The quota system of education and its influence on national unity: A study of the catholic university of Eastern Africa

Joseph Karani Kataka[1,2]

[1]Department of Undergraduate Studies in Education, The Catholic University of Eastern Africa, Nairobi, Kenya
[2]Department of ICT, Thika Technical Training Institute, Thika, Kenya

Email address:
jkaranikataka@gmail.com

Abstract: The aim of this study was to try and establish the influence of the quota system of education in Kenya on national unity. The study's target population was four thousand one hundred and seventy one (4171), and the sample of four hundred and thirty (432), who include three hundred and ninety one (391) learners and forty nine (49) lecturers from The Catholic University of Eastern Africa. The study employed a combination of descriptive survey and naturalistic design, employing both qualitative and quantitative approaches in research. The instruments of data collection were the questionnaire and interview guide to enhance comprehensive data collection. Statistical procedures were used to sort, analyze and summarize the data into frequencies and percentages. The qualitative data generated in the research was analyzed thematically. Analysis was done using Microsoft Word (a word processing program) and two statistical analysis software PSPP and R. From the research findings, on the quota system of education and its influence on national unity, the researcher was able to identify the following: teacher employment, student selection process and poverty as factors leading to minimal or lack of student / teacher interaction with other cultures and exposure to different environments giving rise to closed societies, closed cultures and teachers who are not globally exposed. These factors may give rise to a closed individual who might end up not being fully acculturated to different environments lacking the necessary skills to foster harmony in society.

Keywords: Education, Secondary Education and Training, Quality and Relevant Education, National Cohesion,
Standardization of Educational Systems, Educational Reforms and Development, Quota Education System,
Quota System, Quota System in Education

1. Introduction

Education is critical in promoting political, social and economic development of any country. It is expected to provide an all-round development of its recipients to enable them overcome prevailing challenges and therefore play effective roles in the society. The provision of a meaningful and adequate education is fundamental to Kenya's overall development strategy (MOEST, 2004). The functions the Kenyan education system seeks to attain are embedded in the three aims of education and further translated in the eight national goals of education. The goals explain the ideals this system seeks to attain in terms of the knowledge, skills, and values the country wishes its learners to acquire (Journal of Education and Practice, 2013).

Since independence, the Government has addressed the challenges facing the education sector through commissions, committees and Taskforces. The first commission, after independence, came up with the Report of the Kenya Education Commission (The Ominde Report, 1964) that sought to reform the inherited education system and to make it more responsive to the needs of the country. The Commission proposed an education system that would foster national unity and creation of sufficient human capital for national development (Republic of Kenya, Sessional Paper No.1 Of 2005).

The provision of education and training to all Kenyans is fundamental to the success of the nation's overall development strategy. The long-term objective of the Government is to provide every Kenyan with basic quality education and training, including 2 years of pre-primary, 8

years of primary and 4 years of secondary/technical education. Education also aims at enhancing the ability of Kenyans to preserve and utilize the environment for productive gain and sustainable livelihoods. Second, the development of quality human resource is central to the attainment of national goals for industrial development and national cohesion (unity of purpose). Third, the realization of universal access to basic education and training ensures equitable access to education and training for all children, including disadvantaged and vulnerable groups. Fourth, education is necessary for the development and protection of democratic institutions and human rights (Republic of Kenya, Sessional Paper No.1 Of 2005).

The research project is based on determining the influence of the quota system of education and its impact on national unity.

1.1. History of Kenya's Education System

Kenya is a country bordered by Uganda to the west, Somalia to the east, Sudan and Ethiopia to the north and Tanzania to the south. It attained its independence from the British in 1963 with a population of 7 million people. According to the 2009 census, the population had reached 38,610,097 (Kenya National Bureau of Statistics, 2010) and by the year 2014 the population is estimated to be about 43 million.

Kenya's official languages are Swahili and English. Swahili has until recently been slowly used to a lesser degree as it is competing with English and a multitude of vernacular languages, like Kalenjin, Kisii, Dholuo, Luhya, Kikuyu, Giriama and Kikamba. The weak promotion of Swahili in Kenya might be rooted in the colonial history and the post-independence language policies (Weber, 2009). Education policies during the colonial period insisted on the use of local vernaculars as the language of instruction. Thereby, the Kenyan population was effectively denied a common language to communicate and organize nationally; which was part of the divide and rule policy of the British colonials (Ochieng', 1972; p.258, cited in Vol2 1995; p.263).

The Kenya quota system of education is where 85 percent of students joining secondary schools are selected from their home districts or provinces. It was started in order to give students from disadvantaged districts a chance to access secondary education (Weber, 2009).

However this system in a way became restrictive with time in that because of the quota system, most people working in schools came from the same tribe. Thereby, teachers were effectively restricted to work in their home provinces, since otherwise they would have to learn another vernacular to be able to teach in another area. According to Ominde, the secret of a national feeling which over-rides tribal and local loyalties lies in bringing about much more consciousness mixing within our educational system than is at present practiced (Republic of Kenya, 1964; p.29). This in effect denied the learner an opportunity to benefit from diversity since diversity to a greater extent develops to an all-rounded person.

The quarter system is to an extent discriminative and segregates, integrative education plays a special role in overcoming discrimination of students from diverse backgrounds from accessing education. It will allow Kenya to provide education to thousands of would be learners who do not study today and give them an opportunity to improve their families' well-being in future and as a result having a direct impact to the society by reducing social ills like crime and also improving the economy. Kenya will also be in a better position to improve the health status of its citizenry and also be well geared to advance technologically. The only challenge will be whether there will be enough schools to carter for the learners.

Another consequence of the quota system of education is the language policy voiced by the experts that teachers to speak and also use local vernaculars for instruction in primary schools (Weber, 2009) and Swahili and English in secondary schools. Although Swahili and English were taught in primary schools, as a subject Swahili was not considered important enough to be included as an examinable subject for the primary school leaving exam until the late 1980s. Since the majority of Kenyan school children receive only primary education this education policy lead to a very low understanding of Swahili and English throughout the country and vernacular superseded more unifying languages like Swahili. The severe consequences of the use of vernaculars for the national unity have also been identified in the Ominde Report (Republic of Kenya, 1964; p.29): "We believe that the secret of a national feeling which over-rides tribal and local loyalties lies in bringing about much more consciousness mixing within our educational system than is at present practiced." In particular, the Ominde Report suggests that teachers work two years in a foreign province before moving back to work in their home area.

In addition, the Kenya education policy foresaw that teachers are posted in their home district to teach. This in effect denied them an opportunity to work in other parts of the nation making them table to understand other cultures less.

