Factors Influencing Rate of Completion of Undergraduate Students in Public Universities in Kenya. A Case of University of Nairobi, Faculty of Education

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Abstract
The study investigated factors influencing rate of completion of undergraduate students in public universities in Kenya. A case of University of Nairobi, Faculty of Education. The objective of the study was to determine ways in which student factors influence rate completion of undergraduate students, to examine how Institutional factors influence completion of undergraduate students,to examine the influence of year of admission and year of completion of undergraduate students in public universities in Kenya. The null hypothesis ($H0_1$) was tested using Chi square (df=12, Pearson Chi square(χ^2)=30.648 and p=0.002 at 0.05 level of significance of which the null hypothesis was rejected.The null hypothesis ($H0_2$) was tested using Chi square (df=12, Pearson Chi square(χ^2)=25.583 and p=0.012 at 0.05 level of significance. On admission rate where (r=.872, p-value<0.05) was rejected at p<0.05 significance level. Hence there is a positive and strong significant relationship between year of admission and year of completion in institutions of Higher Education. It was concluded that both student factor, institutional factors and admission rate and its influence on the rate of completion of undergraduate students in institutions of Higher Education.
Keywords: Rate of Completion, Admission Rate, Undergraduate students, Student Factor, Institutional Factor

I.0 INTRODUCTION
Higher education plays a fundamental and influential role in achieving progress in the various economic, social, political, and other fields of human society. It contributes to development and progress and increases the productive capacities of societies to face future challenges. Hence, most countries are witnessing a clear social and economic transformation towards knowledge-based economies, which work to invest and disseminate knowledge to improve citizens' quality of life in a sustainable manner. The role of higher education institutions, particularly universities, in building a knowledge-based economy has been confirmed in many studies (Saad 2016).

1.1 Trends, Controversies and Significance of Rate of Completion of Undergraduate Students
1.1Background of the Study
The celebrated Accelerated Study in Associate Program (ASAP) (www.amacad.org/cfue) at the City University of New York (CUNY) shows that a combination of more generous financial aid, free public transportation, and other steps that encourage students' rapid progress can raise completion rates by roughly 50 percent at a cost that is about 50 percent higher than the standard CUNY program for full-time students. As a result of improved graduation rates, ASAP has lower cost per completed degree than the regular program. An increasing number of other community colleges and public universities report similar improvements in degree completion through introducing programs that emphasize structure and support for students. Such programs, often referred to as "guided pathways," track student progress very closely, in some cases relying on Big Data to help identify pathways that work well for students with particular characteristics, and also to help identify data that signal that a student is falling off the path to success. Advisors are trained to intervene rapidly to help a student get back on track and to ensure there is ongoing adequate financial support. These programs aren't free of cost but as with ASAP, they can often actually lower the cost per completed degree, which is after all the source of the main "payoff" to higher education. There is evidence that greater educational success translates into better parenting, reduced likelihood of criminal activity one of the best established and most easily quantified outcomes of college success is improved employment prospects and higher incomes. For example, typically people with only a high school degree are roughly twice as likely to be unemployed as are bachelor's degree holders of the same age.

Substantial and persistent earnings benefits are likewise well-established. Moreover, these economic benefits extend not only to individuals but to the economy as a whole, as college-educated workers spend more time in the workforce and display higher productivity while working. We also know that the economic benefits of working in a better educated community "spill over" from the individual workers to the productivity of the entire community (Demming and Walters, 2017).

South Africa has a low-participation, high-attrition higher education system, according to the National Development Plan, a government blueprint for economic growth. Student retention – and, in particular, corresponding drop-out and graduation rates – have become critical issues, as in most countries around the world (Lourens, 2020).

