

# Impact of Academic Staff Establishment on the Masters Degree Programmes in Kenyan Public Universities; A Case of Departments of Educational Foundations From 1993 to 2014

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**Abstract:** *Departmental analysis has gained momentum in the world of identifying progress made in various tasks planned for. After undergraduate training in Universities, graduates take various postgraduate courses to enhance their role as scholars in educational foundations courses. Many studies have been carried on development of education in African Universities with none delving into actual departmental master's degree programmes and the impact of academic staff establishment on overall university growth. This study was historical research which adapted case study approach of three public universities in Kenya. This brought on board three, chairpersons of the department of Educational foundations, three registrars and fifty nine (59) lecturers. Using document analysis schedule and interview schedules, the dynamics development of master's degree programmes in line with the academic staff establishment was brought to the reality. The study revealed that most students enrolled and graduated in the departments that had enough academic staff establishment. The department existed as independent department that offered courses in such administration and policy management as well as department of educational foundations. Master's degree students in departments that had enough academic staff had highest number of students enrolling for the courses. Key recommendations include granting students scholarships to master's degree students in the department of educational foundations and study leave by their employers. Equally imperative is recruitment of more academic staff in the fields of educational foundations which will enhance the departmental capability to train more students in educational foundations courses highly needed in tertiary and upcoming universities offering teaching undergraduate courses.*

**Keywords:** Academic staff establishment, master's programmes

## 1. Introduction

An educational foundations course forms the background of any student aspiring to become a teacher in most African States. A student anticipating to become a teacher must take educational foundations courses which comprises Sociology of Education (S.E), Comparative Education (C.E), Philosophy of Education (P.E), Adult Education (AD.E), and History of Education (H.E). Philosophy of education provides an insight into purpose, theory and practice of education with the hope that the concepts and theories will equip the prospective teacher with capacity to reason and critically evaluate issues and relate them to prevailing situations hence becoming a better committed educationist [22]. On the other hand, History of education lays emphasis on the historical events and their effects on development of education. Such knowledge helps the prospective teacher to be prepared to critically explore alternative educational theories and practice thereby expanding their possibilities for personal and professional action. Improvement of any system depends largely on comparisons. This makes comparative Education to be a vital course to an educationist and any learning institutions to gain insight on better ways of improving the education system by either borrowing from the excellent systems all over the world or making reformations in certain areas [4].

Over the past twenty years, changes in the global economy have placed a demand on Masters' degree education and training in order to contribute to the economic development, research and social cohesion of the nation. The response has

led to major reforms in the Kenyan higher education sector. Currently Kenya has 22 public accredited universities, 10 public university constituent colleges, 17 private chartered universities, five private constituent universities, 13 institutions with letters of interim authority and one registered private institution university (<http://www.cue.go.ke>, 2016). The increased number of Universities offering degree courses in education oriented programmes requires adequate academic staff establishment in the department of educational foundations.

To understand the contemporary educational foundations academic profession, it is useful to examine the academic staff establishment and the master's degree programmes worldwide. In much of the world, half or more of the professionals are getting close to retirement and hence new young academicians need to be groomed through the master's degree programmes [2]. It is important to note that, the academic undergraduate and post graduate fraternity is growing rapidly through universities but the human resource for advanced degree programme has stagnated leaving them strained. Rumbley, [31]. notes, Masters' degree classes faces other challenges such as shortage of academic staff, textbooks scarcity, and lack of indigenous writing, lack of funding and poor working conditions.

A study carried out in 15 Sub-Saharan countries shows full time academic staff cannot survive on their salaries making them to take part-time jobs elsewhere [31]. The rhetoric of partnership and local capacity building mean nothing unless there is a concerted effort to build up research institutions;

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which calls for urgent and critical reflections and a repositioning of the field of comparative and international education in order to address contemporary priorities and the emergent needs of the twenty first century [3]. In the Kenya scenario, public universities education has focused on increased enrolment of students in various degree programmes. The Universities are experiencing an influx of enrolments of students which has strained the existing facilities and adversely affected the academic staff establishment in various faculties [28]. The Kenya government envisaged modalities of addressing the challenges that could constrain access, equity, quality and relevance in the university education [30]. These modalities were to be effected through the University Councils and the Commission for University Education by providing the expansion of university education and training in tandem with population growth and the demand for university places and research.