1.2. Statement of the Problem

The quota system was enacted in 1978 to promote the admission of students from disadvantaged areas to Kenya's secondary schools. It foresaw that 85 percent of students in a school come from the school's home district and only 15 percent of the students admitted are allowed to come from outside the district. This policy was enacted to "strengthen local interest and commitment towards development and maintenance of their schools" (Republic of Kenya, 1988; p.29). However the system has also over the years restricted people from different cultures, diverse backgrounds and social economic status from mixing and interacting in a cohesive manner and in turn slowly led to social disintegration, tribalism, caste, rising tribal tensions and animosity and lack of the spirit of nationalism and as a result derailing development.

Therefore this study seeks to answer the question as to the influence of the quota system of education on national unity.

1.3. Research Questions

The research tries to answer the following questions:

1. To what extent does the quota system in education enhance national cohesion?
2. Are there challenges associated with the implementation of the quota system in Kenya?
3. What measures should be put in place to ensure that the quota system in education contributes to national unity?

1.4. Significance of the Study

The research aims at enabling the readers, curriculum developers and implementers to have an insight on the influence of the quota system of education on national unity and its impact on national consciousness, national culture, social and economic development.

Its purpose is to sensitize educational planners on paying attention to the quality of the learners produced while formulating educational policies so that the main focus is about having an all rounded learner with a global mindset.

The research study also aims at benefiting and assisting Education planners, Curriculum developers, Investors / Employers and the general public by trying to provide possible solutions aimed to assist future education planning, with the knowledge of how societal behavior (national unity) is a direct consequence of the education system. The society is set to be informed on the benefit of enabling learners be exposed to different environments and of enabling them to learn in different geographic regions at different education levels.

1.5. Scope and Delimitations of the Study

In order to clearly establish how the quota system of education may have an influence on national unity; the researcher conducted the study at The Catholic University of Eastern Africa (CUEA).

This was with respect to the fact that, most universities populations are comprised of people of diverse backgrounds and who have undergone different levels of education. This is in consideration to the social, geographic and educational acculturation of most populations in universities. With such a rich and diverse population, the research process would be enriched in its findings.

The research process involved the university students and lecturers. These two groups of participants were selected because they were expected to provide reliable and insightful data in response to the main research questions.

The study looked at ways, reasons and the extent to which the quota system of education may influence national cohesion. This was done with the aim of exploring and establishing whether the quota system of education may have an influence on national unity or nationalism.

1.6. Conceptual Framework

Figure 1 below, illustrates the conceptual framework an education system that leads to a global minded citizen.
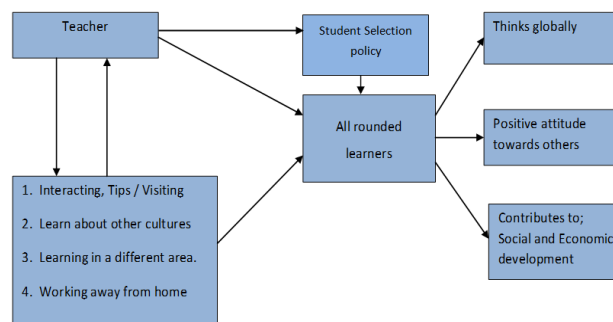

Figure 1. Conceptual Framework

The researcher aims to find out the impact of the quota system on national unity by looking at the interrelatedness of the process of learner selection, teacher employment, educating a learner, interactions or exposure of the teacher and learner to other cultures and people living in other areas through visiting, getting education from a different place or working in a different place other than where one was born or where people speak the same mother tongue and how it influences a learners thinking, attitude towards other people and its influence on the learners social and economic contribution and eventually its influence on national unity.

1.7. Definition of Key Words

Quota System – An education system practiced in Kenya where 85% of learners selected in secondary schools are from the home district or teachers work in their home district (County).

National Unity – Respecting and understanding other cultures and living in harmony.

NCIC - National Cohesion and Integration Commission of Kenya.

UON – University of Nairobi.

KU – Kenyatta University.

JKUAT – Jomo Kenyatta University of Agriculture and Technology.

National Consciousness – Where a person is living with the knowledge that different cultures behave differently and is tolerant and embracing to others.

UNESCO – United Nations Educational, Scientific and Cultural Organization.

MOEST – Ministry of Education Science and Technology.

CUEA – The Catholic University of Eastern Africa.

Global Mind – A person who is able to reason broadly is embracive and tolerant to other cultures and is driven by thirst for knowledge.

Mental Magnitude – The ability of the mind to learn, absorb and deal with situations wisely.

Vernacular – Native languages spoken in Kenya.

Local mind – A person who is deemed not to be exposed to other cultures and environments.

Knowledge society – Society where knowledge and learning resources are easily available.

2. Literature Review

2.1. Introduction

Education is the indispensable foundation of human behavior and actions; it has an immense impact on the human society and its excellence. One can safely assume that a person is not in the proper sense till they are educated; education trains the human mind to think and take the right decision (Awolowo, 1968).

In other words, human beings become rational animals when educated. The behavior of a person to a larger extent explains the type of education the person was exposed to.

This chapter presents a review of literature related to the quota system of education and its influence on national unity. "Why does an organism behave as it does?" (Ames and Ames, 1989). In doing so, the study will try to help in determining the possible relationship between the education system and national unity.

2.2. Preview of Studies

According to Awolowo (1968, pg.230), education is a great influence to mental magnitude. Mental magnitude is the position that the mental aspect of man is superior to the physical element of a person and should take control over the emotions, desires, and actions of man (human)". This implies that education (in this case, the quota system of education) plays a fundamental role in shaping up the behavior and control of a person and enabling learners or people in general to take control over their emotions, desires, and actions.

Awolowo defines mental magnitude as freedom from:

(1) Negative emotions of anger, hate, fear, envy or jealousy, selfishness or greed;
(2) Indulgence in the wrong types of food and drink, and in ostentatious consumption;
(3) Excessive or immoral craving for sex.

Mental magnitude is therefore a state of intellectual greatness - a state of conquering what Kant calls "the tyranny of the flesh", thereby becoming free. Awolowo (1981) insists that the goal of education should be mental magnitude, and that social democracy is a necessary condition for facilitating the approximation of this ideal. In doing so he tends to point out that the way learners are exposed has a direct impact on their behavior and in consequence on the outlook of the society in this case national unity being the consequence. This is in a way to attest that education plays a great role in national cohesion and integration since it shapes a person's way of thinking and behavior.

2.3. The Quota System and National Cohesion

The Commission of Inquiry into the Education System of Kenya (The Koech Report, 2000) was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances. The Koech Report recommended Totally Integrated Quality Education and Training (TIQET).

While the Government did not adopt the Report due to cost implications some recommendations, such as curriculum rationalization have been adopted and implemented.

Section 82 of the Laws of Kenya, rejects any form of discrimination, and tries to embrace the concept of a just and fair system. Hence by critically analyzing the quota system, it in a way violates the ideals of unity, justice and fairness, although these are essential components of the national educational goals (Constitution of Kenya).

