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**COST OF TUITION AND THE CHOICE OF
ALTERNATIVE MODES OF LEARNING IN PRIVATE
UNIVERSITIES IN KENYA****Paul Chepkenen**

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Abstract

The purpose of this study was to analyze the cost of tuition on the choice of alternative modes of learning in private universities in Kenya. The study employed a correlation design. The researcher developed a set of questionnaire for data collection from Mount Kenya University in Kenya where a student population of 10,414 enrolled in alternative modes of learning constituted the target population for the study. Stratified random sampling technique was employed to select three hundred and eighty-six (386) students from the virtual learning, distance and institution based learning and part time learning modes offered by Mount Kenya University. The study was limited to undergraduate students. The researcher issued questionnaires to the sampled students. Data was collected on the actual days of fieldwork. Quantitative data was collected and analyzed by use of Pearson's correlation coefficient (r) to measure the strength of the association between the variables of cost of education on the choice of alternative modes of learning. Further, regression analysis was used to establish the significance of correlation coefficient on the association between the variables. The study found that the cost of tuition had a significant influence on the choice of alternative modes of learning in Mount Kenya University. The study concluded that the students chose the alternative modes of learning based on the costs that best suited them. It was recommended that the university could integrate the modes of learning so as the student is not restricted to one mode of learning, to reduce costs associated with one mode of learning.

Keywords: *Cost of tuition, choice of alternative modes of learning, private universities, Mount Kenya University*

1 INTRODUCTION

1.1 Background of the Study

Higher education is increasingly agitated by expenses that are great and rapidly increasing and that seem to be surpassing available revenues. Régimes have been cutting costs to universities and diverse foundations with subsequent loss of staff, decay of equipment and plant, disintegration of salaries and loss of ability to extend to take care of student demand (Allen, 2017). Where costs are passed on to students and guardians, obligation levels have been on the ascent and access is being undermined, if not by and large shortened. Intensifying the political pressures of the cost-income crush are charges of higher education's absence of cost-advantage responsibility and inefficiency (Bastedo & Jaquette, 2011).

In 1970, UNESCO Statistics Institute assessed that there existed approximately 32.5 million learners enlisted in higher learning around the world. This approximation expanded to almost 100 million and 178 million as of 2000 and 2010 respectively. This converts into 4.3% normal yearly development in tertiary admission, an exceptionally fast progress when contrasted with the 1.6 % normal yearly development in the total populace over a similar period. The quantity of higher learning scholars is gauge to additionally extend to achieve 263 million by 2025 (Baker, Leon, Smith, Collins & Movit, 2011).

Demand for higher education in Kenya has augmented enormously over the past two decades. At the beginning of the year 2000, the Kenyan population started to reawaken to the need for higher education. Flexibility in the education sector, and recognition for qualification at job market made all and sundry to have a desire to go back to school. Despite the great demand, the cost of education has remained higher. Inadequate funding for public universities to absorb most qualified candidates (Orodho, 2014) has resulted to increased enrolment in the private University. The quick needs for tertiary education has stressed the current universities and antagonistically influenced the limit of the government to provide university education. The basic presumption on this, expect higher education in view of capacity produces the best productivity (ADEA, 2009). The Gross Enrollment Rate (GER) at university level is evaluated at 9.8% (Mulongo, 2013).

Alternative education portrays diverse ways to deal with learning and teaching other than state given standard education, for the most part as public and private schools with an uncommon, frequently inventive educational modules and an adaptable program of study, which is construct generally in light of the individual students' interests and needs. Comprehensively, it covers every single educational movement that fall outside the customary educational system (such as extraordinary projects for school dropouts and skilled students and self-teaching) (Porowski, O'Conner & Luo, 2014; Warwick, 2013).

The Net Enrollment Rate (NER) is constantly appropriate to utilize and universities have kept on drawing in mature students as proceeding students (Orodho, 2014). As a result, technological innovations and the ever-increasing demand for education have made universities to devise different modes of delivery. It is expected that with the provision of the alternative modes of delivery the cost of education should decrease (Williams, 2011). In contrast, the price of higher education started soaring 10 years ago. In the years 2000 – 2011, tuition and fees at public and private four-year universities and colleges augmented at atypical rate of 5.6 percent per annum beyond the rate of overall inflation (Nishimura & Yamano, 2013). Thus, the researcher investigated the influence of cost of tuition on alternative modes of learning in private Universities in Kenya.