Oanda, [23] observe that, the university expansion has led to increased student enrolment in Kenyan public universities resulting to shortage of lecturers among them is the department of Educational Foundations courses. And it is a cause of concern since coping with the shortage entails expanded workloads and even the employment of part-time staff. Oanda [22] states that increased workload due to double intake and lack of competence by some lecturers could be affecting the delivery of quality education in master's degree programmes in Kenyan Public Universities. Most education faculties of which educational foundation is included, survival to heavy workload which has contributed to assigning graduate assistants and tutorial fellows full teaching responsibilities such that they even handle both the undergraduates and masters degree classes[25]. The data from the Kenyan government shows that enrolment in state universities rose from 195,428 in 2012 to 276,349 by the end of 2013. The student enrolment increased by 80,921 which translate to 41.4%. The admissions in private universities increased from 45,023 in 2012 to 48,211 in 2013. The admissions increased by 3188 translating to 7.1%. The study observes that the school of education admits many students in the three state universities sampled for the study [26].

The teacher education in Kenya requires the teacher trainees to take comparative education, sociology of education, history of education and philosophy of education as core study units. This has necessitated the high demand for lecturers in the department of educational foundations. The supply in the said department can be pegged on the graduates of masters' degree in education in educational foundations courses. For instance, the December graduation lists of Kenyatta University, UON and Moi University from 2012 to 2014 shows that a total of one hundred and thirty two candidates graduated in departments of Educational Foundations in the Kenyan Public Universities. The analysis of the graduates in the department indicates that thirty two (32) graduated in the year 2012, fifty three (53) graduated in the year 2013 and forty seven (47) graduated in the year 2014. The results of 2012 shows that four graduated from Kenyatta University, twenty three graduated from UON and five graduated from Moi University. This translated to 12.5%, 71.9% and 15.6% respectively.

In 2013, a total of fifty three (53) students graduated from the three universities. Seventeen (17) out the fifty three graduated from Kenyatta University, twenty six (26) graduated from UON and nine (9) graduated from Moi University in the departments of Educational Foundations. These translated to 32.1%, 49.1% and 17.0% respectively. The growth between 2013 and 2014 among the students who graduated with master's degree in educational foundations are negative. The number of students who graduated with master's degree in educational foundations courses in the departments of educational foundations in the three universities declined by six. This decline represented negative 12.8% growth rate in the master's degree programmes in terms of the graduates of the master's degree in the department of educational foundations.

It is this concern that led to the need in identifying the academic staff establishment of lecturers handling the masters' degree programmes in the department of educational foundations in Kenyan Public

## 2. Literature Review

### Development of departments of Educational Foundations in Universities

The American standards for Academic and Professional instructions in foundations of education, educational studies and educational policy studies has defined and identified courses that should be handled under the department of educational foundations [5]. The Educational foundations also rely on History and the Social science for its interpretive nature [36]. Particular disciplinary studies in, for instance, the history, philosophy, or sociology of education were considered as study in the Educational foundations. This is because they addressed and promoted interpretive perspective of concepts and theories, normative perspective that could assist students in examining and explaining educational issues and critical perspective to assist students to critique educational assumptions and arrangements. They also identify contradictions and inconsistencies among social and educational values, policies, and practices. In particular, the critical perspectives to engage students in employing democratic values to assess educational beliefs, policies, and practices in light of their origins, influences, and consequences [5]. The objective of establishing department of educational foundations was to make the study to sharpen students' abilities to examine, understand, and explain educational proposals. Further it was to help in arrangements, practices and to develop a disciplined sense of policy-oriented educational responsibility. Such study developed an awareness of education and schooling in light of their complex relations to the enviroing [18].

The "educational foundations" has three distinct scholarly traditions of practice – philosophy of education, history of education, and sociology of education – that inform education and conceptualize frameworks for education research. Sociologists of education study social phenomena such as racism and homophobia and how they exist in and are affected by formal and informal educational contexts [19]. Historians of education research documents and artefacts" of value to our understanding of past educational

practices and their influence today. Philosophers of education ought to analyse key educational concepts such as „teaching“ and „authority“ and make significant distinctions for educational policy-making and practice. The department of educational foundations focuses on the study and promotion of social and ecological justice education. Special interests areas include Indigenous and anti-racist education, adult and lifelong learning, environmental and ecological education, comparative and international education, gender and sexual orientation issues, as well as critical and creative approaches to various educational practices including process philosophy, critical pedagogies, place-based learning, land-based learning, learning through life history, anti-oppressive education and global education [32].