Brock's view on the education situation in Malawi was that education should be embedded in a person's behavior (being). The real solution in Malawi's debates over higher education access may reside in re-designing access for creation of a cosmopolitan person. Such a focus demands that access principles fully recognize that people's identities and responsibilities (to the nation and humanity) are intertwined; that the obligations people have to others go beyond the framework of friends and relatives, and that language, culture or district of origin no longer act as reference points for different activities that people carry out and the demands they make (Dwyer, 2004, vol2 2010). A system of access that considers individual capabilities as well as the communal goals of a nation may be a just access system.

The Commission has consistently engaged with the Ministry of Education on the need to cease the use of the quota system of admission into Form one. This is meant to give young people a chance to join schools outside their ethnic communities, if they choose to, and interact widely. This would enhance the appreciation of ethnic diversity from early years and reduce negative perception of other ethnic groups based on ignorance (NCIC Report, 2013). This implies that quota system indirectly denies learners the freedom of association and exposure by limiting where and to what extent they can be selected in a higher institution of learning from the one they were in.

2.4. Challenges in Implementing the Quota System

The implementation of the quota system may face several challenges which may result from one or several factors.

2.4.1. Economic, Structural and Social Factors

From previous studies conducted by Psacharopoulous (1994), he was able to conclude that, "returns of education in Africa are higher than other regions". Returns on education have been measured in a number of ways; economically, it is viewed as an investment in human capital and seen to have a strong link to employment.

Education provides the necessary skills and competencies that will allow individuals to perform productive roles; a more literate and skilled labor force is likely to yield more returns on investment. Education

promotes social equality and has a strong link to reduction of poverty; proper education produces a more informed citizenry, it empowers individuals and enables them to become more proactive, gain control over their lives and broaden the range of available options (UNESCO: 1997).

According to Bujra, A. and Keriga, L. (2009), education is not just about knowledge and skills, it imparts values, attitudes as well as fostering creative and emotional development, it improves physical quality of life; this it achieves through creating healthier families, lowers child mortality, fertility and improves the environmental health of communities. This hence leads to a socially empowered population able to meet most of the basic needs.

The heralding of the 'knowledge society' due to rapid economic and technologically developing society characteristic of a globalizing world, means that education will continue to play a central role in the production of individuals who are equipped with the intellectual capacities needed for national and regional advancement (Mama A, 2003). The study reveals that education plays a vital role in shaping the society, its way of behaving and its economy. Therefore this implies that the education system plays a vital role on the unity of a nation.

2.4.2. Geo Social / Cultural Factors

The fundamental assumption underlying the imposition of the quota system is that, minority students are able to gain from admission into the selective programs they would otherwise not have access to. Any such gains generate social returns which exceed the social costs which arise from the displacement of an equal number of majority students into less selective colleges, Kochar (2009).

However, this overlooks the costs of the system in terms of the social aspect levels of learning or human capital accumulation. Depending on conditions in the economy in question, the implementation of a quota system could reduce average levels of schooling achievement, and hence human capital, in the economy, Kochar (2009).

Since most districts or counties in Kenya are comprised majorly of people of the same ethnic or cultural background. The implementation of quotas denies learners the opportunity of understanding and relating to other cultures. This in effect creates social and cultural barriers within the country due to lack of understanding of how to relate, which may lead to cultural stigmas, lack of understanding and disharmony.

Since the quota system was created to enable learners from minority or disadvantaged groups and communities to have access to education. Learners from majority groups who may be better qualified may end up losing out on selection chances. This may eventually lead to high dropouts and in effect increasing the poverty index. This population may end up being alienated and eventually without formal or non-formal employment. In effect, such products end up demotivated and aggressive or angry towards those who successfully went through the system or the education system itself. This in effect leads to disharmony.

2.4.3. Teacher Employment / Posting or Staffing

In the Kenya quota system, teachers go back to their home districts or counties to search for employment. Thus in essence, a teacher may end up schooling in the same district from primary to university and even work there till retirement. Such a person may not have the capacity to impart on learners the knowledge they may need to think broadly, tackle societal challenges and have a tolerant attitude towards others.

The teacher posting process also denies the teacher a chance to work and interact in a different environment other than where one grew up. In this case the teacher may end up with a closed mind.

2.4.4. Student Selection Process

The Kenya quota system of education is designed such that 85 percent of students joining secondary schools are selected from their home districts or counties (previously provinces). This systems aim was to enable students from disadvantaged districts and communities have access to education.

Though the introduction of quotas was a noble process, it may in effect deny qualified students from other districts a chance to access education, to be exposed and experience different environments and also to socialize and understand how to live harmoniously with different cultures.

2.5. How to Ensure the Quarter System Fosters National Unity

According to the National Cohesion and Integration Commission of Kenya report (2013), the expansion of the number of schools which admit students from across the country and also increased the number of students admitted into county schools from other counties is important to national cohesion.

2.6. Summary / Conclusion

After a careful review of other studies conducted in relation to the human or the education of a person, we can therefore observe and conclude that the way a learner is exposed and the environment unto which they are exposed to has a great influence on how they view, accommodate, approach and deal with situations and live with and associate with other people and the environment at large.

A learner exposed to different environments and cultures grows up thinking broadly that one denied this aspect. The quota system is therefore in a way denying learners the opportunity to acquire these traits and in turn leading to a tribe centered learner, spreading an ethos to a society with tribal discrimination. This has a negative influence on national unity.

3. Research Design and Methodology

3.1. Introduction

This chapter presents the procedures and methods that the

researcher employed to carry out the study. The section is comprised of the research design, target population, sampling procedure, data collection instruments, reliability and validity of the instruments, data collection procedures and methods of data analysis.

In this study, both qualitative and quantitative paradigms were employed in order to complement each other. These paradigms enabled the researcher to provide detailed narratives and scientific proof of the research findings giving comprehensive information and quantified data. Qualitative research typically entails in-depth analysis of relatively few subjects for which a rich set of data is collected and organized. Quantitative research entails the proper application of statistics to typically a large number of subjects.

3.2. Research Design

This is the plan or structure and strategy of investigation conceived so as to obtain answers as to the influence of the quota system of education on national unity.

The study used a combination of survey and naturalistic design. Survey research design was employed so as to describe the characteristics of respondents for the purpose of building theories or generalization about the population they represent. Kerlinger (1969) states that descriptive survey besides finding facts may also result in the formulation of important principles of knowledge and solution to significant problems. Descriptive survey's aim is simply to present a picture in either the form of questionnaires or interviews.

Using the survey design, the researcher was able to establish the possible extent and influence of the quota system of education on national unity.

