

**DETERMINANTS OF ACADEMIC PERFORMANCE AMONG MATURE
ENTRY STUDENTS: A CASE OF NAKURU AND NAIROBI CAMPUSES OF
KENYA METHODIST UNIVERSITY**

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METHODIST UNIVERSITY**

SEPTEMBER, 2019

DECLARATION AND RECOMMENDATION

Declaration

I declare that this thesis is my original work and has not been presented for a degree or any other award in any other university.

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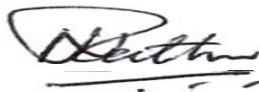
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Recommendation

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

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DEDICATION

This work is dedicated to all the mature age entry students who sacrifice a lot in order to pursue university education.

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ABSTRACT

Numerous studies analyzing academic performance and factors affecting the same among university students have been conducted and remedies have been suggested. However, little attention has been highlighted on mature entry student. The purpose of this study is to investigate the determinants of academic performance among mature age entry students. The objectives of the study were: to establish the impact of previous academic achievement of mature age entry students on their academic performance, to determine the influence of the mature age entry student's demographic characteristics and to determine the impact of the social factors affecting mature age students on their academic performance. The study was guided by Needs theory of Abraham Maslow and adopted descriptive survey research design. The total target population was 289 mature age entry students enrolled at Nakuru and Nairobi campuses of Kenya Methodist University, administrators, Chairmen of Departments and lecturers of the two campuses. Proportionate stratified sampling was used to select the 118 subjects. Questionnaire and interview schedules were used for collecting data for the study. Data from the questionnaires were edited, coded and entered into the computer for analysis. Both qualitative and quantitative methods were used in analyzing the data using Statistical Package for Social Sciences version 20, where both descriptive and inferential statistics were computed appropriately. Results were presented in tables and charts to enhance clarity. It was found out that previous academic performance had an impact on academic performance also students with high entry points were more likely to finish assignments and studies than their counterparts with low entry points. The findings of the study also confirmed that both demographic characteristics and socio economic factors affect the academic performance of mature entry students. The study recommends universities to come up with ways of scrutinizing past performances of students and coming up with strategies such as coaching for the purpose of uplifting the entry behaviour of a prospective mature entry student whose weakness has been identified. The finding further recommend favorable fees payment schedules and minimization of cost of university education which will enable mature entry students to cope better with financial burden and also be able to pay the fees with less strain, and enjoy better concentration on academics. Finally a newer approach in delivering academic program that help reduce conflicts with job and family commitment is highly recommended.

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ABBREVIATIONS AND ACRONYMS

CoD	Chairman of Department
HEFCE	Higher Education Funding Council for England
KeMU	Kenya Methodist University
SES	Social Economic Status
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The term 'mature-age' is a term that is used to refer to students who join the university after acquiring other educational qualifications and possibly having settled in their careers (Kenner & Weinerman, 2011). Mature-entry students (21 years and above) constitute a notable group within higher education sector (Swain & Hammond, 2011). According to (4102.0 - Australian Social Trends, July 2013, 2019). The majority of higher education students began their course directly or relatively soon after finishing secondary school. In 2011, around three in five (59%) students were aged between 15 and 24 years, while 41% of students were aged 25-64 years. This means that is a greater proportion of mature-entry students, more students studying part-time and more students studying via distance education programmes (Gill, Hayes & Senior, 2015). While mature-age students share many of the issues and concerns of other first year students, additional factors such as dependents, financial commitments, paid employment, the time since they last used academic skills, lack of familiarity with ICT, the style of assessment, and loneliness and social dislocation on campus contribute to feelings of anxiety and can compromise overall university adjustment and achievement (Dawborn-Gundlach & Margetts, 2018).

Globally, universities are recording a greater mix of students currently more than in the past. Today, more than any other time in history, student demographics of college and university students are experiencing rapid and profound changes (Wyatt, 2011). In 2012,

for instance, mature entry students comprised 38 per cent of the undergraduate intake worldwide (Commonwealth Department of Education, Science & Training, 2012). In the US, participation by mature students in higher education has risen with the wider expansion of the sector. Europe has seen similar increases in mature student numbers, such as Italy where those over 22 years of age has increased to 20.6% (O'Carroll, Ennis, Loscher, Ryan & Dixon, 2017). Part-time students account for 31% of higher education students in the UK and 56% of part-time undergraduate students are over the age of 30 on entry (Wood, Colin, Cattell & Chris, 2014). In Canada, 23.3% of undergraduates are 25 years or over (Statistics Canada, 2013). In Ireland, mature students accounted for 13.6% of full-time undergraduate new entrants in 2009/10 rising to 15% in 2011-12 (HEA, 2012). A third of undergraduate students in New Zealand are over 24 years of age (Ministry of Education, 2013)

A number of policies have sought to support participation by older learners. Pedrosa, Norberto, Rafael, Cibele and Benilto (2006), placed further emphasis on the need for adults to gain work-related skills, recommending better engagement between employers and universities and the provision of broader learning opportunities beyond full-time study. The review proposed a target, subsequently adopted by the Government, for 40% of all adults in England to gain a university qualification by 2020. Since the late '90s, universities have received additional funding for their mature students, in the form of a premium from the Higher Education Funding Council for England (HEFCE), designed to cover additional costs of recruitment and support for students re-entering education after a break. In its guidance to the Director of Fair Access (2011), the Conservative-led Coalition Government states that it would support both mature students and those

studying part-time, and would like to understand the support needs of mature students. These supportive policies existed against the backdrop of the planned rise in the tuition fee cap, whose impact on mature student participation was unknown.

Along with increases in nontraditional student enrollment comes an increasing percentage of working nontraditional college students with a multitude of commitments that serve to create barriers to educational success that traditional student learners do not have in a traditional college setting (Rabourn, BrckaLorenz & Shoup, 2018). According to Baxter and Britton (2011), two sources of risk face mature age students; firstly, risks stemming from challenges to established gender roles in the family, which are mediated by the effects of social class; and secondly, risks that accompany the movement away from working class habitus which is an inevitable consequence of being in higher education.

Studies have examined mature students in terms of their motivations for study, their academic performance, their accounts of university life, and their priorities for support. Fragoso et al. (2013) indicate that mature students are a very diverse group, whether in terms of age, previous education, financial circumstances, nationality or family commitments. Whether undergraduate or postgraduate, part -time or full –time students, live on or off the campus. Their diverse nature situations makes the mature age students have unique needs that require to be identified in order for them to have similar trajectories as those of direct entry students in terms of academic performance and social development (Johnson, Taasobshirazi, Clark, Howell & Breen, 2016).

In realization of the unique nature and the requirements of mature age entry students, different universities have developed policies and strategies of addressing their needs

(Dill & Henley, 2010). For instance; University of Surrey in the UK runs the Mature Student Society which offers sessions for mature students during the University's induction week, organizes social events in the course of the year and produces an occasional newsletter. The society offers support and facilities, including personal tutors, learning support tutors and pre-entry sessions, study and personal skills sessions. Other universities (Bristol, Leeds, Newcastle and Sheffield) offered special support contacts for mature students' issues such as a mature students' adviser, a mature students' officer or a mature students committee. Some universities offered peer support for mature students through a mentor scheme (O'Shea & Stone, 2011).

In Africa, and specifically in Kenya, universities recognize the different categories of students enrolled. For instance, according to Moi University Students' Guide Book (2011), students are categorized as direct entry from school recruitment, mature- age students, international students, parallel entry/evening studies/self-sponsored students and open distance learning. It further notes that the mature age students constitute about 10% of all the students mainly from post-experience. Mount Kenya University admits mature age students subject to achievement of a minimum aggregate of C- plus, having at least two years' work experience in the field of study being sort and passing an entrance examination set and administered by the university (Mount Kenya University, 2018).

In Pan African University, a limited number of applicants are granted mature age entry provided that they are at least 25 years of age, have some appropriate life experience and have finished secondary school education not less than five years prior to application (Pan African University, 2018). Similar requirements are in place in the University of

Nairobi, Kenyatta University and Jomo Kenyatta University of Agriculture and Technology. Gudo and Olel (2011) lament that there are no rules issued by the Ministry of Education or Commission for Higher Education governing transferability of courses among universities and rules for exemptions for mature students who have done other courses or acquired work experience equivalent to the knowledge required for submission.

Despite acknowledging the presence of mature age students and their unique motivations and circumstances, studies and efforts to address the determinants of the academic performance among the mature age students and how to mainstream them in the university community in Kenya are generally lacking. The proposed study sought to investigate the determinants of academic performance among the mature age entry students enrolled in Kenyan Universities with special focus on Nakuru and Nairobi Campuses of Kenya Methodist University (KeMU).

1.2 Statement of the Problem

It is evident that the mature age entry students operate under a very different scenario compared to their counterparts who join the institutions at the usual age (Bamber & Tett, 2010). The number of such students enrolled in the universities is on the rise. Due to their unique needs, their academic performance is usually affected in certain unique ways compared to that of the usual students (Howard & Davies, 2013).

Bohl, Haak and Shrestha (2013) indicate that the number of mature age students enrolled in higher education is rising, but retention of these students is a challenge. Universities

UK (2019) report that in 2015–16 the non-continuation rate for young students were 6.4% and 11.6% for mature students. Bowl (2010) adds that the mature age student in universities is a frustrated participant in an unresponsive institutional context and questions the tendency to problematize students from non-traditional backgrounds, rather than the educational institutions responsible for their progress. In addition, university guide books do not specify how unique needs and circumstances surrounding the category of students may be identified, examined and addressed.

A lot of research has gone into the factors that influence academic performance in general; however, research on the factors affecting academic outcomes among mature age entry students into the universities is scanty. The study sought to examine the determinants of academic performance of mature age entry students with a view of seeking ways of creating an enabling environment for them to achieve their academic goals, as well as, contribute to the country's development.

1.3 Purpose of the Study

The purpose of the study was to investigate the determinants of academic performance among mature age entry students, a case of Nakuru and Nairobi Campuses of Kenya Methodist University.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

- i. To establish the impact of previous academic achievement of mature age entry students on their academic performance.
- ii. To determine the influence of the mature age entry student's demographic characteristics on their academic performance.
- iii. To determine the impact of the social factors affecting mature age students on their academic performance.

1.5 Research Questions

The research sought to address the following questions:

- i. What is the impact of the previous academic achievement of mature age entry students on their academic performance?
- ii. What is the influence of the mature age entry student's demographic characteristics on their academic performance?
- iii. What is the impact of social factors affecting mature age entry students on their academic performance?

1.6 Significance of the Study

The findings of the study may be found useful by the Government in establishing the procedures and policies regarding the continuing education. The universities will gain insight on factors affecting the performance of mature age students and thus be able to

organize their study programmes from an informed point of view. The subsequent application of the lessons learnt will boost academic performance among the mature age entry students, as well as, making the mode of study more popular. The mature age entry students will be able to gain more information on their unique circumstances under which they operate in the university and have their concerns understood and addressed. The community at large will be able, on the basis of the findings of the study, appreciate the unique nature of circumstances under which this category of the students operate and be able to accord them the necessary support or even participate in the mode of learning. The knowledge gained will be a basis for further research in this mode of study.

1.7 Scope of the Study

The study focused on the determinants of academic performance among mature age entry students. The study focused on the Kenya Methodist University and in particular, Nakuru and Nairobi KeMU campuses.

1.8 Limitations of the Study

The study was conducted in only one out of all the universities in Kenya. This may reduce the scope of generalization of the findings to all the universities and mature age entry students in the country. Secondly, responses were obtained mainly from the mature age students and comparisons with the regular students were not made. This may limit the ability to compare the conditions viz a viz the academic performance of the mature age students against those of the regular students in the Kenyan Universities.

1.9 Assumptions of the Study

The data collected and the results obtained were based on the assumptions that the respondents gave accurate and unbiased responses.

1.10 Operational Definition of Terms

In this study the following terms assumed the meanings indicated against them;

Academic performance	The level of excellence in academic assessments such as assignments, term papers and the overall performance as used in various universities.
Criteria	Principle on which something may be judged.
Demographic characteristics	Social economic characteristics such as age, sex, marital status, income level, education level and occupation.
Determinants	Factors that affect the academic performance of mature age entry students. In this study previous academic achievement, student's demographic characteristics and social factors are considered
Mature age	These are students who enroll for university academic programmes after being established in their careers. Such students usually join the university career for personal development or to change their careers. This study focused on those who join the university while they are still engaged in their careers irrespective of their ages.

Motivations

The driving force that propel the mature age entry students to undertake studies at the university and this is intrinsic motivation.

Previous academic achievement

Conditions that the university sets as the minimum requirements for the mature age students to be admitted to the university. For example the O-Level grade, certificate or diploma qualifications.

Social factors

Issues the mature age students due to their interaction with the society for example; family members, other students at the university, societal expectations among others.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature on the concept of mature age entry students, social economic status and challenges encountered by mature entry age students in the universities. It also presents the theoretical and conceptual frameworks adopted for the study.

2.2 Concept of Mature Age Entry Students

Studies have examined mature students in terms of their motivations for study, their academic performance, their accounts of university life, and their priorities for support. For example, Dawborn-Gundlach (2015) study examined the experiences of transition of mature-age students to university and has added to understandings of the transition experiences of mature-age students in their first undergraduate university courses. Gill et al. (2015) assessed the effects of family support and gender on mature student engagement in higher education. In another study, Laming et al. (2016) focused on mature-age men's experiences of higher education.

According to a number of authors such as Davies et al. (2002), mature students are a very diverse group, whether in terms of age, previous education, financial circumstances, nationality or family commitments. They may be under graduate or postgraduate, part-time or fulltime, live on or off the campus. Studies have also found prospective and enrolled mature students to be motivated by prospects of career advancement, the desire

to improve qualifications, an interest in their chosen subject and the opportunity for personal development or for finding a change of direction in their lives (Davies & Williams, 2001). They may be motivated to prove themselves to others or keen to enrich their understanding of experiences they have gained through working (McCune et al., 2010). Hayden, Jeong & Norton (2016) identified three themes: ambiguity in definition of mature age and academic success, age and academic success, intrinsic factors as factors affecting mature age students' academic success.

One educational problem that has gone virtually unnoticed in Canada until recently is that of the "mature student". However, most of the universities in Canada (and all universities in Ontario) have some provision for the admission and education of older students. So do the new community colleges. Provisions for accepting "mature" applicants are now quite common, and the students concerned are growing in numbers and importance to all universities. One of the immediate problems for universities concerns the fact that many of these adults seeking to enroll in degree courses do not meet the published admission requirements. However, they may have a maturity and a body of knowledge and skills, gained from many kinds of private educational experience that more than compensates for deficiencies in the formal requirements. In addition to this, there are other adults who, while meeting the formal admissions requirements, have been away from school for many years. The university, in attempting to select applicants with the greatest chance of success, and using high school averages as criteria for admission, must try to compare the adults' secondary school experience with that of the young graduates.

A study by Flaherty (1968) indicated that the greater the time lapse, the lower the prediction-criterion relationships become, and thus the use of high school marks for prediction is of less value for adult applicants to universities. This means the universities are faced with the problem of setting up admission requirements that protect their standards and at the same time are fair to adult applicants, and are considered fair by them. The extent of the problem is exemplified in the great variety of methods used by different universities in their attempts to select students who will be successful in their courses. In addition to this, institutions vary considerably in other practices and policies affecting adult students, such as probationary periods, scheduling of courses, facilities for study and laboratory work, library facilities, availability of counselling, and separate academic programs for adults. There appears to be little agreement about what is most effective, and decisions are often based on rather limited information. What research there is suggests that adult students compare very favourably with regular college-age students in performance. Several factors, however, have combined to focus attention on the "mature student". The rapid advances in knowledge and technology are changing social and employment practices. Society is moving closer to a time when continuing education and retraining will be the norm rather than the exception.

