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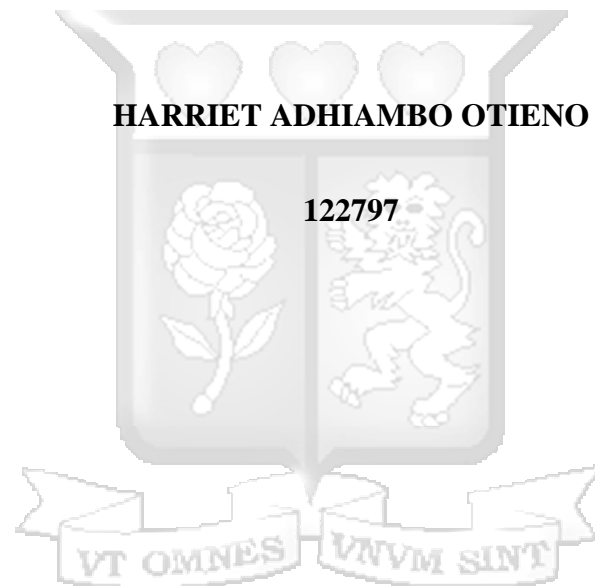
Otieno, Harriet Adhiambo  
*Strathmore Business School*  
*Strathmore University*

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**STUDENTS ADMISSION POLICIES AND THE QUALITY OF UNIVERSITY  
EDUCATION: A CASE OF KENYAN PRIVATE UNIVERSITIES IN NAIROBI  
COUNTY**



**THESIS PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR THE DEGREE OF MASTER OF COMMERCE  
STRATHMORE UNIVERSITY**

**JUNE 2024**

## DECLARATION

I hereby declare that this is my original work and has not been submitted for conferment of academic qualifications in any institution or published in other forums for any reasons. I also declare that any published material used in the production of this report has been duly cited and the author duly acknowledged

**HARRIET ADHIAMBO OTIENO**

Signature: ....  ..... Date signed: 4<sup>th</sup> June 2024

This research Thesis project has been submitted for examination with approval by the university supervisor.



**DR. OLGHA ADEDE**

**4<sup>th</sup> June 2024**

Lecturer, Strathmore University

## ABSTRACT

Worldwide, there has been an urgent need and a high demand for Higher Education due to the extensive social and private benefits attached to Higher Education (World Bank,2017). While universities are required to maintain the desired quality of education, this is sometimes not realized even as admissions continue to be critical towards attaining quality education at the universities. This study therefore seeks to evaluate the effect of admission policies on quality of University Education in Selected Kenyan Universities. The specific objectives are: to determine the effects of entry criteria, non-discrimination policy, applicant's verification and university capacity on the quality of University Education in Kenya and also to establish the effect of applicants' verification on the quality of University Education in Kenya, Kenya. The study is based on The Juran Theory as well as the RATER Model. The study adapted a cross-sectional research design to allow data collection at a specific point in time. The population of the study consisted of 324 members of University Admission Departments and members of faculty department from private universities although the study was specific to Private University of Nairobi. Stratified random sampling was also used to select respondents from the target Universities. Data was collected through structured-questionnaires. Both descriptive and inferential statistical analysis were used. Descriptive statistical analysis included mean and standard deviation, while inferential statistics was performed using Pearson's correlation and multiple regression analysis. The findings indicate that there is a positive significant relationship between all admission policy factor (entry criteria, University capacity, non-discrimination and applicants' verification) and Quality of University Education in Kenya. The study recommends that the Commission of Education and Ministry of Education provide policy directive to ensure that quality of university education is improved and that the universities produce graduates that are competitive in the labor market, the universities should consider enhancing the effectiveness of their entry criteria, observe their University Capacity and non-discrimination and ensure that applicants' verification is improved through the application of the necessary technology in order to achieve the desired quality of university education. Additionally, the private universities need to identify the various challenges in admission to ensure that all drawbacks are addressed and the universities enhance their conformity to the provided guideline in admission to ensure the quality standards of university education is maintained.

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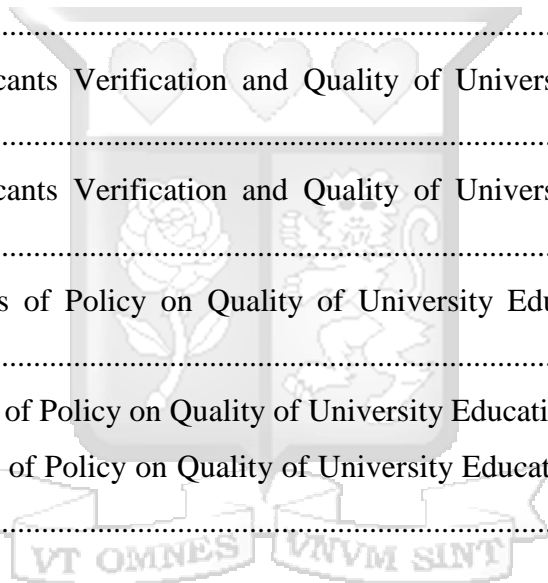
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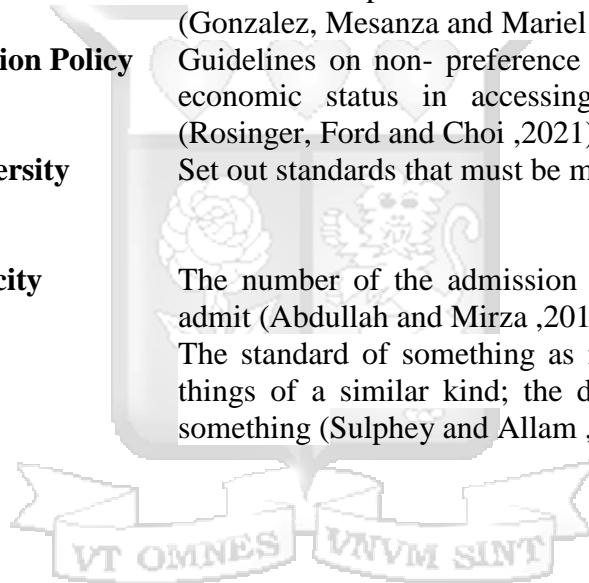
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## DEFINITION OF TERMS

<b>Applicant Verification</b>	Clarification of the applicants' documents (Vibhash ,2018).
<b>Admission</b>	The process or fact of entering or being allowed to enter a place, organization, or institution (Higher Learning Commission ,2023).
<b>Education</b>	The process of receiving or giving systematic instruction, especially at a school or university (Menser and Hughey ,2016).
<b>Entry Criteria</b>	The cut off points and the minimum requirement (Gonzalez, Mesanza and Mariel ,2018).
<b>Non-Discrimination Policy</b>	Guidelines on non- preference based on gender, race, economic status in accessing university education (Rosinger, Ford and Choi ,2021)
<b>Quality of University Education</b>	Set out standards that must be met (Allam ,2018).
<b>University Capacity</b>	The number of the admission that the university can admit (Abdullah and Mirza ,2018).
<b>Quality</b>	The standard of something as measured against other things of a similar kind; the degree of excellence of something (Sulphey and Allam ,2017).



## LIST OF ABBREVIATION

<b>APEUEQ</b>	Admission Policies and Effect on University Education Quality
<b>BMAT</b>	Biomedical Admissions Test
<b>CUE</b>	Commission of University Education
<b>DVCs,</b>	Deputy Vice Chancellors
<b>DQA</b>	Data Quality Assessment
<b>GED</b>	General Education Diploma
<b>IELTS</b>	International English Language Testing System
<b>JRCERT</b>	Joint Review Committee on Education in Radiologic Technology
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KACE</b>	Kenya Advanced Certificate of Education
<b>MOOCs</b>	Massive Open Online Courses
<b>OER</b>	Open Educational Resources
<b>OLP</b>	Open Learning Practices
<b>TOEFL</b>	Test of English as a Foreign Language
<b>TVET</b>	Technical and vocational education and training
<b>TUK</b>	Technical University of Kenya
<b>UON</b>	University of Nairobi

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Background of the Study**

Worldwide, there has been an urgent need and a high demand for Higher Education due to the extensive social and private benefits attached to Higher Education (World Bank, 2017). This has been amplified by Higher Education being a key factor in national development to compete in the global economy (Odhiambo, 2011). By 2025, the projected global demand for higher education could reach 263 million students, a significant increase from 100 million students in 2000 (Karaim, 2011).

Higher Education provides an array of benefits socially and economically as it also facilitates cohesion and economic integration in a particular country (Bexley, Anderson & Maxwell, 2008). Higher Education provides the necessary foundation required for a highly productive and professional labor force which ultimately contributes to the country's stock of skills and capabilities which in turn makes the population more competitive internationally (Odhiambo, 2016). Empirical studies show that education and the policies that facilitate the process of innovation and knowledge creation have profound effects on the quality of long-run economic growth and development patterns (Nyabuti, 2018). This has contributed to governments globally considering their agenda for higher education and in turn issues of quality assurance have been a major focus of attention (Odhiambo, 2011).

Quality is a key issue in higher education for parents, employers, researchers, the academic staff, industry, taxpayers, as well as government officials (Segers & Dochy, 1996). Higher Education stakeholders are concerned about the quality and how to ensure that quality assurance systems and mechanisms are appropriately implemented in these institutions. The Quality Assurance wave witnessed in higher education has been closely linked to the rapid expansion of higher education in recent years and to the subsequent concern on how to maintain quality in university Education (Odhiambo, 2011).

Universities across the world have provided guidelines and policies to ensure that there is effective management of the admission process. These have been done in order to observe the requirement for admission and maintain the quality of the admissions to the universities (Gonzalez, Mesanza and Mariel ,2018). In the US, one of the policies is that a prospective student joining the university must produce an official high school transcript, which is a record of the courses students have taken and the grades they have earned (Claybourn, 2022). This thorough clearance process, ensures that only the most qualified students with the necessary academic abilities are admitted to the universities. This has eventually influenced their academic performance throughout their programs. Additionally, the colleges often ask students to submit two to three referees before admission to the universities.

In Italy, the policy guideline on admission to universities require that in order to apply for the 1st cycle degree programs (undergraduate courses) in the Italian universities, the student must hold a foreign school leaving qualification or certification (higher secondary qualification) with minimum 12 years of indispensable former schooling (Schwartz ,2016). Admissions in certain degree programs are subject to certain limitations, admission exams or other aptitude tests that are conducted where scoring successfully then makes one's application eligible. These policies are either be decided by individual institutions or nationally by central admission authorities (Shaman, 2020).

On the other hand, even as Malaysian Universities seek for admission of studies from within the country, the policy guideline on the admission of local students requires that candidates will have to take an English language test to be eligible to get into universities in Malaysia. For international students, they need to have given internationally recognized tests like IELTS and TOEFL. For IELTS, the candidate should have a score of at least 500, while for TOEFL, it is set at 6(AVANSE, 2023).

Africa has not been left out in this agenda as African Universities also play a significant role in national development as they can undertake research and churn out knowledge through teaching and research required for national development. Bloom,Canning and Chan (2006) demonstrated that Higher Education plays a key role in the acceleration of the rate of growth of a country's development potential. While in many countries age is

not considered as a factor so long as one has the academic level qualification and required grade for admission for different degree program in both public and private universities, admission to the university policies requires that applicants must be at least 25 years at the time of application, must have registered for, attended and completed the University of Ghana Access Course and passed the Mature Students' Entrance Examination conducted by the University(University of Ghana, 2016).

The admission to Uganda's universities is based upon passing the Uganda Advanced Certificate of Education where one must have achieved a high pass in the require subjects for the applied degree and diploma programs (National Council for Higher Education, 2022). The admission policy to join undergraduate programs in both public and private universities also requires that a student who is over 25 years of age of any gender may apply for admission based upon mature entry admissions where also such students must have completed "A" levels. In addition to this, students who have completed diploma and certificate courses are also eligible for admission (NCHE, 2022).

Sifuna (1998) while investigating the issues in Public -University governance that contribute to the rapid expansion of university education and its impact on the quality of education asserted that among other issues the unplanned growth of university education, the disparity in admission policies across universities has led to a sharp decline in the quality of education in Universities in Kenya.

In addition to entry criteria of, university capacity, non-discriminatory policy and applicants' verification. Currently in Kenya the minimum requirement for placement to Degree programmes is a KCSE Mean Grade of C+ (plus). The policy has placed a cut off of C+ and above as the eligible qualification for placement to degree programmes across public and private universities in Kenya. Whether the implementation of this policy that reduced the minimum qualification for placement to various degree programmes from initial B+ requires further evaluation to establish the effect it had on the quality of education and grandaunts at various universities in Kenya (Advance Africa,2024).

While there are many other determinants of the quality of education, Soita and Kosgei (2019) proposed a critical examination of existing policies are critical in assessing the quality university education that include ranking of universities, employability of graduates and relevance of programs offered among other factors that must be put into consideration in assessing the extent to which the current existing policies affected the quality of higher education.

Ezati and Openjuru (2021) while evaluating the effect of admission policies that include entry grades on Academic Performance of University Students in UK through linear regression established that strict adherence to these policies have contributed greatly to the quality of education in the university. Menser and Hughey (2016) while examining the efficacy of non-traditional admission criteria on persistence to graduation among radiography students USA through qualitative and quantitative approaches established that the quality of graduates by the university was directly related to the admission efficiency that ensures that only the qualified students are admitted to the university for various undergraduate programs. On the other hand, Abdullah and Mirza (2018) evaluated the entry qualifications of students as predictors of academic performance in various degree programs in distance education setting in Pakistan. The study through case study established the management of entry process to the university was critical in determining the quality of education in the university.

Quality of university education remain critical in ensuring the country meets its human resource, innovation and technological needs. While the current admission policy has been implemented for some time, the effect that it has had on the quality of the university education has not been evaluated. Additionally, Ezati and Openjuru (2021), Menser and Hughey (2016) and Abdullah and Mirza (2018) are not Kenya specific and therefore the findings cannot be generalized. Therefore, in this study the researcher seeks to determine the relationship between student's admission policies and Quality Education in Universities in Kenya. The study was confined to university admission of academic undergraduate programs approved by the Commission for University Education only.

### **1.1.1 University Admission Policies**

Admission policies are guidelines that prescribe and define criteria for admission into all organization across many sectors (Noah, Hsu and Kalesnik,2016). It is the process of being accepted into an institution, company or an organization after submitting and application, request or interest of joining the organization or the institution for whatever reason (Claybourn,2022).

In the education sectors, there are policies that govern the admissions to universities to study different education programs. University admission is used to refer to the process from when a potential student develops an interest in entry to higher education until enrolment in a particular institution and course takes place (Harman, 1994). As stated in the CUE Handbook (2008), admissions policies prescribe the minimum requirements which apply to candidates seeking admission to universities. Admission is frequently used in both the technical and policy literature concerning student entry to higher education (Coates & Morrison,2015). It is commonly referred to as an opportunity to enter and/or use university facilities as a student. In essence, admission means the ability of members of a particular population, or sub-groups of this population, to gain entry to higher education as fully enrolled students (Dunbar,2007).

While there are policies that guide admission to universities, Klitgaard (1986) highlighted both the complex technical and political aspects of admission policies in developing countries. Admission by merit has been pointed out as one of the admission policies which entails gaining admission based on grades attained upon Secondary School completion (Shaman, 2020). On the other hand, admission to universities is also gained through sponsorship as one of the aspects of admission policies, sponsorships whether the students are government sponsored students or privately sponsored students (Hernandez,2009). Evidence on university admission and enrollment indicated that while the global gross enrolment ratio (GER) for tertiary education increased from 19% in 2000 to 40% in 2020, it is only in Africa that the ratio has remained under 20%. In Sub-Saharan Africa, the average enrolment rate currently stands at 9.4%(Kigotho,2023).

As the admission process continue to be enhanced, The Kenya Universities and Colleges Central Placement Service (KUCCPS) was established to provide policy and manage central admission services to public and select private universities for its regular (direct entry students) in Kenya. Its core mandate is to coordinate the placement of Government sponsored students in universities and colleges as per the university act and to facilitate direct entry for students that sat for the Kenya Certificate of Secondary Education (KCSE) to Universities and TVET institutions all over the country. Admission to the Universities is merit-based on the KCSE results and provide students who have obtained the agreed minimum cut-off grade for direct entry (World Bank,2017).

In addition to University admission through KUCCPS, the Universities Act No 42 of 2012 Part VII regarding Universities in Kenya and Institutions of higher Learning Central placement service ,Universities or colleges may also independently admit students to its offered programmes in line with their approved admissions criteria(GoK, 2012). Admission at both public and private universities is therefore guided by the above policies. Admission to The Aga Khan University requires that one should have a minimum admission requirement compliant with Commission for University Education standards and guidelines, 2014 (PROG/STD/09). The University inclusivity policy emphasizes for non-discrimination in the admission of academically qualified candidates based on gender, religion, race, creed, color, or domicile (Aga Khan University, 2014).

Additionally, the policy by the Commission of Higher Education and the Ministry of Education requirements for the admission to various undergraduate course in both public and private universities in Kenya are Kenya Certificate of Secondary Education (KCSE) with a Mean Grade of C+ and above or its equivalent, A Diploma from an Accredited and Recognized Tertiary Institution with a minimum of a credit , KCSE Mean Grade C (plain) or equivalent with a Post-Secondary Certificate and Diploma from a recognized institution, The Kenya Certificate of Education (KCE), East African Certificate of Education (EACE) “Ordinary Level” Division II or equivalent, plus a Post-Secondary Certificate and a Diploma from a recognized institution, The Kenya Advanced Certificate

of Education (KACE) “Advanced Level” with two Principal passes and a subsidiary or Pre-University (Commission for University Education, 2020; Amref University, 2023).

