities in Syria, Europe, United States of America, Asia and Japan register high enrollment of students in part-time programs, universities in Africa still experience declining enrollment in part-time programs for teacher training in the

universities (Matsolo, Ningpuanye & Susuman, 2018). For instance, Christiansen and Bertram (2019) observe that enrollment in part-time teacher education programs is on the decrease in most South African Universities. In Western Africa, enrollment of students in part-time programs has decreased over the years (Nnadozie, 2018). Besides, Will (2018), Adeuson (2014), Aina and Ayodele (2018) observe that most colleges offering in-service teaching courses experienced a decrease of students enrolled in their courses. These studies indicate a decline in enrollment of students in teacher education programs in universities in Nigerian and South Africa Countries.

According to the strategic plan for the Commission for University Education 2014-2018, the commission is committed to ensuring increased access to quality and sustainable university education (CUE, 2014). Therefore, the establishment of part-time programs was meant to increase access to education in higher institutions of learning. However, Weidmann (2014) observes that most universities face dragged enrollment in their academic programs. Gesora (2014) suggests that teacher education programs in East African universities still face very low enrollment. According to Mukangu (2018), the Ministry of Education observed that teacher training colleges have registered low enrollment of students in their courses. Muriithi (2012) and Mburu (2017) observe that Kenyan Universities have faced low enrollment in their science degree programs in universities. Gicobi (2018) observes that Kenyan private universities have faced low enrollment over the years. Ngala (2018) observes that universities in Nakuru County have registered fluctuating figures of student enrollment in teacher education programs. These studies indicate fluctuation in the rates of enrollment of students in teacher education programs. These studies do not indicate whether fluctuating enrollment necessarily translates to decreased student retention in Kabarak University which this study seeks to establish.

**Table 1: The Enrollment of New Students in Part-Time Teacher Education Degree Programs in Kabarak University between the Years 2014-2018**

University Category	2014	2015	2016	2017	2018	2019	2020
University Y	300	200	400	300	260	248	261

*Source: Preliminary Data from the Kabarak University in Nakuru County on Student Enrollment in Part-time Programs (University Y, 2020)*

This study sought to establish the relationship between the selected institutional management factors; cost-related factors, availability of instructional resources, part-time program management policies and student retention in part-time teacher education programs in Kabarak University.

### **1.3 Statement of the Problem**

The problem which this study sought to address is reduced student retention in part-time teacher education programs in Kabarak University in Nakuru County, Kenya. Table 1 shows student enrollment in part-time teacher education programs in the university. However, as indicated by Table 1, there occurred a decline in the number of students enrolled in part-time teacher education degree programs in the university across the four years. Further, from the calculations depicting the retention rate of students across the years indicates instability. It is not clear whether the decline in student enrollment in the part-time teacher education program relates directly to student retention in this university. This study sought to establish whether there exist a relationship between the selected institutional management factors and student retention in part-time teacher education programs in Kabarak University, Kenya. It is worth noting that the enrollment trend indicated in Table 1 poses a threat to the cost-sustainability of part-time teacher education programs in this university; for sustainability in higher institutions of learning is dependent on the students enrolled (Carttaneo, Holter, Malligetti, Meolla, & Paleari, 2018). If this retention problem is not addressed, students already enrolled in part-time teacher education programs may have to defer their studies or join other study modes for their studies. The effect is even greater, especially for teachers who wish to further their studies yet they prefer the part-time programs for their academic progression. If this decreased enrollment trend persists in part-time teacher education programs, universities may be forced to completely abolish these programs.

This study, therefore, sought to establish whether there exists a relationship between selected institutional management practices (cost-related factors, availability of availability of instructional resources, and part-time program management policies) and student retention in part-time teacher education programs in Kabarak University in Nakuru County, Kenya.

#### **1.4 Purpose of the Study**

The purpose of this research study was to establish the relationship between selected institutional management practices and student retention in part-time teacher education programs in Kabarak University, Kenya.

#### **1.5 Research Objectives**

The following were the objectives of this study:

- i. To determine the relationship between cost-related factors and student retention in part-time teacher education programs in Kabarak University, Kenya.
- ii. To establish the relationship between program management policies for part-time teacher education programs and student retention in part-time teacher education programs in Kabarak University, Kenya.
- iii. To find out the relationship between the availability of instructional resources and student retention in part-time teacher education programs in Kabarak University, Kenya.
- iv. To find out which of the three selected institution management factors affects student retention most in part-time teacher education programs in Kabarak University, Kenya.

#### **1.6 Research Hypotheses**

The following were the hypotheses for this research study:

H0<sub>1</sub>: There is no statistically significant relationship between cost-related factors and student retention in part-time teacher education program in Kabarak University, Kenya.

H0<sub>2</sub>: There is no statistically significant relationship between part-time program management policies for part-time teacher education programs and student retention in part-time teacher education program in Kabarak University, Kenya.

H0<sub>3</sub>: There is no statistically significant relationship between availability of instructional resources and student retention in part-time teacher education programs in Kabarak University, Kenya.

H0<sub>4</sub>: There is no statistically significant difference in terms of how the selected factors affect student retention in part-time teacher education programs in Kabarak University, Kenya.



### **1.7 Justification of the Study**

This study sought to establish the relationship between selected institutional management practices and student retention in part-time teacher education programs in Kabarak University, Kenya.

### **1.8 Significance of the Study**

The findings of this study could be used to increase student retention in part-time teacher education programs for Kabarak University. The findings in this study will explain how the selected factors (cost-related factors, availability of instructional resources and program management policies for part-time teacher education programs) relate to student retention; specifically, for Kabarak University. Additionally, research findings from this study will indicate whether there exists a relationship between selected institutional management policies and student retention in part-time programs in Kabarak University or not. Kabarak University will be informed on how best to revise program management policies, instructional resources and cost-related factors with the view to increasing student retention in part-time teacher education programs in Kabarak University. Thus, students will be satisfied with university instructional resources which will enhance their retention rate in the program. Parents will not hesitate to enroll their students in part-time teacher education programs in the university since these programs have always been considered cost-effective as compared to other modes of study. Moreover, teachers who wish to further their academic progression will still pursue these programs during the holidays and evenings since they do not have time to progress using regular programs. The part-time teacher education programs will enable teachers to upgrade their pedagogical skills from knowledge they will acquire when pursuing these programs.

### **1.9 Scope of the Study**

This study only focused on the relationship between selected institutional management practices and student retention in part-time teacher education programs in universities in Kabarak University, Kenya. Specifically, it covered the relationship between cost-related factors, availability of instructional resources, and part-time program management policies and student retention part-time teacher education programs in Kabarak University, Kenya.

The study was carried out in Kabarak University, Kenya. The independent variables for this study are selected institutional management practices. The selected institutional management practices include cost-related factors, part-time program management policies and availability of instructional resources. The dependent variable for this study is student retention in part-time teacher education programs. The study was only carried out in Kabarak University, Kenya in the year 2021. The research participants for this study were only students enrolled in part-time teacher education programs in Kabarak University, Kenya.

### **1.10 Limitations of the Study**

One of the limitations of case studies is that they lack scientific rigour that makes generalizability of results difficult. This limitation was dealt with by making the findings of this study applicable only to Kabarak University. Further, the researcher was to deal with this limitation by incorporating various methods of data collection (questionnaire, focus group discussion and interview schedule) to enhance the rigour. (Mathiyazhagan, 2010; McNabb, 2019). Another limitation was the use of the questionnaires, in the sense that, respondents may have different interpretation and understanding of the different items in the questionnaires. The limitations regarding questionnaires were dealt with by piloting the questionnaire to check for content validity, face validity and construct validity. Further, respondents were informed that their honest responses will be kept anonymous (Debois, 2019). Additionally, the researcher will use structured interview schedules to enhance the rigor in the findings so that the responses from the respondents are detailed and offer information sought with deep clarity.

### **1.11 Assumption of the Study**

It was assumed that all respondents shall give correct and honest responses. It was also assumed that the selected institutional management practices in the studies do not have any relationship with student retention in part-time teacher education programs for Kabarak University, Kenya.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter carried out an in-depth literature review of the literature regarding the relationship between selected institutional management practices on student retention in part-time teacher education programs in universities in Nakuru County, Kenya. It was summarized into the following sub-topics: Cost-Related Factors, Availability of Instructional Resources and Program Management Policies. The theoretical and conceptual frameworks upon which this study is based were also explored.

#### 2.2 Literature Review

##### 2.2.1 Cost-Related Factors and Student Enrollment in Part-Time Teacher Education Programs in Universities

Cost-related factors directly affect students enrolled in universities. Most universities rely on student fees for their funding (Carttaneo, Holter, Malligetti, Meolla & Paleari, 2018). Thus, most institutions endeavour to enroll as many students as possible in part-time and full-time academic programs in their universities. However, as indicated in the background of the study, there is decreased enrollment in part-time teacher education in universities in Nakuru County, Kenya. This section carried out a detailed literature review of cost-related factors in relation to student retention in part-time teacher education programs in universities.

According to Coughlan (2018), students enrolled in universities face a variety of cost-related issues in universities. Cost-related issues in universities have risen from the fact that the cost of running higher institutions has been on the rise over the years. Forbes (2019) observes that most of the students in universities in America go to the university to increase the chances of vocational success despite the high costs of tuition fees in the institutions of higher learning. The cost of tuition at universities seems inflated in most American universities. Additionally, the students do not enjoy the services they pay for. The services benefit the staff members more than the students in these universities (Verder, 2018). Russell (2019) suggests that low costs of part-time programs as compared to regular university programs may have led to an increase in enrollment in these programs. Though fees for part-time programs is lower than regular programs,

low enrollment is experienced in part-time programs; hence the need to establish whether these costs relate to student retention in part-time teacher education programs in these universities.

Allaire (2018) cites that students in universities in the United States of America suffer high tuition costs causing a rise in drop-out cases in universities. Students enrolled do not access services in universities as a result of high costs. Cude (2016) observes that students in universities sometimes suffer price discrimination; especially for students who miss out on scholarships which they qualify for. Cude (2016) further observes that students in universities are limited in access to student financial aid on a need or merit basis as well as poor service delivery. Students in universities have had to pay high tuition fees (Fonseca, Macdonald, Dandy, Valenti (2011). Marginson (2018) and Spring (2018) observe that increased enrollments of students in part-time programs in universities in the United Kingdom and the United States of America. They suggest that support in government funding for education may have led to an increase in student enrollment. Besides, universities in the United States receive a wide range of funding opportunities for their university and college programs. The aforementioned literature focuses some of the cost-related issues affecting students in universities as well as increased student enrollment in part-time programs in universities in the United States of America and the United Kingdom. The link between these cost-related issues and student retention in part-time programs; specifically, part-time teacher education programs was not established by these studies.

Additionally, Bister and Foster (2011) observe that within the realm of American higher education, the presence of scholarships and other financial aids may encourage student retention in universities. Scholarships and financial aids provided by universities have a way of luring students towards pledging allegiance to a university system. According to Belando-Montoro, Naranjo-Crespo and Carrasco-Temiño (2022) and O'Hara (2022) observe that international students are lured into university retention by the presence of scholarship grants and other financial privileges that they have access to while pursuing their studies. Additionally, Kerkvliet and Nowell (2014) observe that the student's ability to afford the tuition fees in an institution whether through personal funds, tuition subsidies or scholarship grants seems to have a direct impact on the student's retention rate in an institution. Gansemer-Topf and Schuh (2005) observe that when institutions invest in grants, scholarships and other financial aids to students, they

tend to have high retention rates. The above-reviewed studies highlight the general perceived effect of financial aid in universities in America. They do not highlight the exact effect of the financial aid to student retention in part-time teacher education programs; which this study seeks to establish.

In Australia, Pedler, Willis and Nieuweidot (2022) observe that student retention is most likely to thrive in institutions where there are efficient motivators like financial awards, financial aids and resources. This way, students are motivated to stay in these institutions through to the completion of their studies. In Canada, Lang, Chan and Pask-Aube (2009) observe that if the tuition fees in institutions of higher learning is lowered as the financial aid to students is increased, then there will higher percentages of students that will be retained by the respective institutions. In Italy, Modena, Rettore and Tanzi (2020) observe that students awarded grants and scholarships have a higher chance of completing their studies. Thus, they appear to pose a higher retention rate in their institutions. These studies explore some of the motivators that have encouraged student retention in universities in Europe and Italy. They do not highlight the specific effect of finance on student retention; especially in part-time teacher education programs in universities; which is the central focus of this study.

Students enrolled in Universities in South Africa face a variety of cost-related issues. Some of these issues include the high cost of meals, expensive course books and other learning materials, expensive college supplies and transportation costs (Chetty & Pather, 2015). The situation has caused some of the students to do manual and other part-time jobs so as to meet the cost of mandatory expenses for their needs. Other cost-related issues that students face include difficulty in accessing student loans (Steyn, Harris & Harrtel, 2014). Additionally, Matsolo, Susuman and Ningpuanye, (2016), College SA (2019) and The Conversation (2017) observe that decreased enrollment in teacher education programs in South Africa. Additionally, Omodan (2022) observes that there are various strategies that have been embraced with a view of supporting student retention in Universities in South Africa. One of such strategies is institutions incurring the additional cost of marketing of their universities programs with a view of luring students into their institutions. Their findings suggest that low probability for receiving student loans, increased university operational costs and inadequate funding for university programs could have led to a decrease in student enrollment in teacher training programs.

These studies focus on the cost-related challenges facing students in universities in South Africa. However, it is not clear whether there exists a relationship between these cost-related factors and student retention in part-time teacher education programs in South African Universities.

In Zambia and Ghana, most institutions have embraced sustainable retention as a long-term strategy for their institutions (Affran & Gyamffi, 2022). In their findings, they opine that strategic marketing and incentive marketing may influence student retention in universities. In Nigeria, Uleanya (2022) observes that student retention in their universities appears to be threatened by high tuition costs and absence of student rewards in university systems. These aspects seem to affect the retention percentages in these university institutions. In Ghana, Atuahene (2021) observes that the level of the payment of tuition fees by students in universities seems to affect their retention as well as their graduation rates. In his findings, he further opines that students who adhere to the university policy of timely tuition payment tend to finish their studies on time.

Bishau and Samkange (2015) observe that students in universities in Nigeria, Botswana, Zimbabwe and Ghana still face a variety of cost-related issues. Meals are some of the cost-related issues faced by students. According to Sodjinou (2015) students in universities in Central and West Africa have been forced to incur high costs of the internet to do their research. Additionally, most universities in these countries incur high costs in administrative charges (Sawyer, 2019). These costs seemingly affect the students' sense of wellness in the universities even as they continue to pursue their education in the universities. Some students have even suffered malnutrition cases because of the high cost of meals (Oketch, 2016). Adeuson (2014), Aina and Ayodele (2018), and Will (2018) observe that decreased enrollment in teacher education in universities may have been caused by inadequate funding for university education by the government as well as financial constraints by students wishing to join educational programs on either part-time or full-time mode of study. The above literature studies highlighted some of the cost related challenges that affect students in West and Central African universities. However, it was not clear whether these cost-related challenges affected students relating to student retention in part-time teacher education programs in these universities.