Obafemi Awolowo University in Nigeria has a department of Educational foundations and Counselling. On top of this, the faculty is one of the oldest departments of Education in Nigeria founded on 1<sup>st</sup> October 1967 that was mandated to produce quality, competent and dynamic educators who would contribute to steady growth and development of the society [24]. Makerere University department of Educational Foundations and Management offers a Master of Education in Educational Foundations to graduate students wishing to specialize in Educational Foundations Courses [18]. Graduates taking Masters Degree in educational foundations courses are expected to specialize in any of the following courses; Educational Administration, Economics of Education, Philosophy of Education, Comparative Education, History of Education and Sociology of Education. Dove observes that, the department of Educational Foundations in University of Malawi offers professional units in educational, psychological and social theories underpinning pedagogical practice and knowledge of the teachers“ roles and responsibilities [6].

In Kenya different universities have a mechanism of branding their department in order to handle Educational Foundations courses. When Kenyatta Campus was upgraded to a full University in 1985, it benefited due to the fact that it remained with the department of Educational Foundations [12]. The department was one of the four original departments that were moved from University of Nairobi to Kenyatta University College in 1978. The department offers undergraduate and graduate academic programmes in the following core areas: History of Education, Philosophy of Education, Sociology of Education and policy Studies, and Comparative Education and international Studies. With advancement of the University, new academic master“s degree programmes have been introduced that focus also on the post-graduate level. Master“s degree students undertake various study units depending on the area of their specialization. The core units for students undertaking master“s degree courses in the Department of Educational Foundation are research methods in education, educational statistics, and contemporary themes in education and research work which can either be a project or thesis. History of education course has the following units developed ; evolution of western education systems, selected themes in the history of education systems, pre-colonial education in Africa, education in Africa, Education in Kenya in the colonial period and contemporary history of education in Kenya. Elective units in the field of history of education

include education and pastoralism in Africa, technical education in Africa, politics and education in Africa, Teacher education in Africa, history of educational ideas and higher education in Africa, Africanism and development [10].

Students who enrol for master“s degree in sociology of education are expected to study the following units: social sciences and education, African social structures, motivation and the socialization process, society, development and education, sociology of education and social policy. Additionally, elective units are important such as sociology of professions, gender and education, social work and education, education, democracy and schooling, adult, continuity and lifelong education, family life education and social development [10]. The curriculum for master“s degree in Philosophy of education has the following units: epistemology and education, metaphysics and education, ethics and education, philosophical psychology, logic and education, education and philosophical thought in Africa. The curriculum also has education and democracy, knowledge and curriculum, philosophy, gender and education, philosophy of teaching and learning, indigenous knowledge and education, medical ethics and education and education for human liberation being offered as elective units. Finally, comparative education offers the following units to the master degree course: introduction to comparative education, comparative study of systems of education, basic concept in economic and education, education for resourcefulness for rural regions, politics, citizenship and education and education law and policy analysis being mandatory units. The field offers education for leadership, comparative perceptiveness, and teacher education in a comparative perspective, adult education and lifelong learning, comparative perceptiveness of indigenous education, educational management for disadvantaged groups, education for governance, education for conflict management, education, market, issues in vocational and technical education, and globalization and education for sustainable development as elective units for learners [10]. University of Nairobi is the only one offering master“s degree in Adult education. The Department of Educational foundations has designed its curriculum such that master“s degree students take the following units: foundations and development of adult and continuing education, philosophy of adult and continuing education, principles of organization and management of adult and continuing education programme; theory and practice in lifelong education [32].

#### **Academic Staff Establishment in the department of Educational Foundations**

The ministry of education has worked out recommended lecturer/student ratios associated with quality teaching and learning for various disciplines studied at the Universities as indicated in table 1. [27].

