

THE INFLUENCE OF GLOBALIZATION ON MANAGEMENT OF UNIVERSITIES IN KENYA

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Abstract

Globalization is characterized by, but not limited to, liberalism, free market policies, information and communication technology, inter-connection, inter dependence, and borderless border that has made the world a global village. Globalization is the process by which businesses or other organizations develop international influence or start operating on an international scale. Globalization in education, therefore, implies the opening of local and nationalistic perspectives to a broader outlook of an interconnected and interdependent world with free transfer of knowledge, skills and attitudes. It means the integration of national education policies and practices into the international education systems through investment in education, innovation, and technology. The influence of globalization on management of university education is of great importance to developing countries such as Kenya. Students and scholars have been moving across the globe to acquire or disseminate information respectively. But policy and technological developments of the past few decades have spurred increases in cross-border investment in education and migration of the educated such that the world has actually entered a qualitatively new phase in its investment and provision of university education. Advances in information technology, in particular, have dramatically transformed economic life of the people and hence the need for education to go beyond the borders. These have serious ramifications on the administration and management of universities in Kenya. In terms of education, globalization has led to more influx and quick dissemination of information through the Internet between countries and cultural intermingling. On the other hand, it has resulted in labour drain and less cultural diversity. In Kenya the challenges facing universities include limited opportunities available in public universities beyond their capacity to plan and finance, the desire to complement government-managed institutions of higher learning and a decline in quality. This paper, therefore, reviews the influence of globalization on management of university education with particular attention to human resource management, the effect of opening up of campuses in urban centres, ICT infrastructure and its use in teaching/learning process, research capacity, alternative sourcing for funds and quality assurance. The paper recommends education reforms that would maintain acceptable university academic standards. These include reforms on competition, reduction of costs and equity considerations.

Key words: Globalization, university education, human resources, innovation, research capacity, quality assurance.

Introduction

Globalization in education implies the opening of local and nationalistic perspectives to a broader outlook of an interconnected and interdependent world with free transfer of knowledge, skills and attitudes. It means the integration of national education policies and practices into the international education systems through investment in education, innovation, and technology. The history of globalization of education existed due to the desire for a higher and international education that cuts across the cultural and geographical boundaries of the world (Ondigi, 2003). Indeed, globalization has been instrumental in redefining the character and shape of universities in ways that are remarkably

different from other forces that have influenced these institutions.

According to Munene (n. d.) beginning in the mid-1980s, international influences on Africa's university systems began to have dramatic effects which have continued to this day. There has been an increasing pace of globalization, the commodification of knowledge and the centrality of its generation and application to social and economic development; the increased openness of the national borders to flows of knowledge and information; the enhanced mobility and expanded market for high skill labour; and the new organizational forms and delivery modes resulting from the ICT revolution (Sawyerr, 2004).



Sifuna, Chege and Oanda (2006) outlined the issues in higher education as redefining the mission of higher education, financing, socio-economic equity, ethnic and regional equity, gender equity, the *annee' blanche* (i.e. black academic year due to student strikes), declining standards and quality, and management of space. The challenge for the governments and institutions was “to prudently manage the high social demand for access to higher education and also expand, improve and strengthen middle-level tertiary institutions as viable alternatives” (Sifuna et. al, 2006: 362). These developments pose a critical question on how university management has dealt (or is dealing) with the influence of globalization on access, equity, quality and relevance of university education.

Literature Review

The Role of Universities

A university's role is to contribute to national development through the training of highly skilled manpower, research, and creating and disseminating knowledge. According to Levin, Jeong and Ou (2006: 2) universities have three major roles to play: excellence in education of their students; research, development and dissemination of knowledge; and activities contributing to cultural, scientific, and civic life of society. Republic of Kenya (1981) or Mackay Report regards university education as the national “think-tank” in shaping and propelling national growth and development. The report observes that the main role of a university is to train professionals and particularly professional manpower for the country.

Students seek university education for various reasons: job placement after graduation to be able to earn a living, promotion from one grade to another (i.e. vertical mobility), flexibility between regions (i.e. geographical or horizontal mobility), increase in income and for personal satisfaction and prestige. The high private returns to higher education because of the public subsidization of education are responsible for the high demand for education at this level (Psacharopoulos & Patrinos, 2002) resulting in the massive growth in the number of universities, both public and private, in Sub-Saharan Africa.