1.2 Purpose of the Study

The general objective of this study was to determine the influence of cost of tuition on the choice of alternative modes of learning in private universities in Kenya, with focus on Mount Kenya University.

2.1 Theoretical Framework

This study was premised on the Human Capital Theory. Popularized by Mincer (1993) and Becker (1994), human capital has been defined as the stock of social and character attributes and creativity, knowledge and habits, personified in the ability to execute industry so as to realize commercial value. In other words, human capital is an assortment of resources including all the training, skills, knowledge, experience, talents, abilities, intelligence, wisdom and judgment possessed collectively and/or individually by persons in a population (Simkovic, 2013). According to Spence (1973), these possessions are the total capability of the persons that characterizes a form of treasure which can be channeled to realize the objectives of the state or nation thereof. According to Becker (1994), human capital theory proposes that training or education advances the efficiency of workforces by conveying useful skills and knowledge, hence increasing employees' future revenue by aggregating their lifetime incomes. It hypothesizes that expenses on education and training is costly, and ought to be measured as an investment because it is carried out with a view to aggregating individual proceeds. The human capital methodology is regularly used to elucidate professional wage discrepancies. Human capital can be observed in broad terms, such as the capacity to write and read or in particular terms, such as the attainment of a specific ability with a restricted industrial use.

In Becker's (1994) view, human capital is comparable to tangible means of productivity, for example machines and factories: one can capitalize on human capital (via medical treatment, training, education) and one's productivities relies partly on the degree of profit on the human capital one possesses (Becker, 1994). As such, human capital refers to a means of productivity, into which supplementary venture yields supplementary output. Human capital is interchangeable, but not transportable like labor, land or fixed capital. The primary tenets of human capital theory include: free market entry denoted by perfect capital markets; and wage is a utility of human capital (Simkovic, 2013).

Education in broad terms is observed as a venture from a financial stand point, Governments and Persons, on behalf of civilizations, apportion resources in anticipation for long-term and immediate monetary and non-monetary benefits. Economists compare venture in training with that of tangible projects and hence have employed comparable tools and methods to detect and determine the return on investment (Psacharopoulos, 1994; Hansen, 1963; Williams, 1996; Carnoy & Marenbach, 1975).

In this venture development, indirect and direct expenses are sacrificed by governments and individual students. Direct expenditures are the totality of expenses apportioned to education, while indirect expenditures are the production forfeited during years of training (Williams, 1996). It is anticipated that training improves the skill levels and knowledge which are considered as indispensable fundamentals to raise the productivity levels. In turn, this leads to advanced lifespan earnings for the person and to the growth of general national economic growth and productivity. These are labelled as the tangible or monetary profits of training which can be established and determined in fiscal terms (Weale, 1992). There are however, numerous non-monetary or imperceptible public and private profits that are challenging to quantify and determine and that might form a large portion of educational profits. The most prevalent cases in point of these profits are the intake values of training and the spillover and externality profits that accrue to persons and civilizations in the long and short-terms (Soskice, 1993).

Rothschild and White (1995) argued in support of the human capital theory asserting that that ventures are made in human capital with a view to advance person's productivity and consequently their remunerations. It is a venture since expenditures are experienced, both unequivocal, in terms of fees and implied in terms of "adversity", plus opportunity cost related to going to school while the person could commence their career. Similar to most of empirical economic literature in the optimal choice is reliant on the equilibrium between costs and benefits. According to Williams (1996), there is a supplementary component in the study of this benefit and cost of investment in human resources that of social and benefit versus private cost. As implied by the terms, the private costs relate to the individual person's individual cost as regards hardship, and

opportunity cost. The social benefit and cost relate to the ideal scenario if there was one person who could make an obligatory determination for everyone (Ryan, 1992).

The human capital theory posits that a person's resolution to capitalize on education is founded on the analysis of the net present-day worth of the benefits and costs of such a venture (Pissarides, 1996). Persons are presumed to capitalize on education in the course of an opening period and accept revenues of the venture in consequent periods. Labor force pays for education by getting a remuneration which is inferior to what would have been received somewhere else while being educated. Because education is understood to make workforces more industrious, workforces accumulate the proceeds from their venture in later days through advanced minimal products and greater wages (Simkovic, 2013).