**Table 2:** Ratios of lecturers to students

Programme	Lecturer/student ratio
Social Science	1:18
Arts and Humanities	1: 15
Applied Sciences	1:10

Source: CHE 2006

The enrolment in Kenyan teacher training oriented courses is growing rapidly beyond the CHE recommendations shown in table 2.0. This means that, the human resource for advanced degree programme has remained stagnant leaving them strained as they handle both undergraduate and graduate classes [25]. In much of the world, half or more of the professionals are senior mature academicians getting close to retirement who play a key role of grooming the new young academicians through the master's degree programmes on top of lecturing to undergraduates classes [2]. In most Kenyan Public Universities, the department of educational foundations has inadequate academic staff establishment that denies them ample time of supervising, monitoring the retention and completion rates of masters' degree students [25].

Additionally, the study carried out in 15 countries shows full time academic staff cannot survive on their salaries making them to take part-time jobs elsewhere [21]. Crossley and Broadfoot [4], states that continuous talk of partnership and local capacity building will be of no value unless there is a united effort to build up research institutions and that calls for urgent evaluation of academic staff establishment in the department of Educational Foundations. According to Odebero [25], most faculties of which educational foundations is inclusive, academic staff establishment is a challenge and heavy workload has contributed to assigning graduate assistants and tutorial fellows full teaching responsibilities to handle both the undergraduates and postgraduates classes. Most faculties offering education related courses; survival to heavy workload has led to assigning graduate assistants and tutorial fellows full teaching responsibilities such that they even handle both the undergraduates and master's degree classes. The study visualizes a vibrant developed department of educational foundations that is self-refurbishing body through recruitment of new staff from masters' degree programmes in their departments [22]. This calls for a critical analysis of growth in both the masters' degree programme and in academic staff establishment in the department of educational foundations [21]. For instance, Laikipia University has the department existing as Psychology, Guidance and Counselling and Educational Foundations that has eight lecturers [16].

The fact that the University of Nairobi has had few graduates in the Department of Educational Foundations courses in the last three consecutive years in comparison to other departments, it calls for examining of other hidden factors contributing to this variability. The study will greatly benefit from such findings in trying to explain the impact of academic staff establishment on the growth and development of the masters' degree programmes in the Departments of Educational Foundations.

### **3. Theoretical Framework: Input process-Output Model**

The theoretical framework that will be used in the study is the input process- output model (IPO). In the IPO model a process is viewed as a series of boxes (processing elements) connected by inputs and outputs. Information or material objects flow through a series of tasks or activities based on a

set of rules or decision points [9]. The theory emphasizes on inputs needed for a programme to be operational which explains the current study. Flow chart and process diagrams will be used to represent the process. Armstrong, [1] assert, what goes in is the input, what causes the change is the process and what comes out is the output. Growth of a programme depends on the quantity and quality of inputs either intentionally or accidentally. This is how a department comes into existence and develops over time. The development of an education programme is influenced by the study programme, student enrolment, academic staff establishment and the placement of graduates of the programme who acts as an extrinsic motivation. The IPO model will provide the general structure and guide for the direction of the study.

The input process output model theory focuses on inputs, process and output as factors that predispose the growth and development of a master's degree programme. However it does not unravel the hidden factors that make students enrol for master's degree in educational foundations. It also emphasizes that output is a product of the inputs in the programme. Unfortunately, it does not state if the input is directly proportional to the inputs. Therefore the theory is quite pertinent in explaining the growth and development of master's degree programmes in public universities; a case of the departments of educational foundations.

### **4. Statement of the Problem**

Universities produce human resources at professional level that contribute heavily to the development of the country. As a result, the Kenyan university system has continued to grow amid the growing demand for masters' degree education that is far beyond the supply. Currently there are 22 public universities, 10 public university constituent colleges, 17 chartered private universities, and five private university constituent colleges, 13 universities with letter of interim authority and one registered private universities. Ninety percent of the success of the Masters Degree programmes depends on the academic staff establishment, student enrolment, and retention and completion rates. There is no doubt that the growth and development of the departments of educational foundations in public universities is no longer a university challenge but also its impact on the existence of independent department of educational foundations in public universities. Student enrolments, inadequate academic staff establishment, low completion rates, low demand for graduates in the masters degree programmes are but a few of the complex factors that negatively affect the growth and development of the master's degree programmes in Kenyan public universities. These factors undermine the acceptable lecturer –student ratio of 1: 18 being a requirement for the social sciences related courses for the last three decades in Kenyan public universities. The impact of inadequate academic staff establishment of master's degree programmes in the Department of Educational Foundations is pervasive and has far reaching effects on master's degree students and universities not only psychologically but also economically and socially. Universities lose the most competent productive members due to challenges in student enrolment, completion rates, and strained academic staff leaving the master's degree students without means of proper instruction