It is becoming increasingly necessary for people to develop competencies which may be later applied in several careers, as some jobs become obsolete and new occupations develop. Automation and technological change is providing people with fewer work hours and more hours to spend as they choose. Many are looking to general education as well as to recreation to add some constructive creativity and meaning to this free time. For these reasons increasing numbers of adults are seeking to re-enter educational

institutions. In many cases the point at which they left the formal system is not the appropriate point to recommend, because of values acquired or achievements that have occurred during their life. Many other institutions are now becoming vitally interested in problems involving the education of adults. Numerous professional schools and societies are now engaged in some form of continuing education, as are those institutions offering courses in business administration or public administration for hundreds of senior executives. Governments which have initiated retraining programs in an effort to prevent the waste of manpower are also concerned. With such widespread interest, it is surprising that so little actual research has been carried out regarding the factors that affect the adult as he attempts to re-enter the educational system at the point most suitable to his present capacity.

However, Davies & Williams (2001) found that in contemplating higher education, prospective entrants weighed competing demands and uncertain outcomes. The decision to study presented a complex equation in which loss of income and the acquisition of debt were balanced against long term economic benefits. Fear of debts and insufficient finance were the main disincentives to entry. For parents deciding to study, time not spent with family was seen as a high immediate cost to be reckoned with, against other benefits such as providing a role model to children (Kearns, 2017).

According to Burton, Lloyd and Griffiths (2011), preparing to enter higher education also involves a transition toward a redefined identity as a learner, which remains fragile as potential entrants approached their studies. Investing in this new identity, while it offers self-esteem and family status, also carries the fear of failure. The authors characterize the

whole decision making to rejoin the university as one of fragility and risk. Reay's (2002) study of working class mature students making the transition to higher education from an inner London college also presents this as a precarious process. She found participants strongly motivated by education as a form of self-realization, but managing a delicate balance between "investing in a new improved identity and holding on to a cohesive self" (p 403). Negotiation between safety and challenge was another strong theme in their accounts, with the majority erring on the side of safety in their choice of institution for further study, following the discomfort of earlier educational experiences.

Fung et al. (2017) explore participants' self-reported experiences concerning the motivations and challenges of 15 mature-aged doctoral students. From interview data four overarching themes emerged: Taking calculated risks, determination to succeed, financial stress, and balancing life and re-search.

2.3 Social Factors that influence learners enrolment in adult education.

Studies show that a number of social factors limit access to education for many adults and therefore lower their enrolment to education centers. One of the factors that affect enrolment is family responsibilities. Nafukho et al. (2005) indicated that African families are large with several children. This exerts a lot of pressure to the adult learner. They also argue that marital and family problems would affect enrolment of learners because of competing priorities. Further, they argue that in the African society female learners have to seek permission from their husbands to attend literacy classes. It is difficult to take adults away from their normal domestic responsibilities, Thompson (1987) agrees with the fact that adults' perception that when they go to class they shall lose valuable time to

make ends meet for their families. Attitude of learners towards education also influences learning. According to Skrabut (2003), learner's attitude affects enrolment because when they attend a learning session, they rapidly take on a positive or negative attitude towards learning. Wlodkowski (2008) adds that a learner's attitude is driven by one or more of these points; the instructor, the subject, the ability to learn and the learning goal. For a learner to be successful, they should take a positive attitude towards these four points. If they take a negative stance towards any one of the points, their learning will start to diminish.

Adult learners usually carry baggage with them from their past experiences; therefore there is need to work to overcome these barriers to learning. According to Aggarwal (2001) the uneducated adults feel that it is too late to join literacy classes, this discourage them from participating. Some of the adult learners feel shy learning in advanced age in life. Findings from the Kenya national literacy survey (KNLS) revealed that some adult gave the reasons of not attending as being too old to attend such view hinder learners from participating. 9 Learners' prior experiences have an effect on adult learners' enrolment. Merriam and Caffarella (1999) argued that all learning begins with experience. Real learning begins when a response is called for in relation to an experience.

It is argued that if an individual is unchanged by a situation one wonders whether real learning has taken place, Jarvis (1987). New experiences therefore need to be experimented with, evaluated and reflected upon. The past experience behaviors culminate in the best and highest form of learning where change and increased

experience have happened. Adult learners who are more motivated to enroll in adult education are those who have been in one way or the other been influenced by circumstances in their past. This could be requirements from their careers to attain certain level of education. A National Qualifications Framework (NQF) is a structure for developing, describing and systematizing the relationships across qualifications. It provides a way to compare qualifications, and to ensure that they are quality assured and recognized both nationally and internationally. A NQF is the set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge. Such a framework is an integrated system for encouraging life-long learning. The framework makes a hierarchical distinction between qualifications and categorizes them by level. At this stage, little is known about the comparability of these qualifications internally within Kenya or of those offered internationally.

Some of the centres for adult learners are situated in urban centres some on business premises which do not meet the minimum requirements of learning centres as per the Basic Education Act. Lack of commitment is associated with the dropout rates in literacy classes according to Ngau (1997). His study indicated that 69% of the centers covered by the study, shows that there are no suitable buildings allocated for the literacy use and are conducted in primary school buildings after the usual formal programmes. 10 Adults are identified by two criteria: an individual who performs roles associated by our culture with adults (worker, spouse, parent, responsible citizen) and an individual who perceives himself or herself to be responsible for his/her own life as per Wlodkowski (1993). Unlike children, adult learners usually bring to the learning situation their own 'baggage'

that is, past educational learning experiences. Because of family commitments and it is not always possible for facilitators to compile and plan lessons to suit every individual learner. These learners are not consistent in attendance. The facilitators should therefore plan tasks and activities that enable learners who are not regular to do their class work while at home.

Learners who are equipped with these skills are more motivated to continue learning amidst all the home related barriers that could hinder their enrolment. In most learning centers adult learners have competing priorities. Maslow (1970) argued that people's needs are arranged in order of importance" and once these needs have been met, they are then motivated to progress to the next level of needs. In his representation of the hierarchy of needs, Maslow stresses the importance of meeting the physiological needs (that is, food, water, shelter etc.) Cross (1979), concurs with this claim when he cites evidence to support the understanding that adults who are less educated and in the socioeconomically lower classes will be more interested in learning and education that is aimed at their survival needs (physiological and safety needs), while the well-educated middle and upper classes will be more open to learning and education that is aimed at personal development, achievement and self-actualization. Marriage and children have a great impact on adult development. Once a person enters adulthood the common belief is that development is nearly complete according to Melissa (2013). This stage will describe developmental changes an adult encounters as they marry, become parents, and become grandparents. Marital status, the size of the family and family problems are some of the challenges that affect adult learners according to Nafukholo et al. (2001). In Africa married women will often need permission from the husband to attend adult education

classes. African families tend to be large with several children in addition to extended family members.

These responsibilities place a lot of pressure on adult time, finances and energy. They also limit learners' accessibility to adult education. Support or a lack of support from home is crucial to enrolment and of Learners and could have a grave impact on the learning experience. Conditions for studying at home could act as a barrier to learning. In contrast, effective support structures and strategies within the home could promote learner enrolment and participation. Flexibility of class schedules is also another factor that influences enrolment of adult learners. The Constitution of Kenya affirms the right of all Kenyans to education. (Article 21 of the Kenya Constitution) recognizes the fundamental duty of the State and every state organ to observe, respect, protect, promote and fulfill the rights and fundamental freedoms outlined in the Bill of Rights. The right to education includes both duties and obligations which are to be realized immediately and those which are subject to progressive realization. The obligation to ensure free and compulsory basic education and the prohibition of discrimination in education are, for instance, immediate obligations. These also qualify as „minimum core obligations“ which apply regardless of available resources. On the other hand, most of the obligations relating to the right to education are to be realized progressively according to the maximum available state resources. Whilst the detailed implications of this Rights Approach to free and compulsory education and related services will need to be determined, it is clear that people will increasingly demand their rights through a more empowered civil society. The provisions of (Article 46 1 a, b) are important as they grant

consumers the right to goods and services of reasonable quality and to information necessary for them to gain full benefit from goods and services.

Support from spouse or parents or a guardian is an important factor in adult learners' enrolment. Quigley (as cited in Wonacott 200, p.1) observes that "dispositional factors such as expectations, self-esteem, level of family support, and past educational experience can be barriers to participation". Those learners who do not have moral and financial support from their spouses will not be able to concentrate in their studies. 12 According to Borg (1989) there are personal factors that could affect the retention of learners' enrolment, namely low self-esteem home schedule, childcare and lack of support from family. Social factors are indeed a major cause of the trends in enrolment of adult learners. However different social cultural factors cannot have the same effect on different sets of people. It is therefore important to take each community on its own merit and study the underlying factors as per the specific community. Social factors are influenced by attitude of the society to education. The benefits accrued from education by society also influence the community.

2.4 Centre-related factors that influence learners enrolment in adult education.

According to Corridan (2002), institutional or centre-related barriers may arise from realities and perceptions in relation to local image, access policies, costs, physical environment, learning options, pedagogical practices, learning outcomes and progression opportunities of learning activities which will help to better learners' lives. Although the Government established the Directorate of Adult and Continuing Education to coordinate adult education programmes, it has not been adequately funded in many years. Lack of

teaching and learning materials and poor quality assurance mechanisms without coordinated service delivery leaves the sub-sector in need of major reform and funding. Inadequate funding makes learners both at the basic literacy and secondary levels to use books meant for the formal education system. Poverty among the learners also makes it difficult for learners to buy their own learning materials. (Status of Alternative Provision of Basic, Adult and Continuing Education in Kenya, 2014.) The economic aspect (cost-sharing) has not only compromised quality, but it has also resulted in unprofessional cases of adults joining formal primary schools meant for the children, in order to benefit from the free primary materials. International reviews dealing with effectiveness of teachers indicate that selection and training of teachers are important means of performance of learning (World Bank, 2000).

Teachers' qualification therefore tends to affect their behavior positively, but policies to improve qualification of teachers in developing countries go unsupported (Wellingsky, 2000; World Bank, 2010, 2012). In many countries, teacher education programmes are of low quality and lack relevance to school needs (McKenzie & Santiago, 2004; Republic of Kenya, 2010; Wasanga, Ogle & Wambua, 2011a). According to the (KNALS) 2007 report, since inception of the program, the Government has been recruiting teachers for the basic literacy program to enable adults to acquire basic literacy, numeracy and communication skills. The recruitment of eight hundred teachers in the year 2010 was seen as a positive step to enhancing the number of personnel. However the number of teachers has been decreasing drastically due to natural attrition. These teachers who exit have not been replaced for many years. The demand for teachers is still high keeping in mind that no any other recruitment of teachers has been done since the year 1990.

Alternative adult primary and secondary education program has been demand driven program resulting from the need for adults to acquire certification. They are also in demand for purposes of individual development and promotions for those working in both private and public sectors. The program is mainly served by part-time and volunteer teachers, whose payment is met by the learners. Since the learners do not pay tuition fee on time, salaries are poor and often delay resulting to a high rate of turnover amongst these teachers. This affects sustainability of the program retention and completion rate of learners.

The Kenya Institute of Curriculum Development has developed learner centered curricula for implementation in adult education program. The curriculum is a plan for providing learning opportunities and experiences to the learners in order to achieve the educational goals and specific objectives required by the learners. Curriculum, according to the Education Act (2013) is the sum total of the learning opportunities presented to the learner. However due to lack of sensitization of the consumers of the curriculum many adult learners had the perception that this was an inferior curriculum compared to what was being implemented in the formal institutions. 14 On infrastructure Mwangi (2002) noted that most adult learning centers located in primary schools discourage learners' enrolment. The adults use rooms for the primary pupils, which were not suitable to adult learners. He added that many adult learners confess that they feel ashamed to use the same learning facilities used by children.

2.5 Previous Academic Achievement and Academic Performance

Accepted wisdom suggests that applicants with higher results in their entry qualifications should perform better at degree level. One wonders whether this wisdom is scientifically proven. The last decade has seen an increase in literature relating to predictors of academic outcomes with much debate on whether conventional measures of academic achievements are the best determinants of future performance at university level.

In Kenya, the main previous academic achievements to universities are prior performance either at KCSE level or at Diploma level. This, according to the literature reviewed is being practiced worldwide. Admission boards elsewhere in the world use prior academic outcomes to select students for admission. Several countries use these standards of admission because according to Staffolani and Bratti (2002), measures of prior educational performance are the most important determinants of student performance, an argument supported by The Universities Admission Centre (2006) report in which it is stated that tertiary institutions in Austria have found that a selection rank based on a student's overall academic achievement is the best single predictor of tertiary success for most tertiary courses.

In their study on validity of high school grades in predicting students' success beyond the freshman year Geiser and Santelices (2007), found that high school grade point average, is consistently the best predictor of college grades. They cite Geiser and Studley (2003) who sampled 80,000 students admitted to the University of California and tracked 4 year college outcomes. Their key findings were that high school grades were the strongest in predicting four year college outcomes for all academic disciplines. A view similar to that

of Geiser and Santelics (2007) was held by Anderson, Benjamin and Fuss (1994) who carried out a study on the determinants of success in university. The results showed that those students who performed well in high school also performed better in college. Geiser and Santelics (2007) and Anderson, Benjamin and Fuss (1994), all from the United States, found evidence to suggest that high school grades were without doubt the best predictors of academic outcomes at the university level.

According to self-efficacy theory, learning develops from multiple sources, including perceptions of one's past performance, vicarious experiences, performance feedback, affective/physiological states, and social influences. Research on how to improve self-efficacy for learning has shown the benefits of several strategies for strengthening students' sense of their competence for learning, including setting appropriate goals and breaking down difficult goals into sub goals (Bandura and Schunk, 1981) and providing students with information about their progress, which allows them to attribute success to their own effort (Schunk and Cox, 1986). A sense of competence may also foster interest and motivation, particularly when students are given the opportunity to make choices about their learning activities (Patall et al., 2014).

Another important aspect of self-attribution involves beliefs about whether one belongs in a particular learning situation. People who come from backgrounds where college attendance is not the norm may question whether they belong in college despite having been admitted. Students may misinterpret short-term failure as reflecting that they do not belong, when in fact short-term failure is common among all college students. These students experience a form of stereotype threat, where prevailing cultural stereotypes

about their position in the world cause them to doubt themselves and perform more poorly (Steele and Aronson, 1995).

A recent study examined interventions designed to boost the sense of belonging among African American college freshmen (Walton & Cohen, 2011). The researchers compared students who did and did not encounter survey results ostensibly collected from more senior college students, which indicated that most senior students had worried about whether they belonged during their first year of college but had become more confident over time. The students who completed the activity made significant academic gains, and the researchers concluded that even brief interventions can help people overcome the bias of prior knowledge by challenging that knowledge and supporting a new perspective.

Mohammad and Almaheed (1988) whose study on evaluation of traditional admission standards in predicting Kuwait students' academic outcomes revealed that secondary school scores proved to be instrumental in predicting university performance. The period in which the studies of Mohammad and Almaheed (1988), and Waller & Foy (1988), were done in the early 1980's therefore, most of the literature they cited was for the 1960s and 70s which is now obsolete, however, the researcher finds their research methodology quite relevant and their use of the Statistical Package for Social Sciences (SPSS) for data analysis as applicable at present.