Human capital models, according to Cave, Dodsworth and Thompson (1992), commonly breaks down training into particular education, which raises efficiency in just one firm, and overall training, which intensifies efficiency in more than only one firm. Exclusively general education is sponsored by workforces, and the workforces receive every return to this education. On the contrary, workforces and proprietors will share in the returns and costs of specific education. In spite of these dissimilarities between specific and general education, the theory envisages that both versions of education lower the preliminary income and raise income development (Paolo, 2012).

Cave, Dodsworth and Thompson (1992) further assert that in the human capital venture theory, the resolution to go to university or college hangs on a simple assessment concerning the in-house degree of yield to this human capital venture and the predominant interest rate at which learners could, in standard, appropriate to sponsor their training. In real sense nonetheless, a number of other influences may also impact this resolution. Case in point, high training fees may discourage learners from going to university or college if they have difficulties appropriating funds from pecuniary institutions (Jawad, 1993).

Funding is in general terms a significant characteristic of any venture resolution. In the instance of investments in human capital ventures, funding is specifically challenging since it is not possible for one to use the worth of the human capital as guarantee for the loan advancement. On the contrary, equipment and machinery, other tangible assets and land can be guaranteed as loan guarantee (Creedy & Francois, 1990). Therefore, there is, an important dissimilarity between tangible and human capital with respect to the extent to which "flawless capital markets" triumph. Without the presence of funded tuition, student credit programs, and comparable policies, the difficulties related to funding investments in human capital could deter many persons from selecting the quantity of training that would make the most of their net present-day worth of lifespan earnings. As well as in the occurrence of these strategies, borrowing restrictions may put forth a noteworthy effect on resolutions regarding training (Hanoch, 1967).

Unger, Rauch, Frese and Rosenbusch (2011) argue that according to Human Capital theory expenditure on education is treated as an investment and not as a consumer item. An individual acquires this human capital in schooling and post-school investment and on the job training. Efforts are made in Kenya to encourage cost sharing and loan scheme in order to increase number of educated people because it is believed that highly trained and skilled manpower is the pivotal element for real development and the government is undertaking this approach because it believes in human capital theory. Schultz (1988) supports the theory by arguing that increase investment in human capital increases individual productivity and income, and concurrently lays the technical base for the type of labour force necessary for economic growth in modern industrialized society.

Osipian (2009) posited that there has been increasing awareness that, human capital when combined with other factors of production can be an important factor in economic development. This study also agrees on human capital theory because of the belief that people constitute the most important resource in any organization. It is people who act on other resources such as money, machines, materials and methods that enable organization to function. Dawson (2012) also argues that organization can survive without other

resources, but they cannot survive without people. For organizations to achieve good end result, much of the investment must be directed on human being. Students' loans will encourage more students to get education through increased enrollment, loan recovery should be emphasized in order to finance other needy and qualified students, guidelines and selection criteria should be effective for the success of the students' loans in financing higher education in Kenya.

The values to training are not likely to be acknowledged with inevitability so that decisions to invest ought to be grounded on persons' anticipations concerning the future. Since some substitutions may not be as certain as others, attitudes regarding risk also have a role to play (Pissarides, 1996). Risk-neutral persons will pick out the quantity of training that capitalizes on the anticipated net present-day value of lifespan incomes, while those persons that are risk averse will put more heaviness on anticipated costs and benefits that are assured than on the ones that are unclear (Creedy & Francois, 1990). In the present study, the human capital theory is used to explain that students are willing to borrow to pay for their education based on the expectation that their investment will bring future financial returns. This may however be curtailed by the high graduate unemployment rates.

2.2 Literature Review

Boliver (2011) determined that learning society, is a model established on admittance to enduring learning for all individuals, has been progressed since the mid-1970s. In the 1990s, creative improvements had opened up new possible results for its affirmation. The examination likewise discovered that in higher training, prepared access to instruction independent of zone both earlier and past graduation has been made possible by the point of confinement, undreamt of starting in the relatively recent past, for fast and expansive two-course communication of substance, pictures and sound. There is no doubt that higher instruction has entered an important time.

Zeichner (2012) argued that the historical backdrop of alternative instruction is a splendid story of social reformers and individuals, religious enthusiasts and wistful individuals. In the United States for example, Horace Mann's initiating attempts to bind together public instructing were confined from the start of religious pioneers and distinctive investigators who saw training to be an individual, family and community endeavor not a political program to be commanded by the public.