Access to higher education has risen dramatically across Asia, from 3% of the tertiary education age group enrolling in 1970 to 39% in 2014 in East Asia and the Pacific, and from 4% to 21% in South Asia while South Korea has the world's highest participation rate at more than 90%, according to UNESCO data.China's tertiary student population is the world's biggest, and the gross enrolment ratio was 43% in 2015 rising to 51% in 2018, while India's huge tertiary system has achieved around 22% participation. Drop-out rates vary between countries.India has the world's largest higher sector in terms of institutions with 800 universities and more than 40,000 colleges, according to a 2017 report from the Association of Indian Universities. The country has 33 million students, second only to China, and the association predicts it will soon overtake China in student numbers, given demographic trends and rapid expansion.While access to higher education has risen rapidly, participation is still low at 23%. Drop-out rates are high across Africa, often attributed to soaring student numbers accompanied by declining per student funding, overcrowding and deeply inadequate resources. In most countries, access remains the priority: there are few signs of improved public investment in higher education but there are moves afoot in countries such as Ghana to improve quality.

Alfirih (2016) confirmed that the most crucial academic factors behind students' failure and low academic achievement are tests, the content-based curriculum, and the weak mutual relationship between students and faculty members. She advocated increasing the rate of completion due to the lack of a fixed academic agenda that includes deadlines for registration, withdrawal, addition, partial withdrawal, and postponement, and the absence of academic counselling.

1.2 Statement of the problem

Completion of undergraduate studies as per program timelines is important not only for the university, but students, lecturers and for funding bodies as well. However, low completion rates and a long time –to- degree or a failure to complete is a growing concern not only to students but also to sponsors as well as faculties involved. Given the fact that naturally, most students enrol for degree programmes with initial commitment and determination to earn the degree as per expected program timelines and that they are usually enrolled with a proven academic background, then makes some to withdraw later or fail to complete as expected is a growing concern. Given that students from poor backgrounds are aware of the high cost of pursuing higher education in local universities hence Low completion rates, long time-to-degree raises questions about the situation in the local universities. Thus, the current study seeksto investigatefactors influencing rate of completion of undergraduate students in public universities in Kenya.Table 1 shows the Enrolment rates of University of Nairobi Faculty of Education on a 6-year range

Table 1: Enrolment rates of University of Nairobi Faculty of Education on a 6-year range

Academic Year	Student Enrolment rates	Year of Graduation	Number of graduated students
2012-2013	984	2016	747
2013-2014	800	2017	583
2014-2015	991	2018	813
2015-2016	772	2019	804
2016-2017	1012	2020	698
2017-2018	926	2021	995

Table 1 shows majority 1012 of students were enrolled in the 2016-2017 academic year but only 698 students graduated in 2020 while 991 of students were enrolled in 2014-2015 academic year only 813 students graduated in 2018. However, in 2015-2016 academic year 772 students were enrolled while 804 students graduated which is also evident with the 2017-2018 academic year where 926 students were enrolled and 995 graduated in 2021. This implies that students who enrolled in other years had spent more years for them to graduate.

1.3 Research objective

The study was based on the following research objectives:
- ➢ To determine ways in which student factors influence rate completion of undergraduate students in public universities in Kenya

- ➢ To examine how Institutional factors influence completion of undergraduate students in public universities in Kenya
- ➢ To examine the influence of year of admission and year of completion of undergraduate students in public universities in Kenya

1.4 Research hypothesis

The study was based on the following research hypothesis:

$H0_1$:There is no significant relationship between student factor and completion rates in Higher Education, Kenya

$H0_2$:There is no significant relationship between Institutional factors and completion rates in Higher Education in Kenya

$H0_3$:There is no significant relationship between year of admission and year of completion in Higher Education in Kenya

2.0 Literature Review

2.1 Student factor and completion rate of undergraduate students

Alfirih (2016) confirmed that the most crucial academic factors behind students' failure and low academic achievement are tests, the content-based curriculum, and the weak mutual relationship between students and faculty members. She advocated increasing the rate of completion due to the lack of a fixed academic agenda that includes deadlines for registration, withdrawal, addition, partial withdrawal, and postponement, and the absence of academic counseling. Kim (2014) demonstrated that, in a Korean local university, students who developed a positive relationship with faculty members had greater motivation to academic achievement. Conversely, students who had a negative relationship with faculty members tended to be less satisfied with their studies. In their study on the achievement and absorption capacity of one Kuwaiti private college, El-Hilali et al. (2015) found that it was influenced by students' participation, satisfaction, teaching methods, and programmes. According to Rwejuna (2013) who conducted a study on factors affecting completion rates in open and distance learning institutions, using the Open University of Tanzania (OUT) and found out that students failed to complete studies on time because of poor examination feedback, low students' commitment to studies, students' low income, shortage of study materials, library materials, and supervision problems. A study by Goforth et al. (2016) found that procrastination, time and financial constraints, student's strained relationship with the adviser, and personal problems are factors hampering graduate degree completion.