In East African countries like Kenya, Uganda and even Tanzania, few students benefit from the government funding via the Higher Education Loan Boards in the respective countries (Oketch, 2016). The large numbers of students have had to individually raise their tuition fees. This has been a daunting challenge for students who wish to enroll or those who are already enrolled in higher institutions of learning (Tibarimbasa, 2010). The Makerere, University of Nairobi and Kenyatta Universities have not based their enrollment plans on whether the students' fees are privately or government-funded (Mathers, 2016). Students enrolled in Kenyan universities face financial challenges including high costs of fees and personal constraints (Makokha & Mutisya, 2016; Muya, 2013). The Republic of Kenya (2019) and the Republic of Uganda (2019) observed that teacher programs in Kenyan and University colleges and universities suffer inadequate funding from the government for their programs. According to Mbirithi (2013), Yakaboski and Birnbaum (2017) most students enrolled in part-time programs often face additional charges for services they need during their studies. Most students are usually caught unaware of these additional charges, hence suffering from financial strain during their studies. These studies focus on the cost-related issues affecting students enrolled in different universities. Limited studies have been done with regards to cost-related factors affecting students enrolled in part-time teacher education programs in universities.

In Kenya, Adongo, Nduku and Ntabo (2022) observe that there are various financial factors that may affect student retention. Among several financial factors they cite high costs of accommodation and tuition fees as the main issues may affect the student retention in universities. In their findings, they suggest that the review of tuition fees from time to time with a view of making it affordable, may affect student retention in private universities positively. Further, they suggest that the establishment of institutional funds which are deeply concerned with financial aid to needy students may affect the student retention rates in these universities. This research study sought to establish whether there exists a relationship between cost-related factors and student retention in part-time teacher education programs in Kabarak University, Kenya.

### **2.2.2 Availability of Instructional Resources and Student Enrollment in Part-time Programs in Universities**

Instructional resources are a very vital component of the facilitation of education in higher institutions of learning. There is a wide range of instructional resources used in

the facilitation of education in the universities. However, this study reviewed the use of the following instructional resources: lecturers, timetables, use of audio-visual equipment during instruction, library facilities, and completion of the syllabus in relation to student retention in part-time teacher education programs in universities.

Bista and Foster (2011) observe that in America suggest that the quality of instructional resources may encourage higher student institution. Further, they opine that the relations between students and faculty members in institutions of higher learning may encourage student retention. Ortagon, Kelchen, Rosinger and Voorhees (2020) observes the allocation of funds for instructional resources in higher education has a high impact on the performance of students in universities. The allocation of funds to instructional resources motivates both teaching staff and students in universities to work towards the realization of the course objectives. In Sri Lanka, Samsudeen and Mohammed (2019) observe that the provision of instructional resources ensures that academic success thrives in an institution of higher learning. The above studies focus on the impact of resources allocation on the success of instructional operations within an institution of higher learning. They do not indicate the exact effect of availability of instructional resources on student retention in part-time teacher education programs in universities; which this study seeks to establish.

According to Times Higher Education (2018), world class universities like Harvard, Oxford, Cambridge, and Stanford Universities have excellent facilities for teaching and learning. Students enrolled in these universities whether on part-time or regular basis attest that the excellent instructional facilities have spearheaded the achievement of scheduled learning outcomes. Some of the excellent facilities include online libraries, manual libraries, excellent teaching spaces, and qualified teaching staff. From this literature, it is evident that the quality of teaching and learning resources affects student wellness in the institution. These resources may motivate part-time students to enroll in these universities. However, it was not indicated whether the excellent state of facilities relates to student retention in part-time teacher education programs in these universities.

In South Africa, Uleanya (2018) observes that the presence of alleged academic malpractices among students may threaten student retention in institutions of higher learning. Uleanya (2018) further observes that if the presence of cordial working relations between lecturers and students may positively impact student relations. In his



view, he opines that the presence of cordial working relations aids the thriving of academic support in universities from academic staff. In Ghana, Asano, Amponsah, Baah-Yanney, Quarcoo and Azumah (2021) observes that the availing of instructional resources in institutions appears to motivate learners to continue pursuing their courses in a particular institution of higher learning. Read (2015) observe that the provision of required course texts appears to enhance student retention in higher education in sub-Saharan Africa.

Fredua-Quarteng and Ofusu (2018) observe that universities in West and Southern Africa still witness limited resources which have to be used for effective learning to take place. Due to the limited available resources, lecturers have no option but to use the lecture method to deliver content; sometimes without additional explanations. Shortage of lecturers in the institutions affects the quality of instruction. In some instances, universities have to utilize non-specialized lecturers to facilitate sessions in different courses (Jekayinfa, 2011). Omodan, Dube and Tsotetsi (2018), Christiansen, Ardichivli, Collins, Kim, Barlette, Twohig and Yang (2019) observe that teacher education programs in universities in West Africa and South Africa have inadequate instructional resources, poor ranking of Nigeria Universities which includes overcrowded lecture halls, poor recruitment of lecturers, disregard for teacher education programs, inconsistency in availing instructional resources. From this literature, it appears that universities in West and Southern Africa have limited instructional resources. The relationship between instructional resources and student retention in part-time teacher education programs in universities in Western and Southern parts of Africa was not established in these studies.

In East Africa, specifically in Ethiopia, Beyene, Mekonnen and Giannoumis (2020) observe the student's access and utilization of availed resources may affect their retention while in their respective enrolled universities. Munene and Ruto (2015) observe that the inadequacy of teaching staff in higher institutions of learning may affect learner motivation. In their view, they opine that the inadequacy of staff members may lead to the provision of low quality instruction to students enrolled in these institutions. As a result, students may be demotivated to continue pursuing their studies. In Sudan, Aden (2021) observes that the presence of academic resources appears to have a direct impact to foreign students who enroll in these universities. The foreign students are attracted to institutions with resources and remain motivated to continue

pursuing their studies in these institutions with continued provision of these resources. These studies highlight the pragmatic role of instructional resources and its key role in ensuring continuity in learning in higher education. They do not indicate the exact impact of availability of instructional resources which this study seeks to establish.

Ssempebwa (2011) suggests that some of the universities in East Africa, though operating as licensed institutions of higher learning still lack the basic instructional resources for the facilitation of learning. Sometimes the lecturers have to purchase their own stationery and even audiovisual equipment for use during the facilitation of lecturers to students. Thus, the inadequacy of teaching and learning materials affects the quality of instruction that takes place in these institutions of higher learning. Further observations indicate that most libraries have obsolete reading materials. Thus, students have no option but to carry out research using these outdated materials (African Population and Research Center, 2016).

Aduda (2016) observes that most lecturers in universities have had to engage in a lot of part-time teaching so as to achieve their financial needs. As a result, the quality of instruction seems compromised since the lecturers do not oblige to the scheduled sessions in the timetable and spend fewer times as compared to that allocated in the timetable. According to Munene (2016), some universities in Kenya lack lecture halls for the facilitation of lecturers. Thus, lecturers have been forced to facilitate lecture sessions under the trees and on some occasions, tents just to complete the scheduled content. Apolot, Otaala, Kamanyire and Komakech (2018) and the Republic of Uganda (2019) observe that teacher education programs in Uganda suffer the low quality of instructional resources used in facilitating their courses. This literature focuses on the declined quality of instructional resources in universities. However, the relationship between the instructional resources and student retention in part-time teacher education programs in these universities in East Africa was not established in these studies.

In Kenya, Okongo, Ngao, Rop and Wesonga (2015) observe that, inadequate teaching and learning resources may affect the retention of learners in an institution of higher learning. In their finds, they propose that the allocation of adequate learning resources may promote student retention in higher education. On the other hand, Kabwos, Moinge and Omwenga (2020) suggest that the adequacy of teaching and learning resources seems to have a positive impact on the implementation of instructional process in

institutions of higher learning. Ngaru (2018) observes that the availability of instructional resources ensures efficient and optimal usage of the resources to achieve the set instructional goals. Ndirangu and Udoto (2011) suggest that the quality of instructional resources may affect the realization of set objectives for instructional courses. Muola, Maithya and Mwinzi (2019) suggest that academic advising has a positive effect on the performance of students in institutions of higher learning. The literature studies explored above highlight the impact of the instructional resources on the general retention of students across the universities. They do not highlight the exact effect of instructional resources on student retention in part-time teacher education programs which this study seeks to establish.

Consequently, Obwogi (2013) observes that the quality of teaching staff in universities has an impact on the student satisfaction in the universities. In his findings, he opines that if the teaching staff in universities are overstretched, then the teaching staff will offer low quality services to students in universities that they teach. Further, Obwogi (2013) highlights in his findings that the universities need to invest and allocate funds for the development of their teaching staff. Such an approach will encourage the development of teaching staff to a higher level through their involvement in research and attract grants to the institutions. According to Kiraithe (2015), there is need for the provision of learner support services by lecturers to students enrolled in their courses. Some of the learner support services that he suggests include the academic advisory services, mentorship and consultation services to students enrolled in courses. In his view, provision of such services to students may encourage the students to remain to the institution until the completion of their courses. Mulongo (2013) observes that the implementation of appropriate teaching methodology appears to motivate learners in higher institutions. The above literature studies explore the quality of teaching in universities. They do not highlight the specific effect of instructional resources on student retention in universities.

Additionally, it was observed that in Kenya, there is a shortage of qualified lecturers and other necessary staff to facilitate the learning process. For instance, the shortage of facilities, shortage of library staff and adequate laboratory facilities affect the process of instruction (Musembi, 2011; Munene, 2016). Thus, the achievement of learning outcomes seems difficult in class for students enrolled in different programs. Poor internet facilities and inadequate audio-visual facilities affect the delivery of content in

classrooms. Additionally, most libraries lack current course books (2014-2018). This infers that the books used in content delivery are not the updated versions (Manyasi, 2010). These literature studies only highlighted limited instructional resources in higher institutions of learning in Kenya. The connection between instructional resources and student retention in part-time teacher education programs in Kenyan universities was not highlighted in these studies.

Mutsya (2010) and Eshiwani (2009) further argues that the incorporation of the use of technology during teaching would ease the delivery of content. However, most institutions appeared to be unprepared (Mwangi & Udoto, 2011). Ngala (2018), Nasimiyu (2017) and The Republic of Kenya (2019) suggest that the low quality of instructional resources for students enrolled in teacher education programs offered on part-time programs may affect the quality of learning in teacher education programs. These studies suggest that the various improvements which can be made on instructional resources in universities in Kenya. The correlation between instructional resources and student retention in part-time teacher education programs in universities Kenya was not clearly established in these studies.

This study sought to establish whether there exists a relationship between instructional resources in institutions of higher learning and retention of students in part-time teacher education programs in Kabarak University, Kenya

### **2.2.3 Program Management Policies for Part-time Programs and Student Enrollment in Universities**

University policies may have a direct impact on the consumers of their products; students. Program management policies in institutions guide student progress and retention in different programs in the universities (California State University, 2019). The University of Edinburg in the United Kingdom admits its learners on the basis of specific qualification for individual programs. However, the student also needs to comply with individual policies in the university (University of Edinburg, 2019; University of Pennsylvania, 2019). However, some policies in the respective universities in Europe and other World Universities may affect student-welfare in the universities. Such policies include enrollment, dismissal, progression, mentorship and even financial policies (Witte & Sneyers, 2016). Ishikura (2019), Kuroda, Sugimura and Kitamura (2019) suggest that policies in universities which promote exchange

programs in universities may increase student enrollment in part-time programs in Japan and Asia. This literature only indicates some of the policies regarding student qualification to join the universities. This literature does not indicate whether these policies relate to student retention in part-time teacher education programs in these universities.

According to Kasozi (2014), Higher education in Africa is regulated by the respective commissions for higher education. Therefore, the programs rolled out by the universities need to comply with the guidelines of the Commissions of Higher Education in respective countries. However, it should be noted that there are several underlying issues which need to explore with regards to student success and access. According to Lewin and Mayowo (2017), the success of students in Universities in South Africa is determined by a variety of factors: funding, qualification, quality assurance, institutional cultures and policies, pedagogical challenges as aspects and planned enrollments for the different programs in universities as well as the socio-cultural factors affecting students in South Africa (Association of African Universities, 2019). Students in West and East African Universities suffer similar challenges (African-America Institute, 2015; State of Higher Education in Kenya). Omodan, Dube, and Tsotetsi (2018) observes that Nigerian Universities offering teacher education programs on full time and part-time basis lack rigorous policies to support these programs in universities. On the other hand, Matsolo, Ningpuanye and Susuman (2016) observe that inconsistent review of policies regarding teacher education programs may affect the running of teacher education programs on full-time and part-time modes of studies. These studies some of the policy issues that determine success and access to different students in universities in Africa as well as the regulatory bodies responsible for the regulation of higher education in Africa. On the contrary, these studies did not indicate whether these issues relate to student retention in part-time programs in universities in Africa.

According to Nyabuto (2018), the government needs to review and enforce policies regarding the admission criteria of students. Nyabuto (2018) further observes that government-sponsored students often in the university with higher grades as compared to self-sponsored students. Among the policies to be reviewed include policies regarding transferability of student grades across universities, accepting students from diverse backgrounds as well as the equalization of standards of education in both private

and public universities. Gudo and Olel (2011) suggest that the quality assurance standards in institutions often guide the implementation of policies of admission within an institution. On the other hand, university enrollment officers often have to ensure that admission policies meet the needs of the continuously changing Kenyan society (Gonzales, Mesanza & Mariel, 2010). This literature describes the status of admission policies regarding student enrollment in universities. The relationship between programs management policies and retention of students in part-time teacher education programs in universities was not established in these studies.

According to Gudo and Olel (2011), enrollment of foreign students appears to be higher in private than in public universities. Keriga (2009) observes that the majority of students enrolled in private universities often come from communities around the universities. For instance, Baraton University of East Africa draws most of its students from the Rift Valley region. United States International University (USIU) draws most of its students residing in Nairobi. On the contrary, students in public universities have an ethnic balance. This literature only focuses on the enrollment trend in public and private universities based on the communities around the universities. There was no established relationship between these enrollment trends and student retention in part-time teacher education programs in universities in Kenya.

Mwaura (2010) observes that 94% of students enrolled in both private and public universities are Christians. However, it is not obligatory for a student to declare their faith except in faith-based institutions. Chang'ach (2014) suggests that private universities have excelled in terms of instilling the holistic development of the learners. Students in private universities have high development levels in terms of their moral, spiritual, mental and cognitive development of their learners. Eshiwani (2009) avers that inadequate supervision of examinations, missing grades of students and cheating in examinations often affect the quality of education in higher institutions of learning. Mutisya (2010) observes that the authentication of students' certificates is done by the respective universities. These studies focused on the general enrollment status of students in universities in Kenya. The link between the status of enrollment in universities in Kenya and student retention in part-time teacher education programs in universities was not clearly established in these studies.

With specific regards to teacher education programs, Daily Nation (2018) suggests that poor performance in Kenya Secondary Certificate Education of students may affect enrollment in teacher education programs on a part-time and full-time basis in Kenyan Universities. Additionally, staff development programs policies, lack of incentives in teacher education programs may affect student enrollment part-time programs (The Republic of Uganda, 2019). Ngala (2018) observes that changing reforms in education sector regarding teacher education programs by the Ministry of Education and the Teachers Service Commission may affect policies for teacher education programs in Kenya.

Wanzala (2018) observes that teacher enrollment in part-time programs will have to take eight years for completion of their degree programs. The Commission for University Education (2018) suggests that this period will allow teachers to internalize the instructional content that they are being taught during the holiday sessions. These policy measures have been suggested at a point when most teachers who wish to advance their education often depend on these programs. However, the Teachers Service Commission has encouraged teachers to utilize the study leave policy to further their studies. Wanzala (2019) observes that students longing to join the diploma courses in teaching will have to wait for a longer period of two years so that the government ends the P1 certificate program. These changes in policies may discourage learner enrollment in these programs. These studies focus on government regulatory policies which affect teacher education programs in Kenya. The relationship between these policies and student retention in part-time teacher education programs was not clearly established.