in educational foundation courses. The cost of hiring part-time lecturers to fill the gap wreaks havoc within the departments where the already fragile structures are not capable of monitoring quality as it was the case of Kisii University.

Student enrolment shot up by 34.9% nationally to reach 324,560 against 240,551 in 2012 [26]. Kenya's Ministry of Planning attributed the rise to upgrading of university colleges to Universities and the expansion of private Universities. These startling statistics are driving some universities to merge the Department of Educational Foundations with others due to inadequate academic staff establishment as the case of Egerton University, Maseno University and Masinde Muliro University of science and technology among others [26]. An action program and activities to mitigate these adverse effects can be realised through the research study on academic staff establishment against the enrolment of students of master's degree programmes in the Department of Educational Foundations. Within this research study on the development of the master's degree programmes, academic staff establishment will play a very key role as facilitators of knowledge, skills and attitudes. The focus on the student enrolment, retention, completion rates and the demand for the master's degree graduates will generate volumes of research on other hidden factors that have an impact on the development of master's degree programmes in public universities.

## 5. Methodology

This study entailed a historical approach utilizing a case study design. Case study is an approach to studying social phenomena through a thorough analysis of an individual case [15]. Case study is based on observation whose purpose is to probe deeply and to analyze intensively the phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs [3]. This study used the case of the departments of Educational foundations in analyzing the institutional factors that influenced the growth and development of master's degree programmes in Kenyan public universities. A historical study method accessed the past by establishing facts that shed light on what really happened [14]. This opened the ground for an interpretation and analysis that permitted the determination of their relevance to the present circumstances and drew conclusions and predictions about future events.

The study covered thirty two (32) public Universities which have 128 lecturers in the department of educational foundations, 32 Head of Departments and 32 registrars of the school of education. An institutional sampling technique was used to select three Public Universities, fifty nine (59) lecturers, three heads of Departments and three registrars. This method was preferred because it ensures that there was a desirable representation from various established department of educational foundations of the Kenyan Public Universities. The first three established universities in Kenya will be selected to be utilized in the study. This method was used because master's degree courses in Educational Foundations have been offered in these universities for a long period of time [28]. Census sampling method was used

in picking fifty nine lecturers, three heads of departments and three registrars from the universities who had the information regarding the master's degree programmes in the department of educational foundations. This method was preferred because it allowed the researcher to use respondents that had the required information with respect to the objectives of the study [20]. The study utilized a series of open and closed ended interview schedule items in collecting data. Interview schedules were used to seek information basically about lecturers' views on academic staff establishment in various master's degree fields in the departments of educational foundations. Interview schedules provided the necessary qualitative information from the head of departments. Verification of the data collected, document analysis schedule were used in examining and analyzing various historical documents such as academic staff establishment record, recruitment records and university bulletins collected from the registrars-academic affairs and the dean's school of education.

The study being a historical one relied heavily on primary sources and complementing it with secondary sources data. Primary data is described as "the testimony of any eyewitness, or a witness by any other of the senses, or a mechanical device like Dictaphone-that is, of one whom... was present at the events he tells." The study analyzed the primary sources such as letters, laws, recordings, university public diaries, oral testimonies and verbal accounts from respondents [20]. Additionally, departmental minutes, memoranda, files, manuscripts, catalogues, research reports and record of transcripts were sought as primary source of data. Secondary source of data do not have a direct physical relationship with the event being studied. The researcher hence made use of textbooks, biographies, encyclopaedias and reference books [17].