Hence, a university should consider institutional characteristics that may affect instructional quality, research quality and student quality (Levin et al., 2006). Institutional characteristics include the number of pro-

fessional and academic areas of study and research, number of faculty and students, academic facilities, faculty/students ratio, faculty qualifications, libraries and computer facilities, and student selectivity (Levin et al., 2006 quoting Grunig, 1999). The faculty-student ratio is used to capture the teaching quality of an institution while student selectivity, on the other hand, is an indicator of the prestige and attractiveness of a university and the quality of fellow students which are believed to have an educational impact or peer effect.

Expansion of Access to University Education

At independence East African countries had only Makerere University in Uganda and the Royal Technical College in Nairobi, Kenya. University of Nairobi and Dar-es-Salaam University came into being in 1961 and were amalgamated with Makerere to form the Federal University of East Africa. After the collapse of the initial East African Community in 1977 there has been a high expansion of universities in this region. For example, Kenya currently has 53 universities out of which 22 are fully fledged public universities while 31 are private (17 are chartered private universities, 13 have Letter of Interim Authority and 1 is Registered). In addition, there are 14 constituent university colleges (9 public and 5 private) and many collaborative programmes with private middle level colleges. Similar expansions have been noted in the other East African countries though at different levels with Uganda having 38 universities (7 public and 31 private).

The growth of private universities in Africa is a response of global trends in the growth of private universities. The development of private higher education institutions has occurred in three waves (Munene, n. d). The first is religious universities that aimed at providing a religious fervor in higher education and dominate private higher education in Kenya and Uganda (e.g. Daystar University and University of Eastern Africa Baraton). The second wave is elite private universities (e.g. United States International University) that are expensive and appealing to educational demands of the affluent who aspire for a more distinct type of higher education. The third wave is the tuition-dependent demand-absorbing types, among the fastest growing institutional types (e.g. Kampala International and Mount Kenya universities). Their main role has been to meet the growing

demand for higher education (Munene, n. d).

Private universities are not directly competitive with the public institutions for students; their role is primarily a supplementary one of absorbing the spill-over from the pool of fully qualified but successful applicants to the public institutions. Exceptions to this may be in respect of special categories of students or specialized programmes, reflecting special vocational needs such as communication course at Daystar University and commerce at Strathmore University and accounting at KCA University. Indeed, private universities have been a substitute to public universities especially where frequent closures and general instability in public universities lead to unpredictability and undue prolongation of courses.

Equity Considerations

Disparities in per capita income and standards of living have emerged resulting from the pressures and pulls of globalisation on countries globally. It divides countries according to their ability to use, adapt, produce and diffuse knowledge. Thus it places the developed world on a class of their own while the Third World countries stand marginalized in the global outfit.

The enrollment growth at university level has had considerable impact on equality of educational opportunity. While actual enrolments have increased, class-based disparities in access to university education have also become apparent (Munene, n. d). Munene (n. d.) adds that the dual-track tuition policy involving government-sponsored and privately-sponsored students has led to grouping of the student body along class lines. Only those capable of meeting the full cost of university education seek enrolment as self-sponsored students since educational loans are not available to such students. In addition, a student with lower academic qualification but with financial resources can enroll in prestigious university programmes (such as medicine) but one with superior qualification but without the requisite financial means cannot do so in Kenya. This raises the issue that university education seems to benefit the rich. Indeed, education is for the rich class all over Africa (Okoli, 2012).

Globalisation pressures produce fragmentation and differences which translate into unemployment, job insecurity and growing inequalities in access to education in Africa. Globalisation breeds segregation and thus social inequality. The children from both the rich and the working class and even from poor background face seri-

ous competition to gain access into the universities. The government's criteria have some element of discrimination in admissions resulting in a situation in which those who score highly are dropped while those with low score are admitted. The clamour for access to university education is rather intense and has given rise to various facets of examinations malpractice which are damaging to education (Okoli, 2012). Economic underdevelopment of government as a result of IMF causes more youths to remain uneducated (Wadri, 2004 quoted in Okoli, 2012).

These limitations have resulted in the children of the better-off residents in the small number of urban centres to be better prepared for entry into university, whether on the basis of secondary school examination results or special university entrance examinations. This puts them at a significant advantage in the fierce competition for the limited number of university places. Given that students from the rich went to the best secondary schools and performed well, they are the ones enjoying government subsidy in public universities. The relatively poor students are the ones admitted to private universities where they are forced to pay the full cost of their education. This situation is made worse by our poor record of scholarships, bursaries and loans schemes meant to equalize access.