2.2 Institutional factor and completion rate of undergraduate students

Institutional factors include those areas that affect the persistence of students that an institution may or may not be able to change (Marsh, 2010). Institutional factors include support programs or requirements that an institution sets as standards, practices, or criteria for student participation to meet the conditions as established for graduation (Dixon, 2015). According to Imonje (2022) the major reason for preference was that there are subjects such as mathematics, Kiswahili and English which require physical classroom student – lecturer real interactions and immediate instructional feedback for quality acquisition of skills, knowledge and values; which is completely lacking in online virtual learning; and that online virtual pedagogy flow is usually interrupted with network issues causing in-consistency in coverage of course content leading to undergraduate not completing on time. Institutions need to pay attention to support programs and related issues that often-become obstacles to attaining their goal of ensuring that distance-education program becomes a success. Chaney et. al (2010)Suggested that a successful undergraduate education requires a significant amount of institutional support geared toward promoting the quality of teaching and learning. Thus, as institutional factors such as technical, administrative and university support play a crucial role in enhancing the level of satisfaction toward undergraduate education program(Kim, 2014), According to Kee et al. (2012) university support has a prominent position in distance learning, since it affects the speed of decision making and embracing the courses by the students. In this respect, a number of studies in organizational sciences, organizational communications affirmed strongly that supports from universities are essential factors that influences greatly diverse aspects of cognition and emotional outcomes in students (Gillet et al. 2012). It is comprehensible as students perceived they get open to more support from their universities, they likely are to get less stressed, but more satisfied (Dixon, 2015) Administrative support is considered as professional actions executed or endorsed by the building principal or the principal's agent to support counselling programs Kee et al. (2012) Administrative support could as well facilitate adoption and renovation of technology, since it administers important aspects of on-line education, including registration, security of data, saving and updating learner progression data, institutional training and technical support (Gillet et al. 2012)

2.3 Influence of Admission on completion rate of undergraduate students

A recent policy report OECD (2016) illustrates the problems in the organization of higher education: up to 59%

of today's young adults in OECD countries enter a university-level program, but only 36% are expected to complete it. Among the students who complete a degree, a large fraction incurs substantial delays. According to Kioko (2012) flexibility of undergraduate education increased the enrolment rates, affordability was also widely considered by potential undergraduate learners before they joined. The effect on their personal development was also a factor that contributed as well as the provision for continuity after completing B.Ed (Arts). The researcher recommends that the University of Nairobi make fees payments more flexible, the government would enhance affordability by giving loans to undergraduate learners through Higher Education Loans Board.

2.4 Peer mentoring and counselling for Undergraduate students

Peer mentorship, through a variety of traditional and innovative methods, can help retention by ensuring more learners become connected with various levels of the campus community. Multiple points of contact and deeper planes of integration into a school's academic and administrative structure increases the chances that a student will remain enrolled and progress toward academic goals (Lundberg, 2014). Peer mentoring programs can be designed to identify and target students who need specific supports, including educational, emotional, social, or practical provisions (Collier, 2015). Mentor faculty can assist students in feeling more connected to their program, peers, faculty, and profession through support and encouragement, and have an openness to discuss controversial topics such as gender and race (Henfield et al., 2013). Butler et al. (2013) suggested a strengths-based mentoring approach to working with African-American male counseling students in order to help improve recruitment, matriculation, and graduation rates of these students. Within the strengths-based mentoring approach, the mentor focusses on "placing or reframing perceived deficits within a multicultural context" and helps the mentee identify "resources and assets" through specific mentoring "interventions, strategies, and programs" that assist the mentee in their professional success (p. 422). For a student who wants to pursue graduate education, it is valuable to have role models who can show them that success is possible, as well as pass along formal and informal skills and knowledge for navigating higher education (McKinsey, 2016). First-generation students, having neither a parent nor guardian who has obtained a college degree (Mehta, Newbold, & O'Rourke, 2011), are far less likely to be guided by their family's college experiences, so it becomes important to find mentors and role models on campus (White & Lowenthal, 2011). A study done with 81 graduate mentors reported "a deeper perspective both on themselves and their academic discipline; the development of advising and mentoring skills; contributing to the diversity of their academic and professional field; and knowledge that mentoring can assist both mentees and mentors in in reaching their goals" as four major professional benefits (Reddick et al., 2012).