Aga Khan University (2014) stressed that the policy guidelines on minimum high school credits and academic qualification; inclusivity and non-discrimination; complete, correct and timely presentation of applicants’ facts during vetting of applicants; university absorption capacity; verification of applicants information; payment of the tuition and registration fee as provided in the offer letter, number of available slots as provided for by the institution needs to be considered in the admission process.

Both Private and Public Universities in Kenya continue to rank lowly compared to other universities globally. Currently UON the leading university in Kenya is ranked >1000 while South Africa universities 136 globally for University of Cape Town. Additionally, the highest ranked Kenyan University in Africa is at 14<sup>th</sup> position with only 5 universities from Kenya making it in the best 100 Universities in Africa (Sabatini,2023). With the implementation of the current university admission policy almost getting to tenth year, the positive or negative impact need to be evident.

Poor admission policies that compromise admission criteria and the admission process are disadvantageous to the qualities of the universities education. While there are many policies that affect the quality of education offered by the universities, this study evaluated how policies guiding the entry criteria and minimum requirement for various programs, university capacity admission guided by the university funding policies, inclusion policy that stresses on non-discrimination and the policy on the verification guidelines for applicants affects the quality of education and graduates for various programs. The policies selected, the guidelines provided by CUE Handbook (2008) on admissions policies that prescribed the minimum requirements which apply to candidates seeking admission to universities, effective verification and non-discrimination in terms of gender or race in admitting students for various education programs. The study considered inclusion policy in the universities and the policies guiding the entry criteria, university capacity and applicants’ verification. Notably, as much as the study acknowledges that there are other factors that may influence the quality of education

other than entry criteria, university capacity and applicants' verification that are proposed by the study. Ezati and Openjuru (2021); Menser and Hughey (2016) and Abdullah and Mirza (2018) highlighted entry criteria, university capacity and applicants' verification as critical on the quality of higher education.

### **1.1.2 Quality of Education**

Quality can be described as the extent to which a product or service meets its stated purposes (Sarkar, 2002). Fitness for purpose refers to the purpose and usefulness of the product (Schwert, ,2003).). Quality is also defined as how good something is compared to other similar things (Mamlet & Vandevelde, 2011). In other words, its degree of excellence (Cambridge, 2023). Quality education includes the delivery of the right content of education, in a favorable environment, with the right equipment that facilitate learning and the ability of such education to encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society (UNICEF, 2000). As universities set out to achieve quality of the education they provide through different programs, there is need to ensure that effective policies for quality management are put in place and that organizations adhere to them(Nyabuti, 2018).

Quality education includes its inclusivity and its ability to give everyone the same treatment by providing the same knowledge and opportunities and its relevance or appropriateness in providing information that can be useful for the learners' career (Claybourn,2022). Quality education works on the framework of equality and general fairness and ensures that every student learns the meaning of equality while leading a generation that does not discriminate between gender and community, and hence a better society (Teachmint, 2021).

Quality of education is measured through its efficiency and effectiveness in the development of the whole person in terms of social emotion, physical and their cognitive aspects. It is also measured in the extent to which it is able to consider the diversity and quality of learners and their background (Akkari,2017). On the other hand, quality of education should be measured on its ability to prepare a student for a job and also its ability to develop the overall personality of an individual. Quality education needs to be

evaluated on the students' capacity to extrapolate from what they know and most importantly be able to apply this creatively in novel situations to solve society challenges (UNESCO, 2011). Most importantly, the quality of higher education provision is judged by how well it meets the needs of the society, engenders public confidence, and sustains public trust (The World Bank, 2019).

Barrett, Chawla, Ukpo (2006) defined the components of education quality that can be taken to form a useful analytical framework include effectiveness, efficiency, equality, relevance and sustainability. Ranking of universities, employability of graduates and relevance of programs offered are other considerations in assessing the quality of higher education (Soita & Kosgei,2019). Recent ranking indicated that, only four leading universities in Kenya are among the 100 ranked universities in Africa with University of Nairobi (UoN) ranked at position 14, Strathmore University at 47, United State International University at 50, Jomo Kenyatta University ranked at 66th position while Egerton University is ranked 91 an indication that Kenyan University still offer competitive Undergraduate programs across the Continent (Sabatini,2023).Therefore, in order to effectively evaluate the quality of university education, this study used Barrett, Chawla and Ukpo (2006) indicators to measure the quality of education in selected universities in Kenya which include effectiveness, efficiency, equality and relevance of the education provided at these universities. Additionally, ranking of the universities will also be used along effectiveness, efficiency, equality and relevance of the education provided at these universities to measure the universities provided by the Private Universities in Kenya. The ranking was based on Academic Ranking of World Universities (ARWU) ranking of 2023 and was based Quality of Education offered(Alumni of an institution winning Nobel Prizes and Fields Medals); Quality of Faculty(Staff of an institution winning Nobel Prizes and Fields Medals, Highly cited researchers in 21 broad subject categories); Research Output(Papers published in Nature and Science (not for institutions specialized in humanities and social sciences; Papers indexed in Science Citation Index-expanded and Social Science Citation Index) );and Per Capita Performance(Per capita academic performance of an institution)( ARWU,2023).

### **1.1.3. Universities in Kenya**

University education is an indispensable element for socio-economic political and technological development world over (Republic of Kenya, 2005; 1997). Over the years, the higher education system in Kenya has grown to include more public as well as private universities (Commission for Universities Education, 2013). Mutula (2002) observed that University education in Kenya has significantly expanded since the mid-1980s. As of Kenya's independence from British colonial rule in 1963, the country did not have a fully-fledged university (Oketch, 2009).

University College, Nairobi, was a constituent of the University of East Africa with other campuses at Makerere (Uganda) and Dar-es-Salaam (Tanzania). As recently as 1984, only one degree-granting university existed in Kenya (Soita and Kosgei ,2019). The University of Nairobi was established by an act of parliament in 1970. Kenya College which was regarded as a diploma awarding college of education was elevated to a constituent college of the University of Nairobi under the name Kenyatta University College. A presidential working party recommended the setting up of a second public university which then led to the establishment of Moi University in 1984. Due to the same demand for university expansion and underlying notions of political expediency three more universities were set up namely Kenyatta University, Egerton University, and Jomo Kenyatta University of Agriculture and Technology. Two other Public Universities have since emerged from that time to the present namely Maseno University and Masinde Muliro University (Commission of Higher Education,2021).

Alongside the growth of public universities has been the establishment of private higher education institutions. As witnessed in the rest of the world private universities in Kenya are growing at higher rates than public universities (Awiti & Scott, 2016). The growth of private universities has been influenced by the diminished confidence in public higher education institutions ( Oketch, 2003). The resources for government funding of Kenya's universities have been inadequate and unreliable, with the Kenyan Government funding of public universities through annual budgetary allocations unable to meet the financial needs for the universities. Many public universities have been operating under financial distress (Tunje and Muschelwicz, 2020).

According to The Universities Act, No. 42 of 2012, the Commission for University Education (CUE) was found as the successor to the Commission for Higher Education. It is the Government office commanded to direct university training in Kenya. The Commission has made incredible steps in guaranteeing the maintenance of standards, quality, and relevance in all parts of training, University education and research. The Commission proceeds to standard quality confirmation in higher learning institutions by encouraging persistent improvement in the quality of programs and Universities (Mukhwana, 2016)

In order to increase access to university education, The Kenyan Constitution requires that every county with a thresh-hold should have a University. Currently, there are Seventy Four (74) Higher Learning institutions, Thirty-One (31) Public Chartered Institutions, Seven (7) Public University Constituent Colleges, Twenty (20) Private Chartered Universities, Three (3) Private University Constituent Colleges, and Thirteen (13) Higher Learning Institutions that are operating with Letters of Interim Authority(CUE, 2022). This study focused on 14 Private and 2 Government universities in Nairobi, as it is home to many of the Universities in the country and therefore the findings was representative of the university situation in other areas. because these institutions have adopted government admission policies and their own admission policies.

## **1.2 Statement of The Problem**

Expansion in higher education experienced by many countries has highlighted the dichotomy between quality and quantity of education (Malechwanz & Mbeke 2016). Kenya is no exception to this dilemma. Quality improvement has therefore emerged as one of the most important issues in global higher education policy. In Kenya, the higher education sector has expanded greatly both in terms of the number of institutions and in student enrolments. In the academic year of 2022/2023, there were close to 563 thousand students enrolled in universities in Kenya. The number increased from roughly 562.1 thousand in 2021/22(Cowling,2024). Enrolment at public universities dipped for the first time in three years in a period that saw the intake at technical colleges offering diploma

and certificate courses increase 22 percent. The number of institutions of higher education in Kenya has also expanded from one institution, the University of Nairobi (UON) in 1970 (Sifuna 2010) to seventy- one universities comprising thirty-five public universities and thirty-six private universities in 2017 (CUE 2017). Ogeto (2015) contends that the high student enrolment in universities has led to a shortage of facilities and services. Hence, provision of quality education is questionable.

In this specific situation, inquiries concerning graduate employability and quality remain at the center point of advanced education approach in many nations (Altbach, Rumberg and Reisberg, 2009). While concerns with quality and relevance in high education institutions are not new, over the last 25 years, more comprehensive and systematic approaches to control and enhance them had been introduced in many countries. By 2019, Kenya was facing hurdles of rising demand for university education with limited vacancies in the institutions coupled with lack of 9 resources as well as limited policies (Menser & Hughey,2016).

Greenbank (2006) conducted a study on institutional admission policies in higher education in the United Kingdom. The study used documentary evidence and interviews with institutional policy makers to examine Higher Education Institutions admission policies and the rational underpinning them. The study established that admissions policies owed more to the nature of demand than attempts to widen participation. Old universities tend to ask for high A-level grades and were skeptical about the value of vocational qualifications, but demonstrated a willingness to be more flexible where there was a low demand for courses (Sulphrey & Allam,2017). Less prestigious institutions tend to recruit more students from working class backgrounds because of the markets they were able to recruit in rather than because of their widening participation policies (Obwoye ,2018).

A study by Okoroma (2008) evaluated the admission policies and the quality of University Education in Nigeria. The study adopted the survey method which involved administering copies of a questionnaire to 384 respondents sampled from eight (8) Universities in the South-South zone of Nigeria was conducted. The study used ‘Admission Policies and Effect on University Education Quality (APEUEQ)’ in gathering

data after validation. The chi-square data analysis method was applied. The findings showed that all the parameters of interest have contributed to the reduction of the quality of university education in Nigeria.

Locally, a study by Soita and Kosgei (2019) conducted on Admissions Policy for Higher Education: Experience of Quality Education in Selected Universities, in Kenya used the simple random sampling technique that target population of 236, where 116 respondents were top managers while 120 respondents were students. The study established that there was a positive and statistically significant relationship between admissions policy and access to quality higher education.

Effective admission policies are critical in ensuring that qualified and right number of students are admitted to the Universities in Kenya in order to ensure that the quality of education is not compromised in the institutions of higher learning. The studies already undertaken have focused on different concepts, contexts, methodologies and have divergent findings. The above study did not only focus on private universities but cannot be considered as exhaustive and cannot be generalized the proposed study. This study sought to close the gap by seeking to establish relationship of admission policies on quality of University Education in Kenyan Universities with focus on universities with their main campuses located in Nairobi. The study therefore employed a different methodological, contextual and conceptual approach and used entry criteria, university capacity, non-discrimination policy and applicants' verification as predictors of quality of University Education in Kenya.

### **1.3 Objective of The Study**

This section presents the general and specific objectives of the study

#### **1.3.1 General Objective of Study**

The relationship between student's Admission Policies and Quality of University Education in Private Universities with their HQ in Nairobi, County.

#### **1.3.2 Specific Objective**

- i. To establish the effects of entry criteria on the quality of University Education in Kenya.
- ii. To determine the effect of university capacity on the quality of University Education in Kenya.
- iii. To establish the effect of Non-Discrimination Policy on the quality of University Education in Kenya.
- iv. To determine the effects of applicants' verification on the quality of University Education in Kenya.

### **1.4 Research Questions**

- i. What are the effects of entry criteria on the quality of University Education in Kenya?
- ii. To what extent does the university capacity affect the quality of University Education in Kenya?
- iii. What are the effects of Non-Discrimination Policy on the quality of University Education in Kenya?
- iv. What are the effects of applicants' verification on the quality of University Education in Kenya?

### **1.5 Scope of the study**

The study was based on the effect of admission policies on quality of University Education in Kenya with focus on the Universities with their Main campuses in Nairobi. The study focused on entry criteria, university capacity, non-discrimination policy and applicants' verification policies. There are 36 Private Universities registered in Kenya, and the study will target 14 Private Universities with their headquarters in Nairobi thus ease of reaching the Senior managers with relevant information. The study employed

quantitative methods and through descriptive study approach, the study collected data through questionnaires from the Quality Assurance, Admissions and DVC's offices in the targeted universities. A spot check carried out in the 14 Universities show that they have these departments in common. The study was conducted between March and April 2024.

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

To the policy makers, the findings and recommendations of the study may be used to formulate policies and advice on selection framework and criteria only the qualified students for various diploma, degree, Masters and PhD programs are selected. The recommendation will help KUCCPS Commission of Higher Education and the Ministry of Education in improving their selection process for student wishing to study various diploma, degree, Masters and PhD programs at various Universities.

To the management of the both Public and Private Universities, the findings and recommendations of the study may provide insights that how to improve admission to these Universities and ensure that only the qualified students for various diploma, degree, Masters and PhD programs are selected. This will also ensure that the universities enhance their internal verification policies when admitting students for various diploma, degree, Masters and PhD programs.

To the future researchers and academicians, the findings can form a basis upon which further research on the effect of admission policies on quality of university education in universities. This also established the extent to which admission process have an effect on the overall quality of education at the various universities in Kenya and the region at large.

### **1.7 Chapter Summary**

This chapter includes the introduction to the study, the statement of the problem, research objectives and questions and the scope to be covered by the study. The chapter also includes the Significance of the Study to various parts.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter sought to assess and consider opinions, knowledge, attributes and results of different researches conducted before by different scholars and institutions to analyze the relationship between student's Admission Policies and Quality of University Education in Private Universities with their HQ in Nairobi, County. This chapter evaluates past relevant literature by various researchers to explain the the relationship between student's Admission Policies and Quality of University Education in Private Universities with their HQ in Nairobi, County. The chapter covers the theoretical framework, Empirical Review on Admission Policies factors, Conceptual Framework and Summary of the Chapter.

#### **2.2 Theoretical Framework**

This is the theoretical foundation of the research. The section covers relevant models and theories that inform the research. Specific parts of the section include the Juran Theory and RATER Model used to illustrate the importance of admission in attaining quality education in universities in Kenya. The two theories of The Juran Theory and RATER Model were selected for this study due to their appropriateness and relevance to this study.

##### **2.2.1 The Juran Theory**

The theory was fronted in 1904 by Joseph Muran, an engineer and Romanian lawyer who started his career as an advisor in Japan, where he received several merits due to his help in the development of the country. The theory posits that to achieve the highest quality in the products or services of a company, it is necessary to work on five points: First one has to realize the dangers of having a low quality given that one has to properly identify what disadvantages one has to offer a service of poor quality; secondly adapt the product to the use that is going to be given and therefore one must be focused on being as useful as possible for customers; thirdly achieve conformity to previously defined quality standards and therefore, entrepreneurs must be in constant communication with their customers to

know if the products created were what they wanted. In this way, the company can know if the product or service has met the expectations of the buyer.

The fourth is the application of constant improvement where once a product or service has been completed, it must examine how it has been done. In this way, the next version of the product may have the errors improved, so that we will always continue to advance more in the way of quality. Lastly, the company must consider quality as an investment. Juran believed that quality was the most important part of all business since it brought many benefits to him. Although it may be difficult to achieve the highest quality in what is done, with it the company gets loyal customers, increases profits, and is more competitive than rival companies.

In addition, the theory includes what is now popularly known as Trilogy of Juran where Juran created three steps that must be followed to achieve the highest possible quality in all companies. The first step is to Plan quality when if one is to achieve the best results, one must work on the following points: know who the customers are and what they need specifically, develop a product that meets those needs, plan how that product is going to be carried out, and communicate this plan to the client. the team responsible for producing it; the second step is QA is to monitor that it is being done in the best way where one must consider three points that include evaluating the behavior of the product in the real world, comparing it with the previous specifications, and work to eliminate the differences.

The last step is Quality improvement where once a product has been created; a series of steps must be taken to ensure that the next time the process will be even more efficient. These steps towards quality improvement are creating the infrastructure that allows improvement, identifying specific points where there may be an increase in quality, assigning a team of experts to this task, and providing them with all the resources and training they may need to carry the Quality of the product created to the next level.

In applying this theory to our study, the study consider admission as critical in maintaining high quality education, enhancing the usefulness of the education to the

customers and the conformity to defined quality standards of university education. The theory also emphasizes the need for constant feedback in maintaining the right quality of services and last the ability of the services provided in meeting the expectations of the buyer.

The need to provide quality in the ever-increasing competitive sector as new players from the private universities compete for opportunities in the sector is therefore critical. Proper admission of the right students is critical in attaining the quality of education anticipated by the private universities. The private universities face a more difficult challenges as they compete for students especially the government sponsored. Proper admission ensures that the most qualified applicants are admitted to the private universities to take the various programs. This theory helps to understand quality of education which is the dependent variable of the study.

### **2.2.2 RATER Model**

The RATER Model was created by professors Zeithaml et al (1990) who emphasized on the importance of Delivering Quality Service. The model which is a simplified version of the SERVQUAL Model, highlights five areas that customers generally consider to be important when they use a service. They include reliability which is whether the company can provide the service you have promised consistently, accurately, and on time; assurance which is whether the knowledge, skills, and credibility of staff; and their ability to use this expertise to inspire trust and confidence; that include whether there is the physical evidence of the service provided by the company that may include offices, equipment, employees, and the communication and marketing materials that you use. The other includes empathy which refers to the relationship between employees and customers and responsiveness which includes whether the company can provide a quick, high-quality service to your customers.