Using naturalistic design, the researcher was able to have an in-depth interview in a natural setting with lecturers at The Catholic University of Eastern Africa. In order to fully achieve this, the researcher developed an interview guide that was used to collect in-depth information from the lecturers.

The structured interview guide was employed to enhance credibility, unstructured and semi structured interviews enhanced comprehensive data collection. These designs ensured the collection of a wide range of data ranging from opinions or views, habits and attitudes.

3.3. Target Population

A scientific research targets a given population through which interviews and questionnaires are distributed so as to collect the desired or required data for analysis. In conducting a research study, researchers ideally would investigate all individuals to whom they wish to generalize their findings. These individuals constitute a population that makes up the entire group of individuals having the characteristics that interest the researcher (Gall et al 2003).

The Kenya population had reached 38,610,097 by the end of 2009 (according to the Kenya National Bureau of Statistics, 2010) and by the year 2015 the population is estimated to be about 44 million. The study targeted a population of 4171 (four thousand, one hundred and seventy one). During the research study, a sample of 432 was chosen from university students and lecturers to form the research sample. The lecturers and students were both randomly and purposefully selected to participate in the research. The reason for purposefully selecting respondents was so to avoid ending up with all respondents being from the same academic year or department.

The lecturers were chosen to participate in the research because they engage in the actual training of learners in an effort to make them all rounded. The teachers / lecturers and learners are critical because they also offer us a deeper understanding of how the quota system is implemented since they are direct players, products and beneficiaries of the system.

Learners are also direct participants in the education system since they are the recipients, beneficiaries and products of the education system. Their quality is a direct reflection of the influence of the quota system on their life. This research study purposefully targeted students who have gone through the quota system.

The target population is expected to provide reliable information to help in understanding the influence of the Kenya quota system of education on national unity.

3.4. Description of Sample and Sampling Procedures

Sampling instruments comprise of methods / procedures that the researcher employs in collecting data. In quantitative research, the general rule is to use the largest sample possible (Gall et al 2003). According to Ogula (1998), the larger the sample, the more likely it is representative of the target population. In this study, the researcher collected data from a representative sample composed of university lecturers and students from The Catholic University of Eastern Africa.

3.4.1. Sample

In order to choose the sample to represent the entire population under study, sampling was done. Due to time and monetary limitations, the researcher employed a combination of the random and purposeful sampling procedures to select a representative number of respondents at the Catholic University of Eastern Africa Lang'ata campus. The researcher deliberately selected The Catholic University of Eastern Africa. The respondents in this institution were then clustered into two categories: Lecturers and Learners.

3.4.1.1. Sample of Students

To select a representative sample of students from the University, the researcher employed random and purposeful sampling.

The researcher randomly identified students and approached them to request them participate in the research study. The researcher also purposefully ensured that the

respondents had gone through the quota system, were sampled from different departments and academic year until, the required number of 432 student respondents was fully satisfied.

Table 3.4.1. Sample of Students

Institution	Target population	Sample size	% Percentage
Catholic University of Eastern Africa	4171	432	11%

Source: Catholic University of Eastern Africa Registry, Lang'ata Campus3.4.1. b Sample of Lecturers.

From the sample of the university used in the study, twelve (12) lecturers were randomly selected from the university. The lecturers were selected since they would help in providing an insight into the challenges facing the implementation of the quota system. This is because they are active participants in the system either as teachers, technocrats and some may have also passed through the system as learners.

Table 3.4.2. Sample of Lecturers

Institution	Target population	Sample size	% Percentage
Catholic University of Eastern Africa	399	12	12%

Source: Catholic University of Eastern Africa Registry, Lang'ata Campus

3.5. Description of Data Collection Instruments

The researcher used the questionnaire and a structured interview guide for conducting quantitative studies and unstructured interview guide was used for qualitative studies. The instruments were distributed to different categories of respondents at CUEA who then responded to the questions anonymously.

The questionnaires were used because they can reach a large group of respondents within a short time and with little costs, and the biases which might result from the personal characteristics of interviews are avoided or reduced. The questionnaire consisted of both closed and open-ended items that were meant to capture the responses of the participants regarding the quota system of education and its influence on national unity.

On the other hand, the interview method was used since it generally yields highest cooperation and lowest refusal rates, offers high response quality, takes advantage of interviewer presence and it is a multi-method data collection. An in-depth interview guide with lecturers and students solicited a lot of information that was useful in determining the influence of the quota system of education on national unity.

3.5.1. Questionnaire for Students

There were questionnaires for learners to fill in, these questionnaires had a number of sub-sections that were sub-divided based on the major research questions except the first sub-section (A), that was meant to capture the demographic characteristics of the participants like; sex, age and education level.

Other sections include the following:

Section B: The extent to which the quota system in education enhances national cohesion.

Section C: Challenges associated with the implementation of the quota system of education.

Section D: Possible measures that may be put in place to ensure that the quota system in education contributes to national unity.

3.5.2. Interview Guide for Lecturers

The researcher developed an interview guide that was used to collect in-depth information from the Lecturers and learners in the universities. This guide consisted of two main sections. Section A covers the demographic characteristics of the participants. Such characteristics include, gender, age, and working experience. Section B addressed the main research questions regarding the influence of the Kenya quota system of education on national unity.

3.5.3. Reliability of Research Instruments

According to Sarantakos (1996), reliability is the ability of an instrument to produce consistent results. Before the actual study, a pilot test of the instrument was conducted in a Technical Institution in Kiambu County. This was done in order to test whether: there was ambiguity in any item; if the instrument could elicit the type of data anticipated and to indicate whether the research objectives were being appropriately addressed, thus enhancing reliability and validity.

Eleven (11) students and three (3) Lecturers drawn from the institution were requested to complete the questionnaire and respond to the interview guide respectively. The students were randomly sampled. The respondents were encouraged to make comments and suggestions concerning; the instructions in the questionnaire and interview guides and Clarity of the questions and relevancy of the questions to ensure that the instrument measured what it was expected to measure. The pre-tested and revised questionnaire were adopted for the study.

3.5.4. Validity of Research Instruments

Validity is the degree to which a test measures what it purports to measure and consequently permits appropriate interpretation of the scores (Nachmias and Nachmias, 1996). To check the content validity of the instruments, the instruments were given to two (2) independent experts from The Catholic University of Eastern Africa. The views from the supervisors were also welcomed. The recommended changes in the instruments were also made accordingly.

3.6. Data Collection Procedure

After obtaining approval from the supervisor, the researcher proceeded to collect data from the sample. The CUEA administrators were approached for consent and request their assistance during the data collection process.

Before responding to the questionnaire, the participants were given instructions as guidance on what to do. They were assured of the confidentiality of their identity. Each respondent was expected to respond to the questionnaire items independently. Completed questionnaires were collected immediately, and where not possible, arrangements were made to pick them later. The researcher administered interviews by making early appointments with the respondents. Interviews were then conducted in a quiet environment (offices) with no distractions.