Across developing countries Africa included, higher education has become progressively significant not only to persons, with a view to improve their status and elevating their lives, but also to the greater society for both economic prosperity and progression of good governance (Ngali, 2013). The spirit is that universally, countries have recognized that development can only take place if the competencies, needs, and productivities of human capital are enhanced across the various economic sectors (Leseeto, 2010). Nonetheless, despite the universally acknowledged prominence and its substantial capital claim on public wealth across the world, higher education in most developing and developed countries is anguishing from growing severity.

Gordon (2014) argued that fundamental costs of guideline are classified by the American secretarial principles as "education and general." These are the costs of workforce and staff salaries, gear, libraries, managerial and vital educational reckoning, and certain resources or area charges, for instance, lease. Essentially, this is the item that it expenses the organization to ensure its main goal of teaching and whatsoever fundamental research or grant their resources are relied upon to do truant uncommon awards or contracts.

Lubienski (2013) observed that over the world, scholars have located an expansive scope of alternative types of education established in various theories. In this way, the scene of alternate learning is very divided which creates hardship in evaluating the quantity of learners in alternate colleges and packages. Expansive, worldwide systems of alternate colleges in light of specific educational ideas, for example, Montessori and Waldorf/Steiner instructional method exist together with some new developments in alternative teaching and

also singular alternative schools. Moreover, a few Organizations for Economic Cooperation and Development (OECD) educational systems have made enactment that accounts for and allows for alternative schools and education programs inside public educational systems.

Bennett, Wells and Rank (2009) observed that there is an overall agreement in the scholarly work that scholarly needs will keep on outpacing coordination of new models and advances in higher learning. In the meantime, be that as it may, managers are training to explore a Service 2.0 philosophy where clients (or users) of learning have generally expected exceedingly advanced and redid learning encounters. Inside this unique situation, it is basic that teachers and directors comprehend diverse demand. Student inclinations may differ by age, social foundation, type of degree, learning style, topic, and so on.

In support of higher education learning, governments in most of the countries have introduced the higher education learning loans to help students be able to pay for their tuition. A flourishing economic development significantly relies on human capital as a key investment. In this regard, a considerable amount of resources ought to be channeled to higher education (Ngali, 2013). Student loan schemes in higher education have been established in over 60 countries across the globe since 1940s (Ionescu, 2011). Among other countries, the students' loan schemes are widely applied in the United States of America, China, Australia, Japan, the United Kingdom, Chile and Singapore as a mechanism for funding higher education (Kesterman, 2013; Ionescu, 2011; Hemraj, 2015).

The loan schemes vary from country to country but all government funded loans scheme have one component in common, which is that they are greatly subsidized by respective governments. This implies that a sizeable percentage of the total loans expenditure is not expected back in repayment (Kimani, 2011). Student loan schemes, typically meant to finance tertiary education are of specific interest to governments since these schemes have the ability to contribute to the solution to a wide range of policy challenges faced by governments (Ziderman, 2012).

3 METHODOLOGY

The study adopted a correlation research design. This design allowed the investigator to measure the extent of association that existed between the independent and dependent variables. It examined the relationship between variables, in line with Garg and Kothari (2014). The study was based on the students in Mount Kenya University main campus, who were enrolled in alternative modes of learning. Mount Kenya University Undergraduate students with approximately 5,141 students undertaking virtual learning, 4,839 students undertaking distance and institution-based learning (DIBL) and 434 students undertaking part time modes of study (evening and weekend) constituted the target population. Based on the Taro Yamane formula, 386 students were sampled.

Systematic sampling was employed to select 191 students from virtual, 179 students from distance and institution-based learning and 16 students from part time learning from Mount Kenya University. This included choosing a component from the list of the random in each of the alternative mode and afterward every kth component in the frame chosen to such an extent that $k=N/n$ and where n is the sample size and N the populace size. The data collection instrument for this study was a questionnaire. After collection of data, quantitative data was analyzed using both descriptive and inferential statistics. Descriptive statistics used were the frequencies, percentages, means and standard deviations while the inferential statistics involved use of Pearson's correlation coefficient (r) to determine the strength of the relationship between the variables of the alternative modes of learning (dependent variable) and cost of education (independent). In addition, regression analysis was used to determine the significance of the relationship between the variables. The analyzed data was presented using figures and tables.