By focusing on these five areas, one can analyze and improve service. A good way of using the RATER Model is to carry out a Gap Analysis using each of the five dimensions to come up with a plan for improving the way that they serve their customers. The organization needs to identify the following in each of the five areas that include the

future state or where the company wants to be to provide exceptional service, the current situation or how the company currently provides its service and the next actions which include how the company will move from the current situation to their future state.

In applying this to the study the universities need to establish where they want to be to provide exceptional educational service, how they are currently providing their service and the next actions which include how the universities will move from the current situation to their future state. The theory stresses on the need for reliability, consistency, accuracy, timeliness of the admission as a predictor and determinant in providing quality university education. Additionally, the theory stresses on the need of a physical evidence of the admission service provided and the responsiveness of the admission services provided by the private universities. The need to establish the critical significance of admission in ensuring that they select deserving students, they maintain the number of students that do not compromise the quality of the education they provide and that their admission is as inclusive as possible for the desired quality output.

In application to this study, The Juran Theory and the RATER Model both emphasize on the need of quality in operations, therefore in relations to this study proper admission in ensuring that the most qualified applicants are admitted to the universities to take the various programs. They emphasize the critical significance of admission in ensuring that they select deserving students, they maintain the number of students that do not compromise the quality of the education they provide and that their admission is as inclusive as possible for the desired quality output in private universities that are facing competition from their public counterpart. The Juran Theory and the RATER Model helps to understand quality of education in the private universities which is the dependent variable of the study and admission policy as a determinant of quality of university education in private universities.

### **2.3 Empirical Review**

This section presents past studies on the effects of various admission policies on Quality of Education. The study was guided by a study by Akkari (2017) that focused on efficiency and effectiveness, relevance and inclusivity.

### **2.3.1 Entry criteria and Quality of Education**

Entry criteria that is critical in the admission to the universities is the requirement that is needed before one is admitted for various certificate, diplomas, under graduate programs and post graduate programs (Wanyama ,2021).

Gonzalez, Mesanza and Mariel (2018) conducted a study on the determinants of international student mobility flows in the Erasmus program. The study through an empirical study evaluated the requirements, admission and admission criteria for the Erasmus program. The study while evaluating different policy guidelines on admission verification before admission is established apart from the minimum grade requirement the applicants for programs are required to undergo the Biomedical Admissions Test (BMAT) which is part of the assessment for admission to several educational programs.

University of Dundee (2021) evaluated the application of the student recruitment and admissions policy. The study evaluated the Admissions Cycle of 2021/22 and 2022/23. The study through both qualitative and quantitative methods established that part of the university's assessment is to ensure that all applications and qualifications received are genuine and in line with UK Government Requirements. The results indicated that if an applicant's application is deemed to be fraudulent in any way their application will be withdrawn. Additionally, the university policy provides guidelines to ensure fair and transparent admissions procedures at the start of any academic year.

Another study done by Schwartz (2016) sought to assess the fairness in admissions to institutions of higher education. The study used a case study review approach to evaluate the fairness in Admissions to Higher Education in the UK. The evaluation that focused on a special steering group and representatives from higher education agencies collected data from both the students admitted to various faculties and the various universities in the UK. The study established that some universities seek to recruit the best possible students regardless of background and therefore there is a need to evaluate beyond examination grades as equal examination grades do not necessarily represent equal potential. The respondents agreed that universities and colleges should consider the obstacles an applicant might have had to overcome.

South African GED graduates who graduated prior to 2019 may be considered for admission provided they qualify for an exemption certificate issued by USAf and comply with university admission requirements, as well as faculty subject requirements. The study used secondary data from different universities. South African GED graduates who graduated after 2019 cannot be considered for admission to UP as the diploma is not accredited by USAf and will not be considered for exemption. Applicants from the USA who completed the GED may apply for a Foreign Conditional Exemption certificate issued by USAf accompanied by their NBT or SAT/TOEFL/IELTS results (The Faculty of Engineering, Built Environment and Information Technology requires both)

University of Ghana (2021) on the entry criteria criteria for University of Ghana. The review of available secondary data on admission in the universities in Ghana. The study established that applicants must have a background in required subjects to be admitted for different master programs in universities in Ghana. The findings of the study established that one of the requirements for a Master's program is a good first degree, preferably second class lower or better (or a Final Grade Point Average of at least 2.0), in a relevant field of study at the University of Ghana or any recognized/accredited University. Additionally, the findings of the study established that applicants with third class may be considered for admission based on work experience and other qualifications.

A study by Aciro, Oriangi, Onen and Malinga (2023) assessed the Relationship between Entry Grades of Students Admitted to Public Universities in Uganda under Direct Entry Schemes and Their Academic Performance. The study evaluated the impact of admission policy on the performance of university students. Employing retrospective cohort analysis that used both Descriptive and Pearson correlation methods revealed that the strict entry criteria for various programs influenced a significant relationship between entry scores and students' academic performance for those admitted on national merit, district quota, affirmative action schemes and private sponsorship schemes in four university programs. However, there was no significant correlation between entry scores and students' academic performance in the Bachelor of Medicine and Bachelor of Surgery programs and therefore need to revisit the policy on admission criteria.

Nkuyubwatsi (2020) investigated the policy environment for opening up public higher education in Rwanda. An interview was conducted with a leader/policy maker at the University of Rwanda and three policy documents were analyzed. The qualitative analysis methods based on study objectives indicated that existing policies were unlikely to inform practices that contribute to opening up higher education. Related policy documents were decontextualized in some aspects. The findings and recommendations are particularly important to policy makers and institutional leaders who are interested in opening up higher education in Rwanda and other settings.

In Kenya, Nyabuti (2018) reviewed students' admission policies for quality assurance and Quality Education in Kenyan Universities. The study through a literature review assessed several related literatures to establish the effectiveness of the admission process to public universities in Kenya. The study established that in addition to grades attained in Kenya Certificate of Primary Education (KCSE), faith-based and private universities tend to consider the religious faith of students before accepting or rejecting applications for admission.

Soita and Kosgei (2019) evaluated the admissions Policy for Higher Education and access to quality Education in Selected Universities in Kenya. The study targeted population in this study was 236, where 116 respondents were top managers while 120 respondents were students. Simple random sampling technique was used to select students who participated in this study. The questionnaire was used on the Admissions Officers, Deans, DVCs, DQA, finance officers, HODs, and the interview schedule was used on students. Data was analyzed using both descriptive and inferential statistics. The study established that there was a positive and statistically significant relationship between admission criteria, course cut offs and quality of graduates that attend various undergraduate programs.

Mureithi (2018) conducted a study on sustainable interventions for equity in the accessibility of university education in Kenya. The descriptive study used structured questionnaire from admission staff from selected universities in Kenya. The study established that the universities in Kenya ensured that the selection criteria was based on students' performance at the secondary education. The study also established that in order

to ensure that only applicants who meet the eligibility requirements for admission will be considered for admissions to a program and ensures that the University maintains academic excellence by admitting those who are capable of following academic programmes.

The studies have highlighted the various aspects of admission criteria to show the significance of admission criteria to quality of university education. While the studies indicated above have covered the various aspects of entry criteria and quality of education, the study have not indicated clear relationship between entry criteria and quality of education. Although some of the studies employed some of the proposed research methods, the studies are not specific to Kenya and therefore the findings cannot be generalized.

### **2.3.2 University capacity and Quality Education**

As demand for university education increases in Kenya, the capacity and available facilities for various undergraduate programs and post graduate programs is crucial for individual universities even as they admit students graduating from secondary education (Nyongesa ,2017).

Abdullah and Mirza (2018) conducted a study on the university capacity as a predictor of academic performance in various degree programs in distance education settings in Pakistan. The study targeted the Deans of various schools and heads of departments for various programs offered by public universities in Pakistan. The qualitative study interviewed the targeted respondents. The results indicated that although the government has committed immense resources to ensure the provision of education for their citizens, and put in place policies towards ensuring that university education is made accessible to the generality of their citizens, the Universities need to maintain the capacities that they can manage to provide quality education.

Narita (2019) conducted a study on the relationship between admission criteria and student success in associate degree radiography programs at The State University of New Jersey. The study targeted 437 associate degree-granting radiography programs listed as accredited by the JRCERT. Data was gathered from the JRCERT database, program

and/or institution website, or the NCES College Navigator website. The study established that while accepting applicants with the highest probability of success is a priority for admission committees in institutions of higher education, the university's capacity to absorb the number of applicants is crucial as this eventually affects the quality of education provided by the university. The findings of the study that for programs with limited capacity, selecting candidates with the greatest potential for successful completion of the program and becoming eligible for employment is crucial.

Another study by Ezati and Openjuru (2021) reviewed the Entry Grades and the Academic Performance of University Students in Indonesia. The systematic review included 59 articles that were drawn from different online electronic databases including, among others, the Free Scientific Publication, Worldwide Science.org, and the Directory of Open Access Journals (DOAJ) from across the world. The studies among others pointed out that the university's capacity to offer various programs and the need to only admit the number of students that the university's capacity can handle was critical factor determining the overall performance of students admitted at various universities.

Allam (2018) conducted a study on the students' perception of quality in higher education. The present study intended to explore students' perceptions of quality in higher education in terms of curriculum content, learning and teaching experiences, institutional resources and outcome and assessment. A total of 91 students were randomly selected from the business and engineering colleges within Prince Sattam bin Abdulaziz University. The data were analyzed using descriptive and inferential statistics. The findings revealed that among the institutional factors affecting the quality of education at the university is over-admission beyond the university's capacity.

Higher Education Council (2014) evaluated the effectiveness of the strategies of enhancing academic programmes delivery through Open Distance and eLearning in all tertiary education institutions in Rwanda. The secondary data review of the related literature on tertiary education in Rwanda, established that despite the inability to include a huge number of underprivileged learners in the higher education system due to limited capacity to hold more students, lack of political goodwill to advance open, distance education and eLearning among key priorities has been experienced in the

country. The study advised on Massive Open Online Courses (MOOCs), open educational resources (OER), open learning practices (OLP), open educational practices (OEP) policies that to enable OLP and OEP in the country.

Agbu, Mulder and Cane (2016) evaluated the best of two open worlds at the national open university of Uganda. The study descriptive study used direct interviews to collect necessary data that focused on the selected staff in institutions of higher education in Uganda. The study established that the growing number of learners in need of higher education in Uganda has not been serviced due to lack of capacity of the higher education institutions despite political rhetoric on the use of Open Distance Learning in the Uganda. The findings of the study indicated that the real practices that open up higher education in this setting have been lacking, and existing policies seem not to have been developed to catalyze those practices.

Ogeto (2015) evaluated the effects of high student enrolment on the shortage of facilities and services in public Universities in Kenya. The commentary review was based on assessment of data from various public university across the country. The study highlighted despite the growing number of private universities in Kenya and an increase of associate colleges offering undergraduate course across the country, the country universities are still not able to absorb all the students seeking admission for university education in the country. The study further highlighted that high student enrolment in universities exacerbated by high enrolment of self-sponsored students has led to a shortage of facilities and services.

Another audit by CUE (2017) assessed the quality of Universities program in Kenya. The study by Commission of University Education on leading universities in Kenya included an evaluation of courses and employability of graduates under different under graduate programs. The study used data from Higher Education Loans Board and other government agencies to assess number of graduates that were on employment. The study established that although the number of graduates had increased due to number of higher education institutions in Kenya capacity that has expanded from one institution, the University of Nairobi (UON) in 1970 to seventy-one universities comprising thirty-five

public universities and thirty-six private universities in 2017, a good number of graduates were not employed.

Wanyama (2021) evaluated the government policies on admission into science and technology bachelor degree programmes and impact on students' participation in public universities, Kenya. The study employed descriptive survey design to target 31 public Universities, 3179 students in Veterinary and Manufacturing Engineering Programmes. The findings of the study established that while Universities receive capitation depending on the type of programs and the number the available facilities per university can hold, most universities have been forced to reduce on the number of their enrolment numbers in a number of programs due to reduced capitation even as much as they may have the necessary facilities. Additionally, some Universities received decreased capitation because they offer more non-science programs thereby reducing on the total number of students they can admit.

The studies have highlighted the importance of university capacity to admission criteria to quality of university education. Although the studies indicated above have covered the various aspects of university capacity and quality of education, the study have not indicated clear relationship between university capacity and quality of education. Additionally, as much as some of the studies employed some of the proposed research methods, the studies are not specific to Kenya and therefore the findings cannot be generalized.

### **2.3.3 Non-Discrimination Policy and Quality Education**

Inclusion and less discriminatory critical in the admission to the universities is the requirement that is needed before one is admitted for various certificate, diplomas, under graduate programs and post graduate programs (Nyongesa (2017)).

Kelle University (2016) evaluated the Policy for Processing UK/EU Applications where applicants will be under 18 at the start of the Programme at Keele University. The study established that policy prohibits direct and indirect discrimination, harassment and victimization on the grounds of age. Keele University therefore does not operate a minimum or maximum age of entry in its admissions criteria. However, as established by

the study anyone under 18 years of age is, as a matter of law defined as a child; and the University recognizes it has an enhanced duty towards children.

Menser and Hughey (2016) evaluated the Selection and Admission Policy (MPF1295) at Melbourne University in Australia. The study used document review approaches to establish the effectiveness of the Selection and Admission Policy. The evaluation established that the policy has provided a framework to ensure the integrity of selection and admissions decisions, set clear responsibilities and accountabilities for selection and admissions decisions; and ensure that selection and admissions processes are transparent and decisions are consistent and fair.

Rosinger, Ford and Choi (2021) the role of selective college admissions criteria in interrupting or reproducing racial and economic inequities. The study used panel data from 2008 to 2016 and random effects analysis. The findings of the study established that selective colleges have increasingly considered a variety of factors, such as academic rigor, extracurricular, essays, interviews, recommendations, and background characteristics, alongside traditional academic factors in determining who is admitted. While these efforts have been hailed as a strategy to expand access to selective higher education for talented students from racially and economically marginalized backgrounds, this may only favor students from socially privileged families.

A study by Sulphery and Allam (2017) evaluated the effectiveness of the undergraduate Admissions Policy at Imperial College. The study used data assessment and review methods to evaluate the evaluation criteria and the quality of the students selected for various undergraduate programs. The study underlined that the rigorous evaluation procedure is intended to benefit students of high ability, regardless of their Ethnic or national origin, religion, politics or gender by our Equal Opportunities Policy

The study also found that, in pursuit of its goal of excellence, the institution strives to adhere to a thorough equal opportunities policy that ensures that no individual is discriminated against, from the first point of contact to graduation. Academic competence, motivation for study, and interest in the subject area are all considered when making an admission decision.

Ndayishimiye and Ntirenganya 2017) evaluated the extent to which Digital and Open Scholarship increased accessibility to education in Rwanda. The study through review of the Universities in Rwanda assessed the percentage transition of students of the academic year 2014. The document review included slots allocations to various students and the percentage admission documents. The study established that 42.7 percent of learners admitted at this university based on their high performance in national exams were unable to register and attend higher education in 2014/2015, because they had been denied student loans. The study established that following this, the affiliation with this university, which is established as a threshold to access the electronic resources, was denied to these underprivileged learners.

Umwungerimwiza (2017) assessed the effect of Digital e-learning and Open Learning on the University education accessibility in East Africa, the study used literature review of related studies and the university admission data from Universities in Uganda and Rwanda. The comparative study established that the underprivileged learners who are excluded from the higher education system but are willing to engage in open learning based on openly licensed resources would be able to access and those who have developed competencies needed for qualifications for university education would be admitted to the tertiary institutions for e-learning. The study also established that the studied awarded with credit and qualifications from other tertiary institutions would be admitted to the universities through credit score system.

Obwoye (2018) evaluated the factors affecting quality education in Kenyan Public Universities. The cross-sectional descriptive study targeted University Dean and various departmental staff used both structured questionnaire and interviews to collect data from the respondents. The study established that there was less inclusivity to higher education and that it was not equally accessible deserving students. The study advised that if admission to higher education was done in an equitable manner, quality education would be realized. This was to be done in accordance with availability of physical facilities like space, reading materials in libraries, adequate number of lecturers and lecturer-student contact hours was to be increased among others

Onsongo (2017) carried out a study on implications for gender equity in higher education in Kenya. The study used qualitative and quantitative methods in the collection and analysis of data. The findings of the study established that although, the universities have put in place some strategies to advance the interest of certain groups of women and ignore others, particularly those who do not meet minimum university entry requirements. The affirmative action strategies used in the three countries in the region especially in the early 2000 led to some change in the numbers of women gaining access to university education.

Wanyama (2018) evaluated the gender equality in the access to medicine and engineering undergraduate programs. The study used both qualitative and quantitative methods to collect data from the education staff and the students in the targeted faculties. The study established that, there has an increase in the number of female students admitted to the University in Kenya for a number of courses after the use of affirmative action. The study also established that in the science programmes, however, very few women qualified even after lowering the cut-off points.

The above studies have highlighted the importance of non-discrimination to admission criteria to quality of university education. As much the studies indicated above have covered the various aspects of non-discrimination and quality of education, the study has not indicated clear relationship between non-discrimination and quality of education. Moreover, as much as some of the studies employed some of the proposed research methods, the studies are not specific to Kenya and therefore the findings cannot be generalized.

#### **2.3.4 Applicants' verification and Quality of Education**

Effective verification of the documents required for admission ensures that only the students that are qualified are admitted for the undergraduate and post graduate programs. This should not only lay emphasis on the academic qualification but also the verification of personal documents such as identification and another necessary document (Nyongesa, 2017).