3.7. Data Analysis Procedure

The data was first hand written; then from there the researcher went through to ascertain its validity, relevance and completeness. If there was irrelevant data, then it was discarded so that only relevant / authentic data would remain for entry. This data was then organized into the different categories as per the level of education and then prepared for analysis keyed into two Statistical Software applications (PSPP and R). The researcher used both descriptive statistics such as frequencies and percentages. The outcome of the quantitative data from the coded closed-ended items analyzed using descriptive statistics. Further, the qualitative data generated from interview schedules was analyzed while writing down the key points and later classifying them in accordance with the research questions.

Qualitative information was sort and organized into homogenous groups. Using a code sheet the researcher transcribed all interviews. The researcher looked for and coded key words, and phrases with similar meaning; categorized issues and themes, and compared responses from students and lecturers. The information obtained was then reported in themes, frequencies and percentages using Microsoft Word and Statistical Software (PSPP and R) that are similar to SPSS Software.

Narrative reports were used so that situations were described as they occurred in the natural setting. The information from the analyzed data was examined critically and inferences made on the basis of the evidence of the findings, summary of knowledge acquired, conclusions and recommendations were then made.

4. Analysis, Presentation and Interpretation of the Findings

4.1. Introduction

This chapter presents the results and analysis within the framework of the set study objectives, which is presented in tables and figures. The first section presents the response rate and background characteristics of the respondent, that is, students and Lecturers at The Catholic University of Eastern Africa.

Other sections are as follows:

- The extent to which the quota system in education influences national cohesion.

- Challenges associated with the implementation of the quota system of education.
- Possible ways of ensuring the quota system enhances national unity.

4.2. Response Rate

The researcher had dispatched a total of 432 questionnaires to the sample respondents. However out of these population, 365 of the respondents are the ones who managed to submit back their questionnaires to the researcher. This gives a response rate of 84.88%. This is shown in figure 4.1
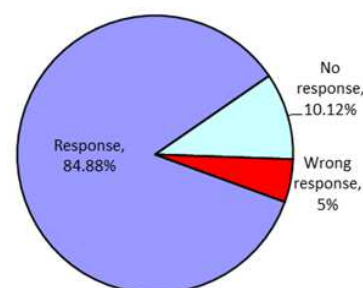

Figure 4.1. *students' response rate*

According to Figure 4.1, majority of the students in the study, 366 (84.88%) responded to the questionnaires correctly and only 66 (15.12%) either failed to return the questionnaires or wrongly responded to questionnaire items.

4.3. Background Characteristics

The researcher took into consideration the background of the students and that of the lecturers who took part in the research study.

4.3.1. Background Characteristics of Students

The background characteristics determined from students include their gender, education level and age.

4.3.1.1. Gender

Both male and female students in the university took part in the research study, since the researcher had taken 50% from each gender. Their distribution is shown in Figure 4.2
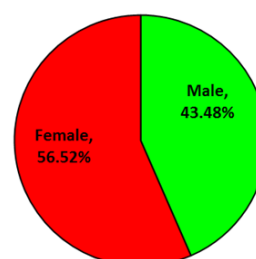

Figure 4.2. *Gender of students*

Figure 4.2 shows a majority of respondents who successfully participated in the study 206 (56.52%) were female whereas 159 (43.48%) were male. This close discrepancy in participation could have been caused by not

correctly responding to the questionnaire. Whereas the sampled female participants responded to the questionnaires correctly more than their male counterparts.

4.3.1.2. Academic Level

Table 4.1. Academic level of students

LEVEL	FREQUENCY	PERCENT
Under Graduate	295	80.82
Masters	64	17.53
Doctorate	6	1.65
Total	365	100.00

Table 4.1 shows that, from the number of students who participated in the study. 295 (80.82%) were undergraduates, 64 students (17.53%) were doing the master's program. Those who were doing the doctorate program were represented by 6 (1.65) respectively

4.3.1.3. Age Bracket

The age of the participating students in the research process was also determined. Figure 4.3 illustrates the age brackets of the participants.
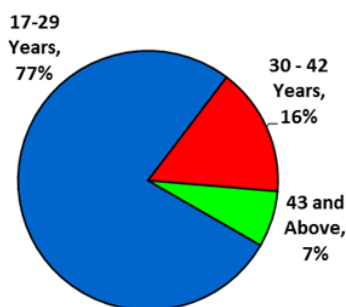

Figure 4.3. Age Bracket

Figure 4.3 demonstrates that majority of the respondents (77%) were between 17 and 29 years, 16% were between 30 and 42 years, whereas 7% were 43 years and above. This implies that the respondents were socially mature and therefore were capable of providing reliable information for the research study.

4.3.2. Background Characteristics of the Lecturers

The background information obtained from the lecturers in the study comprised of the following characteristics: gender, age and teaching experience. These information is as presented in table 4.2.

Table 4.2. Characteristics of the teachers

Lecturers Age Bracket	Gender		Teaching Experience in Years			
	M	F	1 – 3 years	4 – 6 years	7 – 9 years	>= 10 years
21 – 29 Years	2	1	2	1	0	0
30 – 39 Years	4	7	3	5	3	0
40 – 49 Years	8	10	1	3	6	8
50 years and above	4	3	0	1	2	4
TOTAL	18	21	6	10	11	12

Table 4.2 shows that majority of the Lecturers 21 (53.846%) of the respondents were female, while 18 (46.8154%) were male. Considering their age, 3 (7.69%) were between 21 and 29 years, 11 (28.21%) were between 30 and 39 years, 18 of them (46.15%) were between 40 and 49 years and 7, (17.94%) was above 50years old. Taking into consideration their working experience majority of the lecturers. 12 (30.77%) had above 10 years in teaching experience, 6 (15.38%) had 1 to 3 years, 10 (25.64%) had 4 to 6 year experience whereas 11 (28.21%) had 7 to 9 years teaching experience. Majority of the sampled lecturers that is 32 had a working experience of above ten (10) years. This implied that they had handled students for quite some time, thus were well experienced in handling students'. These lecturers are also the products of the quota system of education and have thus had enough time interacting with the system; both in the capacity of an instructor and also as learners since the inception of the quota system of education in 1978.

4.4. How the Quota System of Education Influences National Cohesion

The study also sought to determine the influence of the quota system of education on national unity in Kenya.

4.4.1. Students Response on the Extent to which the Quota System Influences National Unity
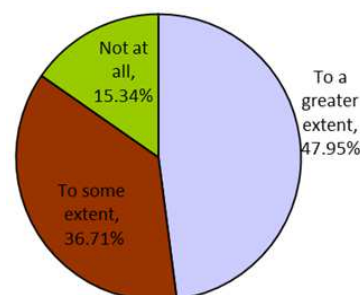

Figure 4.4. Students' response on the influence of quota system of education on national unity

The learners in the study were asked to determine the extent to which the quota system of education has an influence on national unity. This they did by indicating on each item as to whether the influence was to a greater extent, only to some extent or on whether there was no extent of the influence of the quota system of education on national unity at all.