## 6. Results and Discussions

Document Analysis Schedule 1 of Master's degree graduates

<i>Document Selected</i>	<i>Document analyzed</i>
University of Nairobi, Graduation Booklets for 2012; Dean of Students office: Annual report 2012	Number of Students who graduated with master's degree in: <ul style="list-style-type: none"> <li>• Educational Administration, (105) (14.0%)</li> <li>• Project Management, (355) (47.4%)</li> </ul> Master's degree in Educational Foundations, (23) (3.1%) Total Number of students who graduated with master's degree in the University <b>(749)</b>
University of Nairobi, Graduation Booklets for 2013; Dean of Students office: Annual report 2013	Number of Students who graduated with master's degree in: <ul style="list-style-type: none"> <li>• Educational Administration, (90) (11.0%)</li> <li>• Project Management, (330) (40.5%)</li> </ul> Master's degree in Educational Foundations, (26) (3.2%) Total Number of students who graduated with master's degree in the University <b>(815)</b>
University of Nairobi, Graduation Booklets for 2014; Dean of Students	Number of Students who graduated with master's degree in: <ul style="list-style-type: none"> <li>• Educational Administration, (47) (2.1%)</li> <li>• Project Management, (424) (17.4%)</li> </ul> Master's degree in Educational Foundations, (26) (1.1%)

office: Annual report	Total Number of students who graduated with master's degree in the University (2440).
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Source: Documents from Deans Office University of Nairobi, 2012, 2013 & 2014

The UON document analysis for 2012, 2013 and 2014 indicates that a total of seven hundred and forty nine (749), eighty hundred and fifteen (815) and two thousand, four hundred and forty (2240) graduated with master's degree respectively. One hundred and five (105) graduated with master's degree in Educational Administration and three hundred and fifty five (355) received master's degree in master's degree in Project Management in the year 2012. From the document analysis reflects that too few students graduate with master's degree in the department of Educational Foundations. In the years 2012, 2013 and 2014 the department of Administration and Policy Management had a percentage of 47.4%, 40.5% and 17.4%, while the department of educational foundations posted 3.1%, 3.2% and 1.1% of all students who graduated with master's degree in the University of Nairobi.

**Document analysis schedule 2**

Document Selected	Document analyzed
Egerton University, Graduation Booklets for 2012; Dean of Students office: Annual report 2012	Number of Students who graduated with master's degree in: <ul style="list-style-type: none"> <li>• Psychology Guidance and Counselling 3 (three)</li> <li>• Master's degree in Educational Foundations 3 (three)</li> </ul> Total Number of students who graduated with master's degree in the University
Egerton University, Graduation Booklets for 2013; Dean of Students office: Annual report 2013	Number of Students who graduated with master's degree in: <ul style="list-style-type: none"> <li>• Psychology Guidance and Counselling 7 (seven)</li> <li>• Master's degree in Educational Foundations 3 (three)</li> </ul> Total Number of students who graduated with master's degree in the University
Egerton University, Graduation Booklets for 2014; Dean of Students office: Annual report	Number of Students who graduated with master's degree in: <ul style="list-style-type: none"> <li>• Psychology, Guidance and Counselling 4 (four)</li> <li>• Master's degree in Educational Foundations 2 (two)</li> </ul> Total Number of students who graduated with master's degree in the University

**Document analysis schedule 3 of academic staff establishment**

Document Selected	Document analyzed	Total number of Lecturers
University of Nairobi: Academic Staff establishment	Number of Lecturers in the department of Educational Foundation who are: <ul style="list-style-type: none"> <li>• Professor two (2)</li> <li>• PhD holders six (6)</li> <li>• Masters degree holders ten (10)</li> </ul> Total Number of Lecturers who are qualified to Instruct master's degree programmes in the	18