However, Reddy and Talcott (2006) disagree with the view that university academic outcomes are determined by prior academic outcomes. In their study on the relationship between previous academic outcomes and subsequent success at university, found that

subjects studied at A' level and grades obtained did not predict academic outcomes at university level. They cite Pearson and Johnson (1994) who demonstrated that there was an overall mark association of only 0.28 between A' level grades and degree performance. A view held by the Academic Admission Council of Oregon State University (2003); in their study on undergraduate admissions who found that traditional measures of academic potential such as high school Grade Point Average (GPA) scores at best explain only 30% of the variation in first year at college GPA. It should be noted that even if these studies do not agree with the previous scholars who found that prior performance affects future performance, they do acknowledge that previous academic achievement are related to academic outcomes at university but to a very small extent. Thus confirming results by McDonald, Newton, Whetton and Benefield (2001) and Staffolani and Bratti (2002) who demonstrated that O' level scores still out perform any other single measure of cognitive aptitude in predicting success at the university level.

Another form of entry to university is through diploma and mature age entry, surprisingly for a subject of such importance, few studies have been reported linking other forms of entry to academic outcomes. Ringland and Pearson (2003) carried out a study on the differences between diploma entrants and direct A' level entrants and how each category performed. They sampled 608 respondents of which 154 were diploma entrants, and found that there were no significant differences between groups in terms of academic outcomes and concluded that performance of a student prior to university, affected performance at university level. The findings of Ringland and Pearson (2003) are supported by Wheeler (2006) whose results in the study on success of non-traditional students in an undergraduate program showed that there was no difference in

performance of non-traditional entrants and traditional entrants as long as both categories had performed well at their previous qualifications.

Mpofu (1997) investigated academic outcomes on mature students in higher education and argued that mature age is a second chance scheme for those who could not obtain the necessary formal qualification for university, however, before these people are finally admitted to university, they must have proven record of capability for this level of study as demonstrated by their level of performance in a set examination by the university. Mpofu (1997) concluded that these students perform as well, as the regular students admitted under the direct entry scheme.

A view similar to that of Mpofu (1997) was held by Paraeswaran (1991) whose study compared academic success of mature students and traditional students. Richardson (1994) also investigated academic outcomes of mature age students in higher education and concluded that mature students perform as successfully as direct entry students. However, Paraeswaran (1991) attributed this performance not just to grade but also to age, saying that mature age students are older than direct entry students. The scholars cited have proven in their studies that a prior academic outcome, which, in this study is measured by admission criteria, is related to academic outcomes in the university. Even the scholars who did not agree with that belief admitted that prior performance is related to future performance but to a small extent. These studies have led the researcher to hypothesize that there is a relationship between admission criteria and academic outcomes of undergraduate students.

Mutonga (2011) conducted a comparative study in Kenya of academic performance of students with different entry grades. The study found out that there was a statistically significant difference ($p=0.000$; $p < 0.05$) between the performance of students with low entry grades and those of higher entry points. Students with higher entry scores recorded better performances at the university than those with lower entry grades. The better the KCSE grades attained, the higher the academic performance at the university. The findings imply that the time interval between the previous study and that at the university, does not affect the performance of the student.

2.6 Demographic Characteristics and Academic Performance

Demographics is the study of a population based on social factors such as social such as age, sex, marital status and economic characteristics such as level of education, level of income and occupation (Sommerville & Singaram, 2018). Research by Schwartz (2013) illustrates that specific factors of age, gender and previous educational experiences influence student performance and satisfaction in school. A possible reason for this is that these factors influence human cognitive behaviour (Luwes & Swart, 2017).

Baba, Aliata and Patrick (2013) study sought to investigate the influence of some demographic factors on students' academic performance in tertiary institutions in Ghana. Key findings of the study revealed that both age and sex were positively related to the class obtained. However, the coefficient of sex was statistically significant whereas that of age was not significant. Also, an increase or decrease in age of male students decreased or increased their academic performance by that margin, more than their female counterparts. A similar study by Wider et al. (2017) findings show that only

gender, ethnicity, and perceived adult status show a significant predictor on academic adjustment. Specifically, female students have higher academic achievement than male students; Chinese students have a higher academic achievement than Sabahan Native students; and emerging adult students have a higher academic achievement than self-perceived adult students.

Sommerville and Singaram (2018) mixed-method interpretive study examined the influence of five demographic characteristics or factors on the academic achievements of a cohort of 202 students through a five-year medical degree programme. Quantitative analysis of assessment marks demonstrated statistical differences between groups of students when examined according to race, first language, or financial support, the differences being maintained over the full five years. No significant differences were seen according to sex or age. Nasir (2012) study was designed to find out the relationship of demographic characteristics with academic achievement of university students. The relationship of selected demographic characteristics including gender, age, and location of residence, household income and parents' education with academic achievement was examined. Results indicated a significant correlation between academic achievement and demographic characteristics. The model of demographic factors was observed to be a significant predictor of academic achievement of university students which accounted for 11% variance in academic achievement.

Hayat et al. (2016) investigated the cross-sectional association of cognitive performance and socio-demographic factors using different assessment tools across a range of abilities in a British cohort study. Age, sex, education and social class were all independently

associated with performance on cognitive tests assessing a range of different domains. However, the magnitude of associations of these factors with different cognitive tests differed. In Alducin-Ochoa and Vázquez-Martínez (2016) study, no significant differences were found in the variables gender, university admission scores, type of school (private or public) of the study centers attended previous to university admission. Significant differences were found for some styles in the variables age, type of university admission, and if a student had to work, as well as, to study

Salem et al. (2013) examined factors such as the students' demographic data, motivation, educational factors and socio-cultural factors, and identify whether these factors affect the academic performance of undergraduate medical students. Factors such as age, gender, marital status, interest and motivation to enter medical school, learning resources, study time and the transportation used, have been shown to significantly affect medical student's cumulative GPA as a whole batch, as well as, when they are tested for gender. Being older, female and more time engaged in self-study activities were also associated with higher GPA among students in a study conducted by Bonsaksen, Brown, Lim and Fong (2017) which examined the influence of demographic variables, education-related factors, and approaches to studying on occupational therapy students' Grade Point Average (GPA).

Nuzhat, Salem, Hamdan and Ashour (2013) sought to know the differences in learning styles between male and female students, and the effect it has on academic performance. The dominant learning style preference of students was multimodal. Among students who preferred unimodal preference, aural and kinesthetic preference was predominant for

males and females. Moreover, Females had more diverse preferences than male students. Multimodal learners had higher cumulative GPAs when compared with the unimodal learners. Luwes and Swart (2017) analyzed the relationship between student demographics and the academic achievement of undergraduate engineering students over a 15-year period. It was observed that younger students had a higher pass rate than older students who are more than 24 years of age. Finally, males outnumber females by more than 3:1. However, their final overall pass rates differ by only 3%, suggesting that both genders performed equally well in the Design Projects module.

In a study by Peffer (2011), students enrolled in an introductory animal sciences course were evaluated with the objectives of identifying demographic variables of the student population and their relation to performance, factors associated with enrollment, and interest areas in animal sciences. There were no differences observed in overall course performance between male and female students or animal sciences and non-agriculture majors; however, the mean cumulative course grade was lower for agriculture majors excluding animal sciences. In another study by Mutuku and Killu (2016) there was no significant relationship between students Kenya Certificate of Secondary Education entry grade and their performance ($r = 0.232$, $P > 0.05$). Older students (30-39 years) performed slightly better than middle aged, 23-25 years and the younger students, 19-21 years. The academic performance in various age brackets was, however, not significant ($F = 0.11$, $P = 0.897$, $P > 0.05$). Groups of male students scored lower than the groups of female students. However, gender had no significant relationship in the students' performance ($r = 0.168$, $P > 0.05$).

Social economic status is most commonly determined by the occupational status and income levels (Jeynes, 2002). The social economic status of the students refers to the ability of the students to cater for their financial obligations of their studies, as well as, those of other family obligations. In this study, the social economic status of the students was measured using type of the occupation of the student and their income per annum. In most of the studies done on academic outcomes of students, it is not surprising that social economic status is one of the major factors studied while predicting academic outcomes. Hansen and Mastekaasa (2003) argue that according to the cultural capital theory one could expect students are closest to the academic culture to have greatest success. It is believed that low social economic status negatively affects academic achievement because low social economic status limits access to vital resources and creates additional stress at home (Eamon, 2005). Graetz (1995) carried out a study on social economic status in educational research and policy. It was found that social economic background remains one of the major sources of educational inequality and adds that one's educational success depends very strongly on the social economic status of the student. Considine and Zappala (2002) agree with Graetz (1995), in their study on the influence of social and economic disadvantage in the academic outcomes of students in Australia which found that students who are advantaged socially, educationally and economically, record higher achievement academically.

On the contrary, Pedrosa, et al. (2006) in their study on educational and social economic background of undergraduates and academic outcomes at a Brazilian university, observed that students coming from disadvantaged socioeconomic and educational backgrounds perform relatively better than those coming from higher socioeconomic and educational

strata. They called these phenomena, educational resilience. This could be true, considering that different countries have different parameters of categorizing social economic status. What a developed country categorizes as low social economic status may be different from the definition of low social economic status of a developing country. Additionally, students do not form a homogenous group and one measure of social economic disadvantage may not suit all sub groups equally.

Combs (1985) argued that in virtually all nations, students high on the education, occupation and social scale have far better chances of getting into the best colleges and universities than equally bright students of low economic status. Combs (1985) adds that the findings of many empirical studies suggest that students who are at the bottom of the social economic hierarchy are not as inclined to seek or gain access to available educational facilities or opportunities as the students who are located at the middle or top of the economic hierarchy. Dills (2006) had a similar view with Combs (1985) when she found that students from the bottom quartile consistently performed below students from the top quartile of socioeconomic status. Another similar view was held by Hansen & Mastekaasa (2006) when they studied the impact of class origin on grades among all first year students and higher level graduates in Norwegian universities. Their analysis showed that students originating in classes that score high with respect to cultural capital tend to receive the highest grades.

Family income, according to Escarce (2003) has a profound influence on the educational opportunities available to students and on their chances of educational success. Escarce (2003) adds that due to residential stratification and segregation, low-income students

usually attend universities and colleges with lower funding levels, have reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, low-income students receive lower grades, earn lower scores on standardized tests and are much more likely to drop out of university.

2.7 Adult learners access of learning materials and Academic performance

Sachand (2002) notes that distance learner's access to reading materials in different ways. They use variety of means such as printed material, manuals mediated by technology using different kinds of media e.g. Radio, internet, telephone etc. In order to access learning material directly, the same must be reliable, available, user friendly, portable and efficient in order to offer efficient 18 services. Conrad (2002) examined how distance learner's experience in the first class of distance course and how it affects their preparation and engagement in distance learning. In this study, survey data was obtained from twenty-eight distance students. The majority of the students preferred access to the course site at least two weeks prior to the course start date. The reasons students gave for such preferences included, a feeling of comfort and familiarity (i.e., lowered anxiety), checking for completeness and getting prepared and integrating this new learning experience into their lives. However, the students did not expect to interact socially with the instructor and students during the preview period. They reported that their comfort level with course materials as well as the associated course-related processes was more important than interactions with peers during this early period. The students were more satisfied when the course provided the necessary information and was presented in an organized manner. Kavulya (2004) in his study said that most Kenyan students have little

or no exposure to library use and this affects the way they access reading materials and study on their own. In Nigeria since libraries do not have relevant materials. Most students may not be able to locate the relevant materials to read in the library. Olajo and Akewukere (2004) studied students in university of Ibadan and reported that most students were not able to locate reading materials in the library and this affected their learning outcomes. Library services are very important to distance learners. 19 Researchers in distance learning agree that library services are key to distance learners, Casper's, Fritts and Gover (2001), Students working independently must have study habits which would enable them achieve their goals. Azikiwe (1998) noted that the way students study can adversely influence a distance learning outcomes. Thus time for reading may not be there, skills for using computers may be there, skills for using computers may be minimal and this also will contribute negatively to student's access to reading materials. Most students especially those in rural set up may not have access to reliable telecommunications such as computers, emails, etc. This leads to frustrations which bring about problems between the students and institutions. Isolation from other students is another factor influencing progression and completion whereby the students would exchange reading materials to help one another. Lack of training on use of computers would be a barrier in accessing learning resources, thus such students may drop out due to lack of survival skills, Woo (1996). Thus students taking distance learning must undergo some fundamental training on use of computers to help access to materials from the internet.

2.8 Social Factors and Academic Performance

Mature age entry students are faced with a myriad of unique factors in their social environment that may influence their participation in higher education. This study conceptualizes the social factors as family obligations and expectations, challenges that come with the interaction with members of the university, as well as, their immediate families. West (1986) report that, the majority of mature-age students have very little expectation for social support as they enter university education. Their focus is on attending university, getting work done and not being distracted by social contact. In most cases mature-age students fear that they would not be completely accepted by younger students.

A study by Heagney and Benson (2017) focused on the role of institutional support in the success of mature-age students in Australian universities. The study findings showed students' primary supports were families and friends. Participants all belonged to equity categories as designated by the Australian government, but many did not use institutional supports. Some lacked the confidence to approach staff; others were unaware support services existed or lacked the time to access them. According to the authors, participants' stories demonstrate the complex disadvantages experienced by mature-age students. A similar study by Mallman and Lee (2016) found that mature-age students encounter a university culture dominated by younger students, who draw separating boundaries between the social and the academic and stigmatise older students because of their academic practices.

Dawborn-Gundlach (2018) study sought to understand the impact of social transition on university adjustment for mature-age students enrolled in their first undergraduate course at an Australian university. Results showed that despite initial concerns about the academic demands of tertiary study, the challenges facing mature-age students are in their social transition, including issues of acceptance and interaction, loneliness and isolation and campus friendships. They feel socially disoriented when surrounded by younger students with very different interests and life experiences. This may negatively affect their academic performance, if not properly handled. West (1986) notes that student to-student interactions with peers have shown to be an extremely effective form of learning. Therefore, specific programmes directed at the needs of mature-age students within the sciences should be considered.

Kantanis (1999) notes that, social support is a factor that can affect academic performance of students both negatively and positively. The social support networks have great value to enhance academic performance as students form friendship groups to exchange information on assignments and find out about tutorials and lecture schedules. Peer support and relationships have been found to enhance persistence of students both directly and indirectly.

West et al. (1986) report that family support influenced students' commitment to the institution and course satisfaction. It was an important factor in persistence for a small sample of respondents under study at Monash University in Australia. However, West found that a few students withdrew from studies, failed or repeated courses because of the difficulty of combining study with family commitments and needs. Terenzini (1992)

noted that families can be either a supportive asset or a source of stress, especially as relationships change. West et al. (1986) report that financial matters generally appear to have a small but significant effect on academic performance either directly or indirectly through goal commitment. More financial responsibilities such as mortgages and children's school expenses which have to be maintained whilst studying can have far reaching consequences on the student. The current study sought to establish the nature of the effect of current personal engagements on academic outcomes among mature age entry students in the universities.