These studies highlight some of the policy-related issues affecting student enrollment in universities in part-time programs. However, there are limited studies undertaken as to whether these policies relate to student enrollment in part-time teacher education programs in universities. This research study sought to establish whether there exists a relationship between part-time program management policies and student retention in part-time teacher education programs in Kabarak University, Kenya.

#### **2.2.4 Literature Review on Student Retention in Universities**

According to Rand (2007), student retention can be defined as the persistence of students in a specific academic program in their institution of learning. Student

retention rates differ from region to region due to various reasons unique to a given region. It is challenging to establish accurate retention of students in institutions of higher learning. However, universities abroad and specifically in the US have noted that student retention in higher institutions of learning like colleges and universities depends on customer satisfaction, personal reasons and student interaction in the universities. Despite this perception, student retention rates in universities in the United States of America still remains low (Austin & Berger, 2012; Seidman, 2005). O'Keeffe (2013) further observes that a sense of belonging may lead to higher levels of student retention in institutions of higher learning. The aforementioned literatures only suggest a variety of factors which may affect higher student retention in higher institutions of learning. However, they do not clearly elaborate on whether institutional management practices relate to student retention in higher institutions of higher learning and specifically, teacher education programs.

In Europe, there are various strategies that have been employed to promote student retention in higher education as observed by Hovdhaugen, Frølich and Aamodt (2013). Continuous tracking of academic progress, presence and utilization of academic advising sessions by students and accessibility and availability of required institutional resources are some of the practices that may promote student retention in higher education. Zepke and Leach (2005) suggest that the integration of students' cultures into the institutional cultures while promoting diversity may increase student retention for both local and international students in universities in Europe. In Bahrain, Aljohani (2016) observes that student retention in most universities may be affected by social, cultural, academic and policies. Marsh (2014) observes that the student entry behavior may have a significant effect on the retention of students in universities. These studies highlight some of the possible practices that may promote student retention in universities. However, they do not indicate the actual factors that may promote student retention in part-time teacher education programs in universities.

Padlee, Kamaruddin and Baharun (2010) further observe that international students depend on student support practices available in their student. Some of the student support services which student rely on while in the universities include orientation, counselling and constant student guidance during the time of pursuing their studies. Additionally, Arambewela, Hall, and Zuhair (2006) observe that student retention in Asian Universities highly depends on the administrative support services. The loyalty



of execution of student services by staff in the universities also affects the rate of student retention practices in universities (Arambwella & Hall, 2007). These studies highlight some of the factors which may promote effective student retention. The relationship between institutional management practices and student retention in these universities was not established in these studies.

In South Africa, Koen (2015) and, Mdepa and Tsewula (2012) observe that the completion rates affect student retention in universities. In his observation, he suggests that some students, especially in postgraduate studies tend to feel discouraged when they observe low completion rates by their colleagues. Baker and Robnett (2012), observe that lack of social support and racism negatively affect student retention in institutions of higher learning in most African Countries. Styron (2010) further observes low student satisfaction and lack of persistence on the part of the students negatively affects student retention in most African universities. These studies highlight a few factors which may lead to low student retention in universities in southern parts of Africa. The relationship between institutional management practices and student retention has not been elaborated by these studies.

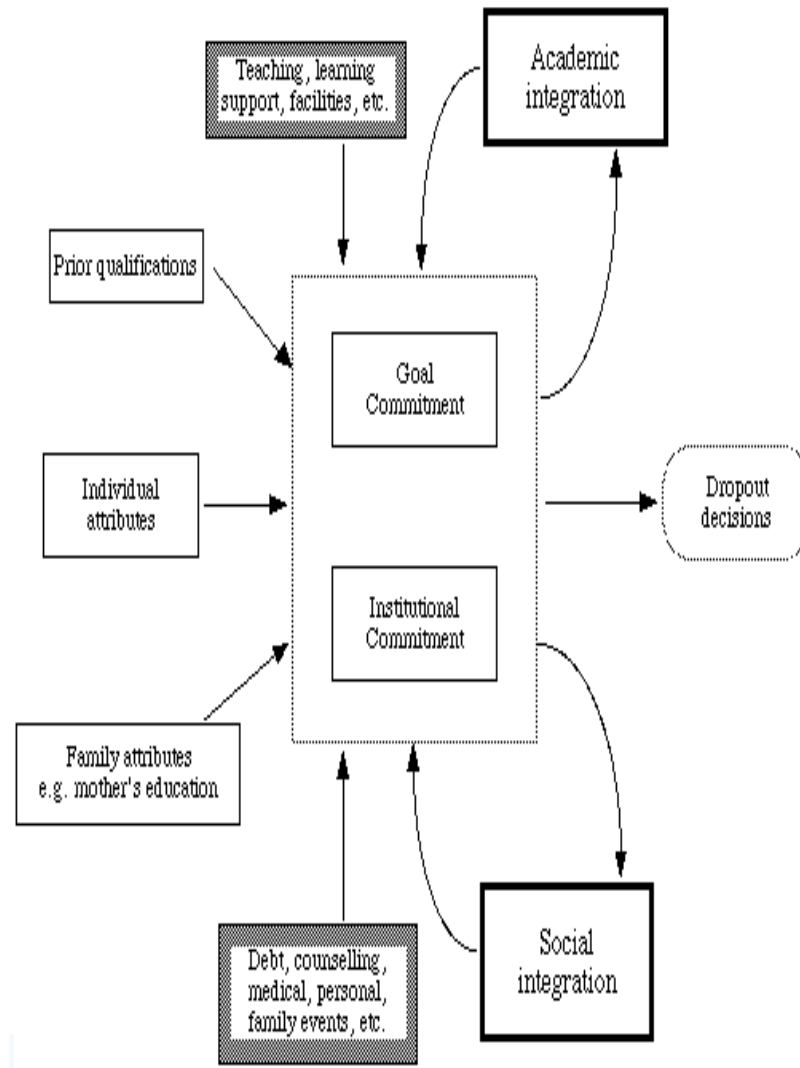
Breier (2010) observes that lack of finances may have affected negatively the retention rate in most African universities. On the other hand, Chianson, Kurumeh and Obida (2010) observes that the use of the cooperative learning strategy may have a negative effect on the retention rate of students in institutions of learning. Dibia and Obi (2013) further observe that the presence of academic advising and student counselling may positively contribute to student retention in universities in Nigeria. Agboola, Adeyemi and Ogboodo (2014) suggest that academic achievement and admission policy also affect student retention in universities in West Africa. Akeju, Rotimi and Kenni (2011) observe students' attitudes towards a course may affect the student retention rates in a particular course in an institution of higher learning. High tuition rates affect student retention in universities in Ghana (Atuhane, 2012). The aforementioned studies suggest a variety of factors which may affect student retention. The correlation of institutional management practices to student retention has not been clearly established in these studies.

In East Africa, Ogachi (2009) avers that quality assurance affects student retention in institutions in Higher learning. Leadership styles in different Kenyan universities seem

to affect student retention in universities (Ngethe, Namusonge & Iravo, 2012). Amutabi (2002) suggests that student riots and protests in Kenyan Universities may affect student retention rates in Kenyan Universities. The above literature studies highlight several factors which affect student retention in institutions of higher learning. This study attempted to find out the relationship between institutional management practices and student retention specifically in part-time teacher education programs in Kabarak University.

### **2.3 Theoretical Framework**

This study shall be hinged on Tinto's Model of Student Retention espoused in the year 1970. According to Tinto, a student's persistence or retention within an academic system will be greatly dependent on the academic, social, financial and institutional support strategies. All these aspects must be properly integrated to promote a high level of student retention in an academic system. According to Tinto (1970), the academic integration refers to the student performance, academic regulations of the institution, personal development as well as how one identifies him/herself with student roles assigned to him/her. On the other hand, the social integration refers to the personal contact a student has with the other students even as he/she pursues her studies. Lastly, the institutional support strategies refer to the support availed by an institution to its students during the pursuit of a given course in the college or university (Tinto, 1970). The figure 1 below gives a diagrammatic representation of Tinto's Theory of Retention

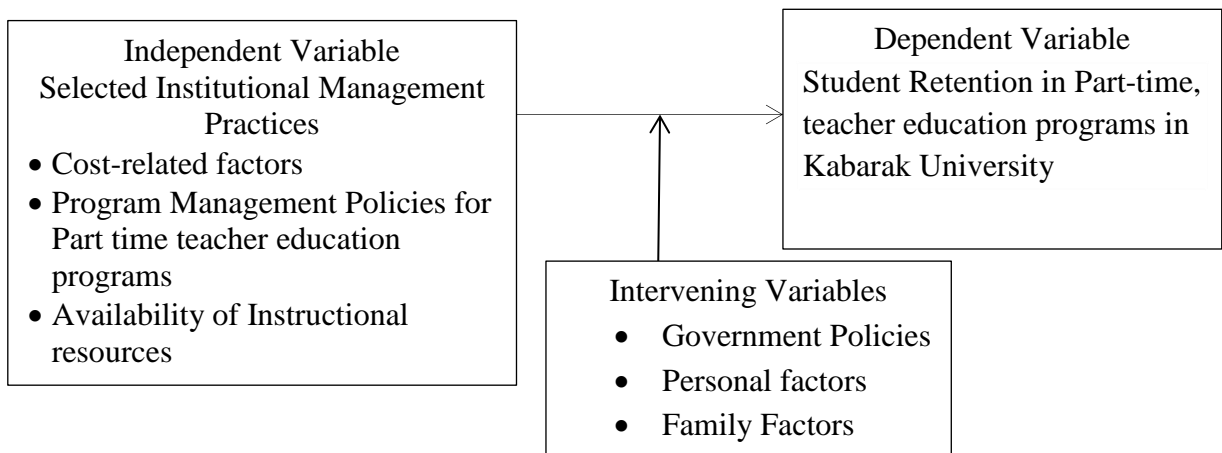


(Source: Tinto, 1978)

**Figure 1:** Tinto’s Theory of Retention

The major strength of this theory is that it highlights some of the key factors which when integrated affect student retention in higher education.

## 2.4 Conceptual Framework



(Source: Researcher, 2020)

**Figure 2:** Showing Conceptual Framework for the Study

Figure 2 shows a diagrammatic representation of the proposed relationship between selected institutional management practices and student retention in part-time teacher education programs universities in Kabarak University, Kenya. It also shows other variables which may relate to student retention in part-time teacher education programs in universities. The independent variable according to this conceptual framework is, ‘Selected Institutional Management Practices. The dependent variable, in this case, is, ‘Student retention in part-time teacher education programs in Kabarak University’. The selected institutional management practices include cost-related factors, part-time program management policies, and availability of instructional resources. Lastly, the intervening variables according to this conceptual framework shall comprise of government policies, personal factors and family factors.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter describes the methodology for the study on the relationship between selected institutional management practices and student retention in part-time teacher education programs in Kabarak University, Kenya. It has the following sections: research design, the location of the study, study population, sample population, sampling procedures, sample size, instrumentation, reliability and validity of the research instrument, piloting, data collection procedures, data analysis and presentation, as well as the ethical considerations for this research.

#### 3.2 Research Design

The research design for this study is that of a case study. According to Shuttleworth (2017), case studies are useful tools of research in investigating trends and scientific situations in many scientific disciplines. Case studies have been used especially in the social sciences, psychology, anthropology and ecology. This method of study is useful in trying to test theoretical models by using them in real-world situations. Besides, it is of the essence to note that a case study is an in-depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic. Whilst case studies do not answer a question completely, they give more indications and allow for further elaborations and hypothesis creation on a specific subject. The case study research design is also useful in testing whether scientific theories and models actually work for the real world (Shuttleworth, 2017). Using the case study research design, this research sought to establish the relationship between selected institutional management practices and student retention in Part-time Teacher Education Programs in Kabarak University.

Being a Case study, the researcher incorporated the Descriptive Survey Design because data can be collected and inferences made about the same population at a given point in time (McNabb, 2019). The descriptive survey design is associated with several advantages. One of the advantages is that data about research variables can be collected at once. Further, this research design demonstrates the capability of measuring all factors under investigation in a relatively quick manner. Besides, this research design

promotes descriptive analysis and generation of the hypothesis (Mugenda & Mugenda, 2009). Therefore, this research design enabled the researcher to correlate the selected institutional management practices (cost-related factors, availability of instructional resources, part-time program management policies) and student retention in part-time teacher education programs.

### **3.3 Study Area**

The study was conducted in Kabarak University, which is located in Nakuru County. Nakuru County borders several other counties in the Rift Valley Region of the Country. These counties are Baringo, Kajiado, Kericho, Nyandarua and Kiambu Counties. The average area covered by Nakuru County is 7,510 square meters. The Latitude and Longitude coordinates for Nakuru County are -0.303099, 36.080025 respectively. The economic activities of people in Nakuru County are horticultural farming, dairy farming, large scale farming, and tourism. The climate of Nakuru County can be described as generally warm, mild and temperate with rainfall mostly in the winter and little rain during the summer period. The choice of Kabarak University as a study location is mainly because it used to have many students enrolled in Part-time Teacher Education Programs in the previous years but the numbers have been reducing as the years have progressed.

### **3.4 Study Population**

The study population refers to the group of people who meet the researcher's operational definition of the target population (Vornk, 2017). The study population comprised of students enrolled in Bachelor of Education in part-time teacher education programs in Kabarak University, Kenya. The Dean, School of Education, Heads of Departments (Education Arts, Education Science and Theology), Coordinator, Part-time Teacher Education Programs and the Kabarak University Finance Manager. The total population of students enrolled were 261 students enrolled. In this research study, the study population comprised of 155 students enrolled in part-time teacher education programs. The Dean, School of Education, Heads of Departments (Education Arts, Education Science and Theology), Coordinator, Part-time Teacher Education Programs and Finance Manager shall be included as part of the respondents because they will give detailed information about the objectives under study.

### 3.5 Sample Size and Sampling Procedure

First the researcher utilized purposive sampling to sample student participants (students enrolled in Part-time Teacher Education Programs) as well as the university under study; University Y). Purposive sampling was used since the researcher’s focus was on the students enrolled in part-time teacher education programmes. The researcher purposes to concentrate the study being done in University Y alone. The total number of students who participated in the study were identified by census method (155 students). The Dean, School of Education, Heads of Departments (Education Arts, Education Science and Theology), Coordinator, Part-time Teacher Education Programs and Finance Manager were also sampled by Census.

Out of the total population of 261 students enrolled in Part-Time Teacher Education Programs, using Krejcie and Morgan Table (1970), the actual participants in the study were 155 students. This was attained since a population of 261 students corresponds to a sample size of 155. The inclusion criteria were students enrolled in the year 2017, 2018, 2019 and 2020. This is because most of these students have experienced selected management practices are carried out in Kabarak University during their duration of studies. Further, these students would give reliable information across the four consecutive years of study. These actual participants were grouped into male and female participants on a ratio of 1: 1 which gives a total of 74 males and 74 females. The 155 participants were apportioned across Years 1, Years 2, Years 3 and 4 using proportionate sampling ( $155 \div 4 = 38.75 \approx 39$ ). This means that the participants across the years 1, 2, 3 and 4 will be distributed as 38, 39, 39 and 39 respectively. In each group of year 1, 2, 3 and year 4 the Education Arts and Education Science students were distributed on a ratio of 1: 1. The participants across Year 1, 2, 3 and 4 were selected by simple random sampling.