Higher Learning Commission (2023) evaluated the verification procedure and methods for university admission in the US Universities, colleges and institutions of higher learning. The review of admission criteria from the targeted universities and policy guidelines on university admission criteria indicated that most universities had complied with the provisions of the policy guideline by the HLC. The study through quantitative and qualitative methods established that these universities and colleges are employing new or other technologies and practices that are effective in verifying the identity of students. Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services among others.

Aydin (2015) conducted a study on the University Choice Process. The study reviewed available literature on the admission process in universities. The study through a review of secondary data available employed qualitative methods to evaluate the available literature. The study established the models and factors affecting the process established that while the following nine main factors (reference groups, families, reputation and attributes of universities, personal factors, location, postgraduate job prospects, university fees, financial aid/scholarship, and information sources) that have an impact on the choices of students an independent choice of a university, the different university admissions have put in place policy selection guidelines for student admission to various education programs.

Vibhash (2018) evaluated the challenges and opportunities in the higher education system in India. The descriptive study collected primary data on the challenges and opportunities in higher education in India. Through direct interviews, the respondents, among others, were asked about the admission challenges. The study through qualitative methods. Indicated that high requirements where applicants should show evidence of financial support and proof of admission to a full-time regular academic course in a reputed or recognized educational institution in India were a hindrance, especially for students from poor backgrounds. Additionally, the study pointed out that verification of the applicant's

"No Objection Certificate" from the Ministry of Health for admission for students seeking a medical or paramedical course was seen as not important.

Sam-Amoah, Yawson, Agyeifrimpong and Abole (2016) evaluated the Status and Challenges of the Higher Agricultural Education Sector in Ghana. The study focused on five main public universities in Ghana, the study comprised a desk research and interviews with key officials of selected institutions. The study established that as the challenges for higher education in Ghana increases, the universities have been faced with a number of challenges that include inadequate number of lecturers and technicians and thereby making learning largely passive with few practicals and limited field trips due to funding constraints, the universities have intensified its admission and the verification process of the applicant to ensure that only highly qualified students get slots the technical courses that are highly competitive.

Shibru, Osivu and Aklilu (2016) evaluated Higher Agriculture Education in Ethiopia. The study through descriptive study focused on the Current Status and Future Prospects. The study employed a desk review of literature, key informant discussions and focused group discussions. Through descriptive analysis, the study established that while universities in Ethiopia have intensified the verification process for various programs for students pursuing different undergraduate and post graduate programs, the government new admission policy calls for 70:30 intakes into science and technology programmes and social sciences and humanities at Bachelor level is a bid to encourage students to take technology and sciences-based courses. The allocation of the students to Universities and programmes is managed centrally by the government by considering the space available for each programme in the University and students' preferences.

Nkuyubwatsi (2016) assessed the Outcome of Constructive Alignment Between Open Educational Services and Learners' Needs, Employability and Capabilities Development. The study focused on the Heutagogy and Transformative Migration Among Underprivileged Learners in Rwanda. Through descriptive research that interviewed university admission staff and the Ministry of Educations established that the heightened debate on the need to promote open and distance learning, unfortunately this permeates

some official documents to be used that are not consistent with the documents at the ministerial and government levels therefore calling for joint verification process and enabling policies that bring together institutions of higher learning and the various ministries and government agencies. It is in this context that proper investigation should be done on the viability and quality of open distance education in Rwanda.

Chang'ach (2014) conducted a study on the centrality of character and integrity education in Kenya's Institutions of Higher learning. The study targeted staff from the admission section from various academic departments in the school of business drawn from religious-owned universities in Kenya. The study through qualitative methods, interviewed respondents from selected religious-owned universities and private universities in Kenya. The study established that religious private universities consider the religious background of the applicant, unlike the public which mainly insists on the mental aspect of learners to the detriment of other aspects which does not promote holistic development of learners.

Gudo and Olel (2011) conducted a study on the Students' Admission Policies for Quality Education in Kenyan Universities. The study through descriptive study to evaluate policy implementation towards quality of higher education in Kenya and used semi-structured questionnaires to collect data from the targeted admission staff from selected universities in Kenya. The descriptive analysis that was based on the study objectives established that the university selection and verification process include verification of the authenticity of the academic certificates.

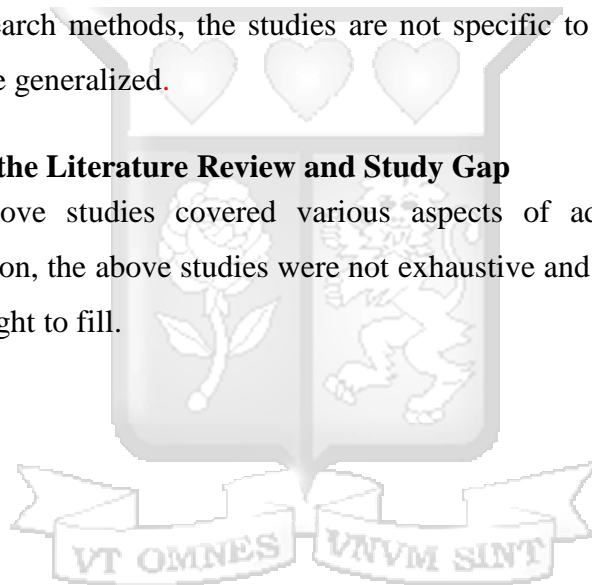
Nyongesa (2017) assessment the fairness in the admission of government and private sponsored students to Universities in Kenya. The descriptive study used structured questionnaires to collect data from students of University of Nairobi pursuing different undergraduate course. The study established that perceived less rigorous evaluation criteria and preferential treatment of the self- sponsored may compromise quality, thus leading to imminent threats to higher education in Kenya. The study pointed out that performance in the exams is the most critical determinant of students' progression for

further studies including university education and given the very stiff competition for places for employment and further education it is imperative that the evaluation for admission to the universities is done properly and that objectivity and fairness be the overriding concerns in allocation of these places.

The studies covered above have pinpointed the significant effect of applicants' verification in ensuring quality of university education. As much the studies indicated above have covered the various aspects of applicants' verification and quality of education, the study has not indicated clear relationship between applicants' verification and quality of education. Moreover, as much as some of the studies employed some of the proposed research methods, the studies are not specific to Kenya and therefore the findings cannot be generalized.

#### **2.4 Summary of the Literature Review and Study Gap**

Although the above studies covered various aspects of admission and quality of university education, the above studies were not exhaustive and therefore they leave gaps that the study sought to fill.



**Table 2.1 Summary of Knowledge Gaps**

<b>Author</b>	<b>Focus of the study</b>	<b>Methodology</b>	<b>Findings</b>	<b>Research Gap</b>	<b>Focus of the study</b>
GonzaLez, Mesanza and Mariel (2018).	Determinants of international student mobility flows in the Erasmus programme	Empirical Review	Apart from the minimum grade requirement the applicants for programmes are required to undergo Biomedical Admissions Test (BMAT) as part of the assessment for admission to several educational programs.	The study used descriptive study analysis	The study will focus on the primary data collected from the respondents
Nyabuti (2018)	Students' admission policies for quality assurance and Quality Education in Kenyan Universities	Literature Review	In addition to grades attained in Kenya Certificate of Primary Education (KCSE), the faith based and private universities tend to consider the religious faith of students before accepting or rejecting application for admission	The study did not use the four variables (entry criteria, university capacity, inclusion policy and effectiveness of applicants' verification	The study will employ descriptive study and primary data other than secondary data that may not reflect the current situation
Ezati and Openjuru (2021)	Reviewed of the Entry Grades and the Academic Performance of University Students	Systematic Review	University capacity to offer various programs and the need to only admit the number of students that the university capacity is able to handle was a critical factor	The study only looked a grading as a criterion for admission. The study also focused on education performance and not quality	The study will focus on other admission policies other than just grading
Rosinger, Ford and Choi (2021)	The role of selective college admissions criteria in interrupting or reproducing racial and economic	Panel data from 2008 to 2016 and random effects	While admission efforts have been hailed as a strategy to expand access to selective higher education for talented students from racially and economically	The study only focused on inclusion as a variable and did not cover the other three variables included in the	The study will focus on current data rather than past data

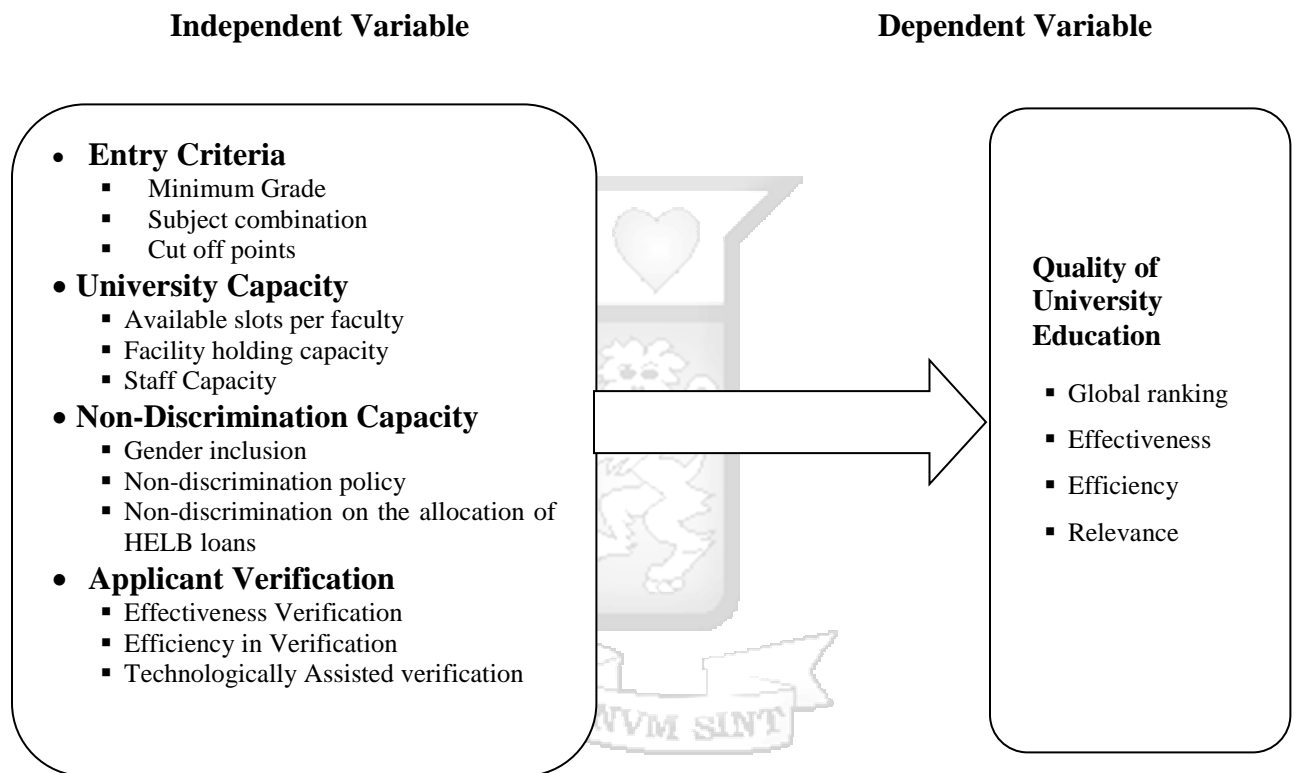
	inequities.	analysis.	marginalized backgrounds, this may only favor students from socially privileged families	study	
Sulphey and Allam (2017)	The effectiveness of undergraduate Admissions Policy at Imperial College.	Data assessment and review method	he admission process assures that no individual is discriminated against from the first point of contact to graduation, and that admittance is based on academic aptitude, motivation for study, and interest in the subject.	The study was not conducted locally and therefore the findings cannot be generalized	The study will focus on the admission policies on quality of university education and not their effectiveness
Aydin (2015)	University Choice Process.	Literature Review	While a number of factors influence the students choice of Universities, the different university admissions have put in place policy selection guidelines for student admission to various education programs.	The study covered the choice of university by students and not admission policies	The study will focus on university admission and not choosing process of either the course or the university
Chang'ach (2014)	The centrality of character and integrity education in Kenya's Institutions of Higher learning.	Qualitative methods, interviews	Religious private universities consider the religious background of the applicant unlike the public which mainly insist on mental aspect of learners to the detriment of other aspects which does not promote holistic development of learners.	The study does not cover the four variables ((entry criteria, university capacity, inclusion policy and effectiveness of applicants' verification)	The study will focus on quantitative methods other qualitative

Source: Researcher (2024)

## 2.5 Conceptual Framework

Operationalization facilitates the reduction of abstract notion of constructs into observable characteristics so that they can be measured using indicators. A rating scale ranging from 1=strongly disagree to 5=strongly agree was used to measure both the dependent and independent variables. The indicators that was used in the study are summarized in the below table.

**Figure 2.1: Conceptual Framework**



**Source: Researcher (2023)**

There has been an urgent need and a high demand for Higher Education due to the extensive social and private benefits attached to Higher Education (World Bank,2017). The quality of education and graduates can be improved if they can enhance their entry criteria, only take what the University has the capacity for, increase their inclusivity and ensure that their applicant verification process is not only effective but robust too. Therefore, the improvement of the above will result in improved quality of university education.

## 2.6 Operationalization of Study Variable

Operationalization facilitates the reduction of abstract notion of constructs into observable characteristics so that they can be measured using indicators. A rating scale ranging from 1=strongly disagree to 5=strongly agree was used to measure both the dependent and independent variables. The indicators that were used in the study are summarized in the below table.

**Table 2.2: Operationalization of the Variables**

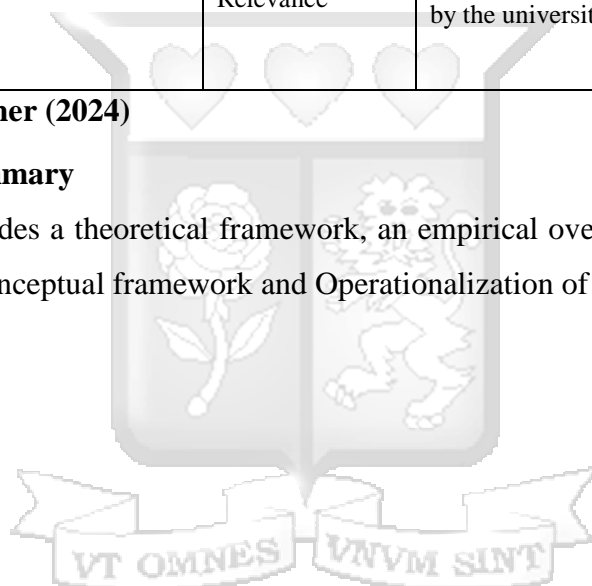
Variable	Variable construct	Variable Description	Indicator	Indicator Contextual Definition	Measure	Analysis Method
Admission Policy Factors (Independent Variables)	Entry Criteria	The cut off points and the minimum requirement	Minimum Grade	Minimum grade for entry to the university per the CUE policy guidelines	five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Descriptive Statistical Analysis (Mean & Standard Deviation)
			Subject combination	Grouping of subjects required for different academic programs		
			Cut off points for individual programs	Minimum subject attainment for entry for various programs per the individual university policy guidelines		
	University Capacity	The number of the admission that the university can admit	Available slots per faculty	The number of slots at the university	five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Descriptive Statistical Analysis (Mean & Standard Deviation)
			Facility holding capacity	The total capacity of classes and hostels		
			Facility Staff capacity	The faculty capability to train on different programs		
	Non-Discrimination Policy	Guidelines on non-preference based on gender, race, economic status in accessing university education	Gender inclusion	Non-discrimination on gender for various programs	Five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Descriptive Statistical Analysis (Mean & Standard Deviation)
			Non-discrimination policy	Non-discrimination according to race nationality		
			Non-discrimination on the allocation of HELB loans	Non-discrimination in terms of tribe, region or economic background		

	<b>Applicant Verification</b>	Clarification of the applicants' documents	Effectiveness Verification	How effective is the verification process in picking fraud and any abnormalities	five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Descriptive Statistical Analysis (Mean & Standard Deviation)
			Efficiency in Verification	How fast, reliable and robust is the verification system		
			Technologically Aided verification	How technologically based is the verification system at the individual universities		
<b>Quality of University Education</b>  (Dependent Variable)	<b>Quality of University Education</b>	Set out standards that must be met	Effectiveness, Efficiency, Inclusivity and Relevance	How effective, Efficient, Inclusive and relevant is the education provided by the universities	five-point Likert scale 1-Strongly Disagree 2-Disagree 3- Neutral 4-Agree 5-Strongly Agree	Inferential Statistics (Pearson Correlation, Linear Regression Analysis)

Source: Researcher (2024)

## 2.7 Chapter Summary

The chapter includes a theoretical framework, an empirical overview and a study gap. It also includes a conceptual framework and Operationalization of study variables.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodological approaches that the study used to collect data, to determine the sample size of the respondents, sample the respondents, assess the validity and reliability of the research instrument and analyse data.

#### **3.2 Research Philosophy**

A research philosophy denotes the guiding principle that guides the way a researcher should conceive a research problem, select a particular research design, and determine how data should be obtained, analyzed, and used to represent a certain reality (Zukauskas, Vveinhardt, & Andriukaitiene, 2018). There exist three primary social research philosophies, namely, positivism, interpretivism, and pragmatism (Al-Ababneh, 2020).

Interpretivism is an approach to social science that asserts that understanding the beliefs, motivations, and reasoning of individuals in a social situation is essential to decoding the meaning of the data that can be collected around a phenomenon while Pragmatism is a philosophical tradition or movement that emphasizes the practical consequences of words, thoughts, and beliefs. It rejects the idea that thought is meant to mirror reality and tests truth by the success of actions (Bleiker, Morgan-Trimmer, & Knapp, 2019). The philosophy originated in the United States in the late nineteenth century<sup>5</sup> and has influenced various fields outside philosophy.