According to the response, the quarter system of education greatly influences national cohesion. The influence was skewed negatively. The percentage responses are as indicated in figure 4.4 and table 4.3.

According to figure 4.6, majority of the students who took part in the study 175 (47.95%) indicated that the quota system of education has an influence on national unity in Kenya to a greater extent. Then 134 students (36.71%) indicated that the quota system only has an effect to some extent, while 56 (15.34%) of the students were of the

opinion that the quota system of education did not have any effect on national cohesion.

The student respondents were able to point out the specific effects in terms of the influence of the quota system of education on national unity based on the indicators. Their response is as shown in table 4.3 below.

***Table 4.3.** Effects of the quota system of education on national cohesion.*

Effects of the Quota System of Education on National Unity	To a greater extent		To some extent		Not at all	
	F **Frequency**	**%** **Percentage**	**F** **Frequency**	**%** **Percentage**	**F** **Frequency**	**%** **Percentage**
The quota system produces students who lack proper exposure resulting in a poorly socialized person.	91	25	210	57.5	64	17.5
Students who school in home district are less tolerant to other cultures and less willing to work outside home area.	137	37.5	173	47.5	55	15
Students who school outside home district are more exposed and feel freer to work anywhere.	237	65	82	22.5	46	12.5
People who school outside home district are more resilient and tolerant to societal and economic pressures.	192	52.5	136	37.4	37	10.1
People who school outside home district are more adaptive, friendlier and welcoming.	183	50.1	137	37.5	45	12.4
The quota system of education does produce an all rounded person (a person properly educated formally, and non-formally open minded, principled and thinks globally).	192	52.5	119	32.5	50	15
Students educated in a different cultural setting other than their own think globally.	192	52.5	100	27.5	73	20
The quota system does not fully foster the development of an integrated citizenry thus limiting the degree of national cohesion.	155	42.5	128	35	82	22.5
Students who are more qualified may continuously end up missing out on chances to advance to the next level due to quotas. This may make them feel discouraged, and in the end, with the growing numbers, leading to a disharmonized society.	237	65	91	25	37	10
The quota system gives rise to a class or caste society of the educated and the uneducated. This eventually leads to undercurrents (leading to animosity) between the two levels in society.	174	47.68	110	30	81	22.32
The quota system creates a static system of education that is a bit rigid on both vertical and horizontal mobility of learners in terms of advancing education.	128	35	173	47.5	64	17.5

Table 4.3 shows the response of students on the extent to which the quota system of education influences national cohesion in Kenya. With regard to the question on whether the quota system of education produces students who lack proper exposure resulting in a poorly socialized person. A good number of participating students, 210 (57.5%) indicated that they did believe to some extent. 91 (25%) pointed out that they believed it did to a greater extent. The reminder 64 (17.5%) were of the view that the quota system of education does not produce poorly socialized students.

As pertaining to whether students who school in home district are less tolerant to other cultures and less willing to work outside home area. 137 students (37.5%) indicated it being true to a greater extent. 173 (47.5%) pointed that it only did to some extent, while 55 (15%) of the students implied that it did not.

Concerning whether students who school outside home district are more exposed and feel freer to work anywhere. 237 (65%) of the respondents indicated it as true to a greater extent. 82 (22.5%) found it as true to some extent, while 46 (12.5%) implied it was not true.

With regard to if people who school outside home district are more resilient and tolerant to societal and economic pressures. 192 respondents (52.5%) indicated it was true to a greater extent. Then 136 (37.4%) of the respondents indicated it as true only to some extent, whereas 37 (10.1%) of the respondents did not agree.

As regards to whether people who school outside home district are more adaptive, friendlier and welcoming. 183 (50.1%) of the respondents indicated this as true to a greater extent. 137 (37.5%) indicated it was only true to some extent and 45 (12.4%) did not agree.

Pertaining to whether the quota system of education does produce an all rounded person (a person properly educated formally, and non-formally open minded, principled and

thinks globally). 191(52.5%) of the respondents indicated it was true to a greater extent, 119 (32.5%) indicated it was only true to some extent, while 55 (15%) indicated it was not true.

191 (52.5%) of the respondents indicated that students educated in a different cultural setting other than their own think globally to a greater extent. 101 (27.5%) of the respondents found this as true to some extent, while 73 (20%) did not agree.

In view of whether the quota system does not fully foster the development of an integrated citizenry thus limiting the degree of national cohesion. 143 (42.5%) indicated this as true to a greater extent. 117 (35%) indicated this as true to some extent and 76 (22.5%) did not find this to be true.

In line with whether the quota system of education hinders the fostering of an integrated citizenry limiting the degree of national cohesion. 155 (42.4%) indicated this as being true, 128 (35%) agreed to some extent, while 82 (22.5%) did not agree.

With regard to if students who are more qualified may continuously end up missing out on chances to advance to the next level due to quotas making them feel discouraged, and in the end, with the growing numbers, leading to a disharmonized society. 237 (65%) indicated this as true to a greater extend, 91 (25%) of the respondents only indicated this as being true to some extent while 37 (10%) were not of the opinion.

As to whether the quota system gives rise to a class or caste society of the educated and the uneducated. This eventually leads to undercurrents (leading to animosity) between the two levels in society. 174 (47.68%) found this to be true to a greater extent, 110 (30%) of students indicated this as only being true to some extent and 81 (22.32%) did not agree.

In view of whether the quota system creates a static system of education that is a bit rigid on both vertical and horizontal mobility of learners in terms of advancing education. 128 (35%) indicated this as true to a greater extent, 173 (47.5%) indicated this as true to some extent and 64 (17.5%) did indicate this as not true.

4.4.2. Lecturers Response on the Influence of the Quota System of Education on National Unity

The lecturers who took part in the research study were able to observe the following factors as part of the major effects of the quota system of education on national unity.

- The way a person behaves is determined by the type of education such a person has been exposed to be it soft or rude it may with time also determine or influence the culture of a society.
- The quota system of education does not expose learners to different social, cultural and geographic environments this may give rise to a closed society. One that does not even understand itself (the diversity within) and learn to be in harmony with itself. This is because, to some extent, the system hinders integration.