4 FINDINGS

4.1 Demographic Information

This section presents results on demographic characteristics of the respondents. The demographic features presented in the study included the gender of the respondents, their age and the current year of study. Data was presented in figures to give a clear picture of the features being reviewed.

The study aimed to collect data from a sample of 386 students from virtual learning, distance and institution-based learning and part time learning alternative modes offered in Mount Kenya University. However, the study did not achieve a response of 100%, as there were some non-response incidences. Therefore, out of the 386 students, 311 gave adequate information through answering the questionnaires completely and gave back the questionnaires accordingly. Nevertheless, 75 respondents did not give response to the study making a non-response of 19%. Thus, the study realized a response rate of 81% as shown in Figure 1.

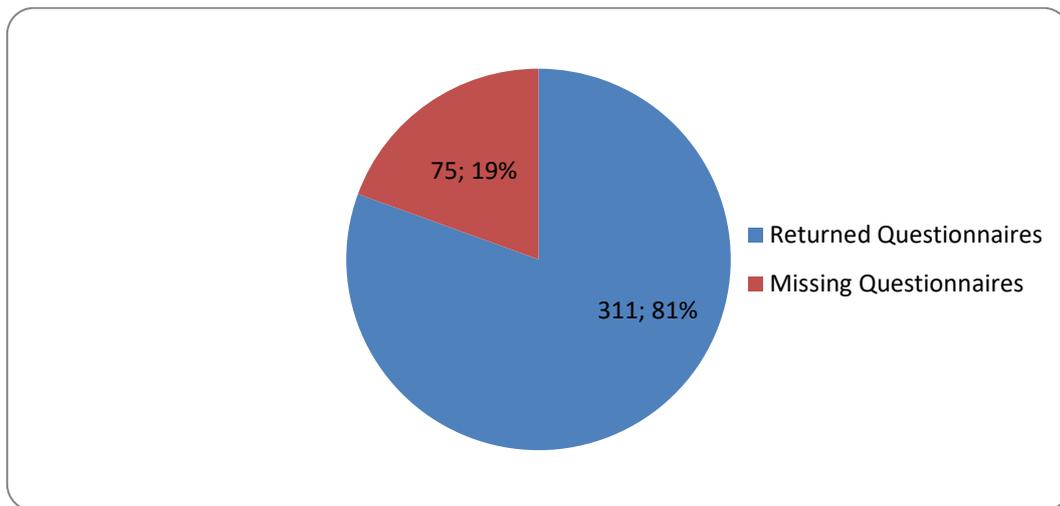


Figure 1: Response Rate

The study established that 58% of the respondents were male while 42% were female. The findings imply that there were more male students enrolled on alternative modes of learning in Mount Kenya University than their female counterparts. The findings are shown in Figure 2.

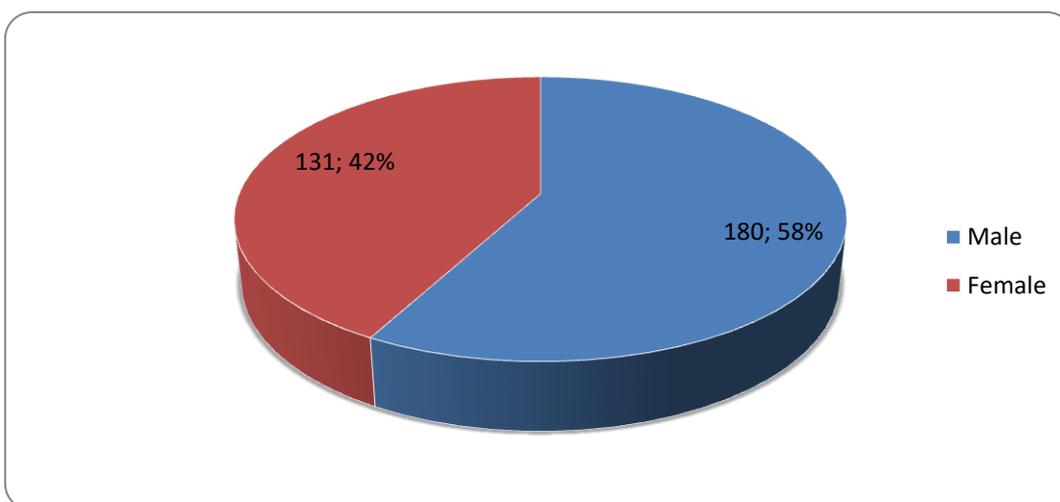


Figure 2: Gender of Students

The findings of the study indicate that 49% of the students were aged between 21 and 30 years, 29% were aged 31-40 years, 16% were aged 20 years or below and 6% were aged 41 years or more. The findings imply that most students on alternative mode of learning in Mount Kenya University were between the ages of 21 and 30 years. These findings are shown in Figure 3.