**Table 2:** Sample Size Distribution

Program	Arts	Science	Arts	Science	Arts	Science	Arts	Science	Total
Year	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	4 <sup>th</sup>	
Male	9	8	8	9	9	8	12	9	72
Female	9	12	8	14	7	15	8	10	83
Total	18	20	16	23	16	23	20	19	155

### **3.6 Sample Size**

The researcher used a total of (155) students enrolled through part-time teacher education programs in Kabarak University sampled by census method. The researcher sampled the Dean School of Education, Head of Departments for Education Arts, Education Science and Theology, Finance Manager and Coordinator, Part-time Teacher Education Programs by census method. The main reason for using census method is it provides a higher degree of accuracy. Additionally, this method allows for the provision of detailed information since each item under study is investigated objectively and in detail. The Focus Group Discussion will be incorporated in the Study. The focus group comprised of 72 participants (students enrolled in Part-time teacher education programs).

### **3.7 Instrumentation**

The questionnaire and the interview schedules were used as the research instruments for this study to collect data from student respondents on the influence of selected institutional management practices on student retention in part-time teacher education programs Kabarak University, Kenya. The questionnaire contained close-ended items constructed on a four Likert scale ranging from Strongly Agree, Agree, Disagree and Strongly Disagree. The corresponding four Likert scales were represented by SA, A, D and SD represented by values of 4, 3, 2 and 1 respectively. Strongly Agree (SA) and Strongly Disagree (SD) indicated high and low relations respectively between the selected institutional management practices and student retention in part-time teacher education degree programs. Section A, B, C, D of the questionnaire contained items with the cost-related factors, part-time program management policies, availability of instructional resources, and student retention in part-time teacher education programs in Kabarak University. The extent to which each of the independent variables (cost related factors, instructional resources and program management policies for part-time teacher education policies) affected student retention will be analyzed using the Likert scale of Small Extent (SE), Moderate Extent (ME), Large Extent (LE), Very Large Extent (VLE). A Structured interview schedule was used to collect data from the Dean, School of Education, Heads of Departments (Education Arts, Education Science and Theology), Coordinator, Part-time Teacher Education Programs, Finance Manager and Focus Group Discussion.



### **3.7.1 Piloting**

Piloting in research refers to the small-scale, preliminary studies was done to investigate whether the critical components of the main study will be feasible. Pilot studies often seek to respond to whether the full-scale study will be conducted as planned or whether some components may need alterations (Cadete, 2017). A pilot study was carried out in a university within Nakuru County which is not the university studied; University Z. University Z was selected because it existed within the same socioeconomic environment as Kabarak University and offers Part-time Teacher Education Programs.

Piloting of the research instrument was done prior to the actual administration of the questionnaires and interview schedules to the research participants. Piloting helped researcher to correct errors which may be present in the instruments as well as check for content and construct validity; hence avoiding ambiguity errors in the research instrument. The number of the respondents participating in the pilot study was be 10% of the total sample population, which in this case will be (16 students).

### **3.7.2 Validity of the Study Instruments**

Validity in research refers to how accurate an instrument measures what it ought to measure. Validity of a research instrument take three dimensions; face, construct and content validity (Salkind, 2010). In this particular study, the researcher used the content and construct validity in checking out the validity of the research instruments. Content Validity is defined as the extent to which items in research instrument represent the entire domain that the test seeks to measure. Content validity often entails the establishment of the constituents of the content domain as well as the items on the test in a manner such that the test items represent the entire domain (Salkind, 2010). In this research study, the content validity was done in such a way that the questionnaire items measured the relationship between the selected management factors and student enrollment in part-time programs in Kabarak University. Construct validity was done was through engaging experts in Education management and leadership assisted in the assessing of the questionnaire items and structured interview to ensure that they are not ambiguous.

### 3.7.3 Reliability of the Study Instruments

According to Orodho (2010) and Nduthuh (2015), reliability is the measure of the degree to which a research instrument yields consistent results after a repeated trial. External reliability for the will be done using the test-retest method. The participants were first given the instrument to fill in response to the questionnaire items. After a period of one week, the same respondents were required to respond to the same research instrument. If the responses in both instances were the same, then the research instrument was considered reliable. A reliability coefficient of 0.711 indicated that the instrument was reliable. Internal reliability was determined by the Spearman Brown's formula as indicated below.

$$r_{kk} = k (r_{11}) / [1 + (k-1) * r_{11}]$$

Where:

$r_{kk}$  = reliability of a test "k" times as long as the original test

$r_{11}$  = reliability of the original test

k = factor by which the length of the test is changed.

To find k, divide the number of items on the original test by the number of items on the new test. If one had 10 items on the original and 20 items on the new, then k would be  $20/10 = 2$ . If the value of  $r_{kk}$ , otherwise referred to as Cronbach alpha =0.7, then the instrument is termed as reliable.

### 3.8 Data Collection Procedures

Prior to data collection, the researcher sought clearance from the Institute of Post Graduate Studies of Kabarak University. Thereafter, permission was sought from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher then sought permission from the County Commissioner for Nakuru County. Afterwards, the researcher sought permission from the Registrar (Administration and Human Resource) for Kabarak University. The researcher then sought permission from Dean, School of Education and thereafter assistance by the Directors Part-time teacher education programs to reach out to students enrolled in part-time teacher education programs in Kabarak University. Data from the coordinator, part-time teacher education program, Heads of departments (Education Arts, Education Science and Theology Departments), Finance Manager and the Dean, School of Education was collected using an interview schedule. Data for the Focus Group Discussion (FGD) was

collected and recorded through the Zoom Platform using the Student Questionnaire as a Guide. It is important to note that the number of participants in the Focus Group Discussion were 40.

### 3.9 Data Analysis and Presentation

Data collected from the research participants was coded and analyzed using tools in the Statistical Package for Social Sciences; IBM SPSS Version 25 (IBM, 2016). The tools for descriptive and inferential statistics were used to analyze data from the questionnaires. Percentages means, and frequencies shall constitute the descriptive statistics. The inferential statistics were the Pearson Product Correlation Coefficient. Hypotheses were tested using Pearson Product Correlation Coefficient. Tables were used to present the results from the analysis. The thematic analysis was to present findings from the Focused Group Discussion and the interviews conducted.

**Table 3:** Table Showing Tests and Statistical Analyses

Research Objectives	Independent Variable	Dependent Variable	Statistics
Objective 1	Cost-Related Factors	Rate of Student retention in PTTEP	Means, frequencies, percentages, PPMCC
Objective 2	Part-time Program Management Policies for PTTEP	Rate of Student retention in PTTEP	Means, frequencies, percentages, PPMCC
Objective 3	Availability of Instructional Resources	Rate of Student retention in PTTEP	Means, frequencies, percentages, PPMCC
Objective 4	A comparison of Cost-Related Factors, Part-time Program Management Policies for PTTEP, Availability of Instructional Resources	Rate of Student retention in PTTEP	A comparison of the values of PPMCC and making a conclusion

Pearson correlation coefficient was used to test the hypothesis between selected institutional management practices and student retention in part-time teacher education programs in Kabarak University and find out if the relation between the variables under study is statistically significant. During hypothesis testing, the null hypothesis would be rejected using the criteria that when the p-value is less than 0.05 Alpha Level. Otherwise, the null hypothesis would be accepted.

### **3.10 Ethical considerations**

In this research study, the researcher adhered to the ethical research requirements for the Republic of Kenya. The research participants participated in the research study voluntarily without any coercion. Further, the university under study and the one used for piloting were identified using pseudonyms Y, Z so that the anonymity of the institutions would be maintained. The responses from the research participants were kept confidential (Fouka & Montzorou, 2011).

Fouka and Montzorou (2011) further observe that researchers needed to embrace the ethical consideration of respecting the privacy of research respondents. In this study, the researcher observed these ethical considerations by explaining the benefits of the research to the participants without threatening, deceiving or harming the respondents. The respondents' privacy was respected by ensuring that their identity was kept anonymous. The consent of the participants was sought of their participation in the research study. Additionally, Akaranga and Makau (2016) opined that the avoidance of plagiarism, fabrication, fraud and falsification of research findings are part of the ethical considerations during research. These ethical considerations were adhered to by presenting the actual findings of this study without any manipulation of the findings. Lastly, the researcher cited all the sources in acknowledgement of the sources of information used in this research.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

#### 4.1 Introduction

According to the Johnson (2022), data analysis refers to the process of cleansing, transformation and modelling of raw data to discover useful meaning information that guides decision making in a research study. This chapter discusses the analyzed data alongside provision of the respective interpretation. The study had identified a total of 155-student respondents, 5-respondents (2-School Based Coordinators, 2-Heads of Departments and 1-Finance manager) and a Focus Group Discussion. The analysis begins with study's response rate, reliability analysis. Furthermore, demographic data as well as descriptive analysis was computed. Basic descriptive statistic such as percentages, means and standard deviation were computed. Finally, inferential analysis was run where the null hypotheses were tested at 0.05 alpha level.

##### 4.1.1 Response Rate.

The response rate refers to percentage of respondents who complete a questionnaire compared to the total number of respondents (University of Waterloo, 2022). When it comes to representativeness, response rate is critical. The findings of the response rate are as displayed in Table 4.

**Table 4:** Response Rate

Initial sample size	Returned sample	Response rate (%)
155	123	79.4%

Out of the 155 student respondents, 123 respondents returned the questionnaires, making the response rate to be 79.4%. Similarly, the return of the structured interview schedules and focus group discussion was at 90%. This was a high response rate and enabled the researcher to make an unbiased estimate of the phenomenon under study. Sekaran & Bougie (2013) opine that a high response rate impacts greatly the quality of data collected by the researcher. Further, a high response rate ensures that the data collected is not biased and reflects the opinions of the entire population. Lastly, a high response rate ensures that the results gotten after analysis are very reliable.

### 4.1.2 Reliability of the Research Instruments

During the piloting phase, the first scores of the students were checked against their second responses of the same instrument to ensure that there was consistency in their responses. Spearman Brown's Coefficient was used to establish the degree of consistency in the responses. The reliability value gotten was 0.8. This showed that the instrument was reliable. Further, this was guided by the fact that internal reliability assumes that there is no change in the construct being measured during the test-retest duration. External reliability of the research instruments was established using the test-retest method (Mugenda & Mugenda, 2013). It is worth noting that reliability seeks to ensure that there is consistency of results across items being tested (Lietz, 2013). The external and internal reliability test results are presented in the tables 5 and 6 respectively. The pilot testing phase was done between January and March 2020.

### 4.1.3 External Reliability

According to McLeod (2013) can be defined as the degree to which the results of research instrument are consistent after re-administering of the same instrument. External reliability for the instrument was done using the test-retest method. The findings are presented in table 5.

**Table 5:** Test-re-test technique

Variable	N	Pearson Correlation coefficient	Decision
Cost Related Factors	16	0.9	Reliable
Management Policies	16	0.8	Reliable
Availability of Instructional Resources	16	0.7	Reliable
Student Retention	16	0.7	Reliable

The results showed that all the variables had a coefficient between 0.7 and 0.9. This meant that all the variables were reliable. It is reported that a reliability coefficient of 0.711 indicated that the instrument was reliable. A minimum reliability threshold of 0.70 is a measure of adequate test-retest results (Terwee, et al., 2007).

#### 4.1.4 Internal Reliability

The consistency of results across items in a test is measured by internal reliability. According to McLeod (2013), internal; reliability is defined as the extent to which a variable realizes a trust-worthy cause and effect relationship between the variables under study. In this study, internal reliability was established using the Spearman Brown's coefficient as indicated in table 6.

**Table 6:** Spearman Brown's coefficient

Variable	Part 1(N)	Part 2(N)	Spearman-Brown Coefficient	Decision
Cost Related Factors	7	6	0.761	Reliable
Management Policies	5	5	0.834	Reliable
Availability of Instructional Resources	5	5	0.911	Reliable
Student Retention	3	2	0.945	Reliable

In the analysis of internal reliability, it was evident that the variables loadings for Spearman-Brown coefficient were between 0.761 and 0.945. This implies that there was internal consistency of data. A reliability level of 0.6-0.7 is considered adequate (Ursachi, Horodnic, & Zait, 2015).

#### 4.2 Demographic Characteristics

The basic information concerning the respondents were analyzed using descriptive statistics. Specifically, this section analyzed data regarding respondents' gender, current academic program as well as year of the study.

##### 4.2.1 Gender of Respondents

Gender analysis allows researchers to better understand men and women's interactions, their access to resources, their behaviors, and the constraints they experience in connection to one another. Table 7 shows the analysis of respondents' gender.

**Table 7:** Respondents Gender

Gender	Frequency	Percent
Male	59	48.0
Female	64	52.0
Total	123	100.0

The findings indicated that 52% of the sampled respondents were females while 48% were male respondents. The finding shows that there was almost equal distribution of male and female respondents. This could enable the research to bring out issues affecting retention of learners and also make a comparison between the different genders. According to Meyer and Straub (2019) students in gender-atypical fields of study show a higher risk of dropping out. This effect is even stronger for women than for men.

#### 4.2.2 Distribution of Academic Programs by Gender

The study attempted to analyze the distributional pattern of male and female respondents who had enrolled in particular academic programs. The results are presented in a contingency Table 8.

**Table 8:** Relationship Between Gender and Current Academic Program Cross Tabulation

		Current Academic Program			
		Education Arts	Education Science	Total	
Gender	Male	Frequency	19	40	59
		% of Total	15.4%	32.5%	48.0%
	Female	Frequency	26	38	64
		% of Total	21.1%	30.9%	52.0%
		Frequency	45	78	123
Total		% of Total	36.6%	63.4%	100.0%

The study demonstrated that 32.5% of male respondents were enrolled in education science while 15.4% were in education arts. Moreover, 30.9% of female respondents were enrolled in education science while 21.1% were enrolled in education arts. Science courses are thought to be more difficult than art courses. This discovery will allow the



researchers to examine how some academic programs fared in terms of student retention when compared to others. Butterfield and Pemberton (2012) reports that sometimes there exists variations between males and females across various enrollment-related demographic characteristics. The discrepancies in the numbers was due to a high retention rate for students enrolled in education science as compared to those enrolled in education arts which could be attributed to cost-related factors.

#### 4.2.3 Year of Study

The respondents were categorized by using their year of study. This analysis was fundamental in order to understand distribution of respondents per academic year. The year of study was analyzed using frequencies and percentages. The finding is presented in Table 9.

**Table 9: Year of Study**

Characteristic	Frequency	Percent
Year 1	30	24.4
Year 2	32	26.0
Year 3	32	26.0
Year 4	29	23.6
<b>Total</b>	<b>123</b>	<b>100.0</b>

The results show that year 2 and 3 were 26% respectively. Those enrolled in year 1 and year 4 were 24.4% and 23.6% respectively. The analysis of the year of study was important to this research because, it will shed light on the opinion of different strata regarding student retention. The year one cohort was used for those who were in their second semester since the retention rate was being calculated in consideration of two successive semesters. The same was the case for students who were in the second semesters of years two three and four so that the results would be reliable.

#### 4.3 Presentation of Findings

According to Sloman (2010) descriptive analysis is a kind of data analysis that helps to explain, show, or summarize data points in a constructive way so that patterns can develop that satisfy all of the data's conditions. In this section, analyzed data using descriptive statistics like percentages, means and frequencies. Thereafter, the qualitative findings from the interview schedules and Focus Group Discussion will be

corroborated to enhance the findings from descriptive analysis. The inferential statistics specifically, The Pearson correlation coefficient (also known as Pearson product-moment correlation coefficient) is a measure to determine the relationship between two quantitative variables. It reveals the magnitude and direction of the association, or correlation between the variables.