On the other hand, positivists contend that the truth exists as an external reality and is completely autonomous from the researched elements and the researcher (Bleiker, Morgan-Trimmer, & Knapp, 2019). Positivism is focused on testing hypotheses involving causal association through operationalizing variables and using quantitative approaches involving structured questionnaires with predefined and pretested questions on a large sample to collect data, statistically analyze it for generalization, and test the problematized causal relationships (Park, Konge, & Artino, 2020). Therefore, positivism was the most appropriate philosophy for this study since it seeks to establish the

association between admission policies and the quality of university education in selected Kenyan universities.

### **3.3 Research Design**

The study employed a descriptive correlational design. Correlation research design for examining the relationships between or among two or more variables in a single group, which can occur at several levels. It is a type of non-experimental design that examines the relationship between two or more variables. On the other side, descriptive methods are effective where the variables under the study cannot be quantified but can only be described in statistical form (Schindler, 2001). Statistically, mean, standard deviation, percentages, and frequencies were used for this study. On the other hand, cross-sectional study approach allowed the investigator measures the outcome and the exposures in the study participants at one-point in time. Descriptive research design was employed as the study seeks to describe what, where, when and who concerning the variables of study. The survey design enabled the researcher to demonstrate the characteristics of the sampled population and administer questionnaires in order to obtain statistical data for analysis. The study was conducted between March and April 2024. Cross sectional design has been employed in similar studies by different researchers including Owino (2014), Adede (2017) and Onyango (2021).

### **3.4 Population of the study**

Study population is complete group of individuals, events or objects that poses the usually observable characteristics. It forms the aggregate of everything that is aligned to a given specification. The study population was the 36 Private Universities registered in Kenya (CUE,2018).

### **3.5 Sampling Design**

Sampling is the process of selecting several objects or individuals from a population in that the selected group comprises of elements representative of the characteristics possessed by the entire group (Orodho & Kombo,2004). Through judgmental sampling method, study selected 14 Universities with their headquarters in Nairobi (CUE,2018). A spot check of the 14 universities has three departments in common; quality assurance

department, Admissions department and DVCs offices. The researcher believes that these respondents had the required information about admission policies in their universities. Additionally, the choice of Universities in Nairobi, is based on the fact that most of the universities in Kenya have their offices in Nairobi and therefore the sample of 14 universities was as representative as possible.

The sample size was therefore included 3 senior management staff from the three departments judgmentally selected for the study and was distributed according to the targeted population of each stratum (Universities) as in table 3.1 below. The study targeted the above management staff as they are directly involved with the admission of students in the Universities and are deemed to possess relevant information about admission policies in their departments. The said level of management is also believed to be adequately conversant with the Quality of Education within the universities.

The study selected the three cadres of staff as they are directly involved in the admission of students at all levels of education and for all programs. Evidence from the Universities covered indicate that all the universities have the three cadres.

Evidence also indicated that all the universities covered by the study indicated that they had an average of Three (3) staff members from each of the functions covered by the study.

**Table 3.1: Sample Size**

	<b>Quality Assurance department Staff</b>	<b>Admission Staff</b>	<b>DVCs</b>	<b>N</b>	<b>Percentage</b>
Catholic University	3	3	3	9	7.14
Daystar University	3	3	3	9	7.14
USIU	3	3	3	9	7.14
Presbyterian University	3	3	3	9	7.14
African Nazarene	3	3	3	9	7.14
Riara University	3	3	3	9	7.14
MUA	3	3	3	9	7.14
KCA University	3	3	3	9	7.14

Kiriri Women's University of Science and Technology	3	3	3	9	7.14
Pan Africa Christian University	3	3	3	9	7.14
Pioneer International University	3	3	3	9	7.14
KAG East University	3	3	3	9	7.14
The East African University	3	3	3	9	7.14
International Leadership University	3	3	3	9	7.14
<b>Total</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>126</b>	<b>100.00</b>

**Source: Researcher (2023)**

### **3.6 Data Collection**

The study used primary data; Structured Questionnaires was used to collect data from the sampled respondents from the 14 Private Universities with their HQs in Nairobi that targeted by the study. The structure questionnaire included a five-point likert scale response. Mugenda and Mugenda (2003) points out that a structured questionnaire is relatively cheap and easy to administer and easier to analyze. This helped to measure the respondent's level of agreement on various statement based on the study objectives. (1- Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree). The structured questions was exhaustive and mutually exclusive.

The question included three sections where Section A included the general information of the respondents, Section B included the questions on the four admission policy factors (entry criteria, university capacity, inclusion policy and applicants' verification) while section C included questions on the dependent variable (quality of University Education in Kenya). The study sought permission from the Strathmore Ethical Clearance Committee before collecting the required data. Drop-pick method was used for data collection. Trained research assistants was used in data collection in order to improve the response rate and quicken the data collection process.

### **3.7 Research Quality**

This section focuses on the Pilot Study, Validity and Reliability Tests

### **3.7.1 Pilot Study**

The pilot test was conducted using questionnaires that was administered to admission staff, Quality Assurance staff and DVCs from Nairobi University and Kenyatta University, respondents selected to represent the target population and was spread according to the targeted stratus. These universities was considered for the study as they are universities in Nairobi and have the same departments as covered by the study. Being public universities, the respondents to be covered in the pilot study were not included in the main study. The pilot study allowed for pretest the data collection instrument.

### **3.7.2 Validity of the study Instruments**

Validity can be defined as the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform (Kerlinger, 2006). It is also the degree to which results obtained from the analysis of data represent the phenomenon under the study (Loebet *al.*, 2017).). The researcher worked with the allocated supervisor in enhancing the validity of the study instruments and the suggestions proposed was incorporated in the final tools that was administered to the respondents in the study.

### **3.7.3 Reliability**

Reliability refers to the degree of consistency and stability in an instrument (Kumar, 2010). Reliability was measured using the Cronbach's Alpha coefficient. George and Mallery (2003) provide the following rules of thumb for the Cronbach's alpha test: “  $\alpha > .9$  – Excellent,  $\alpha > .8$  – Good,  $\alpha > .7$  – Acceptable,  $\alpha > .6$  – Questionable,  $\alpha > .5$  – Poor, and  $\alpha < .5$  – Unacceptable”. According to Cooper and Schindler (2006), Cronbach's alpha coefficient ranging between 0.7 and 0.9 is considered good. Gliem and Gliem (2003) recommend a Cronbach's value of 0.7 while Asikhia (2009) recommends a reliability cut off of 0.6. Bagozzi and Yi (2012) pointed out that that a value of 0.5 is considered reliable. The closer Cronbach's alpha coefficient was to 1, the higher the internal consistency reliability of a questionnaire was, reliability of less than 0.6 is poor; that in the range of 0.7 is acceptable while over 0.8 is good (Sekaran, 2003). The study established the following results.

### 3.8 Data Analysis

The study used quantitative data analysis methods. Descriptive and inferential statistics used to analyze the data. Descriptive statistical analysis included percentages, mean, and standard deviation to establish the extent to which independent variables influenced the dependent variable. The inferential statistics was used to establish the nature of the relationship between the variables under investigation and included regression analysis and Pearson correlation. This helped in drawing conclusions on the relations between variables and the nature of the relationship based on a 95% confidence level. SPSS version 26 aided in the analysis of the quantitative data, and the results was presented using various statistical tools such as tables, percentages, and charts with the help of the Microsoft Excel package.

Additionally, linear regression model  $QE = \beta_0 + \beta_1 EC + \beta_2 UC + \beta_3 IP + \beta_4 EAV + \varepsilon$  was used to test the relationship between independent and dependent variables. The level of significance was set at critical level or  $P < 0.05$  and at a confidence level of 95%. ANOVA was used to test the hypothesis where  $P < .05$  led to the rejection of the null hypothesis and accepting the alternative while  $P > .05$  led to the accepting of the null hypothesis and rejecting the null hypothesis.

$$Y = \beta_0 + \beta_1 EC + \beta_2 UC + \beta_3 IP + \beta_4 EAV + \varepsilon$$

Where: -

QE= Quality of University Education in Kenyan

$\beta_0$ =intercept

$\beta_1, \beta_2, \beta_3, \beta_4$ , = regression coefficients

EC= Entry Criteria

UC= University Capacity

IP= Inclusion Policy

EAV= Effectiveness of Applicants' Verification

$\varepsilon$ =Error Term

### 3.9 Collinearity Test

The study also used variance inflation factors (VIF) to ensure that there is no linear relationship between the predictor variables in this study. A VIF value that is equal to 1

indicated a lack of correlation between the predictor variables, while a value that is greater than 5 indicated a high correlation between the predictor variables (Frost, 2020). This also ensured that the estimates of the regression coefficient indicated by all the variables to be used by the study are not inflated due to collinearity.

### **3.10 Ethical Consideration**

The researcher ensured confidentiality, informed consent, and research originality while conducting this study. Confidentiality was enhanced by using random letters to identify respondents as opposed to their names or descriptions. The views shared by respondents and their departmental identities was disclosed to third parties but was used anonymously to influence policy implementation of ways to deal with pandemic disruptions in the public sector and for academic purposes as specified by the study. Informed consent was sought from the respondents, and one was allowed to drop their participation in the study at any stage in responding to the questions in the questionnaire. Coerced or forced participation was not utilized by the study.

Sampled participants were given chance to voluntarily participate in the study. Since credibility of research is very critical, the researcher did not allow or engage in any form of dishonesty, fabrication, plagiarism or any other unethical conduct during the research and where necessary consent was sought. Last but not least, the researcher obtained Ethical clearance to conduct the study from the Strathmore University and also seek permission from National Commission for Science, Technology and Innovation (NACOSTI) before embarking on data collection. The researcher also sought permission from Strathmore University Ethical Committee before embarking on the data collection from the respondents.

### **3.11 Chapter Summary**

This chapter included the target population, sampling techniques used, data collection procedures, data analysis and presentation. The chapter was also be divided into; research design, target population, sample size and selection procedures, data collection and data analysis.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS, ANALYSIS AND PRESENTATION**

#### **4.1 Introduction**

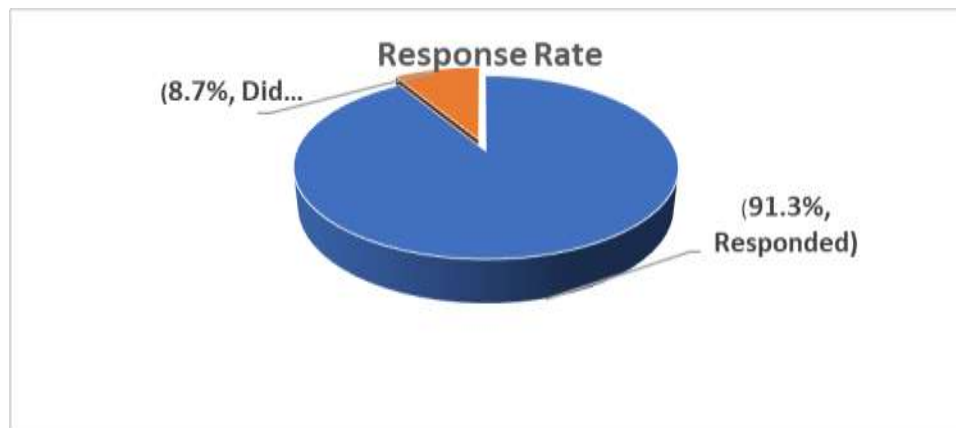
The purpose of this study was to find out the relationship between student's Admission Policies and Quality of University Education in Private Universities with their HQ in Nairobi, County. This chapter therefore presents results and discussions of the study from the data collected through the questionnaires in which the researcher sorted views and opinions on the relationship between student's Admission Policies and Quality of University Education in Private Universities with their HQ in Nairobi, County. The chapter is divided into five sections that include the response rate, the general information of the respondents; the descriptive statistics of the variables under investigation; and the diagnostic analysis and the inferential statistical analysis of the data collected.

#### **4.2. General Information**

The study targeted 126 respondents that included Quality Assurance Department Staff, Deputy Vice Chancellor's Office Staff and University Admission Staff.

##### **4.2.1 Response Rate**

The study had sought to establish the participation of the study, the response rate. The following were the responses.



**Figure 4.1 Response Rate**

The study established that there was 91.3% response from the sampled 126 respondents drawn from 14 Private Universities with their Headquarters in Nairobi. The response rate of 91.3% % was considered very adequate. Arora, (2003), stated that a questionnaire-based study that produces above 65% response, is rated as a well participated study.

**Table 4.1 Respondents Per University**

<b>University</b>	<b>N</b>	<b>Percentage</b>
Catholic University	7	6.1
Daystar University	9	7.8
USIU	9	7.8
Presbyterian University	7	6.1
African Nazarene	9	7.8
Riara University	8	7.0
Management University of Africa	9	7.8
KCA University	9	7.8
Kiriri Women's University of Science and Technology	9	7.8
Pan Africa Christian University	8	7.0
Pioneer International University	8	7.0
KAG East University	9	7.8
The East African University	7	6.1
International Leadership University	7	6.1
<b>Total</b>	<b>115</b>	<b>100.0</b>

The study established that 6.1% of the respondents were from Catholic University, Presbyterian University, The East African University and International Leadership University, 7.8% were from Daystar University, USIU, Management University of Africa, KCA University, Kiriri Women's University of Science and Technology and KAG East University while 7.0% were from Riara University, Pan Africa Christian

University and Pioneer International University. The results indicated that all the universities were adequately represented in the study.

**Table 4.2 University Ranking**

<b>University</b>	<b>Global Ranking</b>	<b>Continental Ranking</b>	<b>National Ranking</b>
Catholic University	4737	141	11
Daystar University	6312	351	17
USIU	7850	66	6
Presbyterian University	8066	382	31
African Nazarene	14131	422	34
Riara University	10373	496	40
Management University of Africa	8417	484	30
KCA University	10140	481	36
Kiriri Women's University of Science and Technology	12067	958	52
Pan Africa Christian University	12239	694	53
Pioneer International University	12082	723	56
KAG East University	13938	711	20
The East African University	13205	800	55
International Leadership University	16740	441	62

**Academic Ranking of World Universities (ARWU) (2023)**

The findings of the study indicated that while the private universities covered by the study were not ranked among the top 1000 globally, nine of them were among the top 500 leading universities in Africa with two of them ranked among the top 150 and one at 66<sup>th</sup> position in the continent. Additionally, three of these Universities were among the 20 top most Universities in Kenya with USIU being ranked at position 6 nationally. This

indicates that private universities in Kenya are still among the best in the continent and nationally.

### 4.3 Demographic Information of The Respondents

The study had sought to establish the demographic information of the respondents. Demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are a representative sample of the target population for generalization purposes. The general information was crucial in ensuring that the study included the respondents intended for the study; their gender age, education level and how long they had been served universities and therefore understood the relationship between student's Admission Policies and Quality of University Education in Private Universities with their HQ in Nairobi, County. The response is shown in table 4.1 below.

**Table 4.3: Demographic Information**

<b>Category</b>	<b>N (%)</b>
<b>Gender of the Respondents</b>	
Male	70(60.9)
Female	45(39.1)
<b>Total</b>	<b>115(100.0)</b>
<b>Education Level</b>	
Secondary	0(0.0)
College Certificate	9 (7.8)
Under Graduate	76 (66.1)
Master's Degree	28(24.3)
PHD	2 (1.7)
<b>Total</b>	<b>115(100.0)</b>
<b>Duration that the respondents had worked in the University</b>	
18-30 years	24(20.9)
31-40years	43(37.4)
41-50 years	32(27.8)
Above 50 years old	16 (13.9)
<b>Total</b>	<b>115(100.0)</b>
<b>Staff Category</b>	
Quality Assurance Department Staff	30(26.1)
Deputy Vice Chancellor's Office Staff	43(37.4)
University Admission Staff	42(36.5)
<b>Total</b>	<b>115(100.0)</b>

The findings of the study indicated that all of the respondents who were sampled for the

study participated in the study, where 60.9% of them were male while 39.1% were female. This indicated that the study was not gender representative although from the findings the study it can be concluded that there are more male than the female staff in the categories covered by the study. On the other hand, the findings of the study also indicated that there were 20.9% respondents that were 18-30 years old, 37.4% were 31-40 years old while 27.8% of the respondents were 41-50 years old 13.9% were Above 50 years old. This indicated that, most of the respondents were between 31-50years years old.

The findings of the study also indicated that 10.5% of the respondents had a secondary education certificate or its equivalent, 63.2% had a college certificate, 15.8% of the respondents had attained an Undergraduate Degree, while another 10.5% of the respondents had attained a Master's degree in education related areas while 1.7% had a Doctorate Degree in areas that were not defined. The study also indicated that none of the respondents covered by the study had a Secondary School Level Certificate. This indicated that most of the respondents had the required knowledge on the issues under investigation and therefore the answers provided were reliable. Additionally, the findings of the study also established that 26.1% of the respondents were Quality Assurance Department Staff, 37.4% were Deputy Vice Chancellor's Office Stass while 36.5% were University Admission Staff from the targeted Universities.

#### **4.4 Descriptive Statistical Analysis**

Descriptive statistics is a summary statistic that quantitatively describes or summarizes features of a collection of information (Mann, 1995). Descriptive statistics is distinguished from inferential statistics or inductive statistics, in that descriptive statistics aims to summarize a sample, rather than use the data to learn about the population that the sample of data is thought to represent. This generally means that descriptive statistics, unlike inferential statistics, is not developed on the basis of probability theory, and are frequently nonparametric statistics (Trochim, 2006).