Zimitat (2010) studied the first year experiences of three different groups of full-time students: Group 1 - full-time students not in paid employment (i.e. less than 5hr/week); Group 2 - full-time students in full-time paid employment (more than 17hr/wk) with few family responsibilities (less than 10hr/week); and Group 3 - full-time students in full-time paid employment who were primary income earners and primary carers in their households. The first year experiences of full-time students not in paid employment (Group 1, n=576), fulltime students in full-time paid employment with some family/carer responsibilities (Group 2, n=298), and full-time students in full-time paid employment who were primary income earners and primary carers in their household (Group 3, n=63) were significantly different in several respects. There were no differences in perceptions of teaching and learning, first semester grades or frequency of use of technologies. Group 2 students compared with Group 1 and 3 students, spent less time on campus, found less interest and value in lectures, had more difficulty with motivation to study, spend less time preparing for and attending scheduled teaching activities and were significantly more likely to consider leaving study. Group 3 students reported significantly stronger

motivation and higher levels of home access to websites that they considered as essential learning resource.

Leathwood and O'Connell (2003) observed, in their study of non-traditional learners (who included but were not exclusively mature students) that, for many, the experience of higher education is one of struggle, fueled by problems around finance, confidence in ability and institutional factors, such as, a perceived lack of support from teaching staff. Lack of confidence and an ongoing struggle to reconcile competing priorities were prominent themes in Shanahan's (2000) study of a small number of mature female students on healthcare programmes. Her participants viewed their courses as a catalyst for change in their lives, but lacked confidence about their own academic abilities and were anxious about assessment. The importance the women attached to their studies made the pressure to succeed acute, while the pressure of juggling the demands of home and university, left them feeling "extreme guilt" that they were doing nothing properly. The experience was stressful, though made considerably less so through peer support from other mature students in the same situation. Thomas (2002), examining factors contributing to student retention generally, noted the importance of friendships and social networks.

Other studies also find mature students doubting their own abilities. Despite such doubts – or perhaps because they try harder in compensation – a number of studies have found that mature students perform as well or better academically than younger students, showing a deeper approach to study and a richer understanding of what they are learning (McCune et al., 2010). One explanation is that the doubts shown by mature students in

their own abilities reflect the risks perceived in committing time and money to study and attendant high expectations placed on them in trying to ensure these risks pay off.

Some studies have sought to distinguish between such sub-groups in understanding the different obstacles that face mature students. Comparing home mature students to international mature students in another Australian study, Leder and Fogasz (2004) found the home students more often cited difficulties in balancing study against social activities or family life and paid work. The main obstacle for them was financial constraints and a lack of knowledge about financial support systems. For international students, language competence was a substantial problem, with frequent references to being lonely, having few friends and finding it difficult to work fruitfully with others.

Tones et al. (2009), in research with mature students in Queensland, found that for those from lower socio-economic backgrounds, the main barriers were family and financial responsibilities; uncertainty about university expectations; feeling different from school leavers; and not knowing where to go for help. These students also had more limited personal resources in terms of financial assets, health, study skills and access to a home computer. For mature students aged 35 to 44 years in the study the most common barriers involved childcare and care responsibilities. The studies reviewed indicate that mature age entry students encounter obstacles which at times could be beyond those faced by their counterparts. The present study seeks to establish the extent to which the social obstacles posed affect their academic performance.

2.9 Influence of technology on adult learners and academic performance in distance learning programs.

The use of information communication technology in a distance learning environment suggests that ICT has played and continues to play a significant role in this field. Thus, many adults are able to subscribe to classes since technology make work easier for them. For instance, the use of emails has helped adults to join schools since assignments are sent online. This was especially true as the proliferation of ICT, other Internet technologies, and computer technology evolve. This prolific and rapid evolution has been acknowledged by distance learning professionals and institutions alike as an opportunity to conduct virtual class settings and deliver course materials through computer networks. Both synchronous networks such as videoconferencing and asynchronous networks such as e-mail, discussion rooms are used in distance learning. These are some of the milestones that influence the adult learners to prefer distance learning to face to face learning. Distances learning according to Poon et al. (2004), developing 17 countries still lack the technological factors necessary to implement distance learning systems, especially since the IT infrastructures in these countries not yet established in comparison to those of developed nations. The efficient and effective use of information technology in delivering distance learning based components of an online course is not only critical to student's acceptance of distance learning, it is also important to the success of student learning (Volman, 2005). Information technology tools include network bandwidth, network security, network accessibility, audio and video plug-ins, courseware authoring applications, Internet availability, instructional multimedia services, videoconferencing, course management systems, and user interface. Therefore, the success of the distance

learning model is necessarily related to a university's wise and careful investment in its information technology infrastructure (Brosnan, 2001). This requires having a robust, rich, and reliable IT infrastructure that is capable of providing the courses with the necessary tools to make the delivery process as smooth as possible.

2.10 Theoretical Framework

The study was guided by the Abraham Maslow Needs theory. Abraham Maslow was an American psychologist who proposed a hierarchy of human needs that he believed determined how people are motivated (Dohlman, DiMeglio, Hajj & Laudanski, 2019). According to Güss, Burger and Dörner (2017), the theory postulates that behaviour is influenced by a person's needs. If one need is not met, a person may do anything to have the need fulfilled. The needs follow a specific order or hierarchy. They begin with physiological needs that include food, air, clothing and shelter (Lester, 2013). After the physiological needs comes the safety needs that include desire for predictable safe environment. Thereafter, the need for love and belonging follows. This includes acceptance, having supportive classmates and having a communicating class system (Taormina & Gao, 2013). The fourth level is the esteem needs which consist of need to be appreciated, valued, respected, recognized, prestige, status, attention, competence, mastery and freedom. The last need on the hierarchy is the need for self-actualization. It includes desire to achieve one's dreams. The physiological needs have to be fulfilled before the safety and other needs (Dohlman et al., 2019).

Concerning this study, the need theory elaborate on the factors affecting academic performance of mature-age students. According to Gill et al. (2015), the motivation

displayed by older learners to engage with a university programme of study has been the focus of a number of studies which have identified the vocational drivers for many mature students, as well as exploring the sense of unfulfilled potential often borne by those who opted to return to education. For instance, at physiological level of needs, students concentrate on their academic endeavors only if most of the physiological needs are met. These include having a conducive learning environment, having adequate food for their families and being able to pay for water bills so that the home has water supply, among others.

Safety needs entail that students need to be protected from threats from fellow students and lecturers if they are to perform well academically (Messineo, Allegra & Seta, 2019). Students need to feel loved in whatever situations they may find themselves in. This creates a sense of belonging which in turn gives them the motivation and confidence to work hard regardless of how difficult the courses may be (Wouters, Croiset, Isik & Kusurkar, 2017). Even in situations where students face challenges in a course, they get encouraged by friends, tutors and lecturers. But when they fail in a test or examination, the students do not feel that they belong to the class and become discouraged. In fact, failure culminates in a lower self-esteem and a negative self-concept (Rovers, Japs, Truong & Shah, 2016).

The Maslow's theory helps to explain how social needs of mature-age students are met. To achieve the social needs, students work in groups. The need to belong and for appreciation hold the groups together (Guss et al., 2017). Through academic study-groups, students tend to socialize, make friends among the groups and help one another

academically. As a result, their need to belong and for appreciation gets fulfilled. Positive comments from lecturers and tutors also boost their self-image and confidence in their academic work and feelings of success build their positive self-esteem (Dohlman et al., 2019). In addition, positive comments on students' work are a source of motivation to better performance in the courses they take. Passing tests and examinations builds confidence in students to the point that they develop hope to attain higher levels of education and self-actualization. But failure in tests and examinations builds low self-esteem and rejection.

2.11 Conceptual Framework

The conceptual framework indicates the identified factors that affect academic outcomes among mature age entry students and conceptualization of their relationships.

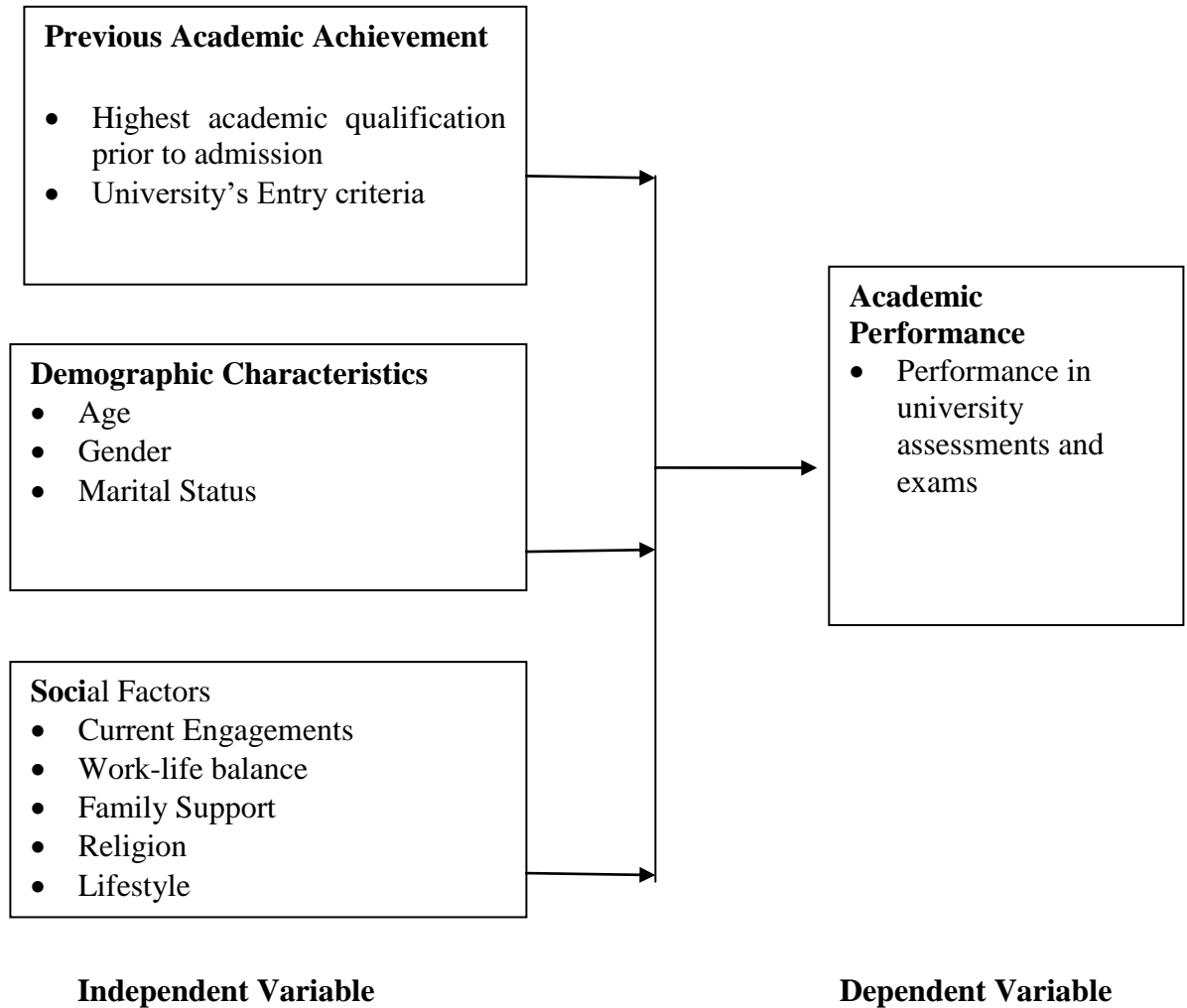


Figure 2.1: Conceptual Framework

Figure 2.1 shows the linkage between different factors and academic outcomes. It shows that academic performance as a dependent variable is related to the independent variables, which are demographic characteristics, previous academic performance and the social factors affecting mature age entry students. Academic outcomes are also dependent on demographic characteristics. These factors were conceptualized as age, gender, marital status, employment and type of occupation. Previous academic achievement which include O-level grade, certificate, diploma and undergraduate degree

and other entry academic qualifications are related to the academic outcomes of the mature age entry students.

The third independent variable was the social factors affecting mature age students. The social factors were operationalized by the family obligations and expectations, family support, financial matters, interaction with members of the immediate societies at the university, as well as, the home environments. Social factors also include religion. Some religious groups worship on certain days when students are required to be in class. Life style is also a social factor which can affect the performance of mature age students. Other social factors included family related obstacles, career based challenges, and university based challenges such as fees payment challenges.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methodological aspects employed in the study. These include research design, location of the study, target population, sampling procedure, instrumentation, data collection and data analysis techniques. The ethical values to be observed during the study are also outlined.

3.2 Location of the Study

The study was conducted in Kenya Methodist University (KeMU). KeMU is a private non-profit making Christian institution and its core business is provision of higher education. Undergraduate programmes include education and social sciences, science & technology, business and economics, medicine and health sciences. From humble beginnings as a theological college, KeMU has developed into one of Kenya's reputable institutions of higher learning. Today, KeMU prides itself with two satellite branches in Mombasa and Nairobi, with its Main Campus Located in Meru County. It boasts of a student population of over 7,000. All KeMU programmes admit direct and mature entry candidates. According to Unirank (2019), KeMU's admission rate range is 80-90% making it a least selective institution.

3.3 Research Design

The study adopted descriptive survey research design. As pointed out by Mugenda and Mugenda (2003), descriptive design can be used to collect information about people's attitudes, opinions or habits. They further note that descriptive survey designs are used to allow researchers gather, interpret and present information for the purposes of clarification. This design was chosen because the researcher seeks to find out the effects of the selected factors on academic outcomes and completion rates among mature age entry students. As pointed out by Chitavi (2002), descriptive studies are not only restricted to fact finding, but may often result in the formulation of important principles of knowledge and solution to significant problems. The design was therefore, deemed most efficient in enabling the analysis of the selected factors on academic outcomes and completion rates among mature age entry students.

3.4 Target Population

The study targets mature age entry students, senior administrators, chairmen of departments and lecturers. The total mature age entry students were 289 of which 87 were enrolled at Nakuru and 202 were enrolled in Nairobi campuses of KeMU. In addition, forty seven senior administrators, twelve Chairmen of Departments and forty two lectures from each of the two campuses that participated in the study. Therefore, the target population of the study was all the mature age entry students, university administrators' chairmen of departments and the lecturers of Nakuru and Nairobi Campuses of KeMU.

3.5 Sample Size and Sampling Procedure

According to Mugenda and Mugenda (2003) a sample between 10%- 30% provides an adequate representation. The percentage used depends on the size of the target population. In this case 30% was used to determine the sample size. Table 3.1 displays the sample size of the study as determined using 30% in relation to the target population.

Table 3.1

Sample Size in Relation to Target Population

Category	Target Population	Sample Size
Mature Age Entry Students	289	87
University Administrators	47	14
CoDs	12	4
Lecturers	42	13
TOTAL	390	118

Proportionate stratified sampling was used to select the 118 subjects. The different categories of the subjects were used as the strata while the total populations in the two campuses were used as proportions. This was done to ensure that the four categories and the two university campuses were adequately and equally represented.

3.6 Research Instruments

Two types of instruments were used to collect data. These were questionnaires for students and then interview guides for lecturers and other university staff. Questionnaires

were used for the students due to their large number while interview schedules were used for the lecturers and other university staff due to their small number.

3.6.1 Questionnaires for Students

Questionnaires were not only economical to use but also allowed respondents enough time to think about answers for questions which required a lot of reflection. The questionnaires had both closed-ended and open-ended items. Closed-ended items were relatively easier to analyze since they were in an immediate usable form, while the open-ended ones allowed respondents to be flexible in their answers, as well as, extending their responses.