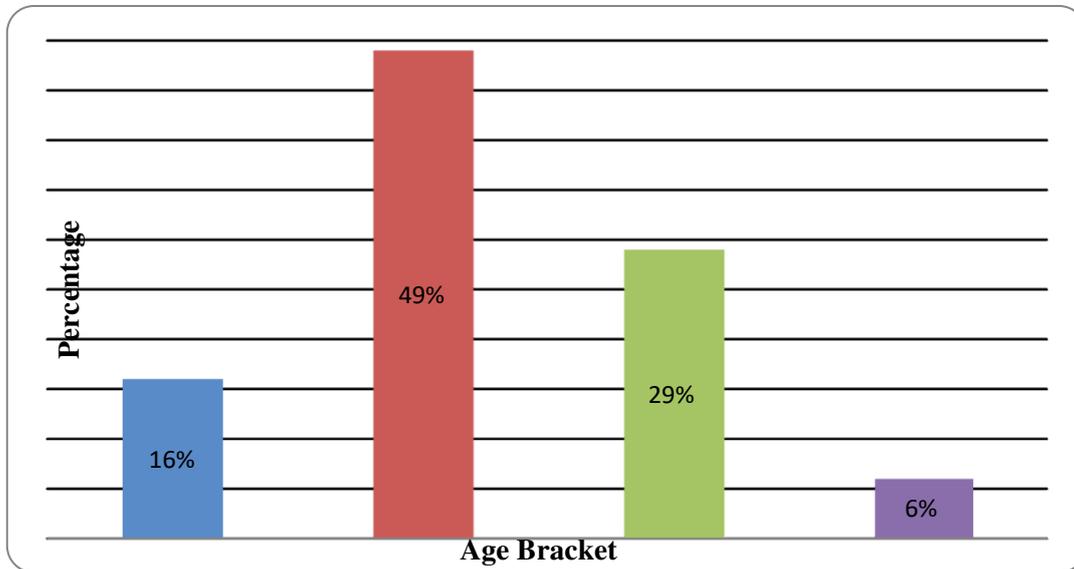


Figure 3: Age Bracket of Students

The study determined that 50% of the students were in second year during the time of the study, 27% were in third year while 23% were in first year as shown in Figure 4.