This study utilized a 5-point likert scale (where 1= Strongly Disagree and 5= Strongly Agree) to analyze the primary data collected. The data analysis generated means and

standard deviations from data collected from the respondents. The interpretation of the mean was that 1-1.8 represents strongly disagree, 1.9-2.6 represents disagree, 2.7-3.4 was interpreted as somehow agree, 3.5-4.2 was agree and finally 4.3-5 was strongly agree (Wandili, 2022).

#### 4.4.1 Entry criteria and the quality of University Education in Kenya

The first objective of the study was to determine the effects of entry criteria on the quality of University Education in Kenya and the response was as follows.

**Table 4.4 Effects of entry criteria on quality of University Education in Kenya**

Entry Criteria	N	Mean	Standard Deviation
The university admission board has set out the Minimum Grade for every course	115	4.58	.675
The university ensures that the minimum grades for each programs is observed	115	4.42	.936
The university ensures that the criteria for subject combination for each program is observed	115	4.45	.979
Minimum grade requirement is observed as stipulated in the admission guidelines	115	3.71	1.024
The university admission does not compromise on the required cut off points for individual programs	115	4.69	.921
<b>Average</b>	<b>115</b>	<b>4.37</b>	<b>0.907</b>

The results indicated that there was strong agreement that the university admission board has set out the Minimum Grade for every course based on the mean of 4.58 and standard deviation of .675, the university ensures that the minimum grades for each program is observed (Mean= 4.42, Standard Deviation= .936). The study indicated that the

university ensures that the criteria for subject combination for each program is observed (Mean= 4.45, Standard Deviation= .979). The respondents agreed that the minimum grade requirement is observed as stipulated in the admission guidelines (Mean= 3.71, Standard Deviation= 1.024) and strongly indicated that the university admission does not compromise on the required cut off points for individual programs (Mean= 4.69, Standard Deviation= .921).

The findings indicated that the university admission board has set out the Minimum Grade for every course, they university ensures that the minimum grades for each program is observed and that the university ensures that the criteria for subject combination for each program is observed. Additionally, the universities ensure that the minimum grade requirement is observed as stipulated in the admission guidelines and that the university admission they do not compromise on the required cut off points for individual programs.

#### 4.4.2 University Capacity and the quality of University Education in Kenya

The second objective of the study was to determine the effects of University Capacity on the quality of University Education in Kenya and the response was as follows.

**Table 4.5 Effects of University Capacity on quality of University Education in Kenya**

<b>University Capacity Factors</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
The University only admits as per the available slots per faculty	115	4.21	.960
Facility holding capacity determines the number of students admitted in every year	115	4.44	1.118
The University ensure that the various facilities only admit according to its holding capacity in order not to compromise on education quality	115	4.43	.938
The university also ensures that only the number of the students that can be handled by the staff are admitted to various programs	115	3.79	1.104

The university also admits according to the government funding for the universities.	115	3.88	1.109
<b>Average</b>	<b>115</b>	<b>4.15</b>	<b>1.0458</b>

The results indicated that there was strong agreement that the Private Universities only admits as per the available slots per faculty based on the mean of 4.21 and standard deviation of .960, facility holding capacity determines the number of students admitted in every year (Mean= 4.44, Standard Deviation= 1.118). The study indicated that the Universities ensure that the various facilities only admit according to its holding capacity in order not to compromise on education quality (Mean= 4.43, Standard Deviation= .938). The respondents agreed that the Universities also ensures that only the number of the students that can be handled by the staff are admitted to various programs (Mean= 3.79, Standard Deviation= 1.104) and strongly indicating that the Universities also admits according to the government funding for the universities (Mean= 3.88, Standard Deviation= 1.109).

This indicated that the Universities only admits as per the available slots per faculty, the facility holding capacity determines the number of students admitted in every year and ensures that the various facilities only admit according to its holding capacity in order not to compromise on education quality. Additionally, the Universities also ensures that only the number of the students that can be handled by the staff are admitted to various programs and are based on the government funding for the universities.

#### **4.4.3 Non-Discrimination Policy and the quality of University Education in Kenya**

The third objective of the study was to determine the effects of non-discrimination policy on the quality of University Education in Kenya and the response was as follows.

**Table 4.6 Effects of Non-Discrimination Policy on quality of University Education in Kenya**

<b>Non-Discrimination Policy</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
The university ensure that there is Gender inclusion in their admission.	115	4.10	1.252
The University ensures that both the male and female students are provided with the equal opportunity to	115	3.45	1.062

pursue the applied for courses regardless of their gender			
The University ensures that its Non-discrimination policy is observed	115	4.04	1.231
The university does not discriminate any students during admission whether local or foreign so long as they qualify	115	4.02	1.116
The university ensures that students are not discriminated on the allocation of HELB loans so long as they provide the necessary documents.	115	3.81	.954
<b>Average</b>	<b>115</b>	<b>3.884</b>	<b>1.123</b>

The results indicated that there was agreement that the university ensure that there is Gender inclusion in their admission based on the mean of 4.10 and standard deviation of 1.252, the University ensures that both the male and female students are provided with the equal opportunity to pursue the applied for courses regardless of their gender (Mean= 3.45, Standard Deviation= 1.062). The study indicated that the University ensures that its Non-discrimination policy is observed (Mean= 4.04, Standard Deviation= 1.231). The respondents agreed that the university does not discriminate any students during admission whether local or foreign so long as they qualify (Mean= 4.02, Standard Deviation= 1.116) and felt that the university ensures that students are not discriminated on the allocation of HELB loans so long as they provide the necessary documents (Mean= 3.81, Standard Deviation= .954).

The results indicated that the university ensures that there is gender inclusion in their admission and that the University ensures that both the male and female students are provided with the equal opportunity to pursue the applied for courses regardless of their gender. Additionally, the results indicated that the university does not discriminate any students during admission whether local or foreign so long as they qualify although there is uncertainty that students are not discriminated on the allocation of HELB loans even when they provide the necessary documents.

#### **4.4.4 Applicants' verification and the quality of University Education in Kenya**

The fourth objective of the study was to determine the effects of applicants' verification on the quality of University Education in Kenya and the response was as follows.

**Table 4.7 Effects of applicants’ verification on quality of University Education in Kenya**

	N	Mean	Standard Deviation
The verification of the applicants’ during admission is effective	115	3.93	1.289
The verification process during admission is foolproof and is able to identify any misrepresentation of applicant information.	115	3.58	1.228
The system is able to pick any false and inconsistent information during admission	115	3.42	.868
The university system is linked to the other government agencies thereby making the admission process very effective	115	2.72	.884
The university admission verification process is technologically aided and therefore making it difficult provide wrong information	115	3.32	1.466
Average	115	3.394	1.147

The results indicated that there was agreement that the verification of the applicants’ during admission is effective based on the mean of 3.93 and standard deviation of 1.289, the verification process during admission is foolproof and is able to identify any misrepresentation of applicant information (Mean= 3.58, Standard Deviation= 1.228). The study indicated that the system is able to pick any false and inconsistent information during admission (Mean= 3.42, Standard Deviation= .868). The respondents stated that the university system is not linked to the other government agencies thereby making the admission process very effective (Mean= 2.72, Standard Deviation= .884) and somehow felt that the university admission verification process is technologically aided and therefore making it difficult provide wrong information (Mean= 3.32, Standard Deviation= 1.466).

The results also established that the verification of the applicants’ during admission is effective the verification process during admission is foolproof and is able to identify any misrepresentation of applicant information, the system in the universities which are able to pick any false and inconsistent information during admission and that the universities’ system are not linked to the other government agencies thereby making the admission process very effective. Finally, the university admission verification process is not fully

technologically aided and therefore sometimes it captures wrong information or sometimes does not properly verify the presented information during admission.

#### 4.4.5 Quality of University Education

**Table 4.8 Quality of University Education**

<b>Quality of University Education</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
The way the university's education is delivered is effective delivering the desired quality education	115	4.21	1.196
The programs are effective as they are quality and meets the demands of the job market.	115	2.85	1.157
The university education are efficient in delivering the desired quality education.	115	3.67	1.175
The university are efficient they are quality and meets the demands of the job market	115	3.91	.951
The various programs that are offered by the university are inclusive regardless of age, gender or race	115	4.22	1.241
The universities provide equal opportunities even for the under-privileged	115	2.88	1.148
The education programs provided by the university are relevant and are of the desired quality	115	4.21	1.196
The education programs provided by the university are relevant and meets the demands of the job market	115	2.85	1.157
<b>Average</b>	<b>115</b>	<b>3.6</b>	<b>1.153</b>

The results indicated that there was strong agreement that the way the university's education is delivered is effective delivering the desired quality education based on the mean of 4.21 and standard deviation of 1.196, the programs are effective as they are quality and meets the demands of the job market (Mean= 2.85, Standard Deviation= 1.157). The study indicated that the university education are efficient in delivering the desired quality education (Mean= 3.67, Standard Deviation= 1.175). The respondents stated that the university are efficient they are quality and meets the demands of the job market (Mean= 3.91, Standard Deviation= .951) and somehow felt that the various programs that are offered by the university are inclusive highly regardless of age, gender or race (Mean= 3.32, Standard Deviation= 1.466).

The study indicated that the university education are efficient in delivering the desired quality education (Mean= 4.28, Standard Deviation= 1.148). The respondents stated that

the education programs provided by the university are relevant and are of the desired quality (Mean= 4.21, Standard Deviation= 1.196) and somehow felt that the education programs provided by the university are relevant and meets the demands of the job market (Mean= 2.85, Standard Deviation= 1.157).

The results indicated that the way the university's education is effectively delivered, are according to the desired quality education, in some cases the programs as much as they are effective, efficient and are of quality they do not meet the demands of the job market. Regardless of these, the various programs that are offered by the university are highly inclusive of age, gender or race.

#### 4.5 Diagnostic Analysis

The study also carried out a diagnostic test before carrying out the regression tests. This was conducted to ensure that the model assumptions are met. The study utilized the collinearity tests as described below.

##### 4.5.1 Collinearity Test

The study used Variance Inflation Factors (VIF) to ensure that there is no linear relationship between predictor variables in this study. A VIF value that is equal to 1 indicates lack of correlation among predictor variables while a value that is more than 5 indicates a high correlation among predictor variables (Frost, 2020).

**Table 4.9 Collinearity Test**

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Entry Criteria	.231	3.532
1 University Capacity	.172	4.027
Non-Discrimination Policy	.341	2.935
Applicants' Verification	.393	2.685

From Table 4.9 above, Entry Criteria, University Capacity, Non-Discrimination Policy and Applicants' Verification have a VIF of 3.532, 4.027, 2.935, 2.578 and 2.685 respectively. This implies that there is no correlation among the independent variables

hence the data could be subjected to regression analysis. Additionally, the estimated regression coefficient indicated by all the variables that are less than 5 are not inflated due to collinearity.

#### 4.6 Inferential Analysis

Inferential statistical analysis helped in testing hypothesis and deriving estimates. The study assumed that the observed data set was sampled from the study population. Inferential statistics was used as a parametric statistical test that helped in making assumptions about the population parameters and the distributions that the data came from. The method used included correlation analysis and regression analysis that included (Analysis of Variance (ANOVA), Model Summary and Regression Coefficient) (Kimeu, 2018).

##### 4.6.1 Correlation Analysis

The study carried out correlation analysis which is a statistical method used to measure the strength of the linear relationship between two variables and compute their association (Senthilnathan, 2019). The correlation analysis helped in the calculation of the level of change in Dependent Variable; quality of University Education in Kenya resulting from changes in the Independent Variable; (entry criteria, University capacity, Non-Discrimination Policy and applicants' verification).

**Table 4.10 Correlation Analysis**

Correlations						
		Quality Of University Education	Entry Criteria	University Capacity	Non-Discrimination Capacity	Applicants Verification
Quality Of University Education	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	115				
Entry Criteria	Pearson Correlation	.610**	1			
	Sig. (2-tailed)	.000				
	N	115	115			
University Capacity	Pearson Correlation	.632**	.414**	1		
	Sig. (2-tailed)	.000	.000			
	N	115	115	115		
Non-Discrimination	Pearson Correlation	.626**	.483**	.558**	1	

	Sig. (2-tailed)	.000	.000	.000		
	N	115	115	115	115	
Applicants Verification	Pearson Correlation	.608**	.423**	.487**	.543**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	115	115	115	115	115

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation analysis indicate a moderate positive relationship between entry criteria and Quality of University Education ( $r=.610$ ); entry criteria was also found to have a significant relationship with Quality of University Education in Kenya ( $\text{Sig}=.000<.05$ ). The results of the correlation analysis also indicate a moderate positive relationship between University Capacity and Quality of University Education ( $r=.632$ ); University Capacity was also found to have a significant relationship with Quality of University Education in Kenya ( $\text{Sig}=.000<.05$ ).

Additionally, the results of the correlation analysis indicate a moderate positive relationship between non-discrimination and Quality of University Education ( $r=.626$ ); non-discrimination was also found to have a significant relationship with Quality of University Education in Kenya ( $\text{Sig}=.000<.05$ ). Lastly, the findings of the study of the correlation analysis also indicate a moderate positive relationship between applicants' verification and Quality of University Education ( $r=.608$ ); applicants verification was also found to have a significant relationship with Quality of University Education in Kenya ( $\text{Sig}=.000<.05$ ).

#### 4.7 Regression Analysis

The results will include the Linear Regression Analysis to show individual variable effect of university admission policies (Entry Criteria, University Capacity, Non-Discrimination Applicants' Verification) on Quality of University Education in Kenya. Multi-linear regression analysis will help establish the effect of university admission policies on Quality of University Education in Kenya. The regression analysis were as follows

#### 4.7.1 Entry Criteria and the Quality of University Education in Kenya

**Table 4.11 Entry Criteria and the Quality of University Education in Kenya: Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610 <sup>a</sup>	.372	.366	.46189

The coefficient determinant (R Squared) of .372 implies that 37.2% of the changes in Quality of University Education in Kenya are explained by entry criteria factors. The other 62.8% is attributed to other factors not included in the study other than Entry Criteria factors.

**Table 4.12 Entry Criteria and the Quality of University Education in Kenya: ANOVA**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.250	1	14.250	66.794	.000 <sup>b</sup>
	Residual	24.108	113	.213		
	Total	38.358	114			
a. Dependent Variable: Quality of University Education						
b. Predictors: (Constant), Entry Criteria						

The study also utilized Analysis of Variance (ANOVA) test to assess whether the regression model is statistically significant. The output from the ANOVA test indicates a p-value which is less than 0.05 (Sig= .000< .05) which shows that the model above is statistically significant in explaining the relationship between the Entry Criteria and Quality of University Education in Kenya in this study. The (F=66.794; 1, 113) also showed that the model was statistically fit to measure the relationship between Entry Criteria and the Quality of University Education in Kenya.

**Table 4.13 Entry Criteria and the Quality of University Education in Kenya: Coefficient**

Coefficient					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	1.651	.251		6.578	.000
	Entry Criteria	.463	.057	.618	8.173	.000

The resulting regression equation from the coefficients in Table 4.11 above is:

$$Y = 1.651 + .618X_1$$

The above equation can be interpreted as follows:

A unit change of .618 in Entry Criteria will result in a unit change in Quality of University Education in Kenya. The findings also indicate that the regression model ( $\beta = 1.651$ ) is statistically significant ( $\text{sig} = .000 < .05$ ). Further, the findings show that Entry Criteria ( $\text{Sig} = .000 < .05$ ) is statistically significant

**Table 4.14 University Capacity and the Quality of University Education in Kenya: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.632 <sup>a</sup>	.399	.394	.45172

The coefficient determinant (R Squared) of .399 implies that 39.9% of the changes in Quality of University Education in Kenya are explained by University Capacity factors. The other 60.1% is attributed to other factors not included in the study other than University Capacity factors.

#### 4.7.2 University Capacity and the Quality of University Education in Kenya

**Table 4.15 University Capacity and the Quality of University Education in Kenya: ANOVA**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.300	1	15.300	74.982	.000 <sup>p</sup>
	Residual	23.058	113	.204		
	Total	38.358	114			
a. Dependent Variable: Quality of University Education						
b. Predictors: (Constant), University Capacity						

The study also utilized Analysis of Variance (ANOVA) test to assess whether the regression model is statistically significant. The output from the ANOVA test indicates a p-value which is less than 0.05 ( $\text{Sig} = .000 < .05$ ) which shows that the model above is statistically significant in explaining the relationship between the University Capacity and Quality of University Education in Kenya in this study. The ( $F = 74.982$ ; 1, 106) also

showed that the model was statistically fit to measure the relationship between University Capacity and the Quality of University Education in Kenya.

**Table 4.16 University Capacity and the Quality of University Education in Kenya: Coefficient**

Model		Coefficient				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.028	.194		10.430	.000
	University Capacity	.398	.046	.639	8.659	.000

The resulting regression equation from the coefficients in Table 4.11 above is:

$$Y = 2.028 + .639X_1$$

The above equation can be interpreted as follows:

A unit change of .639 in University Capacity will result in a unit change in Quality of University Education in Kenya. The findings also indicate that the regression model ( $\beta = 2.028$ ) is statistically significant ( $\text{sig} = .000 < .05$ ). Further, the findings show that University Capacity ( $\text{Sig} = .000 < .05$ ) is statistically significant.

### 4.7.3 Non-discrimination and Quality of University Education in Kenya

**Table 4.17 Non-discrimination and Quality of University Education in Kenya: Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.626 <sup>a</sup>	.392	.387	.45422

The coefficient determinant (R Squared) of .392 implies that 39.2% of the changes in Quality of University Education in Kenya are explained by non-discrimination factors. The other 60.8 % is attributed to other factors not included in the study other than non-discrimination factors.