3.6.2 Interview Guide for Lecturers and Other University Staff

Interview guides probe for in-depth data from respondents since they do not restrict them in giving answers. Moreover, interviews allow for additional questions to be asked which may arise during the discussion for further clarification of responses. Semi-structured interview guides were administered to lecturers and other university staff at different times.

3.7 Testing of the Data Collection Instruments

It is important that the research instruments are piloted as a way of fine tuning them (Wiersma, 1995). Piloting involves administering the research instruments to a sample with similar characteristics to the intended sample with a view of determining the reliability of the research instruments. The sample used in the pilot study is not involved

in the final data collection. A pilot study was carried out using a sample of 10 mature age entry students, 2 senior administrators and 2 lecturers at the Nyeri Campus of KeMU.

3.7.1 Validity

According to Mugenda and Mugenda (2003), validity determines whether the instrument measures that which it was intended to measure or how truthful the research results are. In the present study, the researcher carried out a pilot study and then carefully analyzed the results for clarity, correctness and also ensured that the items were comprehensive as far as the coverage of objectives was concerned. The instruments were also subjected to professional opinion from the supervisors. The instruments were then revised taking into consideration the advice of the supervisors.

3.7.2 Reliability

Mugenda and Mugenda (2003) define reliability as the extent to which results are consistent over time. In the present study, the method used to ensure reliability was test retest method. The instruments were administered twice at two weeks interval. Results of the two sets of test administrations were correlated to obtain the coefficient of Cronbach's alpha. A coefficient of 0.77 was obtained and thus the instruments were considered sufficiently reliable since a reliability coefficient of ≥ 0.7 is considered acceptable (Mugenda & Mugenda, 2003).

3.8 Data Collection Procedure

The researcher obtained an introductory letter from Kenya Methodist University and from NACOSTI which were used to apply for a research permit from the National Commission for Science, Technology and Innovations. On receipt of the permit, the researcher used it to solicit for local authority from the university administration. The researcher then proceeded to administer the questionnaires. The researchers administered the questionnaire personally and collected the filled questionnaires at an agreed time with the university administration and the students. The interviews were also conducted during the same period at the time agreed upon with the interviewees.

3.9 Data Analysis

The data from the questionnaires were edited, coded and entered in the computer for analysis with the aid of Statistical Package for Social Sciences (SPSS v23) computer software in order to enhance faster and accurate analysis. Both qualitative and quantitative methods were used in analyzing the data. Quantitative data from the questionnaires were analyzed using descriptive statistics such as frequencies and percentages and presented using charts, tables and graphs. Multiple regression was used to ascertain the factors hypothesized to affect mature students' academic performance. Ordinary Least Squares Method (OLS) regression was used because the dependent variable is continuous. The data was also analyzed using Pearson Product Moment to determine the relationship between the variables. Qualitative data was organized by themes to facilitate further analysis. Table 3.2 is a summary indicating how data was analyzed.

Table 3.2*Summary of Data Analysis*

Objective	Independent Variable	Dependent Variable	Method Of Analysis
<ul style="list-style-type: none"> To establish the impact of mature age entry students' previous academic achievement on their academic performance 	Students' previous academic achievement.	Academic performance	Correlation
<ul style="list-style-type: none"> To determine the impact of mature age students' demographic characteristics on their academic performance? 	Students' social economic status	Academic performance	Regression (OLS)and Correlation
<ul style="list-style-type: none"> To determine impact of the social factors affecting by the mature age entry students on their academic performance 	Social factors	Academic performance	Regression (OLS) and Correlation

3.10 Ethical Considerations

In the process of carrying out the study, honesty was observed in reporting the findings whereby there were no manipulations or undue assumptions made in the reporting the findings. The respondents were asked not to write their names or registration numbers on the questionnaires so as to ensure anonymity. The subjects were also assured that the results obtained would be used for research purposes only through a statement on the questionnaires. Further, informed consent was observed in requesting the subjects to participate voluntarily. Authority to conduct the research was also sought and received from the Kenya Methodist University, NACOSTI and also from the University Senior administration.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter is divided into three thematic areas. The first section presents the response rate, the second section presents the characteristics of the sample, and the third section presents the empirical findings of the study and discussion of the findings.

4.2 Response Rate

The study sent out 87 questionnaires to the mature age entry students enrolled in the University at Nakuru and Nairobi campuses of KeMU. A total of 73 duly filled questionnaires were returned representing 84% response rate. All the other categories of the sample gave their responses, representing 100% response rate. Table 4.1 displays the response rate as per the different categories of the sample.

Table 4.1

Response Rate

Category	Sample Size	Actual Respondents	% Response Rate
Mature Age Entry Students	87	73	84%
University administrators	14	14	100%
CoDs	4	4	100%
Lecturers	13	13	100%
Total	118	104	88%

Table 4.1 indicates that the overall response rate was 88%. According to Edward et al. (2000) a response rate of 80% and above is absolutely satisfactory, while 60-80% is quite satisfactory. A rate below 60% is barely acceptable. This response rate was therefore, considered sufficient to give credence to the findings.

4.3 University Academic Performance

The study sought to find out the courses in which the students were enrolled in.

Table 4.2

Distribution of Students by Course

Area of Study	Frequency	Percentage
Business Courses	25	34.5
Education	20	27.4
Science and Technology Related Courses	6	8.3
Social Sciences Related Courses	8	10.7
Theology Related Courses	9	11.9
Others	5	7.1
Total	73	100

Information displayed on Table 4.2 indicates that majority of the students in the sample 34.5% were enrolled in business related courses, 20(27.4%) in education courses, 9(11.9%) in theology courses, 6(8.3%) in science and technology related courses, and 5(7.1%) were enrolled in other courses. The response implies that majority of the

students in the sample were enrolled in the business related courses. This could be attributed to the fact that the campuses being located in the urban areas attract students employed in the financial services sector such as banks, SACCOs and other financial institutions. It is also noteworthy that the variations among the respondents indicate that the responses given would represent a variety of occupations the mature age students were involved in. The study also sought to find out the performance of the students in academics in the university. Performance was based on the previous semester's results in form of The 4.0 scale Grade Points Average.

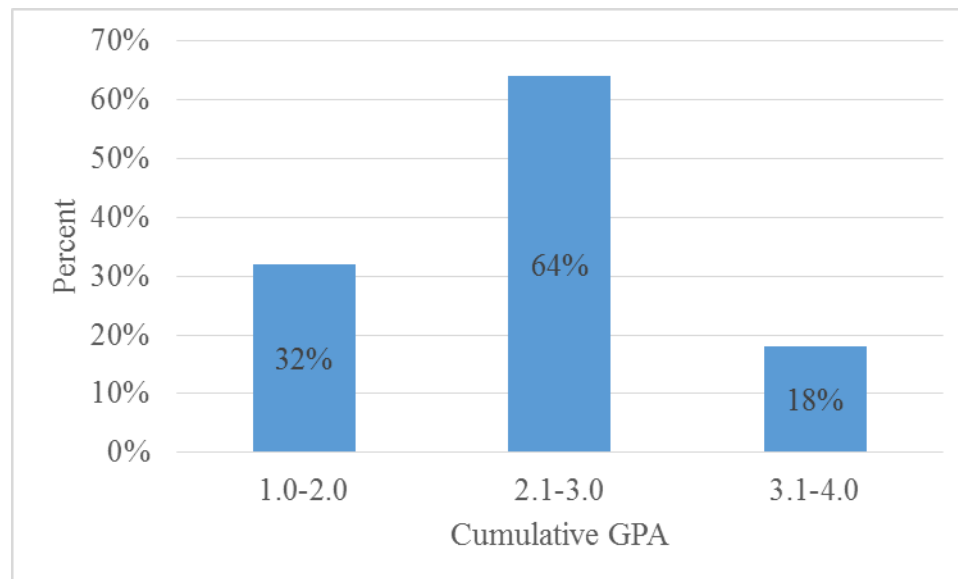


Figure 4.1: *Students' academic performance*

Findings in Figure 4.1 show that majority 47(64%) of the respondents had a GAP between 2.1 and 3.0. This shows that majority of respondents in the study could be categorized as having a fair or average performance.

4.4 Previous Academic Performance and the University Academic Performance

The first objective of the study was to establish the impact of previous academic performance on the current academic performance among the mature age entry students. The study sought to establish the distribution of students depending on the previous academic achievement such as O-level, certificate, diploma, undergraduate and master's degree. Figure 4.1 indicates a summary of the findings obtained.

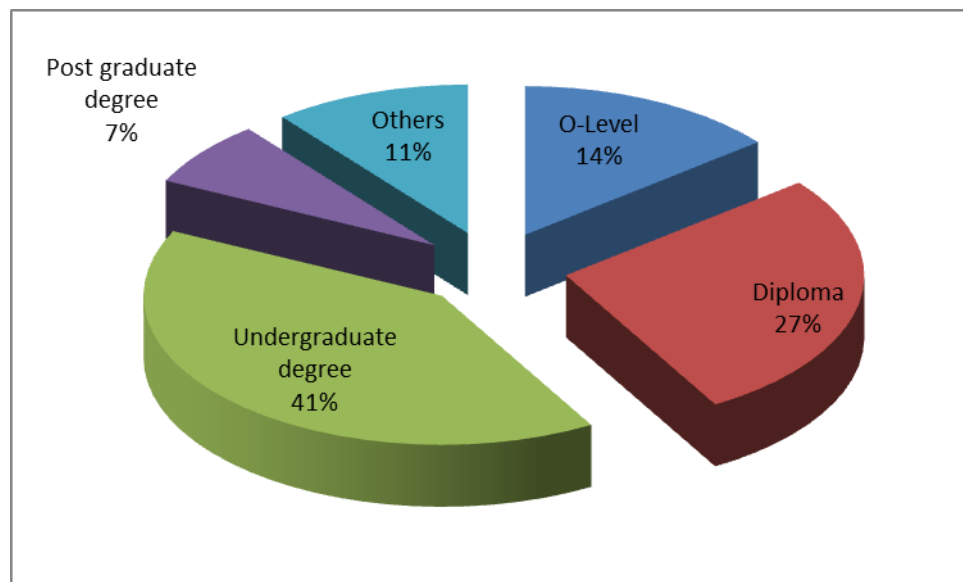


Figure 4.2: Previous academic achievement

It was observed that majority of the students 30(41%) were undergraduate degree holders, 20(27%) were diploma holders, 10(14%) were O-Level certificate holders, 8(11%) were drawn from other entry criteria and only 5(7%) were post graduate degree holders. When asked whether the academic performance in previous levels related to the performance at the university as a mature age entry status. The responses obtained were as summarized in Figure 4.3.

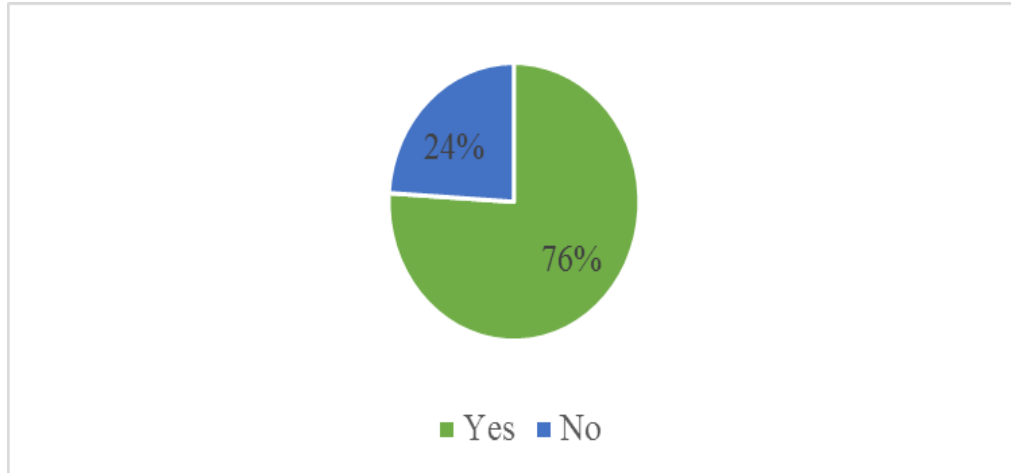


Figure 4.3 Respondents' opinion on influence of previous academic achievement

Majority 55(76%) of the respondents were of the opinion that academic performance in previous levels is related to the performance at the university as a mature age entry status and only 18(24%) of the respondents were of contrary opinion.

When asked to rate their extent of agreement with the statement that mature age entry students perform better than regular students, the responses were as summarized in Figure 4.4.

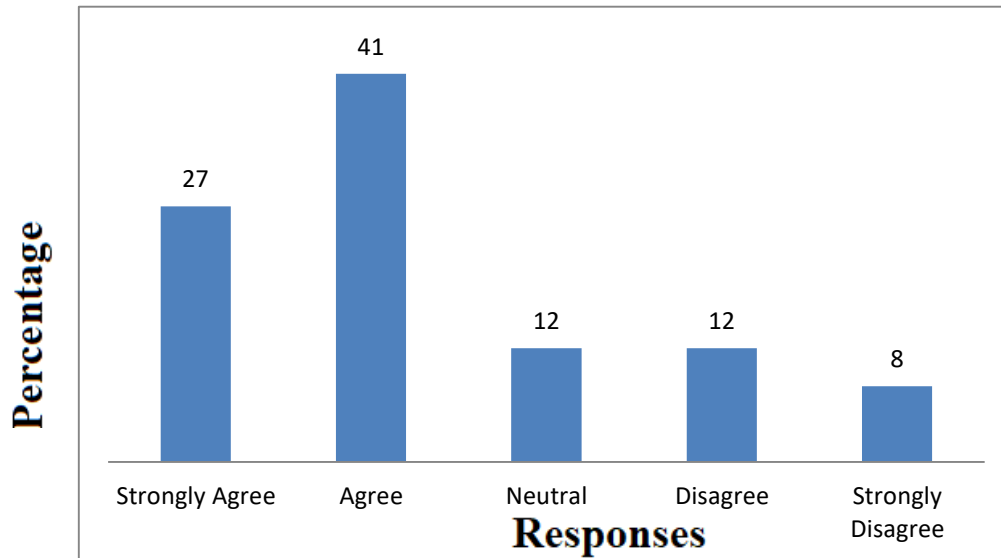


Figure 4.4: Comparison between academic performance of mature age entry students and Regular Students

The responses indicated that majority of the respondents 30(41%) agreed, 20(27%) strongly agreed, 9(12%) were neutral, 9(12%) disagreed and only 6(8%) of the respondents strongly disagreed with the statement that mature age entry students perform better than the regular students. The findings indicate that mature age entry students are largely perceived by majority of the students themselves 50(68%) to perform better in academics than the regular students. The university administrators and lecturers interviewed concurred with this sentiment saying that majority of the mature age entry students' record better academic performance than the regular students.

Further, the researcher used a 5-point likert scale to determine the extent to which the respondents agreed or disagreed with the statements indicating the impact of previous academic achievement on academic performance among the mature age entry students.

Table 4.2 summarizes the responses obtained.