2.5 Theoretical Framework

Abstract Systems Theory also referred to as Formal Systems Theory by Donald Bertalanffy guided the study. According to Bertalanffy (1956), formal organizations are organization that is established as a means of achieving defined objectives. Its design specifies how goals are subdivided and reflected in sub divisions of the organization. Divisions, departments, sections, positions, roles and tasks make up the structure of the organization (Handy 2006). It is a system theory in which the observed entities and their environment are interpreted through a system view point (Bertalanffy 1968). The fundamental unit of analysis is a system made up of many interlinked components or structures with the aim of realizing a common goal (Parsons 1971). Each component represents a recognizable entity with assigned roles, activities and tasks performing in compliance with rules and constraints. The theory proposes that public and private organizations are complex entities that can be understood as systems. Every system identifies several supra- systems and several sub-systems whose contribution in terms of relationships, interaction and exchange of information and services, is fundamental to realization of the organization's goals.The theory was most appropriate for the current study because universities are organizations with many management levels such as faculties and departments that are rationally constituted, assigned specific roles, objectives and activities performed in compliance with the university rules and norms and within frameworks. The theory has been used extensively in studies related to organizations in both academia and business related organizations. Although the theory does not specify specific norms and rules, it however recognizes the entities as fundamental units in realization of organizations' goals.

3.0 RESEARCH METHODOLOGY

Descriptive survey research design was used as it allows the researcher to describe characteristics of an individual or group as they really are. (Kothari, 2011). Descriptive survey are only concerned with conditions or relationships that exist, opinions that are held and process that are ongoing. The study targeted 1500 students and 80 lecturers. A sample of 20% was used on both lecturers, students and ICT officials and considered a large sample (Best & Kahn, 2011) and large enough to detect a significant effect (Kerlinger & Lee, 2000). Simple random sampling was used and Questionnaires were used to collect data from the lecturers, ICT official and students because of their ability to contend alot of information from respondents over a short period of time.

They are also free from biasness of the researcher. They contained close ended questions. Orodho (2009) further explains that questionnaires capture information on people's attitudes, opinions and habits. The questionnaires had two sections; Section A captured the background information which contained the gender, age, level of education; Section B contained the factors influencing e-learning which on a likert scale ranging from Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree seeking information on competence-based curriculum and digitalization in higher education. To enhance the content validity of the instruments a pretest of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study. The reliability of the instruments was determined using test-retest technique. The Pearson's product-moment correlation (r) coefficient formula was used to compute the reliability coefficient (Best & Kahn, 2011). Pearson correlation coefficient was used in this study as being the most appropriate for determining relationship (Kothari 2004). The hypothesis test was at 5% level of significance The null hypothesis was rejected and accepted if the p-value is greater than 0.05 ($P \geq 0.05$) or 0.01 ($P \geq 0.01$). It was rejected if the p-value is less than or equal to 0.05 ($P \leq 0.05$) and 1% level of significance if the p-value was less than or equal to 0.01($P \leq 0.01$)

4.0 RESULTS AND DISCUSSIONS

Student factor and rate of completion in institutions of Higher Education

Table 2: Students' responses on students fail to complete university education on time because of financial problems

Statement	Frequency	Percentage	Mean	Std
Strongly disagree	6	2.0	4.21	0.844
Disagree	4	1.3		
Neutral	34	11.3		
Agree	134	44.7		
Strongly agree	122	40.7		
Total	300	100.0		

Table 2 shows majority 44.7% of the students Agreed that students fail to complete university education on time because of financial problems while 40.7% Strongly Agreed and 11.3% were Neutral respectively with a mean of (Mean=4.21, Std=0.844)

Table 3 shows Lecturers response on students fail to complete because of financial problems

Table 3: Students fail to complete university education on time because of financial problems

Statement	Frequency	Percentage	Mean	Std
Disagree	1	12.5	3.50	0.756
Neutral	2	25.0		
Agree	5	62.5		
Total	8	100.0		

Table 3 shows majority 62.5% of the lecturers Agreed that students fail to complete university education on time because of financial problems while 25.0% were Neutral with a mean of (Mean=3.50, Std=0.756). This implies that financial problems are still a major problem in terms of determining the completion of a student in university.