Instructional Quality

The quality of faculty at university level is important to quality education in the country and a responsible university management should engage qualified staff. However, quality of faculty in universities is questionable. Some lecturers teach masters programmes yet they do not have clear qualifications to teach them especially in technical courses where experience really matters or where they do not have masters degrees (Oketch, 2009). Lecturers at masters' level should have a minimum of PhD and ought to have taught at university for a couple of years.

The number of professors and senior lecturers recruited is small and the universities are heavily relying on part time lecturers. Karanja (2011) noted that there were only 352 professors in Kenyan public and private universities most of whom were on their way to retirement in 2011. According to University Academic Staff Union (UASU) the enrolment in universities in Kenya increased from 91,541 to 130,000 (an increase of 42%) in the period 2007



- 2010 while the number of lecturers grew by 29% from 7,000 to 9,000 during the same period (Kimani, 2010). The growth in the number of lecturers is, therefore, not in tandem with students' growth.

Gogo (2014) noted that lecturers teach part time in addition to their full time work while others who are fully part timers in one institution add other work elsewhere. The reasons for teaching part time include the need for extra income, career development, meeting the needs of understaffed departments and changing environments. However, part time lecturers face several challenges: they have no forum for airing their concerns and these impacts negatively on the teaching/learning process; it is difficult to balance between full time and part time work thereby making it hard to plan for their time; inaccurate and low payments, irregular time for payments and lack of benefits from institutional deductions for NSSF, NHIF, medical cover, car loans, computer loans, annual leave, pension scheme and insurance cover; lack of choice of friendly courses for part time teaching means that lecturers are not imparting the right knowledge to the students; lack of commitment to the institutions they work in for once they are through with their lessons they leave and as such they cannot be expected to be loyal to the dictates, vision and mission of these institutions.

The University Academic Staff Union has noted that lecturers are overwhelmed by the large number of students and cannot deliver to the expected standards. According to CUE the student-lecturer ratio should be 7: 1 and 18: 1 for pure science and social science courses respectively. However, the University of Nairobi has a ratio of 23: 1 while USIU has a ratio of 19: 1, Strathmore 22: 1, and Daystar University 21: 1. These figures are high and this implies that effective teaching and learning cannot take place (Gogo, 2014).

Karanja (2011) noted that post graduate students take unnecessarily long time to earn a masters or a PhD degree as compared to their counterparts abroad. On average, a master's degree take three years in Kenya compared to one year in Europe and America while a PhD student may take up to ten years compared to two to three years. The supervisors take too long (sometimes months) to mark; supervisors assigned to one student give different verdicts thereby frustrating the student; supervisors disappearing for months and have to be chased around; there is jealousy when students give prominence to one supervisor as compared to the others; PhD students being given work by their supervisors hence they have no time to do the research; there is

no more leave for PhD students to go and complete their studies; some supervisors are too busy with other commitments such that students are either delayed or get frustrated; lack of qualified supervisors in some technical courses. The major challenge for supervisors is that they have too many students to deal with. For instance, a lecturer should supervise two masters' students and one doctorate student per year but some now supervise 45 masters and five doctorate students in addition to teaching undergraduate students. Karanja (2011) recommended having clear time lines to finish a thesis; punish errant supervisors and need for more funding for research.

"African educational institutions face the loss of many of her talented brains as a result of globalization flows in all areas of national endeavor" (Appadurai in Henry et al., 2008, p. 24). With the flow of people, students and intellectuals, African talented brains migrate to other places where they are attracted to education, research and development, information communication technology and new technologies and innovations for their global market and workforce (Glanz in World Bank, 2002).

According to Oyelere (2007) skilled workers who are migrating include scientists, doctors, engineers, academicians, nurses, managers, and other professionals who have received a tertiary education. Kenya ranks seventh in terms of population size in Africa, but is among the top five sending countries from Africa to the developed world. According to Nwachukwu (1997) Kenya experienced a reduction in its national income due to the migration of its professionals.

A development policy that provides for constant upgrading of knowledge and skills of staff through training programmes to cope with the new technologies in research and teaching methods need to be put in place in universities. However, lecturers have no time for furthering their education; they are more contented with what they have. At Daystar University, for example, there is a monthly in-house retraining programme but it lacks quorum every time. The programme is meant to update lecturers on the current trends of teaching, curriculum development, and examination procedures among others. Only a handful of part time lecturers attend with the majority of full time lecturers giving it a wide berth.