	department eight (8)	
	Number of Lecturers in the department of Administration, management & policy who are: <ul style="list-style-type: none"> <li>• Professor three (3)</li> <li>• PhD holders sixteen (16)</li> <li>• Masters degree holders four (4)</li> </ul> Total Number of Lecturers who are qualified to Instruct master's degree programmes in the department eighteen (19)	23
Kenyatta University: Academic Staff establishment	Number of Lecturers in the department of Educational Foundation who are: <ul style="list-style-type: none"> <li>• Professors seven (7)</li> <li>• PhD holders sixteen (11)</li> <li>• Masters degree holders two (2)</li> </ul> Total Number of lecturers who are qualified to Instruct master's degree programmes in the department eighteen (18)	20
	Number of Lecturers in the department of Educational Foundation who are: <ul style="list-style-type: none"> <li>• Professors six (6)</li> <li>• PhD holders twenty (20)</li> <li>• Masters degree holders twelve (12)</li> </ul> Total Number of Lecturers who are qualified to Instruct master's degree programmes in the department eighteen (18)	38
Egerton University: Academic Staff establishment	Number of Lecturers in the department of Psychology, Guidance and Counselling <ul style="list-style-type: none"> <li>• Professors 4</li> <li>• PhD holders 2</li> <li>• Masters degree holders 6</li> </ul> Total Number of Lecturers who are qualified to Instruct master's degree programmes in the department	12
	Number of Lecturers in the sub-department Educational Foundation who are: <ul style="list-style-type: none"> <li>• Professor none</li> <li>• PhD holders 2 two</li> <li>• Masters degree holders 6 ( six )</li> </ul> Total Number of Lecturers and % of lecturers who are qualified to Instruct master's degree programmes in the department	8

Source: Documents from Deans Office University of Nairobi, Kenyatta University and Egerton University 2014

From the document analysis schedule, in the years 2012, 2013 and 2014 the department of Administration and Policy Management had a percentage of 47.4%, 40.5% and 17.4%, the department of educational foundations posted 3.1%, 3.2% and 1.1% of all students who graduated with master's degree in the University of Nairobi. The department of Administration and Policy Management have realized higher enrolment of students in the master's degree programmes as they have adequate academic staff establishment. Egerton University has very many lecturers possessing PhD Qualification and Professors designation in Psychology,

Guidance and Counselling compared to those with qualifications in Educational foundations courses. The data analysis schedule reflects that few students graduated in the educational foundations. This can be interpreted to mean that a department that has enough academic staff establishment attracted many students for the master's degree programme.

Findings show that departments that had enough academic staff establishment exist as independent department of Educational Foundations as the case of the University of Nairobi and Kenyatta University. The two academic staff establishment in Egerton University have been absorbed by the large academic staffs that have qualifications in Psychology Guidance and Counselling. Findings in document analysis schedule 1 show that educational foundations courses had the least students graduating with master's degree compared to those in the field of Project management. The findings of document analysis schedule 1 and 2 shows University of Nairobi has had the highest number of students graduating with master's degree in educational foundations yet in comparison with the academic staff establishment it has less. This in itself points to other hidden factors that need to be interrogated to unearth these disparities. The findings in document analysis schedule 1 indicates that 47.4% graduated with a master's degree in Project Management compared to the 3.1% in educational foundations. Student's enrolment in Project management attracts more students accounting for 355 out of the 749 students who graduated in the University of Nairobi.

## 7. Conclusion

The purpose of the study was to determine the impact of academic staff establishment of the master's degree programme in the Kenyan Public Universities: a case of the department of educational foundations. From the results, the major cause of success in the development of master's degree programme is enough academic staff establishment in the department. Inadequate academic staff establishment led the Universities to integrate the department of educational foundations with any other closely related field as the case of Egerton University. Student's completion rates were pegged on the availability of the academic staff establishment. Departments that attracted very large enrolment also had the highest number of academic staff to instruct them. Another serious academic concern the study found out was the few students graduating in certain field of educational foundations. Most students were found to enrol in the fields that offered wide range of employment outside the University setting. The study observes that the upcoming Universities will experience shortage of academic staff hence compromising the quality of university education in those fields.

## 8. Implication of the study

This study was conducted to highlight the role academic staff establishment on student enrolment in master's degree and its impact on the development of self sustaining department of educational foundations in Universities. This may form the basis through which urgent and appropriate

measures would be taken by the University management and senate in addressing the acute shortage of academic staff establishment in the department of educational foundations. The study further sought to address the need for the academic staff that has master's degree to speed up their studies for PhD in to enable establishment of independent department of educational foundations.

## 9. Recommendations

In addressing academic staff establishment in the department of educational foundations, Universities should initiate the scholarship scheme for interested students to pursue master's degree in educational foundation courses. High motivation of the academic staff in the department is a recipe for higher achievement. The academic staff should be a role model for more students to enrol in the master's degree programmes. Finally, the University managements should enhance marketing strategy to encourage more academic staff joining the department of educational foundations.

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