#### 4.3.1 Cost Related Factors in Relation to Student Retention in Part-Time Teacher Education Program

The first objective of the study was to determine the relationship between cost-related factors and student retention in part-time teacher education programs in Kabarak University, Kenya. Primarily, an analysis of cost related factors was made using percentages, means and standard deviations. The findings are presented in Table 11.

**Table 10:** Cost Related Factors in Relation to Student Retention in Part-Time Teacher Education Programs

Statement	N	SD (%)	D (%)	A (%)	SA (%)	Mean	SD
Fees is increased often	123	4.1	13.8	37.4	44.7	3.22	0.83
Tuition fees is high	123	2.4	12.2	37.4	48.0	3.30	0.78
Costs of meals are high	123	5.7	21.1	22.0	51.2	3.18	0.96
Administrative costs are high	123	5.7	15.4	30.1	48.8	3.21	0.91
Internet cost is high	123	8.1	22.0	34.1	35.8	2.97	0.95
Examination cost is high	123	9.8	21.1	38.2	30.9	2.90	0.95
Library costs are high	123	7.3	21.1	34.1	37.4	3.01	0.94
Graduation fee is high	123	8.1	30.1	33.3	28.5	2.82	0.94
Welfare charges are high	123	4.1	14.6	45.5	35.8	3.13	0.80
Games and sports charges are high	123	1.6	15.4	36.6	46.3	3.27	0.78
Students in part-time teacher education programs participate in work study programs	123	5.7	14.6	39.0	40.7	3.14	0.87
Students in part-time teacher education programs get scholarships	123	6.5	18.7	41.5	33.3	3.01	0.88
Students in part-time teacher education programs get HELB Loans	123	8.9	14.6	42.3	34.1	3.01	0.92
Cost Related Factors Overall Index	123					3.09	0.55
Valid N (list-wise)	123						

One of the participants from the Focus Group Discussion, opined that the administrative costs were high to the part-time students yet they spent very little duration in the university during their semester stay as compared to the regular students.

*“As for me, the administrative costs imposed on us as School Based Learners are very high. This remains very discouraging to us since we do not spend a lot of time in the university sessions as compared to regular students who are in the university throughout the semester.”* **FGD respondent 1**

Another respondent from the focus group discussion attested to the fact that some services do not need to be charged to the school based students since they do not use them as optimally as the students in the regular programs do. One such service is the internet services.

*“Some services like the internet do not need to be charged to the school based students. For example, the internet charges need to be included in the administrative costs since we are occupied throughout the entire period. We enter the first week with exams and eventually have lectures throughout. So, we do not use the internet like the regular students use the internet service throughout the semester.”* **FGD respondent 2**

The above responses indicated that in the view of students enrolled felt that the administrative costs were high and therefore had an effect on their stay in the program. In this regard, based on their opinions, they were feeling strained in terms of the administrative costs incurred by them as they pursue their academic programs.

Financial burdens associated with cost is a major impediment to students' retention in universities. The study revealed that 44.7% of respondents strongly agreed that fees was increased regularly. In support to this view, 48% and 48.8% also agreed that tuition fees as well as the administrative costs were high respectively. This implies that when learners are unable to pay cost of tuition fees and administrative costs, their likelihood of retention in the program could be low, affecting retention rate in the institution. These findings concur with that of Adongo, Nduku, and Ntabo (2020) who established that financial factors were significant in determining the students' retention in private universities in Langata sub-county. The study concluded main financial factors that affected student retention in their enrolled programs included cost of accommodation, tuition fees, financial support such as scholarship and commuting costs.

From the focus group, it is evident that the cost of meals within the university as well as the cost of other amenities were high. Most students seemed to strain to meet this needs in sustaining themselves to the end of a given session seemed to be difficult and sometimes some students would not finish their programs to the very end. This is evidenced by the opinions below from some of the students pursuing the part-time teacher education programs.

One of the respondents in the focus group opined that the cost of meals was high for most students pursuing part-time teacher education programs.

*“The cost of meals within the university is very high. Yet we would wish to have our meals within the university compound so that we are able to cope with the tight lecture schedule during our sessions. Unfortunately, we have to look for meals outside hoping to find cheaper meals and sometimes we even do not find any and end up surviving.”* **FGD Respondent 3**

Another respondent bore a similar view and felt that most of the services were expensive to the students in part-time teacher education programs. According to this respondent, the library, tuition and even the exam fee were relatively high and most of the students would strain to meet these costs.

*“Looking at our receipts upon payment, you look at some costs billed and you wonder why they seem too high for the students in school based students yet we spend very little time in the university as compared to the students in regular studies. As for me the library costs, internet, tuition and even exam fees are high and the university should revise such issues....”* **FGD respondent 4**

The above views from the two focus group participants seem to affect the sustainability of the students pursuing part-time teacher education programs. Therefore, this will negatively affect their retention in the program and most may end not completing the programs.

In the course of studying, students’ needs support regarding the provision of basic needs. The findings of the research indicated that 51.2% reported that costs of meals were high. In addition, 38.2% asserts that examination cost as well as library costs were high respectively. It is clear that meaningful leaning and retention of students could be affected by high financial costs. Consequently, learners could find themselves unable to

complete a course due to academic cost which may not be sustainable. This finding agrees with that of Allaire (2018) who states that students in universities in the United States of America suffer high tuition costs causing the rise in drop-out cases in universities. Students enrolled do not access services in universities as a result of high costs. Moreover, Bishau and Samkange (2015) observe that students in universities in Nigeria, Botswana, Zimbabwe, and Ghana still face a variety of cost-related issues. Meals are some of the cost-related issues faced by students.

Learners must use internet resources during their intellectual pursuits because it is a global source of real-time knowledge. From the findings, it was observed that 35.8% of respondents alluded that the internet cost was high. Moreover, 45.5% of respondents affirmed that welfare charges are high while 46.3% acknowledged that the costs of that they incurred during their participation in sports and games were very high. This implies that student costs and associated financial burdens have a considerable effect on student retention in part-time teacher education programs in Universities.

The mission of any institution of higher learning should be to provide financial support to students where possible so that they can accomplish their education successfully. The study remarkably observed that 18.7% of respondents disagreed that students in part-time teacher education programs get scholarships. To back up this assertion, 14.6% of respondents equally affirmed that students in part-time teacher education programs get HELB Loans. Similar findings were also confirmed by 14.6% who disagreed that students in part-time teacher education programs participate in work study programs. These findings suggest that the majority of students are at danger of dropping out of higher education institutions due to financial constraints. This is exacerbated by their inability to acquire scholarships or loans to help defray the expense of school. These findings concur with those of Modena, Rettore and Tanzi (2020) who sought to investigate the effect of grants on university dropout rates in Italian Universities. They discovered that the scholarships help students from low-income families avoid dropping out of university. The projected effect is significant, with the dropout rate for low-income students rising from around 7% to 10% as a result of not receiving a stipend.

These findings, consequently agree with the responses from three respondents in the Focus Group Discussions, where they declined having received any financial support from the institution since their time in the institution was so limited.

*“The work study opportunities seemed to be limited to the regular students. We, the school based students have no access to these opportunities and even if we had the opportunity, our time during the session does not accommodate time for work study.”*

**FGD respondent 5**

*“We have never been informed about any scholarship opportunities, if there are any. But I think we have none at the moment. So most of us have to rely on loans such as HELB or bank loans to finance our studies.”* **FGD respondent 6**

*“Students in the school based program are expected to organize themselves financial upon enrollment and sustain themselves to the end. There are no scholarship opportunities available for part-time students.”* **FGD respondent 7**

Every student aspires to graduate from the university upon the completion of their studies. From the findings, it was observed that 33.3% of respondents agreed that graduation fee was high. This implies that this factor could discourage students from humble background from participating in graduation ceremonies. Moreover, the cost related factors overall index was 3.09 with a standard deviation of 0.55. The study, therefore, shows that respondents agreed that cost related factors affect student retention in part-time teacher education programs in Kabarak University, Kenya. This suggests that, when combined with other constraints like expensive tuition and administrative fees, students would be unable to complete the courses for which they have registered since they may not be able to meet these costs. These findings concur with those of Kim and Kim (2018) who observed that tuition fees and the cost of living are two of the most important financial factors that significantly influence student retention in a particular university. If the tuition fee is too high, more students will have financial difficulties, leading to a higher rate of dropout and a decrease in student retention in part-time teacher education programs.

The above findings, agree with those one of the focus group participants who opines that some of students always feel the graduation fee should have been optional since it is relatively high for the learner who has already paid all tuition fees of their studies.

“..... if possible, the graduation fees would have been optional since most students from poor background may opt out of the graduation since the graduation cost seems expensive to them yet they have paid all the tuition fees for their studies.” **FGD respondent 8**

#### **4.3.1.1 Pearson Correlation Analysis of Cost Related Factors in Relation to Student Retention in Part-Time Teacher Education Programs**

Pearson correlation analysis was run to determine relationship between cost related factors and student retention at 0.05 alpha level (2-tailed test) The results were presented in Table 12 as depicted below;

**Table 11: Pearson Correlation Analysis Between Cost Related Factors and Student Retention**

		Student Retention
Cost Related Factors	Pearson Correlation	-.434
	Sig. (2-tailed)	.000
	N	123

*Correlation is significant at the 0.05 level (2-tailed).*

The results revealed that there is statistically significant negative relationship between cost related factors and student retention ( $r = -0.434^{**}$ ;  $p < 0.05$ ). This implies that high tuition fees coupled with high administrative costs could affect student retention in part-time programs. This finding agrees with those of Adongo, Nduku and Ntabo (2020) who concluded that the cost of housing, tuition fees, financial aid such as scholarships, and transportation costs were the key financial factors that affected student retention.

#### **Hypothesis testing for Objective One: Cost Related Factors and Student Retention**

The benchmark for acceptance or rejection of the null hypothesis was vested on 0.05 alpha level. That is, the null hypothesis was rejected when the p value was less than 0.05. Otherwise, we fail to reject when the p value is greater. The first hypothesis stated that:

$H_{01}$ : There is no statistically significant relationship between cost-related factors and student retention in part-time teacher education programs in Kabarak University, Kenya.

The results in Table 12 revealed that there is statistically significant negative relationship between cost related factors and student retention ( $r = -0.434^{**}$ ;  $p < 0.05$ ). Since the p value is less than 0.05 alpha, the null hypothesis was rejected, and conclusion made that there is statistically significant negative relationship between cost related factors and student retention.

#### 4.3.2 Program Management Policies in Relation to Student Retention in Part-time Teacher Education Programs

The second objective of the study was to establish the relationship between management policies for part-time teacher education programs and student retention in part-time teacher education programs in universities in Kabarak University, Kenya. Principally, an analysis of program management policies was done using percentages, means and standard deviations. The findings are presented in Table 13.

**Table 12:** Management Policies

Statement	N	SD (%)	D (%)	A (%)	SA (%)	Mean	SD
Teacher education part-time programs take a very long duration to complete	123	8.1	26.8	24.4	40.7	2.97	1.00
Entry qualifications for students joining part-time programs are high	123	15.4	22.8	18.7	43.1	2.89	1.12
TSC policies on promotion of teachers graduating from part-time teacher education programs are discouraging	123	9.8	23.6	24.4	42.3	2.99	1.02
The number of courses taken per session by students in part-time teacher education programs are too few	123	7.3	19.5	31.7	41.5	3.07	0.95
Registration processes in part-time teacher education programs are cumbersome	123	7.3	17.9	39.0	35.8	3.03	0.91
Quality assurance processes in part-time teacher education programs are lacking	123	7.3	26.0	26.0	40.7	3.00	0.98
Time available for holiday teacher education programs is not guaranteed by employers	123	8.1	26.0	29.3	36.6	2.94	0.97
Policies on continued online learning for part-time students do not favour some teachers because of lack of ICT Infrastructure in some parts of the country	123	12.2	15.4	36.6	35.8	2.95	1.00
Unstable closing dates affect part-time teacher education programs	123	13.0	22.8	23.6	40.7	2.91	1.07
Management Policies	123					2.97	0.75
Valid N (listwise)	123						



Students continually consider the average time it takes to graduate from a particular program. From the findings, it was noted that 40.7% of respondents agreed that teacher education part-time programs take a very long duration to complete. In the same vein 36.6% confirmed that time available for holiday teacher education programs is not guaranteed by employers. This implies that learners are at the verge of dropping out of a program when it takes remarkably more than the supposed time. This finding agrees with that of Wanzala (2018) who observes that teacher enrollment in part-time programs will have to take eight years for completion of their degree programs. Furthermore, students longing to join the diploma courses in teaching will have to wait for a longer period of two years so that the government ends the P1 certificate programs. These policy changes may discourage learners from enrolling in these programs. Moreover, those enrolled in the programs may be discouraged since the very programs are taking a long duration for completion. This could have a significant effect on retention rate in part time teacher education programs.

The above findings agree with the opinion of two of the respondents from the focus group discussion who opines that the long duration taken to complete the program tend to discourage students to persist to the end of the program. According to the viewpoints of these participants, the long duration of the program is brought about by the few courses taken by the students during a given session.

*“We take very few courses during a school based session, yet we have a lot of courses before the completion of the entire program. This make the program extremely long and one may get discouraged to persist in the program to the end....”* **FGD respondent 9**

*“If the university would allow students to take more courses during a given session, it would really be motivating for us since the program wouldn’t have taken many years to complete.”* **FGD respondent 10**

The admission requirements for a program are crucial in determining student enrollment and retention at universities. It was observed that 43.1% of respondents were of the opinion that entry qualifications for students joining part-time programs were high. Moreover, 40.7% were of the view that unstable closing dates affect part-time teacher education programs. This means that rigorous entry requirements, as well as the ever-changing schedule of part-time learning, may deter students from completing the

course to its ultimate conclusion. The finding agrees with Lewin and Mayowo (2017) who points that the success of students in universities is determined by a variety of factors: funding, qualification, quality assurance, institutional cultures and policies, pedagogical challenges as aspects and planned enrollments for the different programs in universities

The inspiration to join university by learners' lies in the utility value of the program itself. Despite this reality, it was reported that 43.3% were of the opinion that TSC policies on promotion of teachers graduating from part-time teacher education programs are discouraging. This could discourage teachers who are already in the program from pursuing their courses to its conclusiveness. This finding agrees with a report by TSC (2018) on career progression guidelines for teachers highlights that teachers' promotions will henceforth be determined by productivity and not academic qualifications. Multitudes who have enrolled for bachelor's and master's courses, hoping to get a promotion through academic qualifications, felt that their need for attainment of career progression through higher academic qualifications had been interfered with. In this regard, these teachers may feel discouraged and drop out from these programs since they may not see the significance of these programs to their career progression. This has a significant effect on the retention rate of students in part-time teacher education programs.

The above findings concur with the response of one of the respondents from the Focus Group Discussion where students enrolled in the part-time teacher education are simply persistent on completing the program just because they had already enrolled in the program prior to the discouraging policies by their employer. In their view, the assurance of promotion upon the completion of these programs would have been a key motivator to many teachers to rigorously persist in the programs to very end.

*"..... Unfortunately, we are not assured of career progression upon the completion of this degree. We are discouraged because most of us joined the program with the view of getting promoted to better job groups upon the completion of this degree. The current policies of TSC are very discouraging to us. Most of us are persisting because we already are in the program and have no otherwise...."* **FGD respondent 11.**

Course registration as well as quorum at the university plays a significant role in student retention in part-time teacher education programs. According to the research, it was

observed that, 39% agreed that registration processes in part-time teacher education programs are cumbersome. Moreover, 41.5% indicated that the number of courses taken per session by students in part-time teacher education programs are too few. When students find it difficult to register for classes due to quorum related challenges could discourage them from continuing in academic endeavors thus affect their retention. This finding resonates with that of Kasozi (2014) who poses that Higher education in Africa is regulated by the respective commissions for higher education. Policies that regulate the number of students to be taught per session is also outlined. When these policies are implemented, students stand at the disadvantage point when they cannot meet quorum requirements.