Table 4 shows students response on majority of students do not complete university education on time because of drug abuse.

Table 4: Students response on majority of students do not complete university education on time e because of drug abuse

Statement	Frequency	Percentage	Mean	Std
Strongly disagree	48	16.0	3.41	1.299
Disagree	22	7.3		
Neutral	40	13.3		
Agree	140	46.7		
Strongly agree	50	16.7		
Total	300	100.0		

Table 4 shows majority 46.7% Agreed that majority of students do not complete university education on time because of drug abuse while 16.7% Strongly Agreed and 16.0 Strongly Disagreed respectively with a mean of (Mean=3.41, Std=1.299). This implies that drug abuse is a major determinant to students not completing university education on time according to the student's response.

Table 5 shows Lecturers response on majority of students do not complete university education on time because of drug abuse

Table 5: Majority of students do not complete university education on time because of drug abuse

Statement	Frequency	Percent	Mean	Std
Strongly Disagree	1	12.5	2.38	0.744
Disagree	3	37.5		
Neutral	4	50.0		
Total	8	100.0		

Table 5 shows majority 50.0% of the Lecturers were Neutral on Majority of students do not complete university education on time because of drug abuse while 37.5% Disagreed with a mean of (Mean=2.38, Std=0.744). This implies that majority of the lecturers were not sure if drug abuse was a major determinant to completing university education on time.

Table 6 shows Students responses on students fail to graduate on time because of early marriages in campus

Table 6: Students' responses on students fails to graduate on time because of early marriages in campus

Statement	Frequency	Percentage	Mean	Std
Strongly disagree	55	18.3	2.92	1.341
Disagree	84	28.0		
Neutral	24	8.0		
Agree	104	34.7		
Strongly agree	33	11.0		
Total	300	100.0		

Table 6 shows majority 34.7% of the students Agreed that students fail to graduate on time because of early marriages in campus while 28.0% Disagreed and 18.3% Strongly disagreed respectively with a Mean of (Mean=2.92, Std= 1.341). This implies that early marriages have a major influence in students' completion on time.

Table 7 shows Lecturers responses on students fail to graduate on time because of early marriages in campus

Table 7: Lecturers responses on students fail to graduate on time because of early marriages in campus

Statement	Frequency	Percentage	Mean	Std
Disagree	3	37.5	3.25	1.035
Agree	5	62.5		
Total	8	100.0		

Table 7 shows majority 62.5% of the Lecturers Agreed that students fail to graduate on time because of early marriages in campus while 37.5% Disagreed. This implies early marriages affects students completion on time.

Table 8 shows Students' response on students fail to complete on time due to lack of commitment and determination on their studies.

Table 8: Students' response on students' fail to complete on time due to lack of commitment and determination on their studies

Statement	Frequency	Percentage	Mean	Std
Strongly disagree	39	13.0	3.23	1.228
Disagree	59	19.7		
Neutral	19	6.3		
Agree	160	53.3		
Strongly agree	23	7.7		
Total	300	100.0		

Table 8 shows majority 53.3% of the students Agrees that students' fail to complete on time due to lack of commitment and determination on their studies while 19.7% Disagreed and 13.0% Strongly Disagreed respectively with a mean (Mean=3.23, Std=1.228). This implies that commitment and determination are key to students completion on time.

Table 9 shows Lecturers responses on students' fail to complete on time due to lack of commitment and determination on their studies

Table 9: Lecturers' response on Students' fail to complete on time due to lack of commitment and determination on their studies

Statement	Frequency	Percent	Mean	Std
Neutral	1	12.5	4.38	0.744
Agree	3	37.5		
Strongly Agree	4	50.0		
Total	8	100.0		

Table 9 shows majority 50.0% of the Lecturers Strongly Agreed that Students' fail to complete on time due to lack of commitment and determination on their studies while 37.5% Agreed with a mean of (Mean=4.38, Std=0.744). This implies that without commitment and determination by the students on their studies completion on time becomes a problem.