**Table 4.18 Non-discrimination and Quality of University Education in Kenya: ANOVA**

ANOVA <sup>a</sup>
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Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.045	1	15.045	72.922	.000 <sup>b</sup>
	Residual	23.313	113	.206		
	Total	38.358	114			
a. Dependent Variable: Quality of University Education						
b. Predictors: (Constant), Non-Discrimination						

The study also utilized Analysis of Variance (ANOVA) test to assess whether the regression model is statistically significant. The output from the ANOVA test indicates a p-value which is less than 0.05 (Sig= .000< .05) which shows that the model above is statistically significant in explaining the relationship between the non-discrimination and Quality of University Education in Kenya in this study. The (F=72.922; 1, 113) also showed that the model was statistically fit to measure the relationship between Non-Discrimination and the Quality of University Education in Kenya.

**Table 4.19 Non-discrimination and Quality of University Education in Kenya: Coefficient**

		Coefficient				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.163	.182		11.905	.000
	Non-Discrimination	.388	.045	.626	8.539	.000

The resulting regression equation from the coefficients in Table 4.11 above is:

$$Y = 2.163 + .045X_1$$

The above equation can be interpreted as follows:

A unit change of .045 in University Capacity will result in a unit change in Quality of University Education in Kenya. The findings also indicate that the regression model ( $\beta = 2.028$ ) is statistically significant (sig=.000< .05). Further, the findings show that Non-Discrimination (Sig= .000< .05) is statistically significant.

#### **4.7.4 Applicants Verification and Quality of University Education in Kenya: Model Summary**

**Table 4.19 Applicants Verification and Quality of University Education in Kenya: Model Summary**

Model Summary
---------------

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.608 <sup>a</sup>	.370	.364	.46242

The coefficient determinant (R Squared) of .370 implies that 37.0% of the changes in Quality of University Education in Kenya are explained by Applicants Verification factors. The other 63.0 % is attributed to other factors not included in the study other than Applicants Verification factors.

**Table 4.20 Applicants Verification and Quality of University Education in Kenya: ANOVA**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.195	1	14.195	66.383	.000 <sup>p</sup>
	Residual	24.163	113	.214		
	Total	38.358	114			

The study also utilized Analysis of Variance (ANOVA) test to assess whether the regression model is statistically significant. The output from the ANOVA test indicates a p-value which is less than 0.05 (Sig= .000< .05) which shows that the model above is statistically significant in explaining the relationship between the applicants' verification and Quality of University Education in Kenya in this study. The (F=66.383; 1, 113) also showed that the model was statistically fit to measure the relationship between applicants' verification and the Quality of University Education in Kenya.

**Table 4.21 Applicants Verification and Quality of University Education in Kenya: Model Summary**

Coefficient						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.392	.163		14.684	.000
	Applicants Verification	.377	.046	.618	8.148	.000

The resulting regression equation from the coefficients in Table 4.11 above is:

$$Y = 2.392 + .618X_1$$

The above equation can be interpreted as follows:

A unit change of .618 in applicants' verification will result in a unit change in Quality of University Education in Kenya. The findings also indicate that the regression model ( $\beta = 2.392$ ) is statistically significant ( $\text{sig} = .000 < .05$ ). Further, the findings show that non-applicants' verification ( $\text{Sig} = .000 < .05$ ) is statistically significant.

#### 4.7.5 Admission Policy and Quality of University Education in Kenya: Model

##### Summary

**Table 4.22 Effects of Policy on Quality of University Education in Kenya: Model**

##### Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662 <sup>a</sup>	.438	.417	.44272

The coefficient determinant (R Squared) of .438 implies that 43.8% of the changes in Quality of University Education in Kenya are explained by University Admission Factors (Admission Criteria, University Capacity, Non-Discrimination and Applicants Verification). The other 56.2% is attributed to other factors not included in the study other than University Admission Factors (Admission Criteria, University Capacity, Non-Discrimination and Applicants Verification).

**Table 4.23 Effects of Policy on Quality of University Education in Kenya: ANOVA**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.798	4	4.199	21.425	.000 <sup>b</sup>
	Residual	21.560	110	.196		
	Total	38.358	114			

The study also utilized Analysis of Variance (ANOVA) test to assess whether the regression model is statistically significant. The output from the ANOVA test indicates a p-value which is less than 0.05 ( $\text{Sig} = .000 < .05$ ) which shows that the model above is statistically significant in explaining the relationship between the University Admission

Factors (Admission Criteria, University Capacity, Non-Discrimination and Applicants Verification). and Quality of University Education in Kenya in this study. The (F=21.425; 4, 110) also showed that the model was statistically fit to measure the relationship between University Admission Factors (Admission Criteria, University Capacity, Non-Discrimination and Applicants Verification) and the Quality of University Education in Kenya.

**Table 4.24 Effects of Policy on Quality of University Education in Kenya: Coefficient**

Model		Coefficient				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.822	.255		7.142	.000
	Admission Criteria	.147	.134	.193	1.095	.276
	University Capacity	.189	.182	.300	1.039	.301
	Non-Discrimination	-.059	.178	-.096	-.332	.740
	Applicants Verification	.194	.083	.313	2.335	.021

The resulting regression equation from the coefficients in Table 4.11 above is:

$$Y = 1.822 + .134X_1 + .182X_2 + .178X_3 + .083X_4$$

The above equation can be interpreted as follows:

A unit change of .134 in Admission Criteria, .182 in University Capacity, .178 in Non-Discrimination and .083 in Applicants Verification will result in a unit change in Quality of University Education in Kenya. The findings also indicate that the regression model ( $\beta = 1.822$ ) is statistically significant ( $\text{sig} = .000 < .05$ ). Further, the findings show that non-applicants' verification ( $\text{Sig} = .000 < .05$ ) is statistically significant.

#### 4.8 Chapter Summery

This chapter includes the general information of the respondents, the descriptive statistics, Collinearity Test and the inferential statistics that included the correlation analysis and the multilinear regression analysis.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter covers various sections including the discussions of the study findings, the conclusion and the recommendations of the study. The chapter will also cover the recommendations, limitations of the study as well as suggestions for further research.

#### 5.2 Summary of Findings

The purpose of this study was to determine the impact of admission criteria and quality of education in private universities in Kenya. Primary data was collected using structured questionnaire, descriptive were used and regression analysis was run for the data set. The study established all the admission factors of Entry Criteria, University Capacity, Non-Discrimination Applicants' Verification had a significant influence of Quality of University Education in Kenya.

#### 5.3 Discussions of The Study Findings.

The following are discussion on the findings:

##### 5.3.1 Effects Of Entry Criteria On Quality Of University Education In Kenya

The study sought to determine the effect of entry criteria on quality of University Education in Kenya. The results indicated individually a entry criteria had a significant effect on Quality of University Education in Kenya although the effect was not significant when the four admission policies were evaluated collectively. The study also established a moderate and positive correlation between entry criteria and Quality of University Education in Kenya. This finding are consistent with that of Soita and Kosgei (2019) that established that there was a positive and statistically significant relationship between admission criteria, course cut offs and quality of graduates that attend various undergraduate programs and Mureithi (2018) who established that the universities in Kenya ensured that the selection criteria was based on students' performance at the secondary education.

The significance of admission criteria has been stressed in Juran Theory that posits that in order to achieve the highest quality in the products or services of a company, it is

necessary to work on five points one has to realize the dangers of having a low quality given that one has to properly identify what disadvantages one has to offer a service of poor quality among other factors. The importance of admission criteria as a contributing factor to quality of education is therefore critical. The theory is further highlighted by the study findings that indicated that the university admission board has set out the Minimum Grade for every course, they university ensures that the minimum grades for each program is observed and that the university ensures that the criteria for subject combination for each program is observed. The importance of observing criteria and the procedures of admission are consistent with an earlier study by University of Dundee (2021) that also established that the university policy provides guidelines to ensure fair and transparent admissions procedures at the start of any academic year. Further findings indicated that the universities ensure that the minimum grade requirement is observed as stipulated in the admission guidelines and that the university admission they do not compromise on the required cut off points for individual programs.

This finding are also consistent with the findings by Abdullah and Mirza (2018) who established a significance relationship between university capacity and quality of education offered and recommended that the Universities need to maintain the capacities that they can manage to provide quality education . This study highlighted the importance of admission criteria in ensuring that the selection process ensures quality of university education.

The findings also concur with the findings by Narita (2019) who established that the greatest potential for successful completion of the program and becoming eligible for employment is crucial. The findings stressed on eligibility for employment as a critical criterion for evaluating quality of secondary education and education of higher learning as graduates are able to secure employment.

On the other hand, while many studies highlight the role of selection criteria as critical in selecting students for various programs, Hernandez (2009) contradicted this position and highlighted that admission criteria alone was not enough and that there is more to university education quality and that in addition to admission policies including selection criteria and includes considerations of other factors.

### **5.3.2 Effects Of University Capacity On Quality Of University Education In Kenya**

The second objective had also sought to determine the effect of University Capacity on quality of University Education in Kenya. The results indicated a significant relationship between University Capacity and Quality of University Education in Kenya. Additionally, there is a moderate positive correlation between University Capacity and Quality of University Education in Kenya.

Capacity as identified by the study is one of the components to quality and is an indicator that the company is able to provide the service you have promised consistently. RATER Model as highlighted is a good way of carrying out a Gap Analysis in terms of capacity and to identify the areas that include the future state or where the company wants to be to provide exceptional service and build the necessary capacity, the current situation or how the company currently provides its service based on the current capacities and the next actions which include how the company will move from the current situation to their future state and what capacities it requires in order to achieve the quality desires and stay competitive both nationally, regionally and globally.

This indicated that the Universities only admits as per the available slots per faculty, the facility holding capacity determines the number of students admitted in every year and ensures that the various facilities only admit according to its holding capacity in order not to compromise on education quality. Additionally, the Universities also ensures that only the number of the students that can be handled by the staff are admitted to various programs and are based on the government funding for the universities.

These findings are consistent with the findings by Ezati and Openjuru (2021) that the university's capacity to offer various programs and the need to only admit the number of students that the university's capacity can handle was critical factor determining the overall performance of students admitted at various universities. The study highlighted the importance of only admitting the right number of students that the university can handle.

On the other hand, the findings of this study contradict the findings of a study conducted by Onsongo (2017) that evaluated the growth of private universities in Kenya and established that although the capacity is critical the study highlighted that although the admission of students in the public universities have sometimes exceeded the capacity stipulated, some of the leading university that are highly ranked are public universities in the country.

### **5.3.3 Effects Of Non-Discrimination On Quality Of University Education In Kenya**

In the third objective, the study had also sought to determine the effect of University Capacity on quality of University Education in Kenya. The results indicated a significant relationship between non-discrimination policy and Quality of University Education in Kenya. Additionally, there was moderate positive correlation between non-discrimination policy and Quality of University Education in Kenya. This finding are consistent with that of Nyongesa (2017) that inclusion and less discriminatory is critical in the admission to the universities for various certificate, diplomas, under graduate programs and post graduate programs.

Discrimination and favoritism other than criteria in admission is most likely to compromise on quality of education provided by the universities in Kenya. The Juran Theory and the RATER Model both emphasize on the need of proper admission in ensuring that the most qualified applicants are admitted to the universities to take the various programs. The theory while emphasizing on quality stresses the need for observing quality through observing the criteria and the selection process other than favoritism, preference or discrimination. They emphasize the critical significance of admission in ensuring that they select deserving students, they maintain the number of students that do not compromise the quality of the education they provide and that their admission is as inclusive as possible for the desired quality output

The results indicated that the university ensures that there is gender inclusion in their admission and that the University ensures that both the male and female students are provided with the equal opportunity to pursue the applied for courses regardless of their gender. Additionally, the results indicated that the university does not discriminate any

students during admission whether local or foreign so long as they qualify. These findings support the findings by Kelle University (2016) that policy prohibits direct and indirect discrimination, harassment and victimization on the grounds of age. There is uncertainty that students are not discriminated on the allocation of HELB loans even when they provide the necessary documents.

The findings of the study also contradicted the findings by Allam (2018) that established that there was no significant relationship between non-discrimination in admission and the quality of education, and highlighted the universities that did well were critical in their selection and discriminated admission from certain high schools. The study also indicated that the private highly rated universities preferred private high school.

#### **5.3.4 Effects Of Applicants' Verification On Quality Of University Education In Kenya**

Lastly, the study in its last objective had sought to establish Effects Of Applicants' Verification On Quality Of University Education In Kenya. The results indicated a significant relationship between applicants' verification and Quality of University Education in Kenya. Additionally, there was a moderate and positive correlation between applicants' verification and Quality of University Education in Kenya. The importance of applicants' verification as a step towards ensuring the quality education as an end product of quality. As highlighted in the Juran Theory there are steps towards quality attainment and improvement and the importance of these steps in creating the infrastructure that allows improvement, identifying specific points where quality may either be improved or compromised and assigning a team of experts to this task, and providing them with all the resources and training they may need to ensure the Quality of the product or services. Verification of applicants acts as a critical step towards achieving the required quality of education by ensuring that only the persons that qualify for the various programs are admitted to these programs.

The results highlight that verification of the applicants' during admission is effective the verification process during admission is foolproof and is able to identify any misrepresentation of applicant information. The importance of verification as a factor influencing quality of university education has been emphasized by a study by University

of Dundee (2021) that pointed out that part of the university's assessment is to ensure that all applications and qualifications received are genuine and in line with UK Government Requirements and was supported by a study by Sam-Amoah et al (2016) that established that the universities have intensified its admission and the verification process of the applicant to ensure that only highly qualified students get slots the technical courses that are highly competitive. The findings of the study also indicated that the system in the universities which are able to pick any false and inconsistent information during admission and that the universities' system are not linked to the other government agencies thereby making the admission process very effective. Finally, the university admission verification process is not fully technologically aided and therefore sometimes it captures wrong information or sometimes does not properly verify the presented information during admission.

The study also confirms the weakness in the university admission system as highlighted by Nyongesa (2017) that perceived less rigorous evaluation criteria and preferential treatment of the self- sponsored students may compromise quality, thus leading to imminent threats to higher education in Kenya.

As much as study established a significance relationship between applicants' verification and quality of university education , the study contradicts the findings by Agbu, Mulder and Cane (2016) that established that students performance later at the end of the program did not depend on the applicants' verification at entry. The study highlighted that the it is what the student does during the program and not what they get at the entry to the various university programs.

The study findings highlight the importance of ensuring an effective admission process towards achieving the quality of education in private universities. The importance of admission as a predictor of quality as highlighted the study findings has also been emphasized by the Juran Theory and the RATER Model, which emphasizes the need for maintaining the right quality of services and the ability of the services provided to meet the expectations of the buyer. Therefore, just like the two theories consider the critical role of maintaining the quality of services in meeting the clients' expectations, the findings of the study too are consistent with the theories of the Juran Theory and the

RATER Model, both of which emphasize the need for proper admission to ensure that the most qualified applicants are admitted to the universities to take the various programs. The theory emphasizes the critical significance of admission in ensuring that they select deserving students, maintain the number of students that do not compromise the quality of the education they provide, and that their admission is as inclusive as possible for the desired quality output.

## **5.4 Conclusion**

There is a significant relationship between entry criteria , University Capacity , non-discrimination and applicants' verification and Quality of University Education in Kenya.

### **5.4.1 Entry Criteria**

The findings of the study established that there is a significant relationship between entry criteria and Quality of University Education in Kenya. The university admission board has set out the Minimum Grade for every course, they university ensures that the minimum grades for each program is observed and that the university ensures that the criteria for subject combination for each program is observed and the universities ensure that the minimum grade requirement is observed as stipulated in the admission guidelines and that the university admission they do not compromise on the required cut off points for individual programs. This indicated that the various universities that were covered by the study have put in place proper admission criteria to ensure that students admitted for various programs have qualified for the them.

### **5.4.2 University Capacity**

The Universities only admits as per the available slots per faculty, the facility holding capacity determines the number of students admitted in every year and ensures that the various facilities only admit according to its holding capacity in order not to compromise on education quality and that the Universities also ensures that only the number of the students that can be handled by the staff are admitted to various programs and are based on the government funding for the universities. The findings stressed the need for admitting the number of students that the university can handle and the need of admitting

students for the training programs for only the courses that the universities are able to teach and have capacity.

#### **5.4.3 Non-discrimination**

In terms of non-discrimination during admission, the universities ensures that there is gender inclusion in their admission and that the University ensures that both the male and female students are provided with the equal opportunity to pursue the applied for courses regardless of their gender. Additionally, the results indicated that the university does not discriminate any students during admission whether local or foreign so long as they qualify. There are fears that that students are not discriminated on the allocation of HELB loans even when they provide the necessary documents. The findings of the study also emphasize the need for non-discrimination and ensuring that only qualified students are selected for various programs. The results emphasize the critical significance of admission in ensuring that they select deserving students, they maintain the number of students that do not compromise the quality of the education they provide and that their admission is as inclusive as possible for the desired quality output

#### **5.4.4 Non-discrimination**

The verification of the applicants' during admission is effective the verification process during admission is foolproof and is able to identify any misrepresentation of applicant information, the system in the universities are not able to exhaustively pick any false and inconsistent information during admission. Additionally, the universities' systems are not linked to the other government agencies thereby making the admission process very effective. Finally, the university admission verification process is not fully technologically aided and therefore sometimes it captures wrong information or sometimes does not properly verify the presented information during admission. The study points out the need for verification of applicants that acts as a critical step towards achieving the required quality of education by ensuring that only the persons that qualify for the various programs are admitted to these programs.

Additionally, the findings of the study validate the Juran Theory and the RATER Model that emphasizes on the need for maintaining the right quality of services and the ability of the services provided to meet the expectations of the buyer. Therefore, just like the two

theories consider the critical role of maintaining the quality of services in meeting the clients' expectations, the findings of the study too are consistent with the theories of the two theories emphasizing the need of maintain the quality of process in order to get better outcomes.