- Exposing learners to different cultures and different environments anchors them with the necessary mindset to socialize and work in different environments harmoniously. In that they have a broader approach in their way of thinking.
- The quota system limits cultural diversity. It does not fully break ethnic and cultural barriers in that people are not able to interact at early ages limiting the degree intermarriages and the degree of mutual existence.
- Does not remove stereotyping amongst learners of different communities for example, a notion that people from coast are lazy. Interaction enables people understand that human beings are individuals, and that, the way a person behaves is not necessarily reflective of a community.
- There was concurrence to the effect that, a person who is more exposed (to different environments) is more humbled in life, open minded, receptive and able to cope more with the challenges that life may present than one who is not exposed (in this case only schools in one district).

4.5. Challenges Associated with the Implementation of Quota System in Education

The study aims at establishing the factors affecting the implementation of the quota system of education in Kenya.

4.5.1. Students Response on Challenges of the Quota System on National Cohesion

The students who participated in the study were asked whether they were aware of some effects of the quota system on national cohesion. Their response is presented in the figure 4.4
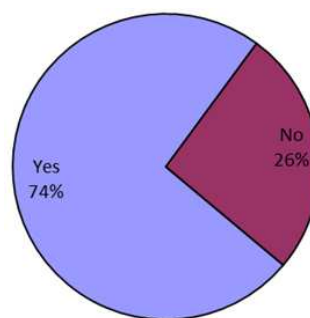

Figure 4.5. Students' response on awareness of factors influencing the implementation of the quota system of education.

According to figure 4.5, a majority of the students in the study, 270 (73.973%) were aware of some of the factors that affect the implementation of the quota system of education in Kenya. The remainder 95 (26.027%) were not aware.

Those students who indicated that they are aware of some of the factors that affect the implementation of the quota system of education in Kenya, were further prompted to explicitly point some of these factors out. Their response is shown in figure 4.6.
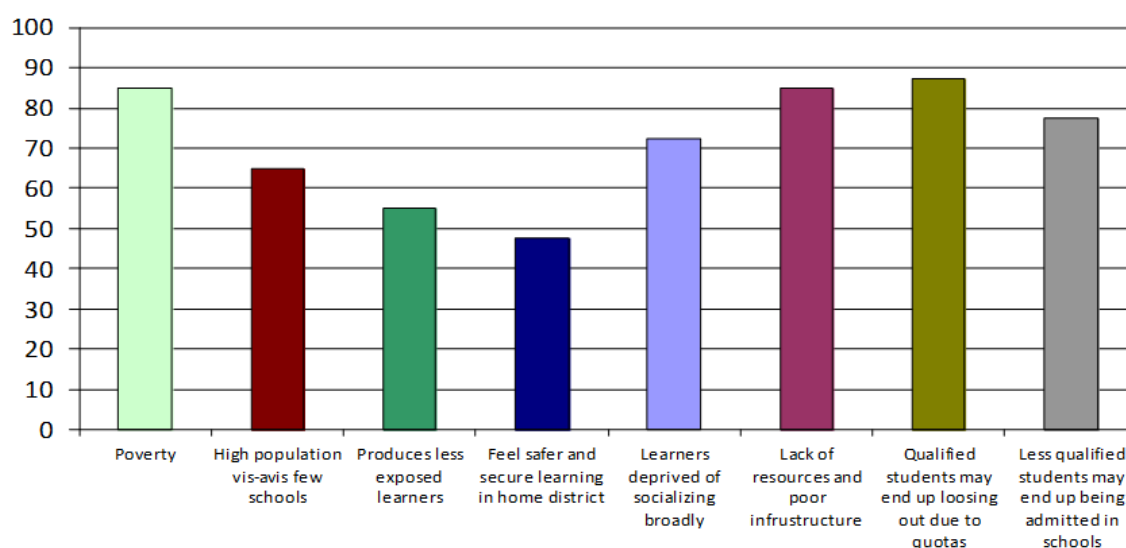
Figure 4.6. Challenges affecting the implementation of the quota system of education

According to figure 4.6, majority of the students in the study (85%) were of the view that poverty or low income was major challenge influencing the implementation of the quota system. 65% of the respondents indicated that high population in some areas as opposed to few schools was a challenge. 55% pointed out that the quota system of education produces less exposed learners not fully all rounded which is contrary to the national education goals.

Those respondents who were of the view that when learning in home district one feels safer and secure were 47.5%. Whereas 72.5% cited that learners are deprived of a chance to socialize broadly and to develop a spirit of national consciousness by not schooling outside home district. 80% cited that lack of resources and poor infrastructure in some areas may make it hard for learners to move out or other people to school there. 87.179% of responses indicated that qualified students in highly populated areas may end up missing out on chances of furthering education. While 77.5% pointed out that less qualified students may end up being selected in learning institutions.

4.5.2. Lecturers' Response on the Challenges in Implementing the Quota System of Education

The Lecturers who participated in the study observed the following as challenges associated with the implementation of the quota system of education in Kenya.

- Student selection may be based on nepotism, tribalism and clans due to the nature of district boundaries in Kenya.
- Lack of resources in some counties or districts makes them closed.
- High performing students from highly populated areas may end up being left out because of quotas. This may make those students who are left out but are qualified to feel unjustly treated and left out contrary to the national goal of equitable education and the United Nations Education for All Goal.
- Travel expenses incurred because of learners having to travel for long distances away from home and pocket money to be given to learners high education costs may not favor their parents.
- Settling down in new environments with new cultures, food diet and climatic conditions takes time and for most people they encounter a cultural shock both for learners and teachers. For example, a learner may come from a cultural background where they do not eat fish or meat and goes to a school in a region where fish or meat is their staple food. Thus learners and teachers feel better in their home district.

The view of lecturers on challenges associated with implementing the quota system of education were similar to those of the students in some aspects. These include: Poverty and low income, Lack of resources and poor infrastructure, Learners feel safer and secure learning in home district.

4.6. Possible Ways of Ensuring the Quota System Enhances National Unity

The study also focused on determining possible ways of ensuring the quota system of education enhances national unity.

4.6.1. Students' Response on the Possible Ways of Ensuring the Quota System Enhances National Cohesion

The students were provided with a number of probable ways of enhancing national cohesion and asked to indicate whether they apply to fostering national unity. Table 4.4 shows the students response.