Table 10 shows students response on students do not complete university education in time due to lack of class attendance

Table 10: Students' response on students do not complete university education in time due to lack of class attendance

Statement	Frequency	Percentage	Mean	Std
Strongly disagree	44	14.7	3.02	1.279
Disagree	80	26.7		
Neutral	30	10.0		
Agree	117	39.0		
Strongly agree	29	9.7		
Total	300	100.0		

Table 10 shows majority 39.0% of students Agreed that students do not complete university education in time due to lack of class attendance while 26.7% Disagreed and 14.7% Strongly Disagreed respectively with a mean of (Mean=3.02, Std=1.279). This implies that class attendance contributes to students' completion on university education on time.

Table 11 shows Lecturers responses on students do not complete university education in time due to lack of class attendance

Table 11: Lecturers responses on students do not complete university education in time due to lack of class attendance

Statement	Frequency	Percent	Mean	Std
Neutral	3	37.5	4.00	0.926
Agree	2	25.0		
Strongly Agree	3	37.5		
Total	8	100.0		

Table 11 shows majority 37.5% of Lecturers Strongly Agreed and were Neutral respectively while 25.0% Agreed with a mean of (Mean=4.00, Std=0.926).This implies that class attendant is a determinant factor on completion of university education on time.

Table 12 shows reasons for not graduating on time in institutions of Higher Education

Table 12: Reasons for not graduating on time in institutions of Higher Education

Reasons for not graduating on time	Frequency	Percentage	Mean	Std
Bureaucracy	286	95.3	1.07	0.331
Lack of Fees	9	3.0		
Covid-19 pandemic	4	1.3		
Marks	1	.3		
Total	300	100.0		

Table 12 shows majority 95.3% of the students said they did not graduate on timein institutions of Higher Education because of bureaucracy while 3.0% said Lack of fees and 1.3% it was due to the Covid-19 pandemic respectively with a mean of (Mean=1.07, Std= 0.331).

H0₁: There is no significant relationship between student factor and completion rates in institutions of Higher Education, Kenya

In order to test whether there was a relationship between student factor and completion rates in institutions of higher education**.** Chi square test(χ^2) was used to test the hypothesis. The null hypothesis states that there is no significant relationship between student factors and completion rates in institutions of Higher Education, Kenya. Table 13 shows chi square test between student factors and completion rates in institutions of Higher Education

Table 13: Chi square test between student factors and completion rates in Higher Education

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.648[a]	12	.002
Likelihood Ratio	27.392	12	.007
Linear-by-Linear Association	7.096	1	.008
N of Valid Cases	300		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .10.

The Chi square table 13 confirms that there is a relationship between student factor and completion rates in institutions of Higher Education, Kenya. The null hypothesis (H0₁) was tested using Chi square (df=12, Pearson Chi square(χ^2)=30.648 and p=0.002 at 0.05 level of significance. The null hypothesis(H0₁) there is no significant

relationship between student factors and completion rates in institutions of Higher Education, Kenya was therefore rejected hence there is a strong significant relationship between the student factor and completion rates in institutions of Higher Education. This means that students factors has a great influence on the completion rate in University Education. The findings concur with studies by Fokkens-Bruinsma & Canrinus, (2015); Yue & Fu, (2017) who found out that student motivation, self-efficacy, professional commitment, time management, and academic performance play a critical role for degree completion rate.

Institutional factors and rate of completion in institutions of Higher Education

Table 14 shows students' responses on students do not complete on time due to lose of marks by lecturers

Table 14: Students' responses on students do not complete on time due to lose of marks by lecturers

Statement	Frequency	Percent	Mean	Std
Strongly disagree	27	9.0	3.97	1.127
Disagree	9	3.0		
Neutral	6	2.0		
Agree	163	54.3		
Strongly agree	95	31.7		
Total	300	100.0		

Table 14 shows majority 54.3% of the students Agreed that students do not complete on time due to lose of marks by lecturers while 31.7% Strongly Agreed and 9.0% Strongly Disagreed respectively with a mean of (Mean=3.97, Std=1.127). this implies that most marks are lost by lecturers leading to students not completing on time.