Research Quality

According to Nyerere (1967) in Mabururu (n. d.), the major function of a university in developing countries is to give ideas, manpower and services, for the furtherance of equality, human dignity and human development. That is, universities contribute to national development through training of highly skilled manpower, doing research and creating and disseminating knowledge. However, the focus has been on manpower development with universities producing teachers, architects, surveyors, doctors, economists, lawyers, agriculturalists and a host of other disciplines at the expense of research and dissemination of research findings.

The university in general is regarded as an educational hub that creates knowledge and skills necessary in promoting the socio-economic and political development of a nation Ondigi (2011). Hence, its set objectives are to do research and train manpower based on the needs of society as characterized by the technological and industrial challenges that face the global economies.

However, the tragedy of the failure of our education system plays out in research, both in universities and public research institutions. One wonders whether lecturers have quality time for research leave alone attending conferences. World Bank (2002) noted that member countries of the OECD account for 85% of total investment in research and development. China, India, Brazil and the newly industrial countries of East Asia (Malaysia, Singapore etc.) account for 11%, while the rest of Africa account for 4%. Hence Africa is marginalized in the global competition. In addition, Kenyan-based scientists, without Western collaborators, seldom publish in high impact peer-reviewed journals.

According to Gogo (2010), the major drawback to research in universities is lack of time for lecturers and research funding. Research papers are rarely published and this make them appear not worth the effort. Indeed, while addressing the IUCEA 2nd Annual Meeting in Bujumbura, Burundi in March 2011, the Chairman of IUCEA Prof. Silas Lwakabamba noted that there was need for research in universities in East Africa to focus on solving local challenges (The Community, 2011).

Student Quality

One of the problems resulting from high demand for higher education is that of too many graduates with

dubious qualities. Akinwumi (2010: 50) noted that the increase in enrolment of students in Nigerian universities without the corresponding increase in resources and facilities posed a great threat to the quality of higher education in the country because the teaching/learning environment has been impaired. The quality of output of higher education has deteriorated with concerns include production of graduates vis-à-vis job opportunities and retraining of lecturers. The Federation of Kenya Employers (FKE) has noted that graduates cannot express themselves and that there are more graduates than the market requires. The Kenya Institute of Education review criticized the system of education for concentrating on “imparting theoretical skills at the expense of practical skills, which is important in building a vibrant economy.” Awiti (2010) noted that the education does not nurture problem-solving and analytical skills required for innovation. This situation becomes worse when universities seek to balance enrolment (hence income) with quality education.

Kenyan universities (particularly the private ones) sometimes admit students for courses that have not been accredited by CUE and are, therefore, not recognized as offering proper qualifications to the various disciplines. This is exposing parents, self-sponsored students and guardians to loss of money in pursuit of certificates that have no value in the labour market. The high enrollment of students has also led to the infiltration of examination papers around the universities with some thesis, term papers and projects done at a fee. A lot of work is equally down loaded from the Internet and due to lack of time for lecturers to vet these effectively, students end up passing courses they never did or have any knowledge at all. This has forced some employers to demand for high school certificates in addition to the degree certificate; some employers are also rejecting graduates from some universities.

According to Mabururu (n. d.) students in some Kenyan Universities and most African Universities require more than factual information on education. They must be encouraged to reflect on whatever they are taught since reflection is a worthwhile endeavour in the whole process of acquiring proper knowledge. As a consequence, the lecturer has the function of a guide for his or her students; the student should do the work by him/herself.

The traditional system of education unlike formal education provided practical and theoretical



training for the learners. For instance, students learning farming, hunting and other required skills by working in the farm, going to hunt with their elders who gave them proper direction on how to go about activities. This is the kind of academic, social, moral and political guidance that students lack in the university education; we seem to be producing uncritical minds. A school system devoid of moral teaching and a curriculum based on fundamental values is creating not only an education problem but also a work place problem for decisions made without a moral framework affect services (Narbarte, 2004 in Mabururu (n.d.)). Students are not prepared adequately in required skills to manage their affairs independently. This partly explains why most of our graduates are unable to sustain themselves in society; parents are forced to come in to support them even when they are working because the type of education they acquired did not help them to be themselves i.e. to be self-reliant.