Table 4.3***Impact of Previous Academic Achievement on Academic Performance***

Statement	Extent of Agreement or Disagreement (%)				
	Very High	High	Moderate	Low	Very Low
The higher the entry criteria the better the academic performance at the University	23	34	9	6	3
Mature age entry students perform better than regular students	21	25	12	8	7
Mature age entry students with high entry criteria are most likely to complete studies and assignments than others	13	21	20	12	7

Analysis of the findings in Table 4.3 show that the level of agreement with the statement that the better the entry criteria the better the academic performance at the university among the students was very high 23(32%), high 34(46%), moderate 9(12%), low 4(6%) and only 3(4%) of the students responded that the extent of their agreement with the statement was very low. Cumulatively, the findings indicate that majority of the students 57(78%) perceived that the higher the entry points of the mature age entry students, the higher the academic performance at the university. This implies that an admission

criterion is a determinant of academic performance of mature age entry students at the university. This concurs with the views of the university administrators and lecturers who expressed the views that students who enroll at high previous academic achievement recorded superior academic performances compared to the rest.

On the opinion of the comparison between the academic performance of mature age entry students and that of the regular students, majority of the mature age entry students 26(35%) agreed to a high extent that the mature entry age entry students performed better than regular students, 21(29%) agreed very highly, 12(16%) of the students moderately agreed, 8(11%) recorded low agreement with the statement and 7(9%) of the students recorded very low agreement with the statement. Cumulatively, the findings indicate that majority of the students 47(64%) perceived that they performed better than regular students. This finding was in line with the sentiments of the university administrators and lecturers interviewed, who unanimously agreed with the statement adding that mature age entry students took their studies more seriously compared to the regular students and hence recorded better performances.

When asked whether mature age entry students with high admission points were more likely to complete studies and assignments than others, the extent of agreement among the students sampled was very high 13(18%), high 21(29%), moderate 20(27%), low 12(16%). Only 7(10%) of the students responded that the extent of their agreement with the statement was very low. Cumulatively, the findings indicated that majority of the students 34(47%) perceived that mature age entry students with high entry admission points were most likely to complete studies and assignments than others.

In addition, the researcher sought to find out how the academic performance of the students correlated with their previous academic achievement. This was achieved through the use of Pearson Product Moment Correlation. Table 4.6 displays the results obtained.

Table 4.4

Correlation between Academic Performance and University Academic Performance

		Previous academic achievement
Academic Performance	Pearson Correlation	.430 ^{**}
	Sig. (2-tailed)	.000
	N	73

** Correlation is significant at 0.05 level (2 tailed)

The information presented in Table 4.6 indicate that the correlation between academic performance and the previous academic achievement of the mature age entry students is positive and is significant at .05 level ($r=.430$, $p<0.05$). This indicates that the higher the admission points in terms of the level (O-level, certificate, degree, post graduate degree), the better the academic performance at the university. The coefficient of determination ($r^2= 0.1849$) indicated that previous academic achievement contributed 18.49% to the academic performance of the mature age entry students.

These findings were corroborated by the responses of the other categories of respondents who reported that mature age entry students with high entry points were most likely to

complete studies and assignments than others. Further, the university administrators and lecturers unanimously agreed that mature age students with high admission points completed assigned work and their programmes adequately and in time. The mature age entry students with high previous academic achievement were also identified as the one who record better performances in assignments and projects according to the university administrators and the lecturers.

The findings of the study strengthen the findings of other studies. For instance, in their study on validity of high school grades in predicting students' success beyond the freshman year Geiser and Santelices (2007), found that high school grade point average, is consistently the best predictor of college grades, in the case of the study, the previous academic achievement was used to indicate entry grade. In another study Geiser and Studley (2003) who sampled 80,000 students admitted to the University of California, found that high school grades were the strongest in predicting four year college outcomes for all academic disciplines. Yet another study (Anderson, Benjamin & Fuss, 1994) found that those students who performed well in high school also performed better in college. In the present study, the entry criteria of the students formed the basis of assessment of past academic achievement since the students joined the university after pursuing other courses and achieving other academic qualifications.

4.5 Students' Demographic Characteristics and Academic Performance

The second objective of the study sought to evaluate the effect of student's demographic characteristics on the academic performance among the mature age entry students enrolled in the universities. This section presents the descriptive analysis of gender, age,

marital status, occupation and income of respondents. Table 4.5 shows the distribution of respondents by gender

Table 4.5

Distribution of Students by Gender

Gender	Frequency	Percentage
Male	45	61.9
Female	28	38.1
TOTAL	73	100.0

Table 4.4 clearly shows that majority of the students in the sample used, 45(61.9%) were male and 28(38.1%) were female. The findings indicate that majority of the students enrolled in the program were mainly male. These findings indicate that the number of female students enrolling as mature age entry students is less than that of male students. This is likely to be as a result of the more family and domestic obligations that women have to come up with compared to men. However, both genders were represented in the sample. Further, the researcher sought to establish the distribution of the students in the sample by age. The results are shown in Table 4.6

Table 4.6

Distribution of Students by Age

Age	Frequency	Percentage
Less than 21 years	8	10.7
21-25 Years	10	13.1
26-30 Years	12	16.7
31-35 Years	16	22.6
More than 35 Years	27	36.9
Total	73	100.0

Findings displayed in Table 4.6 show that majority (27) of the students 36.9% were aged more than 35 years, 16(22.6%) were aged between 31 and 35 years, 12(16.7%) were aged between 26 and 30 years, 10(13.1%) were aged between 21 and 25 years and only 8(10.7%) were below 20 years. The distribution by age indicates that majority of the students in the sample were advanced in age. This implies that majority of the students had families to cater for among other dependents; hence, they may have had many family, domestic and occupational domestic commitments, which may influence their ability to concentrate and also get sufficient time for their studies. This may influence their academic outcomes at the university. Respondents' marital status was also assessed results of which are presented in Figure 4.5.

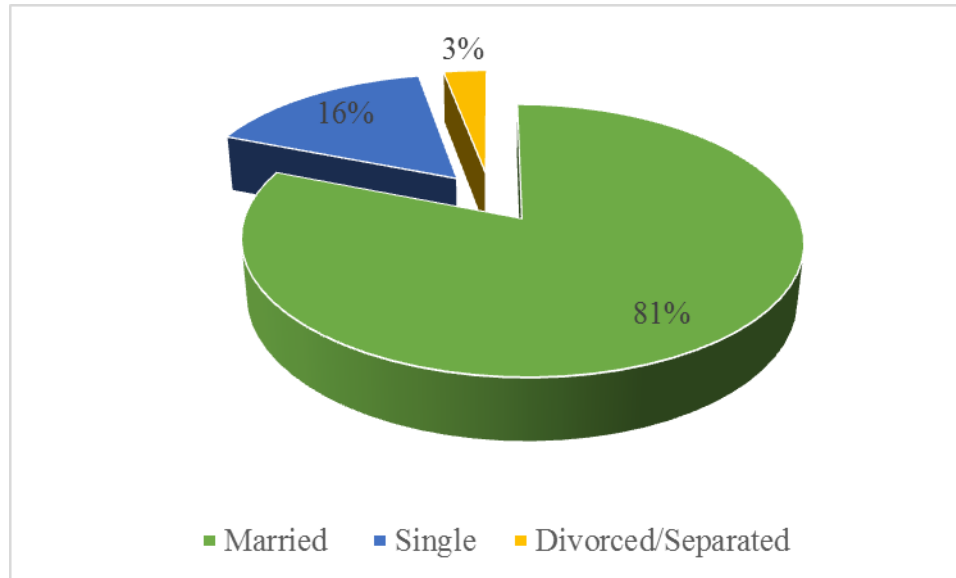


Figure 4.5: *Distribution of Respondents by Marital Status*

Results in Figure 4.4 show that the vast majority 59(81%) of the respondents were married. This was expected as due to the advanced age of the mature students, they are likely to be married. This finding is consistent with many other studies which also found that the bigger proportion of participants was married such as in Baba et al. (2013), Schwartz (2013), Wider et al. (2017) and Sommerville and Singaram (2018).

Respondents' occupation was also assessed. Occupation was categories into three levels namely High for White collar, Medium for blue collar jobs and Low for peasants. The findings are presented in Figure 4.6

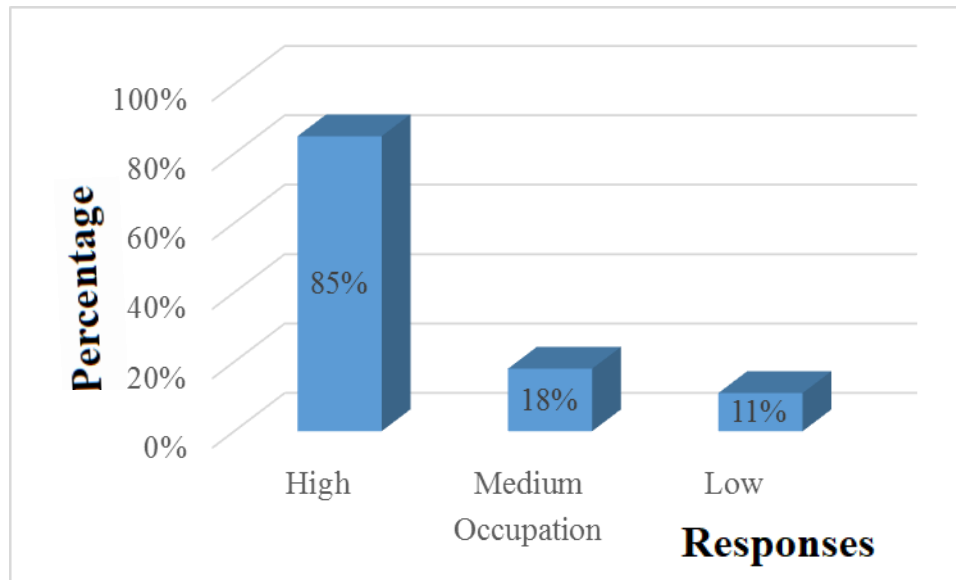


Figure 4.6: Distribution of Respondents by Occupation

Results in Figure 4.6 show that the vast majority 62(85%) were in the blue collar category of jobs. This was expected as mature age entry students tend to be civil servants or persons employed in blue-collar jobs in the private sector. Most of these students pay their own school fees, so majority of them usually have a job to enable them meet tuition fees. This finding is consistent with findings of Pedrosa, et al., (2006), Mutuku and Killu (2016) and Luwes and Swart (2017) who also found that majority of respondents held blue-collar jobs. The study also sought to find out whether the respondents were employed.

Table 4.7

Distribution of Respondents by Employment

Employment	Frequency	Percent
Employed	71	97
Self-employed	8	11
Unemployed	4	5
Total	73	100

Results in Table 4.7 show that the vast majority 71(97%) of the respondents were employed. This result is supported by results in Figure 4.5 which showed that majority of the respondents held white-collar jobs. This enabled them to earn income to pay for school fees of their degree and support their livelihoods. Pedrosa, et al., (2006), Mutuku and Killu (2016) and Luwes and Swart (2017) had similar findings on employment of respondents in their studies. The researcher also sought to establish the mature age entry student's family gross income per annum as an indicator of their socio economic status. Income was classified as high, medium and low. Results are presented in Table 4.8.

Table 4.8

Respondents' Socio-Economic Status

Level of income	Frequency	Percentage
High	18	24
Medium	35	48
Low	20	28
Total	73	100

Majority of the students 35(48%) were from average income earners who earned between Ksh 500000 to Sh 1000000, 28% were high income earners (Over Sh1000000 p.a) and only 18(24%) of the respondents were low income earners earning less than Sh. 500000 p.a. The study thus indicates that majority of the mature age entry students were average income earners. Respondents were also asked to indicate whether in their opinion, demographic characteristics of mature age entry students influenced their academic outcomes at the university, the responses obtained were as summarized in Figure 4.7.

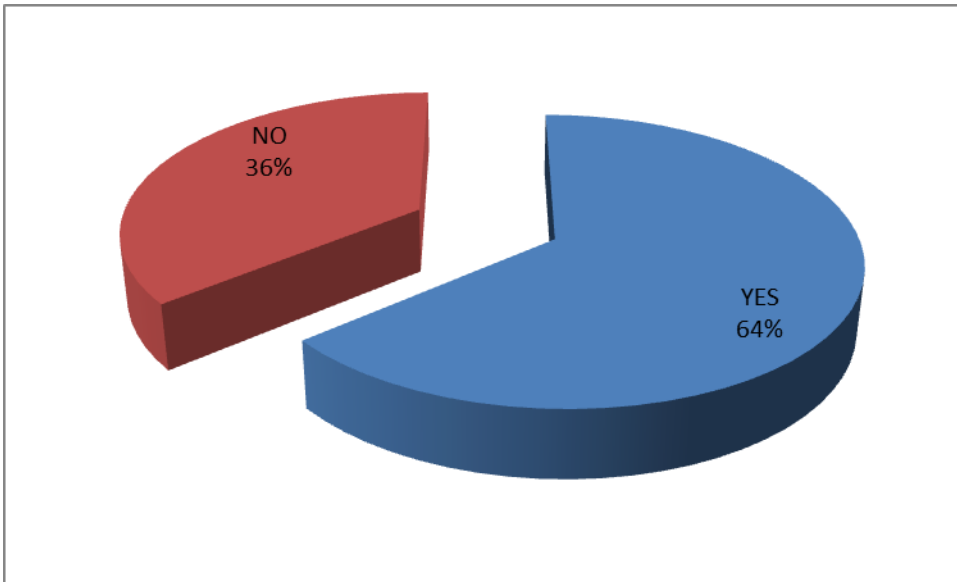


Figure 4.7 Respondents' opinions on the effect of demographic characteristics on academic performance of mature age entry students

The responses indicated that majority of the respondents 47(64%) were of the opinion that demographic characteristics of the students affect academic performance of mature age entry students and only 26(36%) were of the contrary opinion. An Ordinary Least Squares regression model was used to postulate the demographic factors affecting the academic performance.

Table 4.9***Regression of Demographic Factors and University Academic Performance***

Model	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta	Beta	
(Constant)	314.96	5.240		82.005	.000
Age	87.524	.145	-.175	-2.108	.000
Marital status	-4.184	.184	-.413	-7.862	.000
Occupation	12.472	1.339	.106	1.909	.001
Gender	15.420	1.347	.403	7.145	.000
Employment	20.312	4.016	-.175	-3.045	.002

The variable age is significant. A student's age affects his or her performance at university level. This study corroborates with most other researches which suggests that older students have higher grades than younger students. For example, Didia and Hasnat (2008), Douglas and Sulock (1995), and Borg et al. (1999) indicate that older students obtained higher grades than younger students at universities in America. Likewise, De La Harpe et al. (1997) and Smyth et al. (1990) report that tertiary grades were positively correlated with students' age in Australia. However, the impact of students' age on their grades at university level was reported to be fairly minor. A number of studies indicate that for every one year increase in students' age, average marks at university increase by only two to four percentage points (see Borg et al., 1989 and Didia and Hasnat, 1998).

Marital status is significant at 5% level. Married couples performed relatively worse than their unmarried counterparts. This could be attributed to household chores and other responsibilities in the household.

The variable occupation is also significant at 5% level of significance. Most research agree with our study which show a positive association between students' wealth and their academic achievements. Hence, the analysis by Gramlich and Greenlee (1993) found that students who were of a 'minority' due to their levels of income had lower grades at university than students who were not classed as a 'minority'. Similarly, Robst and Keil (2000) reported that individuals who participated in university programs from low socio-economic status received lower marks in their university subjects than their counterparts who did not participate in such programs.