Table 15 shows Lecturers responses on students do not complete on time due to lose of marks by lecturers

Table 15: Lecturers responses on students do not complete on time due to lose of marks by lecturers

Statement	Frequency	Percent	Mean	Std
Strongly Disagree	3	37.5	2.13	1.246
Disagree	3	37.5		
Agree	2	25.0		
Total	8	100.0		

Table 15 shows majority 37.5% of the Lecturers Strongly Disagreed and Disagreed respectively that students do not complete on time due to lose of marks by lecturers while 25.0% Agree with a mean of (Mean=2.13, Std=1.246). This implies that most lecturers disagreed that students not completing on time was due to lose of marks.

Table 16 shows Students response on students do not complete on time due to lecturers withholding marks due to lack of payment

Table 16: Students response on students do not complete on time due to lecturers withholding marks due to lack of payment

Statement	Frequency	Percent	Mean	Std
Strongly disagree	27	9.0	2.87	1.345
Disagree	27	9.0		
Neutral	64	21.3		
Agree	108	36.0		
Strongly agree	74	24.7		
Total	300	100.0		

Table 16 shows majority 36.0% of the students Agree that students do not complete on time due to lecturers withholding marks due to lack of payment while 24.7% Strongly Agreed and 21.3% were Neutral respectively with a mean of (Mean=2.87, Std=1.345).

Table 16 shows Lecturers' response on students do not complete on time due to lecturers withholding marks due to lack of payment.

Table 17: Lecturers' response on students do not complete on time due to lecturers withholding marks due to lack of payment

Statement	Frequency	Percent	Mean	Std
Agree	5	62.5	4.38	0.518
Strongly Agree	3	37.5		
Total	8	100.0		

Table 17 shows majority 62.5% of the Lecturers Agreed that students do not complete on time due to lecturers withholding marks due to lack of payment while 37.5% Strongly Agreed with a mean of (Mean=4.38, Std=0.518).

This implies from both students and lecturers that lecturers withholding marks when they are not payed leads to students not completing on time.

Table 18 shows Students' response on students fail to graduate on time due to incompetence of staff workers to deliver marks on time

Table 18: Students' response on students fail to graduate on time due to incompetence of staff workers to deliver marks on time

Statement	Frequency	Percent	Mean	Std
Strongly Disagree	107	35.7	2.48	1.491
Disagree	82	27.3		
Neutral	17	5.7		
Agree	47	15.7		
Strongly agree	47	15.7		
Total	300	100.0		

Table 18 shows majority 35.7% of the students Strongly Disagreed on students fail to graduate on time due to incompetence of staff workers to deliver marks on time while 27.3% Disagreed and 15.7% Agreed and Strongly Disagreed respectively with a mean of (Mean=2.48, Std=1.491).

Table 19 shows Lecturers' response on students fail to graduate on time due to incompetence of staff workers to deliver marks on time

Table 19 : Lecturers' response on students fail to graduate on time due to incompetence of staff workers to deliver marks on time

Statement	Frequency	Percent	Mean	Std
Strongly Disagree	3	37.5	1.88	0.835
Disagree	3	37.5		
Neutral	2	25.0		
Total	8	100.0		

Table 19 shows majority 37.5% of the Lecturers Strongly Disagree and Disagree respectively thatstudents fail to graduate on time due to incompetence of staff workers to deliver marks on time while 25.0% were Neutral with a mean of (Mean=1.88, Std=0.835).

This implies from both the students and lecturers that staff competence to deliver marks on time is efficient.

Table 20 shows Students response on students do not graduate on time because of favourism by staff members

Table 20: Students response on students do not graduate on time because of favourism by staff members

Statement	Frequency	Percent	Mean	Std
Strongly Disagree	116	38.7	1.94	0.981
Disagree	120	40.0		
Neutral	36	12.0		
Agree	23	7.7		
Strongly agree	5	1.7		
Total	300	100.0		

Table 20 shows majority 40.0% of the students Disagreed that students do not graduate on time because of favourism by staff members while 38.7% Strongly Disagreed and 12.0% were Neutral respectively with a mean of (Mean=1.94, Std=0.981).