Alternative Sourcing for Funds

Due to globalization, universities have been re-engineered in an effort to market themselves and seek alternative methods of financing. Marketization denotes strategies through which universities have used in order to align themselves with the marketplace. These strategies have included re-focusing student curricular interests as well as identifying opportunities for entrepreneurial activities (Munene, n. d.). These strategies have resulted in coupling of university programs and activities to the market, a marked departure from the post-independence university where focus was on the development of a social and cohesive society so that the markets could function well. In this context, globalization has fostered uniformity in program offering among African universities as nations have sought to enhance their comparative advantage in the global economic realm (Munene, n. d.).

Marketization has also been articulated through the rapid growth in university centers and institutes as venues for organizing teaching and research in contrast to traditional academic departments. These non-traditional academic initiatives have provided two advantages to the universities. First, they have provided a valuable conduit through which to fundraise externally for support in a graduate academic programming. Second, they have provided avenues for establishing short-term training programs without going through the curriculum committees and senates as in traditional

academic programming (Munene, n. d.).

The other issue which has contributed to the shortfall of University education is the introduction of fee-paying students. Initially, this fee-paying University education had two noble major objectives namely:-

- a) To raise funds at a time when the institutions were hit by finance crises as the government had cut their budgetary allocations.
- b) To give qualified Kenyans a chance to pursue higher education.

The whole program which started with a noble idea of enhancing human resource development and the generation of income to the Universities now seem to be so much emphasizing the commercialization aspect at the expense of quality of education. Indeed, universities have experienced pressures to raise revenue through avenues such as consulting, grants and other non-teaching activities and the transfer of management of these revenue-generating activities into private management (Munene, n. d.).

Theoretical Analysis

Article 43 of the University Act posits that “the day-to-day management of the university shall vest in the Vice-Chancellor who shall be assisted by the Management Board of the university in accordance with the provisions of this Act and the charter” (Republic of Kenya, 2012). The Vice-Chancellor is the Chief Executive hence the academic and administrative head of the university. In this position, the Vice-Chancellor has the responsibility for the direction, organization, administration and programmes of the university. Management Board has the duty of implementing the policies of the university, and assist in the day-to-day management of the university.

Okumbe (1998) identifies six functions of management in an educational institution as formulation of sound policies, goals and objectives of the institution; procure the resources necessary for the achievement of the objectives; organize and coordinate the activities of the educational institution with the aim of achieving the objectives with maximum efficiency and effectiveness; influence and stimulate the human resource available; integrate the institution and its activities into the set-up of the society; and evaluating the institution’s activities in accordance with the objectives. These are critical functions that require clear planning and implementation strate-

gies that many educational managers find difficult to achieve amidst the influence of globalization.

Educational Management

The product of a university, which is “the functional unit of the education system at higher education, is judged by the way its past students perform in society” (Okumbe, 1998, p. 10). For a university to perform its role effectively and efficiently, it must have a foresighted educational leadership which is based on sound management principles and techniques. The functions of educational management include procuring the resources necessary for the achievement of the objectives (i.e. sources of funds, appropriate leaning/teaching resources, appropriate curriculum and congenial human resource) and to influence and stimulate the human resource available (i.e. have an enabling environment and release maximum potentials from both staff and students).

Unfortunately this is not true of all universities. First, there is interference in the management of the universities from various quarters. For example, the University Councils are becoming more of the day-to-day managers of these institutions. Second, the procedure for recruitment is based more on ethnicity than quality; the tribe of the management committee or the CEO will always prevail. Hence there is no conducive environment for staff and even students to release their potential.

In order to steer universities towards the market in tandem with global competitive needs, increased accountability requirements and growth in managerialism have come to define recent higher education developments in Africa (Munene, n. d.). Consequently new university structures and processes have emerged leading to the growth in the number of administrators. The paradigm shift in accountability has also seen university administrators centralize university management and become increasingly proactive in the control of academics' work. New bureaucratic structures, superimposed on old ones, have constituted oversight offices to manage income-generating academic programs. The introduction of managerial values has cast to the sidelines the traditional democratic educational values that have informed higher education (Munene, n. d.). The question that lingers in one's mind is how much time administrators have to oversee academics at the expense of managing finances.

Dwindling job opportunities have driven the

demand for higher education to newer heights. The parallel or evening programmes in both public and private universities have attracted working people whose full time jobs and other personal commitments do not allow them to pursue further studies on full time basis. In the highly competitive job market, employment and promotions are done on the basis of the quality of academic papers one has; the more one is educated the greater the chances of being employed and promoted. However, a number of issues emanate from this form of education in terms of time wastage at the work place. For instance, evening classes start at 5.30pm in universities implying that workers must leave work early to go to class. It is not clear if this time is compensated for in any way or form. Secondly, do the employees take their class work to the office more so where they are employed by the same institution where they learn in?