Gender is another significant characteristic linked to scholastic achievements at the university. The study generally suggests that female students obtain higher grades than their male counterparts. These results agree with the study of Dancer and Fiebig (2004) and Dobson and Sharma, (2009); their academic advantage over their male counterparts is, however, quite small. The differences between the findings in the study may be a result of women in Kenya being more encouraged to study and participate in education than women in other countries. In recent years in Australia, many female students have out-performed their male counterparts in university entrance examinations (Hewitt, 2003; Nowicki, 2003). This has been attributed to differences in the cultural attitudes towards education among female and male students (Hewitt, 2003). Other findings in overseas studies, however, point to a different relationship than the one in Kenya, with several

studies reporting that male students have higher grades than female students (Borg et al., 1999; Myatt and Waddell, 1990; or that there is no significant difference between the grades of men and women (Hoefler and Gould, 2000; Marcal & Roberts, 2000; O'Malley Borg & Stranahan, 2002).

This implies that the higher the demographic characteristics of the mature age entry student, the better the academic performance at the university. The coefficient of determination ($r^2=0.1030$) indicating that the demographic characteristics of the mature age entry students contribute to 10.3% of their academic performance. Other categories of the respondents, that is, lecturers and university administrators were of similar opinion in that the academic performance of the students is influenced, to a large extent by their demographic characteristics. They further noted that the fact that the students had a myriad of financial obligations to meet due to their status in their families, their academic performance suffers if they are experiencing financial challenges.

The findings of the study on the effect of socio economic factors on the academic performance of mature age entry students strengthen those of majority similar past studies. For instance, Graetz (1995) found that one's educational success depends very strongly on the social economic status of the student. In addition, Escarce (2003) also found out that low-income students usually attend universities and colleges with lower funding levels, and thus have reduced achievement motivation and much higher risk of educational failure and that when compared with their more affluent counterparts, low-income students received lower grades, earned lower scores on standardized test and are much more likely to drop out of university.

The findings of the study however negate those of few other studies, such as that of Pedrosa, Norberto, Rafael, Cibele and Benilton (2006) who observed that students coming from disadvantaged socioeconomic backgrounds performed relatively better than those coming from higher socioeconomic and educational strata. Notably, the study by Pedrosa, Norberto, Rafael, Cibele and Benilton (2006) was conducted in only one university and may therefore, not be representative enough.

4.6 Social Factors and Academic Performance

The third objective of the study was to establish the social factors affecting mature age entry students on their academic performance. Social factors investigated in this study included family commitments, family support, lifestyle, religious commitments computer literacy and financial support. Table 4.10 summarizes the responses obtained.

Table 4.10

Social Factors

	N	Min	Max	Mean	SD
My family supports me in the course I am undertaking	73	1	3	1.33	0.440
I am able to operate a computer without any problems	73	1	5	2.64	0.899
My lifestyle interferes with my academic studies	73	1	5	4.30	1.065
I have to take time off to attend to religious commitments	73	3	5	4.4	0.606
I receive financial support in my course	73	2	5	4.1	0.701

Majority of the respondents indicated that their family supported them in the course they were undertaking (M=1.33, SD=0.440). Majority also indicated that they were able to operate a computer without any problem (M=2.64, SD=0.899). Majority of the respondents in the study disagreed that their lifestyle interfered with their studies (M=4.30, SD=1.065). Majority disagreed that they had to take time off to attend to religious commitments (M=4.4, SD= 0.606). Majority also disagreed that they received financial support in my course (M=4.1, SD= 0.701). The findings of the study concur with the findings of similar studies for instance Leathwood and O'Connell (2003) who observed in their study that, for many mature age entry students, the experience of higher education is one of struggle, fueled by problems around finance, confidence in ability and institutional factors, such as perceived lack of support from teaching staff. However Leathwood and Connell (2003) only described the gravity of the social factors affecting the mature age students but did not determine how this affected their academic performance. The present study went further to demonstrate that challenges faced by mature age students greatly affected their academic performance.

Table 4.11***Challenges Faced by Mature Age Entry Students***

Factor	Frequency	Percentage
Current engagements such as family and domestic obligations	34	46.4
Inability to fit in the university programmes	20	27.4
Inability to balance demands of studies and career/ personal commitments	11	15.5
Others	8	10.7
Total	73	100

A number of social factors that may affect the academic performance of the mature age entry students were identified. They included current engagements such as family and domestic obligations 34(46.4%), inability to fit in the university programmes 20(27.4%) and inability to balance the demands of studies and those of career or personal commitments 11(15.5%) in addition to other commitments 8(10.7%). The findings indicate that there were at least three main social factors that may influence the academic performance of the mature age entry students.

Further, the study sought to establish the extent to which social factors affecting mature age students affect their academic outcomes. Figure 4.8 summarises the responses obtained.

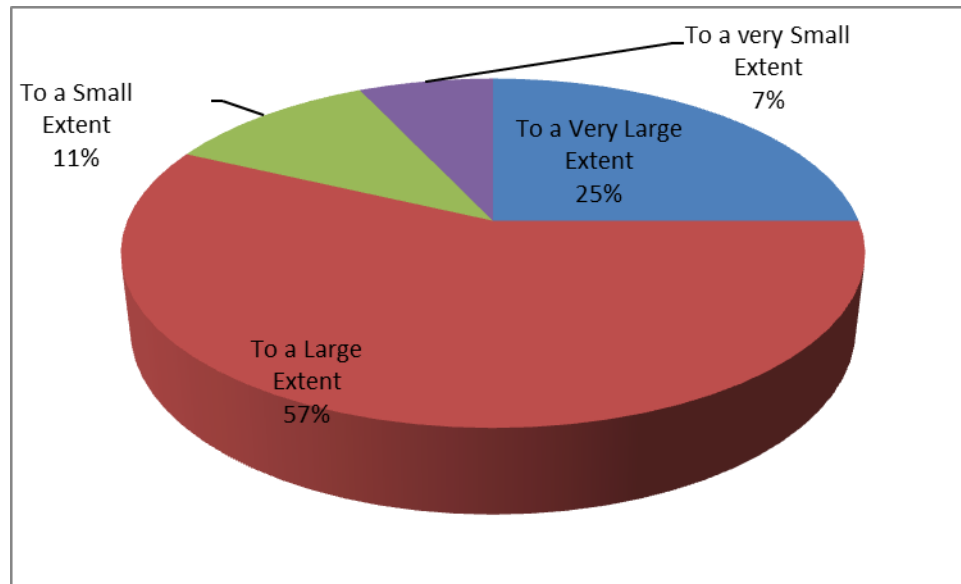


Figure 4.8: Extent to which social factors affected academic performance

The study found that majority of the students 42(57%) agreed to a large extent, 18(25%) agreed to a very large extent, 8(11%) agreed to a small extent, and only 5(7%) who agreed to a very small extent to the statement that social factors facing mature age entry students influence their academic performance. The findings indicated that majority of the mature age entry students were of the opinion that social factors affect academic performance of mature age students in the universities.

On the nature of the influence of social factors on academic performances, the responses obtained were as summarized in Figure 4.9.

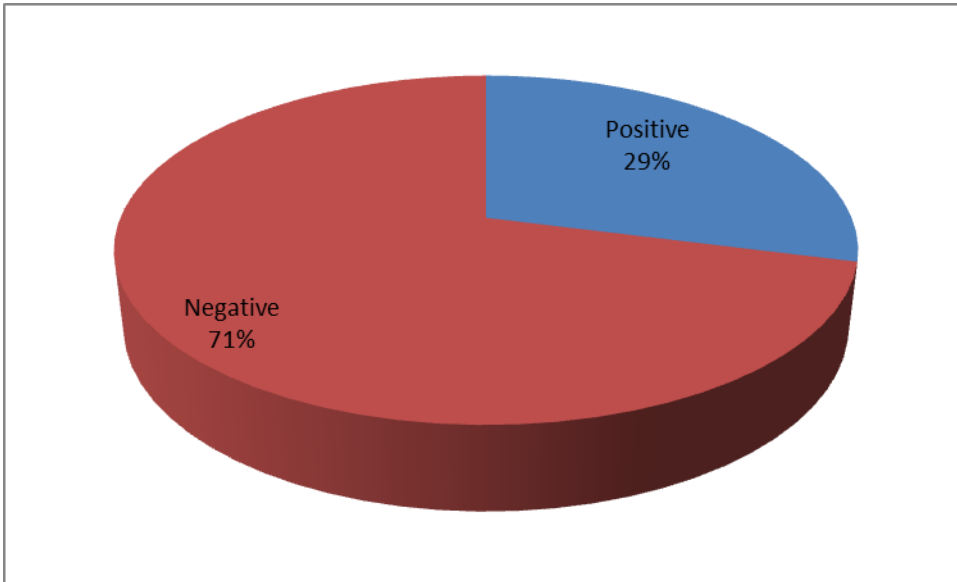


Figure 4.9: Respondents' opinions on the relationship between social factors and academic performance

Majority 52(71%) of the respondents were of the opinion that social factors affected their academic performance negatively and only 21(29%) were of the contrary opinion. The findings indicate that in most cases the challenges that mature age entry students had faced affected their academic performance negatively. The lecturers and the university administrators had a similar opinion and added that at times the current engagements of the students conflicted with their academic program and at such times, it was the academics that were sacrificed. For this reason, the respondents were of the opinion that the academic performance of the mature age entry students may be affected adversely.

Further, the researcher used a 5-point likert scale to determine the extent to which the respondents agreed or disagreed with the statements indicating the impact of current engagements on academic performance among the mature age entry students. Table 4.12 summarizes the responses obtained.

Table 4.12

Students' Current Engagements

Statement	Extent of Agreement or Disagreement (%)				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
My current engagements reduce the amount of time I have for my studies and hence adversely affect my performance	2	34	9	9	3
I can perform better at the university if there is less conflict between my current engagements and my studies	21	25	12	8	7
My career offers me opportunity to practice what I am learning at the university	13	21	20	12	7

Analysis of the findings in Table 4.12 shows that the level of agreement with the statement that their current engagements reduced the amount of time they had for their studies and hence, adversely affected their performance was very high 23(32%), high 34(46%), moderate 9(12%), low 4(6%) and only 3(4%) of the students responded that the extent of their agreement with the statement was very low. Generally, the findings indicate that majority of the students 57(78%) perceived that their current engagements reduced the amount of time they had for their studies and hence, adversely affected their performance. This implies that the current engagements of the mature age entry students reduced the amount of time they had for their studies and hence, adversely affected their academic performance. This concurs with the views of the university administrators and lecturers who observed that students who had many other commitments either in the family or at their work places recorded poorer academic performances than those who did not have.

On whether the students could perform better if there were no conflicts between current engagements and studies, majority of the mature age entry students 26(35%) agreed to a high extent, 21(29%) agreed very highly, 12(16%) of the students moderately agreed, 8(11%) recorded low agreement with the statement and 7(9%) of the students recorded low agreement with the statement. Generally, the findings indicate that majority of the students 47(64%) were of the opinion that they could perform better if there were no conflicts between their current engagements and studies at the university. This finding was in line with the sentiments of the university administrators and lecturers interviewed who unanimously indicated that students whose career or their family/ domestic

obligations of their children and spouses conflicted with the interests of their academic program usually record lower academic outcomes.

When asked whether their careers offers, them an opportunity to practice what they were learning at the university, 21(29%) of the students sampled indicated very high, 13(18%) indicated high, 27% indicated moderate with 16% and 10% of the students indicating low and very low, respectively. Generally, the findings indicated that majority of the students 34(47%) were of the opinion that their careers offered them an opportunity to practice and advance what they were learning at the university. The findings of the study were corroborated by the university administrators who asserted that, majority of the mature age entry students enrolled in academic program closely related to their careers and therefore, were able to practice what they learnt at the university. This reduced conflict between their careers and the studies and the students were therefore, able to post better academic outcomes.

An ordinary least squares regression model was used to determine the Social factors affecting academic performance among mature age students. A significant regression equation was found ($F_{6,85}= 130.325$, $p<0.05$, with an R^2 of 0.676 as shown in Table 4.13.

Table 4.13***Regression of Social Factors and University Academic Performance***

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	29.615	6.298		4.702	.000
Family support	3.836	.321	.374	11.934	.020
Computer literacy	-.029	.100	-.013	-.286	.015
Lifestyle	.077	.572	.004	.134	.003
Religion	5.790	.773	.326	7.489	.210
Financial matters	3.952	1.332	.152	2.967	.003

The variable ‘family support’ is significant. This implies that mature age students who get moral support from their families perform better than the ones who do not. Logan and Bailey, 2008 and Long *et al.*, 1994 found that students who were supported by their spouses had slightly higher grades in a unit than students who did not. The higher grades of students who get support may be a result of them having greater motivation to study.

The students who were computer literate were found to have better grades than the ones who did not. This may be attributed to better use of the internet to source for information.

Lifestyle of the mature students was statistically significant at 5% level. Based on the results of the present research, majority of mature students exhibited a poor level of physical activity, which matches with the findings of the study by Nola IA *et al.*, 2009

Eating and lifestyle habits of first and sixth year students, aged 18 to 26 years, attending a Medical School in Zagreb, were compared related to the years of their study. The two studies showed non healthy eating and lifestyle behavior among medical school students. In another study on university students, by Garrusi et al. (2012) the level of physical activity of students was reported as poor.

The variable religion was not significant as hypothesized. The results of the study failed to actualize the expected positive relationship between the religiosity of mature students and their academic performances. Overall, there was actually a negative, but not significant, correlation between religiosity and academic performance. The lack of significant correlation between students' religiosity and their overall academic performances found in this study mirror those found by some previous studies conducted amongst Muslim students Mahiga, 2014. However, the results went against some other studies which found that student religiosity did actually correlate with Muslim students' academic performances in specific subjects like Science (Khishfe & BouJaoude, 2016).

Another characteristic recognized as a major factor influencing mature students' academic performance is students' level of financial stability. While this issue has not been addressed substantially in Kenya it has been overseas, with most research showing a positive association between students' financial stability and their academic achievements. Hence, the analysis by Gramlich and Greenlee (1993) found that students who were of a 'minority' due to their levels of income had lower grades at university than students who were not classed as a 'minority'. Similarly, Robst and Keil (2000) reported that individuals who participated in university programs for low socio-economic students

received lower marks in their university subjects than their counterparts who did not participate in such program.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusions and recommendation of the study, based on the research findings that have been presented and discussed in the previous chapters. The objectives of the study were; to establish the impact of previous academic achievement of mature age entry students on their academic performance; to determine the influence of the mature age entry student's demographic characteristics on their academic performance; and to determine the impact of the social factors affecting mature age students on their academic performance.

5.2 Summary of Findings

The following sections provide a summary on findings of the study. The study sought to examine the effects of three factors namely; previous academic achievement, students' demographic characteristics and social factors on the academic performance of mature age students pursuing university education.

5.2.1 Previous Academic Achievement and Academic Performance of Mature Age Entry Students

The findings indicated that mature age entry students are enrolled with different previous academic achievements with majority of them having an undergraduate degree. Majority of the respondents were of the opinion that academic performance in previous levels is

related to the performance at the university as a mature age entry status. The findings indicate that mature age entry students are largely perceived to perform better in academics than the regular students. Cumulatively, the findings indicated that majority of the students perceived that the higher the entry points of the mature age entry students, the better the academic performance at the university. This implies that entry grades are determinants in the academic performance of mature age entry students at the university level. Further, the findings indicated that the students with higher entry points had a likelihood of recording better performance at the university level. Further, it was observed that majority of the students perceived mature age entry students with high entry points were most likely to complete studies and assignments than others.