Quality assurance systems allow administrators and students to communicate effectively about a program of study. Further, quality assurance measures ensure that the customer-satisfaction dimension of quality is effectively implemented for the well-being of the learners within an institution. This approach seeks to ensure that learner's instructional needs are met optimally as required of the different stakeholders within the institution.

In this respect, it was noted that 40.7% of respondents agreed that quality assurance processes in part-time teacher education programs were sometimes not effected optimally as envisaged due to the short duration scheduled for the program. The view by Gudo and Olel (2011) suggest that the quality assurance standards in institutions often guide the implementation of policies of admission within an institution. It is critical for universities to develop a clear quality standard pertaining part-time teacher education programs that are student-centered. This could improve their retention.

Part-time learning could be done face to face or through online module. However, it was strongly agreed by 35% of the respondents that obtaining study leave to facilitate their part-time studies was difficult due to other commitments that they had besides their teaching career. On the other hand, 36.6% reported that policies on continued online learning for part-time students that do not favor some teachers because of lack of ICT Infrastructure in some parts of the country. When students are disadvantaged due to lack of digital infrastructure necessary for learning, they are more likely to drop out of the courses they had previously registered, resulting in low retention. The current study corroborates with the findings by Mutisya and Makokha (2016) who revealed that

e-learning in most of the public universities in Kenya is still at its infancy stage; a situation that is similar in universities in many other African countries. Most universities have not yet embraced this mode of pedagogy fully. This could affect part-time teacher education program retention.

Essentially, the management policies index (Mean= 2.97; SD=0.75) demonstrated that student retention in part-time teacher education programs in universities were significantly affected by policies within and outside the university.

The discussed findings concur with three responses from the participants of the focus group discussion where participants averred that their study in part-time teacher education programs was affected by other policies and issues outside the university. Some of the issues were infrastructural challenges, work environment, student competencies with regards to the use of technology in the event that they were to enroll as part-time students. This is evidenced by the responses below from the three focus group discussion participants.

*“...For some of us, we would really wish to cut some costs and enroll in the part-time teacher education programs via the online learning mode. However, our locations are so very remote with technological challenges. This means, we just have to travel to school to attend sessions over the holidays since we do not have proper infrastructure for internet and technology in our local places...”* **FGD respondent 12**

*“.....As for me, am challenged with the use of technological devices. So I just prefer studying within the university environment during the time the sessions are taking place so that I am not out of schedule due to technological incompetencies.”*

**FGD respondent 13.**

*“.....For some of us the scheduled time for the online classes still finds us finishing up on other responsibilities in our work stations. So we cannot cope up with the schedule of evening online classes since it takes a bit of time to get to our homes again after work and settle in for these online classes.... Also the irregular school calendar has affected our progression of our studies....at some point some of us stagnated because we did not know how best to fit in due to hitches beyond our control also ....”* **FGD respondent 14**

#### 4.3.2.1 Pearson Correlation Analysis of Program Management Policies in Relation to Student Retention in Part-time Teacher Education Programs

Pearson correlation analysis was run to determine relationship between management policies and Student Retention at 0.05 alpha (2-tailed test). The results were presented in Table 13.

**Table 13:** Pearson Correlations between Management Policies and Student Retention

		Student Retention
Program Management Policies	Pearson Correlation	-.465
	Sig. (2-Tailed)	.000
	N	123

*Correlation Is Significant at the 0.05 Level (2-Tailed).*

The study showed that there exists a statistically significant negative relationship between management policies and student retention ( $r=-0.465$ ;  $p<0.05$ ). This shows that policies such as admission, registration, online learning, and promotion of teachers as presently constituted could negatively affect student retention in part-time programs. This research concurs with those of Omodan, Dube, and Tsotetsi (2018) who observes that most of universities offering teacher education programs on full time and part-time basis lack rigorous policies to support these programs.

#### **Hypothesis Testing for Objective Two: Program Management Policies and Student retention**

The second hypothesis stated that:

**Ho<sub>2</sub>:** There is no statistically significant relationship between part-time program management policies and student retention in part-time teacher education programs in Kabarak University, Kenya.

According to Table 13, the study showed that there exists a statistically and negative relationship between Management Policies and student retention ( $r= -0.465$ ;  $p<0.05$ ). In this case, the p value was less than 0.05 alpha leading to the rejection of the null hypothesis. The conclusion made was that there exists a statistically and negative relationship between management policies and student retention.

### 4.3.3 Availability of Instructional Resources in Relation to Student Retention in Part-time Teacher Education Programs

The third objective of the study was to find out the relationship between the availability of instructional resources and student retention in part-time teacher education programs in universities in Kabarak University, Kenya. In this section, an analysis of program management policies was done using percentages, means and standard deviations. The findings are presented in Table 14.

**Table 14:** Availability of Instructional Resources

Statement	N	SD (%)	D (%)	A (%)	SA (%)	Mean	SD
Internet services are available for part-time programs	123	10.6	21.1	26.0	42.3	3.00	1.03
Course reference books are available in the library	123	13.0	22.0	22.0	43.1	2.95	1.08
Lecturers are available for consultation in part-time programs	123	9.8	20.3	36.6	33.3	2.93	0.96
The library is open as convenient to students in part-time programs	123	8.1	25.2	33.3	33.3	2.91	0.95
Lecturers are available for face-to-face teaching	123	13.0	17.1	26.8	43.1	3.00	1.06
Course outlines are provided	123	10.6	23.6	23.6	42.3	2.97	1.04
Updated learning materials are available in the library	123	8.1	26.0	33.3	32.5	2.90	0.95
There are enough lecture rooms for part-time programs	123	4.9	16.3	31.7	47.2	3.21	0.88
There are enough laboratories for part-time programs	123	9.8	24.4	20.3	45.5	3.01	1.04
Academic staff use ICT for teaching	123	9.8	17.9	26.0	46.3	3.08	1.01
Availability of Instructional Resources overall index	123					2.99	0.74
Valid N (listwise)	123						

Upon the enrolment of a course, students in any given program are supplied with course materials that will guide their learning through a given course. According to the study, 21.1% disagreed that internet services are available for part-time programs while another 22% disagreed that course reference books are available in the library. It can be inferred that as instructional resources remain scarce, student motivation to continue with the program could be affected. The study findings resonate with that of Manyasi (2010) who points that the achievement of learning outcomes seems difficult in class for students enrolled in different programs. The author proceeds to assert that poor internet facilities and inadequate audio-visual facilities affect the delivery of content in classrooms hence affecting retention of students in part-time programs.

The above findings agreed with three views of the respondents in the focus group discussion. According to these respondents, the university has these resources but the availability of these instructional resources remains limited for students in part-time teacher education as evidenced in their responses as depicted below;

*“.....Despite the availability of these resources, we students are sometimes disadvantaged and do not utilize these resources fully due to very tight schedule of our sessions...”* **FGD respondent 15**

*“.... Another thing is despite the availability of these resources online, we still have accessibility problems contributed or brought about by infrastructural challenges where we are locally.....so we remain bound to our lecturer notes sometimes...but try to do research when given assignments....”* **FGD respondent 16**

*“..... we appreciate that the university has ensured that there is a day set apart for consultation upon the arrival of students prior to the examinations. However, we cannot be able to consult everything in a day....”* **FGD respondent 17**

Libraries are critical to improving the learning experience by providing students with instructional materials and services they require to enhance their understanding. The results of the research indicated that 25.2% disagreed that the library was open as convenient to students in part-time programs. This suggests that part-time students may experience difficulties with research work as a result of this, which may influence their retention. In equivalent manner, 26% of respondents disagreed that updated learning materials are available in the library. This implies that when the learning materials are

available are outdated, meaningful learning will not be tenable. Hence this may affect retention of students in for part-time programs. The findings of the study agree with those of Okwu and Oporum (2021), who found that most libraries in Nigeria have outdated materials and lack the necessary facilities and resources to meet users' needs, resulting in inadequate library services, poor academic performance in entrance examinations, and a poor reading culture, all of which have a negative impact on educational development.

The above findings concur with the responses of two of the participants in the focus group discussion who allude to the fact that the access of the library to students in part-time teacher education programs remains limited as opposed to the students in the regular programs. According to the respondents the tight schedule of the part time teacher education programs also limits the access time by the learners to the library. This is evidenced by the quoted responses below;

*“.... The opening hours of the university library are limited to the students in our program. The tight schedule of our lectures also makes it difficult for accessing the library more often. This sometimes makes our research difficult since some of the materials are physical books found only in the library...”* **FGD respondent 18**

*“.....The duration scheduled for us, the students in school based programs is very short. Most of the time goes to attending the lectures and ensuring we organize the resources we need for the registered courses. Our time of physical access to the library remains very short and limited during the sessions we are on campus...”* **FGD respondent 19**

Lecturers are the chief determinants and focal points in the classroom instruction management. They break down the material in a way that learners can understand during the instructional sessions. The success of every program is therefore defined by the lecturers' contributions. According to the research findings, 20.3% disagreed that lecturers were available for consultation in part-time programs. Similarly, 17.1% and 23.6% confirmed the preceding finding by pointing out that lecturers were sometimes unavailable for face-to-face teaching as well as that course outlines were not provided. Effective learning requires that students are guided through the learning experiences appropriately in order to achieve the leaning outcomes. This infers that when instructors are unavailable for consultation, students could remain challenged with their learning



especially those who require individualized attention and this affects student retention in part-time programs. The study findings concur with that of Gudo, Olel, and Oanda (2011) who assert that both public and private universities had a scarcity of lecturers. The shortage was discovered to be more severe in private universities than in public universities. As a result, it was concluded that a lack of lecturers hampered lecturers' ability to provide efficient services for excellent education in Kenya's private and public universities. This could affect student retention in part-time teacher programs.

These findings concur with the findings of one of the respondents in the focus group discussion who alludes to the fact that despite lecturers being available in the university; the time for consultation remains very limited since the learners are also attending the lectures tightly scheduled. On the other hand, the lecturers have a tight schedule too since they have more lectures to attend. This is evidenced by the respondent quote below;

*“... Sometimes the conflicting schedules of the students and lecturers during the sessions make the consultation difficult. When the lecturers are available for consultation, the students are sometimes in class attending lectures. And sometimes, the lecturers are busy with so many lectures to attend so the consultation time may not be available as such for the students.”* **FGD respondent 20**

Adequate physical infrastructure designed for teaching and learning is required to achieve meaningful learning. From the results, it was observed that 16.3% disagreed that there were enough lecture rooms for part-time programs. Similar view was upheld by 24.4% and 17.9% of those who observed that there were inadequate laboratories for part-time programs as well as that academic staff use ICT for teaching. Principally, the availability of instructional resources overall index showed that it affected retention of students in for part-time programs (Mean=2.99; SD=0.74). This implies that learners who drop out of the program could be as a result of frustrations that stem from unsatisfactory provision of learning experiences. This could affect retention of part-time program students. The study findings resonate with that of Munene (2016) who reports that some universities in Kenya lack lecture halls for the facilitation of lecturers. Thus, lecturers have been forced to facilitate lecture sessions under the trees and on some occasions, tents just to complete the scheduled content.

#### 4.3.3.1 Pearson Correlation Analysis of Availability of Instructional Resources in relation to Student Retention in Part-time Teacher Education Programs

Pearson correlation analysis was run to determine relationship between availability of instructional resources and Student Retention at 0.05 alpha (2-tailed test) the results were presented in Table 16.

**Table 15:** Pearson Correlations between Availability of Instructional Resources and Student Retention

	Student Retention
Availability of Instructional Resources Pearson Correlation	-.531
Sig. (2-tailed)	.000
N	123

*Correlation is significant at the 0.05 level (2-tailed).*

The findings shows that there was evidence of a statistically significant negative relationship between availability of instructional resources and student retention ( $r = -0.531$ ;  $p < 0.05$ ). This means that student retention was affected by instructional resources. This inferred that despite the availing of instructional resources, the student retention rate was negative. This infers that the availability of instructional resources was not the main factor affecting student retention. There could other factors besides availability of instructional resources that seemed to affect student retention in the university.

#### Hypothesis Testing for Objective Three: Availability of Instructional Resources and Student Retention

The third hypothesis stated that:

$H_{03}$ : There is no statistically significant relationship between availability of instructional resources and student retention in part-time teacher education programs in Kabarak University, Kenya.

The findings in Table 16 shows that there was evidence of a statistically negative relationship between availability of instructional resources and student retention ( $r = -0.531^{**}$ ;  $p < 0.05$ ). Since the p value was less than 0.05 alpha, null hypothesis was

rejected and thus a conclusion made that there exists a statistically negative relationship between availability of instructional resources and student retention.

#### **4.3.4 Analysis of Findings for Objective 4: To show which of the Three Selected Management Factors Affects Student Retention in Part-time Teacher Education Programs (PTTEP)**

**Table 16:** Showing p-values of Hypothesis Testing for Objectives 1, 2 and 3

<b>Hypothesis</b>	<b>P-Value</b>
<b>Ho<sub>1</sub> : Cost-related Factors in relation to Student retention</b>	<b>r= -0.434;p&lt;0.05</b>
<b>Ho<sub>2</sub>: Programme Management Policies in Relation to Student Retention</b>	<b>r =-0.465; p&lt;0.05</b>
<b>Ho<sub>3</sub>: Availability of Instructional Resources in Relation to Student Retention</b>	<b>r=-0.531; p&lt;0.05</b>

From the Table 17 above, it is evident that among the selected management factors (Cost-related, program management policies and cost-related factors had a significant negative impact on student retention for Part-time Teacher education programs based on their negative correlation to student retention indicated by values of  $r = -0.434$  and  $r = -0.465$ . Thus, these factors if addressed will impact student retention positively.

#### **4.4 Analysis of Findings for the Dependent Variable: Student Retention**

The dependent variable for the study was student retention in part-time teacher education in part-time teacher education programs in universities in Kabarak University, Kenya. In this section, the variable was analyzed using percentages, means and standard deviations. The findings are presented in Table 18.

**Table 17: Student Retention**

Statement	N	SE(%)	ME(%)	LE(%)	VLE(%)	Mean	SD
Channels are available for providing timely responses to student complaints	123	22.8	29.3	26.0	22.0	2.47	1.07
The frequency of student and instructor interactions is adequate	123	27.6	21.1	20.3	30.9	2.54	1.19
Program requirements are clear and reasonable	123	30.1	18.7	21.1	30.1	2.51	1.21
Student leadership development is available	123	23.6	25.2	28.5	22.8	2.50	1.08
Performance guidance for students in academic difficulty is provided	123	33.3	19.5	26.0	21.1	2.34	1.15
Student retention factors mean index	123					2.47	1.04
Valid N (listwise)	123						

Key: Small Extent (SE), Moderate Extent (ME), Large Extent (LE), Very Large Extent (VLE)

Student retention is a key indicator of university and student performance. According to the findings, 22.8% indicated that to a small extent, channels were available for providing timely responses to student complaints. Further, 27.6% revealed that the frequency of student and instructor interactions is adequate was to a small extent. This implies that students are always at risk of dropping out of programs if their concerns are not addressed, thus impacting their retention in part-time teacher education programs. These finding concurs with Mapunda and Mramba (2018) finding which indicate that, the majority of students believe that universities are not doing enough to address their grievances. According to the study, universities could use these concerns as an opportunity to enhance their daily operations, thereby resolving underlying issues like student retention.