Challenges Facing University Management

Challenges facing university management revolve around articulation of policies, procurement of resources, organizing and coordinating university programmes, stimulating human resource, integrating university activities and evaluation of programmes. These challenges make it difficult for the management to perform its roles effectively. Specifically, the challenges are:

1. Dissatisfied staff due to low and sometimes late payment of salaries, allowances, and medical claims. The sourcing for funds is a challenge to many universities as fees are not paid in time while then government grant is always remitted late. This has manifested itself in terms of strikes among staff and students.
2. Administrative staff attending evening classes or teaching part time. This leads to inadequate productivity at the work place. In addition, the number of administrative staff is also bloated in some universities and this eats too much into the finances leaving inadequate financial resources for the teaching/learning programmes.
3. How to reduce the number of part time lecturers and have more full-time in order to improve the interaction between students and lecturers. With as high as 70% part time lecturers the quality of education

in universities is compromised.

4. Expansion of universities in terms of new campuses, satellite centres, learning centres and collaborating colleges creates challenges on management. Those appointed to head these centres as Coordinators often face challenges of communication from the main university campus and a number of them do not know what their roles are. It is important to note that the CUE has put a benchmark for university campuses to improve quality education.
5. Poor quality of teaching due to:
 - Inadequate physical facilities such as class rooms, lack of adequate learning/teaching materials, inappropriate curriculum and non-congenial human resource. The provision of resources in good time is also a problem.
 - A student population that do not care about their education. Most youth do not recognize the value of education any more in the absence of employment after graduation on. They are demotivated and are a constant source of friction in universities.
 - Overworked lecturers who feel demoralized; their output is questionable.
 - Small classrooms vis-à-vis large number of students; sometimes students sit outside the lecture room.
6. Too few students in classes that is uneconomical due to the opening up of many campuses and centres. For example, many universities are finding it difficult to get at least 5 postgraduate students to make a threshold for a class. At times students are asked to wait indefinitely for the number to rise. There are cases of lecturers teaching only one or two regular students!
7. High student/teacher ratios for undergraduate students leading to problems of setting, marking and revising CATs and term papers. Lecturers find it difficult to set regular papers and end up giving only one assignment or one CAT that is really revised in class.
8. Integration of ICT in teaching/learning process. Most universities merely have units in computer but use normal methods of teaching. The shift to ICT is not possible due to lack of infrastructure and smart rooms for teaching purposes.
9. Lecturers who fail to go for sabbatical or annual leave thereby becoming fatigued. Lecturers may take leave but instead of resting they teach part time; sabbatical leaves are never heard of in universities today due to lack of finance.
10. Inadequate research funds and time for research by lecturers leading to inadequate publications.
11. Rewards for lecturers for extra work done are never programmed and this demoralizes lecturers.
12. Inadequate supervision of theses and dragging of completion rates for postgraduate students.
13. Inadequate and irregular appraisal of lecturers and their promotion from one level to another. Most promotions are based on availability of finances despite the candidates having attained the basic requisite qualifications.

Conclusion

Globalization has been instrumental in expanding university education. It has provided enough space for all who seek higher education. However, it has brought a lot of competition that has led to the deterioration in the quality of this education. A number of university campuses and centres are not economically viable and as such provide low quality of education. In addition, equity in access should be dealt with; education should be for all and not the rich.

Recommendations

1. In order to improve quality education universities should employ more full time lecturers than part time lecturers and at the same time reduce the number of administrative staff to release more resources that are needed for employing more full time lecturers.
2. The shortcoming of the current University education in particular, “the paper certificate” needs to be corrected so as to have a system of education which is integral. What we should aim at in education is what Whitehead (1962) in Maburru (n. d.) calls “students who possess both culture and expert knowledge”. This is because the valuable intellectual development is self-development. We need an education which is

oriented to the real needs of the community, an educational system that discourages the attitude of graduates moving from rural areas to urban centres in search of wage employment. Indeed, a radical change in Kenya's education culture is needed to foster the human capital necessary for innovation-led social and economic transformation.

3. The University environment and leadership should be a place to be emulated in the way they provide services to the students and the public in general. Everything from toilets, lecture rooms, hostels, library and internet access, current books, journals, magazines and even the dailies should be the best, otherwise why call a University a centre of excellence.

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