## **5.5 Implications of Research**

Different stakeholders can derive the findings of the study to exercise judgments differently depending on their need. The study findings have implications on management, knowledge and policy makers.

### **5.5.1 Contribution to Policy**

Universities in Kenya and specifically private universities play a significant role in providing enhanced education for individuals and organizations. They are also a source of employment for the Kenyan population. This makes the process of university admission a matter of policy concern. Additionally, with university education being identified as one of the priority sectors, the universities enhance their conformity to the provided guideline in admission to ensure the quality standards of university education is maintained. Based on the findings of this study, private universities will ensure that they enhance their admission process for improved quality of university education. Commission for Universities and the Ministry of Education will also benefit from the findings of this study and provide policy intervention and guidelines on how to enhance admission at the universities and especially private universities that may comprise quality as they optimize profitability in Kenya.

### **5.5.2 Contribution to the Management**

The study findings suggest that the admission process is critical for quality of university education in private universities in Kenya and therefore, in order for private universities to compete effectively with public universities, it is critical that they maintain quality of education and produce graduands that are not only competitive but that their programs are relevant to the ever-changing job market. Specifically, they the universities enhance their conformity to the provided guideline in admission to ensure the quality standards of university education is maintained. Based on the findings all the above factors are critical in ensuring that the universities produce competitive graduands that are

competitive in the dynamic and ever-changing job market. Further the universities enhance their conformity to the provided guideline in admission to ensure the quality standards of university education is maintained All these will assure private universities of ensure the quality of their education. The management of the private universities in Kenya will benefit from the study in terms of identifying ways they can enhance the quality of the education that they offer.

### **5.5.3 Contribution to Knowledge**

The study specifically viewed university admission policy in terms of using entry criteria, University Capacity, non-discrimination and applicants' verification while quality of university education using effectiveness, efficiency, and relevance of the various university programs offered by the universities. The findings indicated a significance relationship between university admission policy factors (entry criteria, University Capacity, non-discrimination and applicants' verification) and the quality of university education in Kenya. Reference to in applying the Juran Theory to our study where the study consider admission as critical in maintaining high quality education and enhance their conformity to the provided guideline in admission to ensure the quality standards of university education is maintained.

Additionally, applying RATER Model to the study, the universities need to establish where they want to be to provide exceptional educational service, how they are currently providing their service and the next actions which include how the universities will move from the current situation to their future state. Based on the findings, scholars will use it as a basis for further studies to expand knowledge. The findings of this study are in support of the significance relationship between policy factors (entry criteria, University Capacity, non-discrimination and applicants' verification) and the quality of university education. This is consistent with the general view and literature by (Mirza ,2018; Narita ,2019; Kelle University 2016; and Sam-Amoah et al, 2016)) which highlighted the significance of admission policy factors on the quality of university education. The study builds into the application of Juran Theory and RATER Model in quality management and especially in the education sector (Muran, 1904: Zeithaml et al,1990).

Therefore, the study recommends that the Commission of Education and Ministry of Education provide policy directives to ensure that the quality of university education is improved and that the universities produce graduates that are competitive in the labor market. The universities should consider enhancing the effectiveness of their entry criteria, observe their University Capacity and non-discrimination and ensure that applicants' verification is improved through the application of the necessary technology in order to achieve the desired quality of university education. Additionally, the private universities need to identify the various challenges in admission to ensure that all drawbacks are addressed and the universities enhance their conformity to the provided guideline in admission to ensure the quality standards of university education is maintained.

Additionally, there is a need for the university holding capacity to be used to determine the number of students that should be admitted in every year and ensure that various facilities only admit according to its holding capacity in order not to compromise on education quality. Universities should also ensure that only the number of the students that the university can be handled by the staff are admitted to various programs.

The universities should also ensure that there is gender inclusion in their admission and that the University ensures that both the male and female students are provided with the equal opportunity to pursue the applied courses regardless of their gender. The university should not discriminate any students during admission whether local or foreign so long as they qualify.

Lastly, the universities' systems should be linked to the other government agencies thereby making the admission process very effective, reliable and efficient. The university admission verification process needs to be fully technologically aided in order to enhance efficiency and capture the right information to verify the presented information during admission.

### **5.6 Suggestions for Further Studies**

The study recommends further research on the use of technology in the admission process and the effect it would have on the quality of education among both private and public universities in Kenya.

There is also need to conduct a study on the factors that affect the quality of university education in Kenya, as slightly more than 50% of the quality of university education is attributed to other factors other than the admission policy.

### **5.7 Study limitations and suggestions for further studies**

The study was limited to admission policy factors that affect the quality of university education in Kenya and did not cover other factors other than admission policy factors that may influence the quality of university education in Kenya. The future study should include other factors that may influence the quality of university education in Kenya. The study was limited to only four admission policy factors (or variables). Future studies should include other admission policy factors other than entry criteria, University Capacity, non-discrimination and applicants' verification.

The study covered only four aspects of quality of university factors (Global ranking, Effectiveness, Efficiency, Inclusivity and Relevance) and may not represent the total reflection of quality of university education in Kenya. On the other hand, the study only focused on key respondents from three units (three departments in common; quality assurance department, Admissions department and DVCs offices) and therefore the findings may not be as exhaustive enough as required, future studies should focus on a wider range of respondents for more compressive findings.

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## APPENDIX I: LETTER OF INTRODUCTION

### Introduction

My name is **Harriet Adhiambo**, a student from Strathmore University undertaking a Master's Degree in Commerce. I am conducting a research that seeks to *determine "The implementation of Admission Policies and Quality of University Education in Private Universities with their HQ in Nairobi, County."* would like to ask your permission to participate in this study. I humbly request you to provide the required information to enable me to complete my study.

The study aims at finding out *The Effect of Admission Policies on Quality of University Education in Selected Kenyan Universities*. The study results will help identifying how admission policies can be implemented in enhancing Quality of University Education in Selected Kenyan Universities.

The participation in this study is voluntary and one can opt to withdraw at any stage of the research if they feel they cannot continue to completion.

Your assistance will be highly appreciated

Regards

Harriet Adhiambo

## APPENDIX II: CONSENT FORM

### Introduction

My name is **Harriet Adhiambo Otieno**, a student from Strathmore University University undertaking a Master of Commerce studie. I am conducting research that seeks to *determine “The implementation of Admission Policies and Quality of University Education in Private Universities with their HQ in Nairobi, County”*. I wish to request for permission from you to participate in this study. I am humbly requesting you to provide the information requested to allow me complete the study.

### Study purpose

The study aims at finding out the implementation of Admission Policies and Quality of University Education in Private Universities with their HQ in Nairobi, County. The study results will help in enhancing the admission process in the universities which is critical in achieving quality university education.

### Voluntary participation

You have the right to decline participation in this study as it is purely voluntary and thus optional. You may as well omit to respond to some questions and withdraw from the process at any time without any dire consequences.

### Discomforts and risks

Some questions may be detailed and you might get tired underway. You may realize that a number of questions provoke your cultural and professional beliefs hence you may choose not to answer. This exercise may interfere with your daily work routine; however, I will be glad if you take your time to participate in the study.

**Confidentiality**

The interview will be held in private settings within the facility. The information you provide will be treated with utmost confidentiality. Your identity will not be revealed and the information will give in this study shall be kept confidential. I can also choose to withdraw from participating from the study at any one given time.

Sign..... Date.....

**Contact information**

In case of any questions regarding this study, you may contact my supervisors.

Name of Supervisor: **Dr. Olgha Adede**

Contacts: 07xxxxxxxxxxxxxx

Email: xxxxxxxxxxxxxxxx

or

**Strathmore University Ethics and Review Committee**

**Participant’s statement**

The information concerning my involvement in this study has been clarified to me. I have been given an opportunity to ask questions and my concerns have been addressed adequately. Participation in this research is purely optional and voluntary. I understand that the information

**Principal Investigator’s statement**

I, the undersigned, have explained to the volunteer in a language that she best understands the proceedings to be followed in the study and the risks and benefits involved.

Name: Harriet Otieno

Contact:xxxxxxx

Email: xxxxxxxxxxxxxxx

Signature..... Date.....

## APPENDIX III: RESEARCH QUESTIONNAIRE

### SECTION A : GENERAL INFORMATION

Dear Sir/ Madam

Please read carefully and provide appropriate answers by ticking [√] the appropriate boxes. The information obtained from this questionnaire will be treated with the utmost confidentiality.

1. Gender : Male  Female
2. Age : 18-30 years  31-40 years   
 41-50 years  Over 50 years
3. Highest Education level: Secondary Certificate  College Certificate   
 Undergraduate Degree  Master's Degree   
 PhD

5 . Please indicate which University you work for.....  
 .....

6.The university ranking

Ranking Category	Ranking
Global Ranking	
Continent Ranking	
National Ranking	

7. Please specify your category.

Target Group	Please Tick your Category [√]
University Admission Staff	
Quality Assurance Department Staff	
Deputy Vice Chancellor's Office Staff	

8. How long have you worked in your current position?

- Less than 2 years  2-5 Years  Above 5 Years

## SECTION B: ADMISSION POLICIES.

To what extent do you agree with the following statements on the effects of Admission Policies on Quality of University Education in Kenyan Universities?

Key: 5 - Strongly Agree, 4 - Agree, 3 - Neutral, 2 - Disagree, 1 - Strongly Disagree

<b>Admission Policies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Entry Criteria</b>					
The university admission board has set out the Minimum Grade for every course					
The university ensures that the minimum grades for each programs is observed					
The university ensures that the criteria for subject combination for each program is observed					
Minimum grade requirement is observed as stipulated in the admission guidelines					
The university admission does not compromise on the required cut off points for individual programs					
<b>University Capacity</b>					
The University only admits as per the available slots per faculty					
Facility holding capacity determines the number of students admitted in every year					
The University ensure that the various facilities only admit according to its holding capacity in order not to compromise on education quality					
The university also ensures that only the number of the students that can be handled by the staff are admitted to various programs					
The university also admits according to the government funding for the universities.					
<b>Non-Discrimination Policy</b>					
The university ensure that there is Gender inclusion in their admission.					
The University ensures that both the male and female students are provided with the equal opportunity to pursue the applied for courses regardless of their gender					
The University ensures that its Non-discrimination policy is observed					
The university does not discriminate any students during admission whether local or foreign so long as they qualify					

The university ensures that students are not discriminated on the allocation of HELB loans so long as they provide the necessary documents.					
<b>Applicants Verification</b>					
The verification of the applicants' during admission is effective					
The verification process during admission is foolproof and is able to identify any misrepresentation of applicant information.					
The system is able to pick any false and inconsistent information during admission					
The university system is linked to the other government agencies thereby making the admission process very effective					
The university admission verification process is technologically aided and therefore making it difficult provide wrong information					

### SECTION C: QUALITY OF UNIVERSITY EDUCATION

To what extent do you agree with the following statements on the quality of university education in Kenya?

Key: 5 - Strongly Agree, 4 - Agree, 3 - Neutral, 2 - Disagree, 1 - Strongly Disagree.

Quality of University Education	1	2	3	4	5
<b>Effectiveness</b>					
The way the university's education is delivered is effective delivering the desired quality education					
The programs are effective as they are quality and meets the demands of the job market.					
<b>Efficiency</b>					
The university education are efficient in delivering the desired quality education.					
The university are efficient they are quality and meets the demands of the job market					
<b>Inclusivity</b>					
The various programs that are offered by the university are inclusive regardless of age, gender or race					
The universities provide equal opportunities even for the under-privileged					
<b>Relevance</b>					
The education programs provided by the university are relevant and are of the desired quality					
The education programs provided by the university are relevant and meets the demands of					

the job market					
<b>Ranking of University</b>					
The university is correctly ranked					
The university ranking is a reflection of the quality of the education offered					

***THANK YOU FOR YOUR PARTICIPATION***



## APPENDIX IV: ETHICAL APPROVAL



19<sup>th</sup> April 2024

Ms Otieno Harriet,  
harriet.otieno@strathmore.edu

Dear Ms Otieno,

**RE: Students Admission Policies and the Quality of University Education: A Case of Kenyan Private Universities in Nairobi County**

This is to inform you that SU-ISERC has reviewed and approved your above SU-masters research proposal. Your application reference number is SU-ISERC2171/24. The approval period is from 19<sup>th</sup> April 2024 to 18<sup>th</sup> April 2025.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-ISERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-ISERC within 72 hours of notification.
- iv. Any changes anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-ISERC within 72 hours.
- v. Clearance for the export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to the expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days of completion of the study to SU-ISERC.

Before commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and obtain other clearances needed.

Yours sincerely,

Mr Ambrose Rachier,  
Chairperson; SU-ISERC

APPENDIX V: NACOSTI PERMIT

Republic of Kenya  
National Commission for Science, Technology and Innovation

Ref No: 445682

**RESEARCH LICENSE**



**This is to Certify that Miss. HARRIET ADHLAMBO OTIENO of Strathmore University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: STUDENTS ADMISSION POLICIES AND THE QUALITY OF UNIVERSITY EDUCATION: A CASE OF KENYAN PRIVATE UNIVERSITIES IN NAIROBI COUNTY for the period ending : 29/April/2025.**

License No: NACOSTIP/24/35084

445682  
Applicant Identification Number

Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,  
Scan the QR Code using QR scanner application.

See overleaf for conditions

**The National Commission for Science, Technology and Innovation**, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

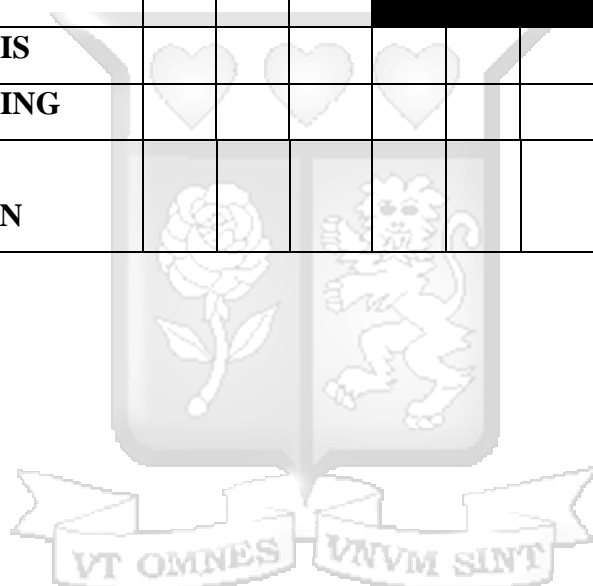
**CONDITIONS OF THE RESEARCH LICENSE**

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and  
Innovation(NACOSTI),  
Off Waiyaki Way, Upper Kabete,  
P. O. Box 30623 - 00100 Nairobi, KENYA  
Telephone: 020 4007000, 0713788787, 0735404245  
E-mail: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)

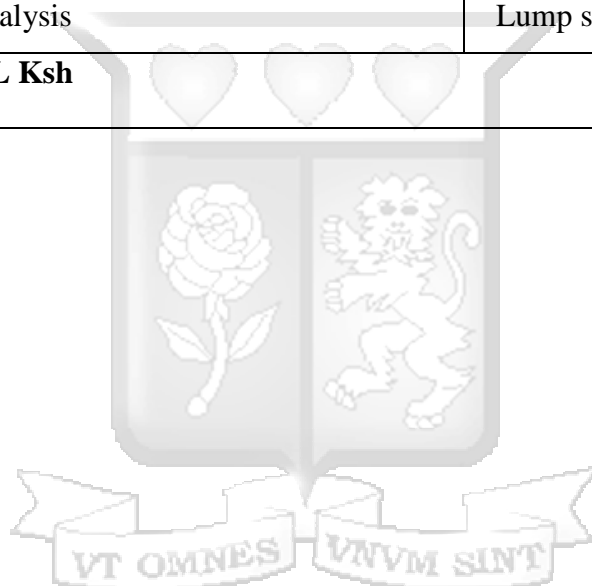
**APPENDIX VI: WORK PLAN FOR THE STUDY**

ACTIVITIES	August -December 2023				April 16 <sup>st</sup> -30 <sup>th</sup> 2024				May 2024			
	1	2	3	4	1	2	3	4	1	2	3	4
<b>PROPOSAL</b>												
<b>PRE-TESTING AND REVIEW</b>												
<b>DATA COLLECTION</b>												
<b>DATA ANALYSIS</b>												
<b>REPORT WRITING</b>												
<b>REPORT PRESENTATION</b>												



**APPENDIX VII: BUDGET FOR THE STUDY**

<b>CODE</b>	<b>ITEMS</b>	<b>QUANTITY</b>	<b>COST Ksh</b>	<b>TOTAL Ksh</b>
<b>1</b>	Stationeries (Pencil, Erasers, Papers)	Lump sum	500	500
<b>2</b>	Typed and printed proposal	Lump sum	3000	3000
<b>3</b>	Transport	Lump sum	2000	2000
<b>4</b>	Type and print report	Lump sum	5000	50000
<b>5</b>	Type, Printing and Photocopying of interview schedule	Lump sum	2000	2000
<b>6</b>	Data Collection	<b>126</b>	100	12,600
<b>7</b>	Data Analysis	Lump sum	20,000	20,000
<b>TOTAL Ksh</b>				<b>90,100</b>



**APPENDIX VIII: LIST OF PRIVATE UNIVERSITIES IN NAIROBI COUNTY**

<b>University</b>
Catholic University
Daystar University
USIU
Presbyterian University
African Nazarene
Riara University
MUA
KCA University
Kiriri Women's University of Science and Technology
Pan Africa Christian University
Pioneer International University
KAG East University
The East African University
International Leadership University
<b>Total</b>