The study also found out that correlation between academic performance and the previous academic achievement of the mature age entry students was positive and was significant at .05 levels. This indicated that the higher the admission points in terms of the level (O-level, certificate, degree, and post graduate degree), the better the academic performance at the university level. The coefficient of determination indicated that an admission criterion contributed 18.49% to the academic performance of the mature age entry students.

5.2.2 Demographic Characteristics Factors Influencing Performance

The second study objective sought to evaluate the effect of student's demographic characteristics on the academic performance among the mature age entry students enrolled in the universities. The findings indicated that majority of the mature age entry students were average income earners.

The study also found out that the correlation between the academic performance of the mature age entry students and their demographic characteristics as indicated by their annual gross income was positive and the relationship was significant. The coefficient of determination indicated that the demographic characteristics of the mature age entry students contributed 10.3% of their academic performance. Other categories of the respondents, that is, lecturers and university administrators were of similar opinion in that the academic performance of the students was influenced to a large extent by their demographic characteristics. They further noted that the fact that the students had myriads of financial obligations to meet due to their status in their families, their academic performance suffered if they were experiencing financial challenges.

5.2.3 Social Factors Affecting Performance of Mature Age Entry Students

The third objective was to determine the impact of the social factors affecting mature age students on their academic performance. The findings indicated that majority of the respondents were of the opinion that current engagements affected the academic performance of the students. The findings indicated that in most cases the engagements that mature age entry students had affected their academic performance negatively. Cumulatively, the findings indicated that majority of the students perceived that their current engagements reduce the amount of time they have for their studies and, hence, adversely affect their performance. This implies that the current engagements of the mature age entry students reduced the amount of time they had for their studies, hence, adversely affected their academic performance. Cumulatively, the findings indicated that majority of the students were of the opinion that they could perform better if there were

no conflicts between their current engagements and studies at the university. Cumulatively, the findings indicated that majority of the students were of the opinion that their careers offered them an opportunity to practice and advance what they were learning at the university.

The study also found out that the correlation between the challenges encountered by the mature age entry students and their academic performance was negative and weak ($p>0.05$). The findings implied that the social factors encountered by mature age entry students affect their academic performance. However, the relationship was weak and statistically insignificant. The coefficient of determination indicated that challenges faced by the mature age entry students contributed only 0.24% to their academic performance.

5.3 Conclusions

The study found that academic performance in previous levels is related to the performance at the university for a mature student. According to the findings, it is cumulatively perceived that the higher the entry points of the mature age entry students, the better the academic performance at the university. This implies that entry grades are determinants in the academic performance of mature age entry students at the university level. It is also observed that mature aged students with high entry points are more likely to complete studies and assignment as compared to other students. The study also found out the correlation between academic performance and the previous academic achievement of the mature age student which indicates that the higher the admission points in terms of the level, the better the academic performance at the university level.

This study therefore amplifies the need to consider entry behavior of mature students owing to its role in determining academic performance.

On the effect of student's demographic characteristics on the academic performance; although at fairly minor extent, the findings suggest that older students have higher grades than younger students. Also according to the findings, married couples performed relatively worse than their unmarried counterparts. The study reports that individuals who participated in university programs from low socio-economic status received lower marks in their university subjects than their counterparts who did not participate in such programs. The study noted that female mature students obtain higher grades than their male counterparts. It is concluded although the students have a myriad of financial obligations to meet due to their status in their families; that it is the academic performance that suffers most if they are experiencing financial challenges.

Social factors encountered by the mature age entry students affect their academic performance, though to a small extent. The findings indicated that in most cases the engagements that mature age entry students had, affected their academic performance negatively. Cumulatively, the findings indicated that majority of the students were of the opinion that they could perform better if there were no conflicts between their current engagements and studies at the university. The findings indicated that majority of the students were of the opinion that their careers offered them an opportunity to practice and advance what they were learning at the university.

5.4 Recommendations

Based on the findings of this study it is recommended that universities to come up with ways of scrutinizing the past performance of a prospective mature entry student owing its significant role in determining progressive performance in university education. The entry behaviour can be assessed by close examining the previous academic performance or by administering a behavioural entry assessment which is meant to ascertain ones intellectual level. Appropriate remedial coaching and or education such as literacy and numeracy can hence be administered for the purpose of uplifting the entry behaviour of a prospective mature entry student whose weakness has been identified.

The findings of the study recommend that universities should come up with favorable fees payment schedules. It also recommends for minimization of cost of university education especially for mature entry students. On meeting the above recommendation, it improves the likelihood of mature entry students to perform better as opposed to when faced with financial burdens to pay for their education in the university. A reform of favorable fees payment schedules and minimization of cost of university education will enable mature entry students to cope better with financial burden and also be able to pay the fees with less strain, and enjoy better concentration on academics.

In order to mitigate the challenges on academic performance posed on mature entry students emanating from social factors, a newer approach in delivering academic program that help reduce conflicts with job and family commitment is highly recommended. Such a program will involve revising the academic calendar for this category of students and

also intensifying weekend and evening classes as much as possible. This will enable students to have adequate time to concentrate on their studies.

5.5 Suggestions For Further Study

The study should be repeated on a wider scale involving more universities. There is a need to carry out a comparative study on the differences between regular and mature age students. A study should be done on the accessibility of the university among mature age students. An exploratory study ought to be done on the factors that influence academic performance of mature age university entry.

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APPENDICES

Appendix I: Questionnaire for Students

I am a student at Kenya Methodist University pursuing a Master's degree in Educational Leadership and Management. Currently, I am carrying out a research on **Determinants of academic performance among mature entry students: a case of Nakuru and Nairobi campuses of Kenya Methodist University.**

. All the information will be used for the purpose of the study only and will be treated with uttermost confidence. Kindly respond to all the questions as honestly as possible.

Your co-operation will be highly appreciated.

Thank you in advance

Patrick Karinga

SECTION B: ADMISION CRITERIA

4. What was your entry category and qualifications into the University?

CATEGORY	GRADE/ QUALIFICATIONS
O-Level	
Diploma	
Undergraduate degree	
Post graduate degree	
Others (Specify) _____	

5. In your own assessment, to what extent do you agree or disagree with the following statements about previous academic achievements and academic performance at the university.

Statement	Extent of Agreement				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly disagree
The better the entry criteria the better the academic performance at the University					
Mature entry age entry students perform better than regular students					
Mature age entry students with high entry criteria are most likely to complete studies and assignments than others					

6. In your own opinion is the academic performance in previous levels related to the performance at the university as a mature age entry status?

YES () NO ()

7. To what extent do you agree/disagree with the statements that mature age entry students perform better than regular students of the same entry grade?

Strongly agree () Agree () Disagree () Strongly disagree ()

SECTION C: DEMOGRAPHIC CHARACTERISTICS

8. Please rate your family gross income level p.a. (High is Over Sh.1000000, Medium is Sh.500000-1000000 and low is below Sh.500000).

High () Medium () Low ()

9. Please rate the status of your occupation. (High is White collar, Medium is blue collar job and Low is peasant)

High () Medium () Low ()

10. Do you access most of the financial requirements for your studies at the university adequately?

YES () NO ()

11. From your own assessment, does social economic status of mature entry students affect their academic performance? If your response to this question is YES, go to question 14. If your response is NO, go to question 15.

YES ()

NO ()

12. What is the nature of the influence of social economic status of mature age entry on their academic outcomes in the university?

Strongly positive () positive () Negative () Strongly negative ()

SECTION E: SOCIAL FACTORS AFFECTING MATURE AGE ENTRY STUDENTS

13. Which challenges do you face as a mature entry student that may affect your academic performance?

(a) Current Engagements ()

(b) Inability to fit in the university programmes ()

(c) Inability to balance demands of studies and career/ personal commitments ()

(d) Others (Specify)_____

14. To what extent do your current engagements affect your academic outcomes at the university

a) To a very large extent ()

b) To a large extent ()

c) To a small extent ()

d) To a very small extent ()

15. What is the nature of the influence your current engagements have on your academic outcomes at the university.

Strongly positive () positive () Negative () Strongly negative ()

16. To what extent do you agree or disagree with the following statements?

Construct	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My current engagements reduce the amount of time I have for my studies and hence adversely affect my performance					
I can perform better at the university if there is less conflict between my current engagements and my studies					
My career offers me opportunity to practice what I am learning at the university					
I perform lower than my ability at the university due to pressure of my other engagements					
The other engagements I have reduce the material resources I commit to my studies hence my performance is adversely affected.					

17. Indicate your agreement or disagreement to the statements below using the scale below:

1= strongly agree, 2= agree, 3=uncertain, 4 = disagree, 5= agree

	1	2	3	4	5
My family supports me in the course I am undertaking					
I am able to operate a computer without any problems					
My lifestyle interferes with my academic studies					
I have to take time off to attend to religious commitments					
I receive financial support in my course					

18. What changes would your make/ need to be made so as to minimize the conflict between your studies at the university and your other commitments?

SECTION F: UNIVERISTY ACADEMIC PERFORMANCE

19. In which GPA category does your last semester's performance fall?

- 1.0-2.0
- 2.1-3.0
- 3.1-4.0

THANK YOU FOR TAKING TIME TO FILL THIS QUESTIONNAIRE.

Appendix II: Interview Guide for Lecturers, University Administrators and CODs

1. Which are the most popular academic programmes to the mature age entry students in your campus?
2. Compare the academic outcomes of mature age entry students and those of regular students.
3. What are the comparative completion rates between the regular students and the mature age entry students?
4. What aspects of the following influence the academic outcomes of mature age entry students in your campus?
 - (a) Entry/ admission grades/ points
 - b) student's demographic characteristics
 - c) Challenges faced by mature age entry students
5. What measures may be applied by the university to each of the factors in order to enhance the academic outcomes of mature age entry students?
6. Is there any relationship between the academic performance of mature age entry students and the regular students?
7. Which social factors affect mature age entry students in your university?

Appendix III: Introduction Letter from Kenya Methodist University



KENYA METHODIST UNIVERSITY

P O Box 267 Meru 60200, Kenya
Tel. 254-064-30301/31229/30367/31171

Fax 254-64-30162;
Email info@kemu.ac.ke

25th November, 2015

TO WHOM IT MAY CONCERN

RE: MUNUHE PATRICK KARINGA (EDU-3-6919-1/2012)

This is to confirm that the above named student is a bona fide student at Kenya Methodist University Department of Education, Undertaking a Master's Degree in Educational Leadership Management.

He is conducting a Research on "Determinants of Academic Performance among Mature Entry students: A Case of Nakuru and Nairobi Campuses of Kenya Methodist University Students".

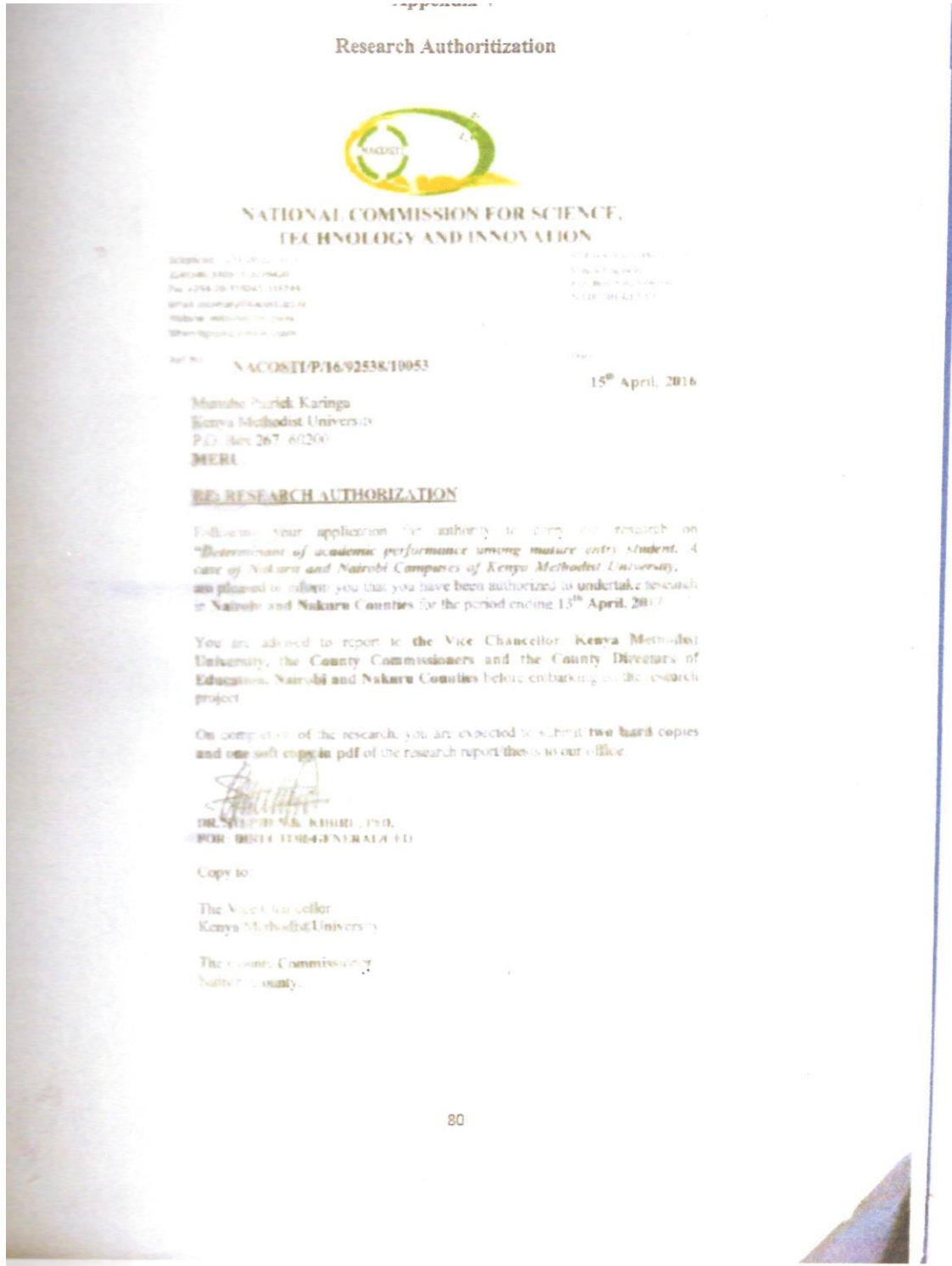
In this regard, we are requesting that you assist him by allowing him to collect, or by providing the needed data.

Any assistance accorded to him will be appreciated.

Thank you.

Prof. N. J. Kathuri
Ag. Dean-Faculty of Education, Arts and Sciences

Appendix IV: Research Authorization Letter from NACOSTI



Appendix V: Research Permit from NACOSTI

Research Clearance Permit

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaires will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **8652**

CONDITIONS: see book page

THIS IS TO CERTIFY THAT:
MR. MUNIH PATRICK KARINGA
of KENYA METHODIST UNIVERSITY,
468-10100 Nyeri, has been permitted to
conduct research in Nairobi, Nakuru
Counties

on the topic: DETERMINANT OF
ACADEMIC PERFORMANCE AMONG
MATURE ENTRY STUDENT: A CASE OF
NAKURU AND NAIROBI CAMPUSES OF
KENYA METHODIST UNIVERSITY

for the period ending:
13th April 2017


Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

Permit No. : NACOSTI/P/16/52538/10053
Date Of Issue : 15th April, 2016
Fee Received : Ksh 1000

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