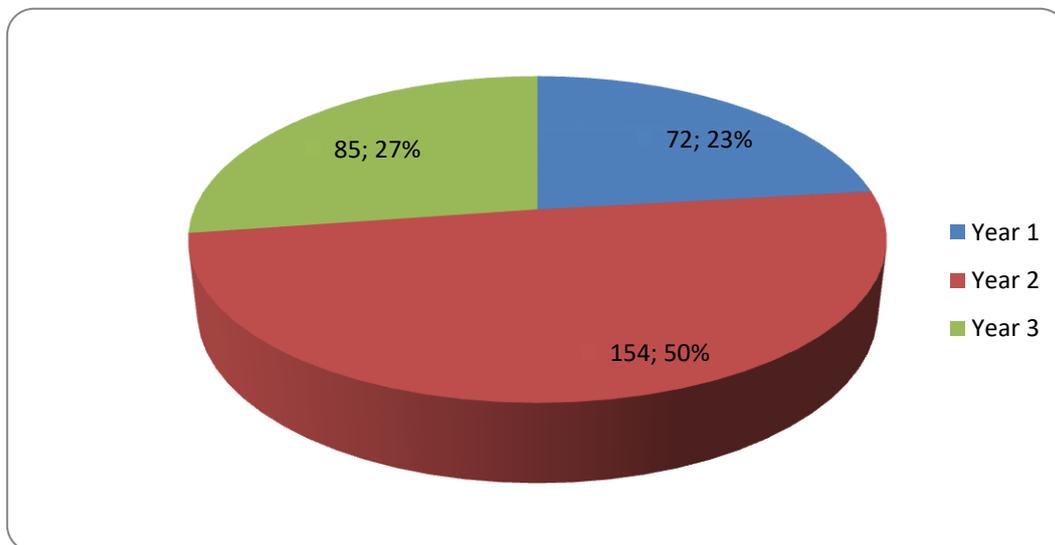


Figure 4: Year of Study

4.2 Presentation of the Findings

The study sought to determine the influence of cost of tuition on the choice of alternative modes of learning in Mount Kenya University. To achieve the objective, both descriptive and inferential statistics were used in the study.

4.2.1 Descriptive Statistics for Cost of Tuition

The findings obtained in the study indicate that 60.8% of the respondents strongly agreed that their parents or guardians paid their tuition fee and 29.3% agreed while 5.5% neither agreed nor disagreed. 61.4% of the respondents strongly disagreed that they qualified by KUCCPS for admission to the university, 25.4% disagreed and 7.1% neither agreed nor disagreed.

The findings also indicate that 46% of the respondents strongly disagreed that they generated income to pay for their tuition fee while 38% disagreed. 54.3% of the respondents strongly agreed that they found it expensive to pay for their university tuition fee, 30.2% agreed while 8.4% strongly disagreed. Further, 44.1% of the respondents strongly agreed that they got to meet their university tuition using HELB loan, 31.8% agreed while 12.2% neither agreed nor disagreed. In addition, the findings indicate that 41.2% of the respondents disagreed found tuition fees for enrolment to institution based mode of study fairly cheap, 36.3% neither agreed nor disagreed while 17.4% strongly disagreed.

The findings are supported from results obtained from means and standard deviations, where the respondents generally agreed with the following statements: My parents/guardian pay for my tuition fees ($M = 4.43$, $SD = 0.916$); I get to meet my University tuition using HELB Loan ($M = 3.99$, $SD = 1.222$) and I find it expensive to pay for my University tuition fee ($M = 4.19$, $SD = 1.192$). The respondents generally disagreed to the statements: I qualified by KUCCPS for admission to the University ($M = 1.62$, $SD = 0.989$); I generate income to pay for my tuition fees ($M = 1.93$, $SD = 1.083$) and I find tuition fees for enrolment to institution based mode of study fairly cheap ($M = 2.29$, $SD = 0.812$). The findings are shown in Table 1.

Table 1: Descriptive Statistics for Cost of Tuition

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
My parents/guardian pay for my tuition fees	f	11	3	17	91	189	4.43	.916
	%	3.5%	1.0%	5.5%	29.3%	60.8%		
I qualified by KUCCPS for admission to the University	f	191	79	22	7	12	1.62	.989
	%	61.4%	25.4%	7.1%	2.3%	3.9%		
I generate income to pay for my tuition fees	f	143	87	54	15	12	1.93	1.083
	%	46.0%	28.0%	17.4%	4.8%	3.9%		
I find it expensive to pay for my University tuition fee	f	26	9	13	94	169	4.19	1.192
	%	8.4%	2.9%	4.2%	30.2%	54.3%		
I get to meet my University tuition using HELB Loan	f	28	9	38	99	137	3.99	1.222
	%	9.0%	2.9%	12.2%	31.8%	44.1%		
I find tuition fees for enrolment to institution based mode of study fairly cheap	f	54	128	113	16	0	2.29	0.812
	%	17.4%	41.2%	36.3%	5.1%	0%		

4.2.2 Correlation between Cost of Tuition and Choice of Alternative Modes of Learning

The study carried out correlation analysis to determine the relationship between the cost of tuition and the choice of alternative mode of learning in Mount Kenya University. The correlation test was conducted at the 5% level of significance with a 2-tailed test. Thus, the significance critical value was set at 0.025 above which the association is deemed to be insignificant and vice versa. The findings obtained in the study indicate that

the cost of tuition had a significant influence on the choice of alternative mode of learning as shown by the correlation coefficients, $r = .419, p = .036$. The findings are shown in Table 2.

Table 2: Correlation between Cost of Tuition and Choice of Alternative Modes of Learning

		Alternative Mode of Learning
Cost of Tuition	Pearson Correlation	.419*
	Sig. (2-tailed)	.036
	N	311

*. Correlation is significant at the 0.05 level (2-tailed).