In order to improve student retention in part-time teacher education programs, advising interventions with specific student populations are necessary. From the study findings, 33.3% of respondents assert that, to a small extent, performance guidance for students in academic difficulty was provided. Moreover, 30.1% reported that to a small extent, program requirements are clear and reasonable. Students, particularly those with low grades, need to be regularly advised in order to establish development plans. It's no surprise that some students abandon their studies in the process, thus negatively impacting their retention. This view supports that of Zhang, Gossett Simpson and Davis (2019) who emphasizes that advising students on how to succeed in higher education has always been a difficult undertaking. This is especially important today since most higher education institutions are attempting to increase enrolment and enhance retention.

It is believed that student leadership allows learners to develop skills and attitudes that will help them handle immediate challenges at the university. However, according to the study, 23.6% reiterated that student leadership development was available to a small extent. It implies that majority of learners who drop out of the program could be linked to lack of student leadership program. This finding concurs with McGrath (2022) research who affirms that the university's empowerment program allows first-year students to express their various concerns about college, including financial issues and academic challenges, and receive support from program mentors and other students. Students in this program were able to get valuable guidance from their peers and mentors, which helped them better deal with their issues. The student retention factors mean index shows that it was moderately low in the University (Mean=2.47; SD=1.04).

#### **4.5. Regression Analysis**

Multiple linear regression model was used to determine the effect of selected factors on student retention. The finding is illustrated in model summary, ANOVA and coefficients tables subsequently in the sections below.

##### **4.5.1 Model Summary**

The key statistics exhibited by the model include the Pearson correlation (R), coefficient of determination ( $R^2$ ) and adjusted R<sup>2</sup>. The finding is presented in Table 18.

**Table 18: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.640 <sup>a</sup>	.409	.394	0.81

*a. Predictors: (Constant), Availability of Instructional Resources , Cost Related Factors , Management Policies*

*b. Dependent Variable: Student Retention*

The study found that 40.9% of the variation in student retention could be explained in terms of cost related factors, management policies and availability of instructional resources. The unexplained variation was 59% which could be validated by other factors outside the model.

#### **4.5.2 ANOVA for Selected Institutional Management Factors in relation to Student Retention**

The robustness of the model is described by the F statistics which is tested at 0.05 alpha level. The results are presented in Table 19.

**Table 19: ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	54.460	3	18.153	27.449	.000 <sup>b</sup>
Residual	78.702	119	.661		
Total	133.162	122			

*a. Dependent Variable: Student Retention*

*b. Predictors: (Constant), Availability of Instructional Resources , Cost Related Factors, Program Management Policies for part-time teacher education programs*

The ANOVA results specifies that the model is highly significant at 0.05 alpha,  $R^2 = 0.49$ ,  $F(3,119) = 27.44$ ;  $p < 0.05$ . This means that the cost related factors, management policies and availability of instructional resources were statistically significant in predicting student Retention. Therefore, an effect on any of the independent variable (availability of instructional resources, cost related factors and program management

policies for part-time teacher education policies will result to a significant change in the student retention rate in these programs.

#### 4.5.3 Coefficients of Independent Variables- Selected Institutional Management Factors (Cost Related Factors, Program Management Policies and Availability of Instructional Resources)

The predictive nature and significance of each independent variable is shown in the coefficients table. Table 20 shows the regression constant, independent variables, beta coefficients as well as their p values.

**Table 20:** Co-efficient

Model	Unstandardized Coefficients			
	B	Std. Error	t	Sig.
(Constant)	6.344	.462	13.724	.000
Cost Related Factors	-.409	.147	-2.786	.006
Management Policies	-.344	.111	-3.117	.002
Availability of Instructional Resources	-.526	.108	-4.872	.000

*a. Dependent Variable: Student Retention*

The model specifies that there is a statistically significant negative effect of cost related factors on student retention ( $\beta = -0.409$ ;  $p < 0.05$ ). This implies that a unit increase in cost related factors decreases student retention by 0.409 units. The findings are similar to those of Roydon (2016), who looked at the factors that influence first-generation college students' retention in New Jersey. Due to commuting costs, first-generation students were shown to be at risk of being retained in compared to their classmates. The vast majority of students who were unable to live on campus eventually dropped out.

Moreover, the finding revealed that there exists a statistically significant negative effect of management policies on student retention ( $\beta = -0.344$ ;  $p < 0.05$ ). This indicates that a unit increase in management policies decreases student retention by 0.344 units. The finding resonates with that of Ngala (2018) who observes that changing reforms in education sector regarding teacher education programs by the Ministry of Education and the Teachers Service Commission may affect policies for teacher education programs in Kenya. This could affect retention of students in the university.

Finally, there was evidence of a statistically significant effect of availability of instructional resources on student retention ( $\beta = -0.526$ ;  $p < 0.05$ ). This denotes that a unit increase in availability of instructional resources decreases student retention by 0.526 units. These results are consistent with that of Ssempebwa (2011) who suggests that some of the universities, though operating as licensed institutions of higher learning still lack the basic instructional resources for the facilitation of learning. Sometimes the lecturers have to purchase their own stationery and even audiovisual equipment for use during the facilitation of lecturers to students.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary, conclusion, and recommendations of the study. The key variables include cost related factors, management policies and availability of instructional resources.

#### 5.2 Summary of the Findings

##### 5.2.1 Cost Related Factors in Relation to Student Retention in Part-time Teacher Education Programs

Cost-related financial challenges are a key hindrance to students' retention in universities. If the tuition fees is too expensive, more students would face financial difficulties in meeting the recommended costs of fees, hence decreasing their retention rate. The current study revealed that 44.7% of respondents strongly agreed that fees was increased regularly. In support to this view, 48% and 48.8% also agreed that tuition fees as well as the administrative costs were high respectively. This implies that when learners are unable to pay cost of tuition fees and administrative costs, their likelihood of dropping out of the program could be high. This would negatively affect student retention in part-time teacher education programs.

Students at universities require financial assistance to cover the costs of living, which include food and housing. This will allow students to concentrate on their studies rather than worrying about where they will receive their next meal plus shelter. The findings of the research indicated that 51.2% reported that costs of meals were high. In addition, 38.2% asserts that examination cost as well as library costs were high respectively. It is clear that meaningful leaning and retention of students could be affected by high financial costs associated with the administrative charges for the program. Consequently, leaners could find themselves unable to complete a course due to high academic cost which may not be sustainable for them.

Any institution of higher learning should strive to provide financial assistance to its students in order for them to complete their study effectively. The study remarkably observed that 18.7% of respondents disagreed that students in part-time teacher

education programs get scholarships. To back up this assertion, 14.6% of respondents equally affirmed that students in part-time teacher education programs get HELB Loans. Similar findings were also confirmed by 14.6% who disagreed that students in part-time teacher education programs participate in work study programs. These findings imply that due to financial constraints, the majority of students are at risk of dropping out of higher education institutions. This is made worse by their inability to obtain scholarships or loans to assist pay for college. This infers that if the university had student reward system for the students through waivers or additional financial support systems, the more students are most likely to be retained in the program.

Graduation is the ultimate goal of each student pursuing a degree at any university. From the findings, it was observed that 33.3% of respondents agreed that graduation fee was high. Thus, a reduction of the graduation fee charged would positively affect student retention since most students would meet the cost without any strain. This implies that this factor could discourage students from humble background from continuing with their courses. Moreover, the cost related factors overall index was 3.09 with a standard deviation of 0.55.

### **5.2.2 Program Management Policies in Relation to Student Retention in for Part-Time Teacher Education Programs**

Policy decisions made by universities may have a direct impact on the students who use their services. Policies on enrollment, registration, duration of the course and quality of actual learning could affect students in part-time programs. The findings of the research demonstrate that up to 40.7% of respondents agreed that teacher education part-time programs take a very long duration to complete. In a similar vein 36.6% confirmed that time available for holiday teacher education programs is not guaranteed by employers. This indicates that students are on the verge of dropping out of a program when it takes significantly longer than expected. Consequently, this policy related issues may deter learners from enrolling in these programs, while those who are currently enrolled risk dropping out. This could have an effect on part-time teacher education program student retention rate.

The admission requirements for a program are crucial in determining student enrollment and retention at universities. It was observed that 43.1% of respondents were of the opinion that entry qualifications for students joining part-time programs were

high. Moreover, 40.7% were of the view that unstable closing dates affect part-time teacher education programs. This means that rigorous entry requirements, as well as the ever-changing schedule of part-time learning, may deter students from completing the course to its ultimate conclusion. Learners' motivation to enroll in university is based on the program's usefulness value. Despite this reality, it was affirmed by 43.3% of respondents asserted that teachers who graduate from part-time teacher education programs are discouraged by Teachers Service Commission (TSC) policies on promotions. This could deter teachers who are already in the program from pursuing their courses to the very end of the program since they do not feel motivated by their employer. Consequently, this situation would negatively affect student retention in part-time teacher education programs.

Course registration as well as quorum at the university plays a significant role in student retention in part-time teacher education programs. According to the research, it was observed that, 39% agreed that registration processes in part-time teacher education programs are cumbersome. Moreover, 41.5% indicated that the number of courses taken per session by students in part-time teacher education programs are too few. When students find it difficult to register for classes due to quorum related challenges could discourage them from continuing in academic endeavors thus affect their retention. When these policies are implemented, students stand at the disadvantage point when they cannot meet quorum requirements.

In any institution, quality assurance procedures are crucial for ensuring that program objectives are met. In this respect, it was noted that 40.7% of respondents agreed that quality assurance processes in part-time teacher education programs were not optimally implemented. It is essential for universities to develop a clear quality standard pertaining part-time teacher education programs that are student-centered. This could improve their retention. Moreover, the part-time learning program might be completed in person or via an online module. However, it was strongly agreed by 35% of the respondents that obtaining study leave to facilitate their part-time studies was difficult. In addition, 36.6% reported that policies on continued online learning for part-time students that do not favor some teachers because of lack of ICT Infrastructure in some parts of the country. When students are disadvantaged due to lack of digital infrastructure necessary for learning, they are more likely to drop out of the courses they had previously registered, resulting in low retention. Essentially, the management

policies index (Mean= 2.97; SD=0.75) demonstrated that student retention in part-time teacher education programs in universities were affected by policies within and outside the university.

### **5.2.3 Availability of Instructional Resources in Relation to Student Retention in Part-time Teacher Education Programs**

During teaching and learning, instructional tools are critical in providing the primary content. According to the study, 21.1% disagreed that internet services are available for part-time programs while another 22% disagreed that course reference books are available in the library. It can be inferred that as instructional resources remain scarce, student motivation to continue with the program could be affected. Specifically, libraries are important resource in enhancing the learning experience by providing students with all of the materials and services they require. The results of the research indicated that 25.2% disagreed that the library was open as convenient to students in part-time programs. This suggests that part-time students may experience difficulties with research work as a result of this, which may influence their retention. In equivalent manner, 26% of respondents disagreed that updated learning materials are available in the library. This implies that when the learning materials are available are updated on a regular basis, meaningful learning will not be tenable. Hence this may affect retention of students in for part-time programs.

Lecturers are the primary determinants and focal points in any educational setting. They break down the material in a way that learners can understand. The success of every program is therefore defined by the lecturers' contributions. It was observed that 20.3% disagreed that lecturers were available for consultation in part-time programs. Similarly, 17.1% and 23.6% confirmed the preceding finding by pointing out that lecturers were unavailable for face-to-face teaching as well as that course outlines were not provided. Effective learning requires that students are guided through the learning experiences appropriately in order to achieve the leaning outcomes. This infers that when instructors are unavailable for consultation, students could remain challenged with their learning especially those who require individualized attention and affects student retention in part-time programs.

To achieve meaningful learning at universities, universities must have an adequate physical infrastructure built for teaching and learning. From the results, it was observed

that 16.3% disagreed that there were enough lecture rooms for part-time programs. Similar view was upheld by 24.4% and 17.9% of those who observed that there were inadequate laboratories for part-time programs as well as that academic staff use ICT for teaching. Principally, the availability of instructional resources overall index showed that it affected retention of students in for part-time programs (Mean=2.99; SD=0.74). This implies that learners who drop out of the program could be as a result of frustrations that stem from unsatisfactory provision of learning experiences. This could negatively affect student retention of part-time program students.

#### **5.2.4 Findings on Which of the Three Selected Management Factors Affects Student Retention Most**

From the Table 17 above, it is evident that among the selected management factors (Cost-related, programme management policies and cost-related factors had a significant negative impact on student retention for Part-time Teacher education programs based on their negative correlation to student retention indicated by values of  $r = -0.434$  and  $r = -0.465$ . Thus, these factors if addressed will impact student retention positively.

### **5.3 Conclusions**

The problem of low student retention is exemplified by the ever-increasing tuition cost in institutions. This implies that fewer families will be able to get the education and training they need to help their communities thrive. According to the findings, high tuition fees have a detrimental impact on student retention.

Moreover, it should be noted that policy decisions made by universities may have a direct impact on the students who use their services. Policies related to entry requirements, as well as the ever-changing schedule of part-time learning, may deter students from completing the course to its ultimate conclusion. Moreover, policies on online and digital learning has a relationship with student retention.

Regarding instructional resources, it is noted that instructional tools are fundamental in supplying key content during teaching and learning. As a result, as long as teaching resources are scarce, student motivation to complete the program may be hampered. Furthermore, colleges must have enough physical infrastructure created for teaching

and learning in order to achieve meaningful learning. This will help students enrolled in part-time programs stay in school longer.

## **5.4 Recommendations**

The following are the key recommendation derived from the study.

### **5.4.1 Recommendations for Policy**

- i. Universities should focus on financial aid programs from the start of their studies as a good starting point for assisting students, particularly those from low-income families, in finding ways to afford their tuition costs.
- ii. Policy issues that determine success and retention to different students in universities needs to be refined. In order to enhance student retention, these practices and policies must be based on good principles and research, and they must be implemented in collaboration with other stakeholders across the campus community.
- iii. Universities must provide technologically enhanced educational resources. This could help guide students through appropriate learning experiences, resulting in increased student retention at the university.

### **5.4.2 Recommendation for Further Research**

The researcher makes two recommendations upon the conclusion of this the study. The first recommendation is that an assessment of institution-based factors affecting student drop-out in public universities in Kenya. The second recommendation by the researcher is an assessment of key motivational factors for increased enrollment of teachers in online part-time teacher educational programs in universities.

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## APPENDICES

### Appendix I: Introduction Letter

Dear Respondent,

#### **RE: Request for Your Participation in My Research Study**

I am a Master of Education candidate at Kabarak University, specializing in Educational Management and Leadership currently carrying out field research. The aim of this research is to investigate the relationship between selected institutional management practices and student retention in part-time teacher education programs in Kabarak University. You have been selected as one of the respondents. Do not write your name on the questionnaire. Be assured that your responses shall be treated confidentially and only used for the purpose of this research. Please give correct and honest responses to the best of your knowledge. Provide only one answer for each item. Answer all questions. Kindly put a tick for the response you think is accurate. Thank you for participating.

Yours faithfully,



Andati Verah Buliba

GME/NE/0743/05/16

**Appendix II: Questionnaire for Students Enrolled in Part-time Teacher Education Programs**

Instructions: Answer all questions. Give honest answers. Please read carefully before you respond.

**SECTION A: BACKGROUND INFORMATION**

1. Gender Male  Female
2. State your current academic program of study  
.....
3. State the year you enrolled in your current program of study  
.....