Table 21 shows Lecturers response on students do not graduate on time because of favourism by staff members

Table 21: Lecturers' response on students do not graduate on time because of favourism by staff members

Statement	Frequency	Percent	Mean	Std
Strongly Disagree	5	62.5	1.38	0.518
Disagree	3	37.5		
Total	8	100.0		

Table 21 shows majority 62.5% pf the Lecturers Strongly Disagreed that students do not graduate on time because of favourism by staff members while 37.5% Disagreed with a mean of (Mean=1.38, Std=0.518).

This implies according to both students and staff that staff members conduct their duties without favourism thus integrity is upheld.

H0₂: There is no significant relationship between institutional factor and completion rates in institutions of Higher Education, Kenya

In order to test whether there was a relationship between institutional factor and completion rates in institutions of higher education. Chi square test(χ^2) was used to test the hypothesis. The null hypothesis states that there is no significant relationship between institutional factors and completion rates in institutions of Higher Education, Kenya.

Table 22 shows chi square test between institutional factors and completion rates in institutions of Higher

Education

Table 22: Chi square test between institutional factors and completion rates in institutions of Higher Education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.583[a]	12	.012
Likelihood Ratio	27.954	12	.006
Linear-by-Linear Association	12.648	1	.000
N of Valid Cases	300		

a. 24 cells (68.6%) have expected count less than 5. The minimum expected count is .02.

The Chi square table 22 confirms that there is a relationship between institutional factor and completion rates in institutions of Higher Education, Kenya. The null hypothesis ($H0_2$) was tested using Chi square (df=12, Pearson Chi square(χ^2)=25.583 and p=0.012 at 0.05 level of significance. The null hypothesis($H0_2$) there is no significant relationship between institutional factors and completion rates in institutions of Higher Education, Kenya was therefore rejected hence there is a strong significant relationship between the institutional factor and completion rates in institutions of Higher Education. This means that institutional factors has a great influence on the completion rate in University Education.

$H0_3$: *There is no significant relationship between year of admission and year of completion in institutions of Higher Education, Kenya*

In order to test the relationship between year of admission and year of completion in institutions of Higher Education. Pearson correlation was used to test the hypothesis. The null hypothesis states that there is no significant relationship between year of admission and year of completion in institutions of Higher Education.

Table 23 shows correlation matrix between year of admission and year of completion in institutions of Higher Education.

Table 23: Correlation matrix between year of admission and year of completion in institutions of Higher Education.

		Year of Admission	Year completed
Year of Admission	Pearson Correlation	1	.872**
	Sig. (2-tailed)		.000
	N	300	300
Year completed	Pearson Correlation	.872**	1
	Sig. (2-tailed)	.000	
	N	300	300

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

The correlation result in Table 23 shows a positive and strong significant coefficient between year of admission and year of completion in institutions of Higher Education where (r=.872, p-value<0.05) were rejected at p<0.05 significance level of which the null hypothesis was rejected. Hence there is a strong significant relationship between year of admission and year of completion in institutions of Higher Education.

5.0 CONCLUSION/RECOMMENDATIONS
5.1 Conclusions
➢ Both student factor and institutional factors influence the rate of completion of undergraduate students in institutions of Higher Education
➢ There is a strong significant relationship between year of admission and year of completion in institutions of Higher Education
➢ Financial problems, Drug abuse, lack of commitment and determination of students on their studies, lose of marks by lecturers and lack of payment of lecturers have been identified as the major factors contributing to students not completing undergraduate studies on time

5.2 Recommendations
➢ The university should enhance and prioritize strategies that reduce the gap between enrollment and graduation
➢ The university should strengthen inter –university benchmarking and exchange program initiatives with other universities on documented best practices on retention, completion and graduation rates.
➢ Peer mentorship and counseling programs should be strengthened to sensitize students on importance of graduating from their programs on time
➢ The university should develop broad assessment criteria to include non-academic aspects in the overall assessment of student; for instance, co-curricular activities, soft skills (leadership, collaboration, conflict solving) character-related qualities (persistence, resilience).
➢ The university should enhance ICT systems to reflect student progression upon entry into university to

graduation to curb issue of loss of marks.

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