4.2.3 Regression between Cost of Tuition and Choice of Alternative Modes of Learning

The study further conducted regression analysis to determine the influence of cost tuition on choice of alternative mode of learning in Mount Kenya University. The model summary, ANOVA table and regression coefficients table were derived to help determine this relationship. Based on linear regression model, the study sought to establish the effect of cost of tuition on choice of alternative modes of learning. The following hypothesis was therefore tested:

H₀: Cost of tuition does not affect the choice of alternative modes of learning in Mount Kenya University.

H₁: Cost of tuition affects the choice of alternative modes of learning in Mount Kenya University.

The study found that cost of tuition explained a significant proportion of variance in the choice of alternative mode of learning, $R^2 = .214$. The findings obtained imply that 21.4% of the variation in choice of alternative mode of learning in Mount Kenya University could be explained by the cost of tuition. Other factors therefore contribute 78.6% of the variation in choice of alternative mode of learning in the University. The findings are shown in Table 3.

Table 3: Model Summary for Cost of Tuition

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.419 ^a	.214	.211	.561	.214	4.439	1	309	.036

a. Predictors: (Constant), Cost of Tuition

The study carried out ANOVA test to determine the significance of the model for the relationship between cost of tuition and the choice of alternative mode of learning in Mount Kenya University. The findings obtained indicate that the model was significant, $F = 4.439, p = 0.036$. The p value was less than 0.05 at 95% confidence level; hence the model for the relationship between cost of tuition and the choice of alternative mode of learning was significant. The findings are shown in Table 4.

Table 4: ANOVA for Cost of Tuition

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.398	1	1.398	4.439	.036 ^b
	Residual	97.335	309	.315		
	Total	98.733	310			

a. Dependent Variable: Alternative Mode of Learning

b. Predictors: (Constant), Cost of Tuition

The study found that cost of tuition significantly predicted the choice of alternative mode of learning, $\beta = .419$, $t = 2.107$, $p = .036$. This finding implied that there was a positive and significant relationship between cost of tuition and choice of alternative mode of learning in Mount Kenya University. The study therefore rejected the null hypothesis and affirmed that cost of tuition affects the choice of alternative modes of learning in Mount Kenya University. The results are presented in Table 5.

Table 5: Coefficients for Cost of Tuition

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.951	.203		9.626	.000
	Cost of Tuition	.437	.065	.419	2.107	.036

a. Dependent Variable: Alternative Mode of Learning

5 DISCUSSION

The study determined that the cost of tuition had a significant influence on the choice of alternative mode of learning. The findings obtained also showed that a significant proportion of the variation in choice of alternative mode of learning in Mount Kenya University could be explained by the cost of tuition. The study further found that the parents/guardians paid for the student tuition fees and some students used loans from the higher education loans board to facilitate the payment of their tuition fees.

The findings obtained in the study align with the findings postulated by Gordon (2014) who argued that the fundamental costs of study that were considered before choosing the modes of learning were the costs associated with workforce and salaries, which also determined the level of access to certain materials of learning such as books and access to internet. Further, the findings are in line with those of Lubienski (2013) who observed the scene of alternate learning is much divided based on the cost of the alternative mode of learning. The study further agreed that the economic status of the student could determine their choice of education, and could result in students choosing the cheapest mode of learning.

Bennett, Wells and Rank (2009) recommended that it was critical that administrations of universities offering different modes of learning comprehend diverse demand from the students, and therefore align the student needs to the best mode of learning that meets the cost of learning demands by the student. Student inclinations may differ by age, social foundation, type of degree, learning style, topic, and so on. These are the critical areas that Mount Kenya University can also focus on to meet the tuition cost demands by the students on alternative mode of learning.

6 CONCLUSIONS AND RECOMMENDATIONS

The cost of tuition was an important factor which the students looked at before making a choice on the alternative mode of learning to study. The study found that cost of tuition positively affected the choice of alternative mode of learning. The study therefore concludes that the choice of alternative mode of learning was dependent upon the cost of tuition.

The study recommends that since the cost of tuition, learning materials and time taken on alternative modes of learning was seen as relatively high, the university can integrate the modes of learning so as the student is not restricted to one mode of learning, to reduce costs associated with one mode of learning.

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