**SECTION B: COST RELATED FACTORS AND STUDENT RETENTION IN PART-TIME TEACHER EDUCATION PROGRAMS**

Please respond to the tabulated statements by placing a tick where appropriate

**(SA-Strongly Agree, A- Agree, D-Disagree, SD-Strongly Disagree)**

No	Statement	SA	A	D	SD
4.	Fees is increased often				
5.	Tuition fees is high				
6.	Costs of meals are high				
7.	Administrative costs are high				
8.	Internet cost is high				
9.	Examination cost is high				
10.	Library costs are high				
11.	Graduation fee is high				
12.	Welfare charges are high				
13.	Games and sports charges are high				
14.	Students in part-time teacher education programs participate in work study programs				
15.	Students in part-time teacher education programs get scholarships				
16.	Students in part-time teacher education programs get HELB Loans				

**SECTION C: MANAGEMENT POLICIES RELATED TO PART-TIME  
TEACHER EDUCATION PROGRAMS AND STUDENT RETENTION**

Please respond to the tabulated statements by placing a tick where appropriate

**(SA-Strongly Agree, A- Agree, D-Disagree, SD-Strongly Disagree)**

No	Statement	SA	A	D	SD
17.	Teacher education part-time programs take a very long duration to complete				
18.	Entry qualifications for students joining part-time programs are high				
19.	TSC policies on promotion of teachers graduating from part-time teacher education programs are discouraging				
20.	The number of courses taken per session by students in part-time teacher education programs are too few				
21.	Registration processes in part-time teacher education programs are cumbersome				
22.	Quality assurance processes in part-time teacher education programs are lacking				
23.	Time available for holiday teacher education programs is not guaranteed by employers				
24.	Policies on continued online learning for part-time students do not favour some teachers because of lack of ICT Infrastructure in some parts of the country				
25.	Unstable closing dates affect part-time teacher education programs				

**SECTION D: AVAILABILITY OF INSTRUCTIONAL RESOURCES FOR PART-TIME TEACHER EDUCATION PROGRAMS IN UNIVERSITIES AND STUDENT RETENTION**

Please respond to the tabulated statements by placing a tick where appropriate

**(SA-Strongly Agree, A- Agree, D-Disagree, SD-Strongly Disagree)**

No	Statement	SA	A	D	SD
26.	Internet services are available for part-time programs				
27.	Course reference books are available in the library				
28.	Lecturers are available for consultation in part-time programs				
29.	The library is open as convenient to students in part-time programs				
30.	Lecturers are available for face-to-face teaching				
31.	Course outlines are provided				
32.	Updated learning materials are available in the library				
33.	There are enough lecture rooms for part-time programs				
34.	There are enough laboratories for part-time programs				
35.	Academic staff use ICT for teaching				

**SECTION E: STUDENT RETENTION FACTORS**

By using the Likert scale of 1-5, indicate the extent to which the following factors are provided in your institution:

**1-Small Extent (SE), 2-Moderate Extent (ME), 3-Large Extent (LE), and 4-Very Large Extent (VLE)**

No	Statement	1	2	3	4
1.	Channels are available for providing timely responses to student complaints				
2.	The frequency of student and instructor interactions is adequate.				
3.	Program requirements are clear and reasonable.				
4.	Student leadership development is available				
5.	Performance guidance for students in academic difficulty is provided				



**Appendix III: Interview Schedule and Focus Group Discussion (FGD)**

**Purpose:** The purpose of this interview is to establish whether there exists a relationship between selected institutional management practices and student retention in part-time teacher education programs in Kabarak University, Kenya

**SECTION A: COST RELATED FACTORS AND STUDENT RETENTION IN PART-TIME TEACHER EDUCATION PROGRAMS IN THE UNIVERSITIES**

1. Frequency of increasing fees for part-time teacher education programs

a) How often is it increased?

.....

b) How does this affect student retention in part-time teacher education programs?

.....

2. Tuition fees for part-time teacher education programs

a) Is the tuition fee for part-time high or low?

.....

.....

b) How does this affect student retention in part-time teacher education programs?

.....

.....

3. Cost of meals

a) Is the cost of meals high or low for part-time students in teacher education programs?

.....

.....

How does this affect student retention in part-time teacher education programs?

.....

.....

4. Administrative costs for part-time teacher education programs

a) Are the administrative costs high or low?

.....

.....

b) How does this affect student retention in this program?

.....

.....

5. Internet costs for part-time teacher education programs

a) Are the internet costs high or low?

.....  
.....

How does this affect student retention in part-time teacher education programs?

.....  
.....

6. Examination costs for part-time teacher education programs

a) Are the examination costs high or low?

.....  
.....

b) How does this affect student retention in part-time teacher education programs?

.....  
.....

7. Library costs for part time teacher education programs

a) Are the library costs high or low?

.....  
.....

b) How does this affect student retention in part-time teacher education programs?

.....  
.....

8. Graduation fees for part-time teacher education programs

a) Is the graduation fee high or low?

.....  
.....

b) How does this affect student retention in part-time teacher education programs?

.....  
.....

9. Welfare charges for part-time teacher education programs

a) Are the welfare charges high or low?

.....  
.....

b) How does this affect student retention in part-time teacher education programs?

.....  
.....

10. Games charges for part-time teacher education programs

a) Are the games' charges high or low?

.....  
.....

b) How does this affect student retention in part-time teacher education programs?

.....  
.....

.....  
11. Work study programs for students in part-time teacher education programs

a) Are part-time students in teacher education programs engaged in work study programs?  
.....  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....  
.....

12. Scholarships for students in part-time teacher education programs

a) Are their scholarship opportunities for students in part-time teacher education programs?  
.....  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....  
.....

13. HELB Loans for students in part-time teacher education programs

a) Do students in part-time teacher education programs receive HELB Loans?  
.....  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....  
.....

**SECTION B: MANAGEMENT POLICIES IN PART-TIME TEACHER EDUCATION PROGRAMS AND STUDENT RETENTION**

14. Length of completion of part-time teacher education programs

a) Is the length of completion of part-time teacher education programs long or short?

.....  
How does this affect student retention in part-time teacher education programs?

.....

15. Entry qualifications for part-time teacher education programs

a) Are the entry qualifications for part-time programs high or low?

.....

b) How does this affect student retention in part-time teacher education programs?

.....

16. Government policies on promotion for teachers graduating from part-time teacher education programs

a) Are these policies encouraging or discouraging for students in part-time teacher education programs?

.....

b) How does this affect student retention in part-time teacher education programs?

.....

17. Number of courses taken by students in part-time teacher education programs

a) Are the numbers of courses taken per session many or few?

.....

b) How does this affect student retention in part-time teacher education programs?

.....

18. Registration process for students in part-time teacher education programs

a) Are the registration processes cumbersome?

.....

b) How does this affect student retention in part-time teacher education programs?

.....  
19. Quality assurance policies in part-time teacher education programs

a) Are there quality processes?  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....

20. Study leave for students in part-time teacher education programs

a) Are students in part-time teacher education programs given study leave?  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....

21. Time available for part-time teacher education programs

a) Is the time available for part-time enough?  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....

22. Policies for continued online learning for part-time teacher education programs

a) Do the policies for continued online learning favour all students in part-time teacher education programs?  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....

23. Effect of unstable closing dates on part-time teacher education programs

a) Does unstable closing dates of schools have an effect on part-time teacher education programs?  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....

**SECTION C: AVAILABILITY OF INSTRUCTIONAL RESOURCES FOR PART-TIME TEACHER EDUCATION PROGRAMS IN UNIVERSITIES AND STUDENT RETENTION**

24. Availability of internet services

a) Are internet services available for students in part-time teacher education programs?  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....

25. Course reference books in the library

a) Are course reference books available in the library?  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....

26. Availability of lecturers for consultation

a) Are lecturers available for consultation?  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....

27. Library operational hours

a) Is the library open as convenient to part-time students in teacher education programs?  
.....

b) How does this affect student retention in part-time teacher education programs?  
.....

28. Availability of lecturers for face-to face teaching

a) Are lecturers available for face- to-face teaching?

.....

b) How does this affect student retention in part-time teacher education programs?

.....

29. Provision of course outlines

a) Are course outlines provided for each course?

.....

b) How does this affect student retention in part-time teacher education programs?

.....

30. Presence of Updated Learning Materials in the Library

a) Does the library have updated learning materials?

.....

b) How does this affect student retention in part-time teacher education programs?

.....

31. Adequacy of lecture rooms

a) Are lecture rooms adequate?

.....

b) How does this affect student retention in part-time teacher education programs?

.....

32. Adequacy of laboratories

a) Are laboratories adequate?

.....

b)How does this affect student retention in part-time teacher education programs?

.....

33. Use of ICT by academic staff

a) Do academic staffs use ICT in facilitation of instructional processes?

.....

b) How does this affect student retention in part-time teacher education programs?

.....

34. a) Cleanliness in residential rooms

a) Are residential rooms clean?

.....

b) How does this affect student retention in part-time teacher education programs?

.....

35. Presence of fire extinguishers in residential premises

a) Do residential premises have fire extinguishers

.....

b) How does this affect student retention in part-time teacher education programs?

.....



**APPENDIX IV: The Lecturer to Student Ratios in the Universities in Nakuru  
County, Kenya in Part-Time Teacher Education Programs as Per Student  
Enrollments In 2018**

University Category	Student Enrollment in 2018	Lecturer to Student Ratio based on an average of 60 courses per session
University Y	260	1:4
University Z	980	1:16

## Appendix V: Approval Letter from Institute of Post Graduate Studies



OFFICE OF THE DIRECTOR  
INSTITUTE OF POSTGRADUATE STUDIES

Private Bag - 20157  
KABARAK, KENYA

[directorpostgraduate@kabarak.ac.ke](mailto:directorpostgraduate@kabarak.ac.ke)  
<http://kabarak.ac.ke/institute-postgraduate-studies/>

Tel: 0773 265 999  
E-mail:

26<sup>th</sup> January 2021

Verah Andati Bulima  
GME/NE/0743/05/16  
Kabarak -NAKURU

Dear Verah,

**RE: REQUEST FOR FORMAL APPROVAL OF CHANGE OF RESEARCH DESIGN FOR RESEARCH STUDY FROM CROSS-SECTIONAL SURVEY TO A CASE STUDY**

Your letter dated 26<sup>th</sup> November 2020 on the above subject refers.

We referred the matter to the School of Education Postgraduate Studies Committee and below is the Committee's response.

That, for the candidate to undertake an effective data collection without delay in this circumstance, the following MUST be done

- (i) The student should do a Case Study of Kabarak University hence revise the design from Cross-Sectional Survey Design to Case Study Design given the challenges in data collection as advised by the Supervisor -also refocus the title or topic to reflect the unit under study -Kabarak University
- (ii) The student should move with speed to collect data before the study is overtaken by events and at the same time consider revising variables that may have been overtaken by events
- (iii) The student should consider involving more instruments e.g., interview schedules and focused group discussions, provide study justification, and revise limitation
- (iv) The student collects data face to face/or online if the requirements (part students) are not available
- (v) Sampling procedures must be revised
- (vi) Statement problem should be refocused to suit the of Kabarak University
- (vii) All other sections and statements that require revision to suit the topic, scope and restatement of the objectives and hypotheses must be reworked to suit Kabarak University
- (viii) The revision of the proposal must be done and deposited at the IPGS.

**WAY FORWARD:** Prof. Fredrick Ngala and Dr. Betty Tikoko continue guiding the student to completion

  
Dr. Wilson O. Shitandi  
**Director, Institute of Postgraduate Studies**  
CC: Registrar (A&R)  
Kabarak University Moral Code

*As members of Kabarak University family, we purpose at all times to hold all places in our heart in one's heart, Jesus as Lord. (1 Peter 3:15)*



Kabarak University is ISO 9001:2015 Certified

## Appendix VI: NACOSTI Permit

 <p style="text-align: center;"><b>REPUBLIC OF KENYA</b></p> <p style="text-align: center;">National Commission for Science, Technology and Innovation          Ref No: <b>139329</b></p>	 <p style="text-align: center;"><b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b></p> <p style="text-align: right;">Date of Issue: <b>23/March/2020</b></p>
<b>RESEARCH LICENSE</b>	
	
<p><b>This is to Certify that Miss. YERAH BULIBA ANDATI of Kabarak University, has been licensed to conduct research in Nakuru on the topic: RELATIONSHIP BETWEEN SELECTED INSTITUTIONAL MANAGEMENT PRACTICES AND STUDENT RETENTION: A COMPARATIVE STUDY OF PART-TIME TEACHER EDUCATION PROGRAMS IN UNIVERSITIES IN NAKURU COUNTY, KENYA for the period ending: 23/March/2021.</b></p>	
<p>License No: <b>NACOSTI/P/20/4412</b></p>	
<p>Applicant Identification Number <b>139329</b></p>	
<p style="text-align: right;"><i>(Signature)</i>  <b>Director General</b>  <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b></p>	
<p style="text-align: right;"><b>Verification QR Code</b></p> 	
<p><b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b></p>	

### **Appendix VII: Pseudonym Representation of Universities**

UNIVERSITY	PSEUDONYM
Kabarak University	University Y
Mt.Kenya University	University Z

## Appendix VIII: Certificate of Publication





**Appendix IX: Conference Presentation Certificate**



**KABARAK UNIVERSITY**

**Certificate of Participation**

**Awarded to**

**ANDATI VERA BULIBA**

For successfully participating in the 13<sup>th</sup> Annual Kabarak University International Research Conference held on 24<sup>th</sup> October 2023 and presented a paper entitled ***“Relationship Between Cost Related Factors And Student Retention In Part-Time Teacher Education Programs In Universities: The Case Of Kabarak University.”***

**Conference Theme**

Leveraging paradigm shift in research for transformation and sustainable Development in Education in post Covid- Era.

**Prof. Frederick B.J.A Ngala**  
Dean, School of Education  
& Director Music  
Performance

**Dr. Phillip Nyawere**  
Ag. Director - Research,  
Innovation and Outreach

**Kabarak University Moral Code**

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)



Kabarak University is ISO 9001:2015 Certified

## Appendix X: Research Publication



**Journal of Education Management and Leadership**  
[ISSN 2958-1109]  
Volume: 02 Issue: 01 | November-2023



### RELATIONSHIP BETWEEN COST-RELATED FACTORS AND STUDENT RETENTION IN PART-TIME TEACHER EDUCATION PROGRAMS IN UNIVERSITIES: THE CASE OF KABARAK UNIVERSITY

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**Abstract**

This study sought to establish the relationship between cost-related factors and student retention in part-time teacher education programs at Kabarak University in Nakuru County, Kenya. Student retention in part-time teacher education programs has been a critical concern to most universities in Kenya and beyond. This study used a close-ended questionnaire, a focus group discussion and an interview schedule as the data collection instruments. The study adopted a case study design. The main sampling techniques that were used in this study were census and purposive sampling techniques. Purposive sampling was used in the selection of the part-time program, which is the main interest of the researcher, part-time teacher-education programs, as well as the university under study. The target population was a total of 261 students enrolled in the Part-time Teacher Education Program with a sample size of 155 students. The results displayed that there is a statistically significant negative relationship between cost-related factors and student retention ( $r = -0.434^{**}$ ;  $p < 0.01$ ). The study concludes that the problem of low student retention in universities is exemplified by the ever-increasing tuition in institutions, which could have a significant impact on student retention. The study recommended that universities should focus on financial aid programs from the start of student studies, particularly those from low-income families, and find ways to meet their tuition costs. This approach would lead to increased student retention at the university.

**Key terms:** Cost-Related Factors, Part-Time Teacher Education Programs, Student Retention, Universities.

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