Table 4.4. Possible ways of ensuring the quota system enhances national unity

Possible ways of ensuring the quota system enhances national unity	True		False	
	Frequency	%	Frequency	%
To ensure that Teachers are first posted to work in areas other than their home districts or districts of birth.	260	77.5	76	22.5
The teachers to work in different districts other than their home district at least in their first seven years.	193	57.5	143	42.5
All schools to have at least two thirds ($^2/_3$) of students from other districts and a third ($^1/_3$) from a different cultural background.	202	60	134	40
Encouraging schools to have nationwide visiting trips and having cross cultural exchange programs in schools.	260	77.5	76	22.5
Since most districts in Kenya are comprised of one ethnic group. The curriculum should be deliberately designed to focus more on the learner understanding the cultures and diversity of all regions within the country apart from international affairs, this is to fully enable the learners understand their environment and appreciate it and learn how to be in harmony with it.	244	72.5	92	27.5
Ensuring a learner schools in different counties at each different level of learning (primary, Secondary and higher learning institutions.	218	65	118	35

Table 4.4 shows the response of the students on the possible ways of enhancing national cohesion. Majority of the respondents, 260 (77.5%) indicated that teachers to be first posted to work in areas other than their home districts or districts of birth, 193 (57.5%) cited that teachers to work in different districts other than their home district at least in their first seven years., 202 (60%) were of the view that all schools to have at least two thirds ($^2/_3$) of students from other districts and a third ($^1/_3$) of them to be from a different cultural background., 260 (77.5%)pointed out the aspect of encouraging schools to have nationwide visiting trips and having cross cultural exchange programs in schools.

244 students (72.5%) of the respondents were of the view that, since most districts in Kenya are comprised of one ethnic group. The curriculum should be deliberately designed to focus more on the learner understanding the cultural diversity of all regions within the country apart from learning about international affairs, this is to enable the learners fully understand their environment and appreciate it and learn how to be in harmony with it. 218 (65%) of respondents felt there was need of ensuring a learner schools in different counties at each level of learning (primary, Secondary and higher learning institutions).

4.6.2. Lecturers Response towards Possible Solution to Challenges Associated with the Quota System of Education with Regard to Fostering National Unity

The lecturers who participated in the study noted the following as potential solutions to challenges associated in the implementation of the quota system of education with regard to fostering national unity.

- The government to absorb some of the costs associated with students learning in distant places. These include; transport cost and boarding. This is to facilitate their settling down quickly and to motivate students to move to distant schools.
- The lecturers concurred that schools to have a higher population of learners and teachers coming from other districts.
- There was concurrence with regard to the need for the government to ensure resources are evenly distributed so as to reduce the degree of learners refusing to go to particular areas.

- All boarding schools to be treated as national schools and to be able to admit majority of their students from all over the country.

5. Summary, Conclusion and Recommendation

5.1. Summary

The main purpose of this study was to determine the influence of the quota system of education on national unity in Kenya.

The study was guided by the following research questions.

1. To what extent does the quota system in education enhance national cohesion?
2. Are there challenges associated with the implementation of the quota system in Kenya?
3. What measures should be put in place to ensure that the quota system in education contributes to national unity?

This study employed survey and naturalistic design. The qualitative data was sort and organized into homogeneous groups. Using a code sheet the researcher transcribed all interviews. The researcher then looked for and coded key words, and phrases with similar meaning: categorized issues by themes and compared response from students and lecturers. Statistical procedures were used to analyze the quantitative data. Quantitative data was coded and information summarized into frequencies and percentages using PSPP, R and Microsoft Word. After carefully interpreting and analyzing the collected data, the researcher was able to come up with the following findings:

a) The study found the following as the extent that the quota system in education enhances national cohesion: Lack proper exposure resulting in a poorly socialized person 57.5% with 65% feeling that students who school outside home district are more exposed and feel freer to work anywhere. People who school outside home district are more resilient and tolerant to societal and economic pressures 52.5%, schooling outside home district develops a more adaptive, friendlier and

welcoming 50.1%, the quota system does produces an all rounded person 52.5%, students educated in a different cultural setting other than their own think globally to a greater extent 52.5%, students who are more qualified may end up missing out on chances to advance to the next level due to quotas 65%.

b) The main challenges associated with the implementation of the quota system in Kenya: Poverty or low income was identified as a major challenge influencing the implementation of the quota system 85%. Lack of resources and poor infrastructure in some areas may make it hard for learners to travel out or other people to school there 80%. Qualified students in highly populated areas may end up missing out on chances of furthering education due to quotas 87.179% while less qualified students may end up being selected in learning institutions 77.5%. Learners are deprived of a chance to socialize broadly and to develop a spirit of national consciousness by not schooling outside home district 72.5%. The quota system does not fully foster the development of an integrated citizenry thus limiting the degree of national cohesion 42.5%. The quota system creates a static system of education that is a bit rigid on both vertical and horizontal mobility of learners in terms of advancing education 35%.

c) Possible measures to be put in place to ensure the quota system in education contributes to national unity:

Ensuring teachers are first posted to work in areas other than home districts or district of birth 77.5%. Since students learn a lot from teachers, this may greatly boost the student experience and learning process.

Encouraging schools to have nationwide visiting trips and having cross cultural exchange programs in schools 77.5%. This could be tailored such that trips are encouraged for schools with majority of students from different cultural backgrounds.

The curriculum to be deliberately designed to focus more on the learner understanding the cultures and diversity of all regions apart from international affairs to fully enable learners understand their environment, appreciate it and learn how to be in harmony with it 72.5%. This however needs to be handled delicately since it may also lead to germination of cultural stigmas that may render the process futile.

Ensuring a learner schools in different counties at each different level of learning 65%. This may be encouraged in order to broaden the learners' scope of understanding of their environment.

All schools to have at least two thirds ($^2/_3$) of students from other districts and a third ($^1/_3$) of them from a different cultural background 60%. This is to encourage cross cultural interaction and bonding.

5.2. Conclusion

The study conclusions were derived from the major findings as follows:

- The influence of the quota system of education on national unity was found to greatly depend on a learners and teachers exposure to different environments in the course of study and work.
- Student selection, teacher posting, income levels, infrastructure and culture shock are some of the challenges affecting the implementation of the quota system in Kenya.
- The challenges encountered in the implementation of the quota system of education can be overcome by allowing schools to select at least 50% of the learners to come from three different counties to enable learners to be well exposed.

From the findings, the influence of the quota system of education can be fully understood through the behavior of the products of such a system and the impact of such behavior on national culture and unity.

5.3. Recommendations

After a thorough analysis of the findings, the following recommendations were made to various stakeholders concerning the influence of the quota system of education on national unity with reference to Kenya.

a. Student selection: The student selection process needs to be structured such that there is a deliberate reflection of diversity in all learning institutions which can be implemented during the student selection process.

b. Students: Students to learn in different counties at each education level. This is to expose them to different environments and cultures and prepare them for the future to be more tolerant, receptive and appreciative of all humanity. This is geared to:

- Increase their understating of their country.
- Enable them to know how to relate to different cultures and environments.
- Make them more exposed and understand life better making them all rounded.

c. Teachers: Teachers should have at least eight (8) years' experience working in (a) different county (counties) other than their home county and preferably where the culture and language are different. This may result in having an all rounded teacher.

This whole process cannot be fruitful without the direct engagement of education planners who include the ministry of education, curriculum developers and the examinations bodies (KNEC, KASNEB and others) who have a duty in fostering national cohesion.

Acknowledgements

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